Monomoy Regional School District - Monomoy Regional School Committee Meeting Agenda for Thursday, February 27, 2025 at 6:30 PM Monomoy Regional High School Library, 75 Oak Street, Harwich, MA 02645

This meeting will be broadcast to Channel 22 as well as live-streamed/recorded to the MRSC YOUTUBE CHANNEL

AGENDA

A. Call to Order

B. Superintendent Scholar Award for Academic Excellence

C. MRHS Student Representative Report

D. Approval of Minutes

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

F. Reports and Discussions

i. MRHS Empty Bowls, Full Hearts event - Cherian Armstrong
ii. 2026 Student Trip Proposal to Australia/New Zealand - Dustan Burns
iii. 2025-2026 SPED Budget Presentation
iv. FY26 Budget Update

G. Subcommittee, Representative, Liaison Reports

i. MRMS Middle School Restoration Project Update
ii. Finance Subcommittee Update

H. Superintendent's Report

i. Recognition of Donations, Grants, and other Acknowledgments
ii. Update on Equity Audit

I. Action Items - Vote Required

i. 2025 NAfME Eastern Division Honors Ensemble Student trip
ii. Second Reading: Policy Files ADDA : Fingerprint-based criminal history record information (CHRI) checks made for non-criminal justice purposes; CORI requirements; DCF Central Registry; JB : Equal Educational Opportunities; AC : Nondiscrimination; ACAB-SH: Sexual Harassment

J. Presentation of the Warrants

K. Adjournment

Authorized Posting Officer
Leah Tambolleo
February 24, 2025

Monomoy Regional School District - Monomoy Regional School Committee
Meeting Minutes for Thursday, January 23, 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; Jackie Zibrat-Long; Ryan Clarke; Meredith Henderson; Jessica Rogers.

Members not present: Bre Rose.

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 6:15 PM.

B. Adjourn to Executive Session Roll Call Vote to adjourn to Executive Session pursuant to M.G.L. c. 30A, sec. 21(a)(3) to conduct strategy sessions with respect to Collective Bargaining. Regular Open Session to resume at approximately 6:30 PM.

C. MRHS Student Report Representative
Student Representative Jason Elhilow delivered his update to the School Committee about various events at MRHS over the months of December and January. Some highlights include the Celebration of Excellence, the Alumni Show and Robotics competition. The HS also hosted Breakfast for a Cause fundraiser and the SandScript Club held an OpenMic event.

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

E. Reports and Discussions

i. FY26 Budget Update / FY26 Budget Hearing
MRSD Business Manager Michael MacMillan shared a brief update on FY26 budget, mentioning the state budget release and its impact on Chapter 70 funding and minimum local contributions.

ii. **Reporting out on January 9. 2025 Executive Session** **Vote Required**
On January 9, 2025 the MRSC met in Executive Session to discuss and approve a 1-year extension to Dr. Carpenter's contract, which is due to expire in June 2025. The new contract will end in June 2026.
MOTION: Jackie Zibrat-Long moved to approve the 1-year extension to Dr. Carpenter's contract, seconded by Meredith Henderson,
UNANIMOUS the motion passes.

iii. **Reporting out on January 23. 2025 Executive Session** **Vote Required**
January 23. 2025, the MRSC met in Executive Session to discuss and approve the new SEIU collective bargaining agreement for the Monomoy Custodians.

MOTION: Jessica Rogers moved to approve the SEIU contract as presented in Executive Session. The motion was seconded by Meredith Henderson.
UNANIMOUS the motion passes.

iv. **Selection of Owner's Project Manager for Middle School Siding Project** **Vote Required**
MRSD Business Manager Michael MacMIllan discussed the selection process for the OPM for the middle school restoration project. Four firms were interviewed, and ECC Corporation was ranked number one. ECC Corporation has experienced staff and a broad experience that impressed the school building committee. The initial agreement with ECC Corporation will last until the end of June, with a cost not to exceed $32,200. The project will include siding and windows, and the scope may increase as the project progresses.
MOTION: Ryan Clarke moved to approve that the district enter into a contract with ECC Corporation for the Owner's Project Manager Services for the MRMS Restoration Project. The motion was seconded by Meredith Henderson.
UNANIMOUS the motion passes.

v. First Reading: Policy File IFK - Competency Determination Graduation Requirement - Dr. Robin Millen

vi. First Reading: Policy File ADDA - Fingerprint-based criminal history record information (CHRI) checks made for non-criminal justice purposes; CORI requirements; DCF Central Registry
As mentioned at the January 9, 2025 MRSC meeting, Massachusetts voted to no longer use MCAS as a competency requirement therefore the Policy Subcommittee, with Dr. Robin Millen, met to draft **Policy File IFK - Competency Determination Graduation Requirement**. This policy will come back for a second reading and approval vote at the February 13, 2025 MRSC meeting.
On behalf of the Policy Subcommittee, Brad Schiff stated that **Policy File ADDA - Fingerprint-based criminal history record information (CHRI) checks made for non-criminal justice purposes; CORI requirements; DCF Central Registry** will not be presented this evening and will go back to the subcommittee for further review.

vii. **Possible Massachusetts School Building Association Update -** Not presented **Potential Vote**

viii. Equity Audit Process
Dr. Carpenter provided an update on the equity audit process, which will involve monthly meetings with the Diversity Council. The first phase of the audit will focus at the building level with teams including teachers, administrators, parents, and community members. A climate survey will also be conducted to gather additional data.

ix. 2024-2025 MRSC Goals Update
MRSC Chair Betty Gray reviewed the 2024-2025 MRSC goals and noted the progress made towards each so far this year.

F. Subcommittee, Representative, Liaison Reports

i. Building Committee / ii Indoor Air Quality Update
On behalf of the MRMS Building Committee, Jackie Zibrat-Long gave a summary of their meeting, held on January 21, 2025. At the meeting, the committee selected the OPM, the ECC Corporation. They discussed issues such as potentially replacing the windows, HVAC, and about educating the public and being very transparent and using social media.
Dr. Carpenter continued to share that the District is going to start a testing regime with a mold specialist in Dennis, to do target inspections or 'disturbed air testing'. The company will be working with the MRMS custodial staff and testing in the classrooms over the upcoming weeks

iii. Policy Subcommittee - As presented in the first readings above.

iv. Representative Report - Cape Cod Collaborative

Cape Cod Collaborative Representative Jessica Rogers noted the retirement of Executive Director Paul Hilton and announced that Dr. Hope Hanscom has accepted the role of Executive Director, succeeding Paul Hilton, who served the Collaborative for 14 years. Ms. Rogers also noted that as she will not be seeking re-election at the end of her term, Brad Schiff will be assuming her role as representative to the Cape Cod Collaborative.

G. Superintendent's Report

i. Recognition of Donations, Grants, and other Acknowledgments

Dr. Carpenter also recognized Paul Hilton and echoed Ms. Rogers sentiments of Dr. Hanscom's qualifications.

H. Action Items - Vote Required

i. **Selection of Owner's Project Manager for Middle School Siding Project** **Vote Required**

MOTION: Ryan Clarke moved to approve that the district enter into a contract with ECC Corporation for the Owner's Project Manager Services for the MRMS Restoration Project. The motion was seconded by Meredith Henderson.
UNANIMOUS the motion passes.

ii. **Possible Massachusetts School Building Association Update -** Not presented **Potential Vote**

iii. Dr. Carpenter's 1-Year Contract Extension

MOTION: Jackie Zibrat-Long moved to approve the 1-year extension to Dr. Carpenter's contract, seconded by Meredith Henderson,
UNANIMOUS the motion passes.

iv. **SEIU MRSD Custodians Association 2025-2028 Agreement**

MOTION: Jessica Rogers moved to approve the SEIU contract as presented in Executive Session. The motion was seconded by Meredith Henderson.
UNANIMOUS the motion passes.

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

J. Adjournment

MOTION: Meredith Henderson moved to adjourn the meeting, seconded by Jackie Zibrat-Long.
UNANIMOUS the meeting adjourns at 7:59 PM.

Respectfully Submitted,

Leah Tambolleo
Recording Secretary

Monomoy Regional School District - Monomoy Regional School Committee
Meeting Minutes for Thursday, February 13, 2025 at 6:00 PM
Monomoy Regional High School Library, 75 Oak Street, Harwich, MA 02645

FY26 BUDGET PUBLIC HEARING

This meeting was broadcast to Channel 22 as well as live-streamed/recorded to the MRSC YOUTUBE CHANNEL

In accordance with M.G.L., c. 71, Section 38N, this is a Public Hearing for the proposed annual budget for the Fiscal Year 2026. The purpose of the Public Hearing is to present the FY26 Monomoy Regional School District Budget to the community for their input.

Members present: Betty Gray, Chair; Tina Games, Vice Chair; Brad Schiff; Bre Rose; Jackie Zibrat-Long; Ryan Clarke; Meredith Henderson; 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 6:01 PM by Chair Betty Gray.

B. FY26 Budget Presentation

MRSD Business Manager Michael MacMillan launched his presentation for the FY26 budget. The budget request is $49,702,461, which is an increase of $1,627,331 (5.4%) for Harwich and $908,479 (8.8%) for Chatham and an overall increase of $3,190,990 / 6.86% over FY25.

The assessment to the town of Harwich is $31,504,313 and $11,217,418 to the town of Chatham.

The budget reflects a number of capital and debt projects, including:

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**

Other factors that are influencing the budget are an increase in property insurance, several requests of the District Leadership Team, an increase in staffing costs, health insurance and building maintenance.

C. Public Comment

Harwich resident Charles Gruszka spoke in support of the proposed budget but expressed concerns about the impact of the middle school restoration project on future budgeting. He also noted that the regional agreement and funding formula are worth revisiting with suggestions for changes to ensure fairness.

Ryan Edwards, a Harwich taxpayer and parent, expressed concerns about the integrated preschool program.

D. Adjourn

MOTION: Meredith Henderson moved to adjourn the meeting, seconded by Tina Games.
UNANIMOUS the meeting adjourns at 6:52 PM.

Respectfully Submitted,

Leah Tambolleo
Recording Secretary

MONOMOY REGIONAL SCHOOL DISTRICT

THURSDAY, MARCH 20

MONOMOY HIGH SCHOOL
CAFETERIA
2 SEATINGS: 5:00 PM & 6:15



EMPTY BOWLS, FULL HEARTS

Monomoy Regional High School is proud to present **Empty Bowls, Full Hearts,** a fundraiser to benefit the Family Table Collaborative of Cape Cod.

You or the whole family can enjoy a delicious homemade soup dinner in a charming ceramic bowl made by MRHS students, on placemats made by the HES and CES students! To accompany the soup, there will be *Pain D'Avignon* bread, *Pelham on the Rise* cookies, and *Dunkin'* coffee. While you eat, enjoy concerts from both the MRMS and MRHS choirs and participate in a silent auction of goods from partnered local businesses!

- **$10** - Ceramic Bowl Only
- **$15** - Soup Meal (Individual - INCLUDES Ceramic Bowl)
- **$8** - Soup Meal (Individual - No Ceramic Bowl)
- **$25** - Soup Meal (Family - No Ceramic Bowl) **for families of 4 or more!*
- **$5** - Soup Meal (Children 0-11 - No Ceramic Bowl)

If you are unable to attend, please consider making a contribution. All donations are greatly appreciated!

5PM SEATING

TICKET SALES

6:15PM SEATING

Monomoy Regional School District
425 Crowell Road
Chatham, MA 02633
Office of Student Services

Melissa Maguire mmaguire@monomoy.edu 508-945-5130

Annual Special Education Budget Report: February 27, 2025 Presented to the Monomoy Regional School Committee

Introduction

The Monomoy Regional School District provides a comprehensive program for students with disabilities. The school system subscribes to the philosophy that all students can learn and that the purpose of special education is to minimize the impact of disability and maximize the opportunities for children with disabilities to have access to the general curriculum.

It is the responsibility of the school district to provide every student with disabilities with a free, appropriate public education (FAPE) within the least restrictive environment (LRE) from ages 3 to 22. This age range is important because it significantly increases the amount of time that the school district is responsible for educating a student with special needs, which must be factored into the overall cost of special education.

Managing the overall needs of students with disabilities is very complex and there are many factors that need to be considered when reporting on the budget as the needs change constantly throughout the year:

1. Child Find - Requires that districts identify, evaluate, determine services and provide programs for school-age children who – because of their disabilities – are unable to progress effectively in regular education and require special education to develop their individual education program.
2. Students who may move in or out of the district
3. An increase in the severity of needs
4. Social/emotional/behavioral/mental health needs

This report contains the following information:

- Enrollment
- Circuit Breaker
- Out-of-District Placements
- Savings Realized Through In-District Programs
- Specialized Programs
- Special Education Staffing
- Transportation Costs
- Extended Year Services Costs
- Contracted Services Costs
- Additional expenses Related to Special Education
- Grant Funding
- Future Considerations and Concerns

Enrollment

The Monomoy Regional School District is responsible for educating **330** (October 1, 2024 enrollment report) students with disabilities both in the district and out of the district. This represents 18.8% compared to the state rate of 20.6%. Monomoy continues to remain below the state rate educating students with disabilities even with our continued program growth to support students with more intensive special education needs.

State Reporting Based on October 1, 2024 Enrollment					
	20/21	**21/22**	**22/23**	**23/24**	**24/25**
# of students receiving special education	288	301	315	335	**330**
District % of students receiving special education	16.9%	17.6%	18.4%	18.4%	**18.8%**
State % of students receiving special education	18.7%	18.9%	19.4%	19.4%	**20.6%**

* This percentage is given by the Department of Elementary & Secondary Education based on the enrollment data provided for October 1, 2024.

Based on current data (February 2025), there are **322** students who are receiving special education services. This number includes students after October 1, 2024 who have moved into the district or moved out of the district, students who attend Monomoy through school choice, eligible students who have since turned three years old, and those who have been evaluated and found eligible.

The table below shows the current status of students receiving special education services.

Current Status	CES	HES	MRMS	MRHS	Total
Total # of students w/IEP's	28	74	77	118	297
Total # of preschool students as of 2/1/25	3	22			25
					Total 322
Total # of PrK students anticipated for the end of the year	3	21			24
Total # of students currently in evaluation	5	16	19	11	54
Total # of evaluations completed to date	7	19 11(PK)	15	23	75
Total # of students to date with a finding of No Special Needs	1	5	0	2	8

Total # of students who left the district (moved as of 12/8)	0	2	1	0	3
total # of 3-year evaluations due by June	2	13	9	14	38
Total # of students who will graduate				14	14
total # of post-grad students				1	1
Total # of students who school choice	4	6	21	10	41

This report provides information on the general expenses related to special education and is not exhaustive.

State Financial Support for Special Education: Circuit Breaker

The Commonwealth Special Education Reimbursement Program, commonly known as the Circuit Breaker Program, provides financial assistance to public school districts to offset the cost of delivering high-cost special education services to students. Circuit breaker reimbursement is provided based on costs paid by districts for qualified special education tuition & instruction services and for associated transportation to out-of-district programs. Qualified expenses must exceed an annual per-student approved cost threshold to be eligible for reimbursement.

It is important to note, when discussing special education costs, that the federal legislation governing special education, the Individuals with Disabilities Education Act (IDEA) was originally mandated to fund 75% of the per pupil costs of educating all children with special needs. The district has been reimbursed at 75% for the past six years. The circuit breaker is reimbursed on the previous year's claim. In 2021 transportation became eligible for reimbursement. For the first two years it was reimbursed at 75%. For FY23 it was 57.76%, and for FY24 it was 44%.

There is a claim threshold that is calculated each year. In order to be reimbursed, you need to meet the threshold and for every dollar above the threshold, 75% is reimbursed. The threshold for FY2025 was $52,419.

Extraordinary Relief and Reserve Relief is also available to districts that experience increases to instructional costs that are reimbursable and that exceed 25 percent of costs in the previous year. Monomoy was eligible for extraordinary relief reimbursement for 2024 and 2025. This is typically due to out-of-district placements made mid-year or an increase in high-cost services for a student in the district mid-year.

FY	Students Claimed	Claim Amount	Foundation	Net Claim	Reimbursement	%
16	14	$1,045,752	$587,216	$458,536	$348,691	75.00%
17	16	$1,171,777	$685,440	$486,337	$359,035	73.16%
18	15	$883,062	$624,863	$258,199	$186,150	72.09%
19	13	$873,860	$573,378	$300,482	$225,362	75.00%
20	7	$785,168	$320,544	$464,624	$348,466	75.00%
21	14	$1,420,134	$652,752	$767,382	$575,537	75.00%
22	11	1,414,074	$607,152	803,487	$608,239	75.00%
23	14	$1,361,762	$663,082	$608,066	$524,011	75.00%
24	9	$1,260,239	$445,446	$657,251	$582,737	75.00%
25	11	$1,544,328	$568,931	$975,397	$605,084	75.00%

http://www.doe.mass.edu/finance/circuitbreaker/

Circuit Breaker reserves are budgeted each year to offset the general budget, typically out-of-district costs.

Circuit Breaker	FY20 Actual	FY21 Actual	FY22 Actual	FY23 Actual	FY24 Actual	FY25 Budget	FY26 Budget	Projected Balance at the end of FY25
Expenditure	$419,380	$348,466	$576,429	$656,024	$610,673	$582,737	$815,306	$606,700

Out-of-District Placements

While the vast majority of students with special needs are educated within Monomoy schools, there are a small percentage (6%) of students who need specialized programs including very small classes and a low teacher-to-student ratio and access to mental/behavioral health supports and services. These students are educated out of district in specialized public day programs, residential programs, collaboratives, or private special education programs approved by the state.

Children attend out-of-district programs as day or residential students depending on the severity of their disabilities. In addition, they may also attend for a longer year that includes extended school year services. A residential placement provides the student with twenty-four-hour learning opportunities, full assistance with all functional life skills, and intensive specialized developmental services. Children who

attend residential placements have demonstrated a need for more restrictive programming, often due to limited safety awareness and putting themselves or others at great risk. These students may also have complex behavioral and/or medical needs that require consistent levels of supervision to maintain appropriate health and safety.

The cost of out-of-district programs varies greatly. Tuitions for private placements for the 2024-2025 school year range from a high of **$570,402** for a residential program, to a low of **$59,232 (Collaborative)** for a specialized public or private day program. The state of Massachusetts Operational Service Division (OSD) sets the tuition rates for these programs and, at times, will approve rate increases. This rate is set by the state based on the approved inflation rate, which is typically 3%. The only exception is Collaborative programs which set their own rates and are approved by their Board of Directors. This does not take into consideration the cost of transportation to these private schools (excluding residential). Monomoy currently funds a range of tuitions from the highest for a residential program **$326,341** to the lowest being **$59,232** for a Collaborative placement.

However, in addition to an increase in tuition granted by the state, private special education schools are able to apply for *extraordinary relief* or *restructuring* and request a tuition increase during their scheduled Coordinated Program Review or Mid Cycle Review. Increases can range from 3% to 13% over the current tuition based on the needs of the program and the state approving the request. The state approved all private schools to increase their rates by **14% for FY24**, this did not include Collaboratives. Latham, a private special education residential and day program, has applied for a $57,661 increase as of July 1, 2025. This has not been approved yet.

Fiscal Year 2026 Out-of-District Projections

As of October 1, 2024, there were 14 students in out-of-district placements. An additional four students were placed as of February 2025. There is one pending referral for placement and 2 students in an extended evaluation with the hopes of returning to the district that are not counted in the numbers below.

Out-of-District Placement	# of students FY 20	# of students FY 21	# of students FY 22	# of students FY 23	# of students FY 24	# of students to date FY 25	# of students projected FY 26
Elementary	4	3	5	4	5	6	5
Middle School	5	2	1	1	2	3	4
High School	4	7	8	7	4	7	6
Post-Grad	3	2	1	1	1	2	1
Total	**16**	**14**	**14**	**13**	**12**	**18**	**16**

Placements include: 5 residential, 11 Collaborative, and 2 private special education schools. 2 students will graduate; 1 student is moving from a residential placement to a day placement.

Projected Net Expenditure for Out of District (OOD) Costs						
	FY21 Actual	FY 22 Actual	FY 23 Actual	FY 24 Actual	FY 25 Budget	FY26 Budget
OOD Tuition- less circuit breaker	$944,379	$754,986	$773,033	$1,025,505	$1,022,701	$1,385,087

**Prepays shown in the year the services were received.*

Conditions that may affect the cost for Out of District Tuition

1. **Move-in Law**- This law is to assist districts with planning the budget for the following year. The move-in law states that any student who moves into the district prior to April 1st in the current school year shall be the responsibility of the district to fund the following fiscal year (July 1st). If a student moves in on April 1st or after, it is the responsibility of the prior school district to fund the remainder of the year and the following fiscal year. The only condition this does not apply is if a student attends a collaborative program. If a student moves into the district any time of the year, who attends a Collaborative program, it is the responsibility of the receiving district to fully fund the program at the time the student has moved in.

2. **Unforeseen Circumstances** – If a student engages in significant behaviors, has significant medical needs, a unique disability that requires very specialized programming (i.e., Deaf), or requires mental health services that the district cannot provide support or a program for, the student may require an out-of-district placement to meet their unique learning needs. This is what we are currently experiencing. The increase in placements has been to support students with significant mental or behavioral health challenges and we do not have the capacity or level of support needed to ensure their needs are met.

3. **Department of Children and Family (DCF) Placements -** When a child with special education services is removed from their home and placed in a residential setting, the school district is responsible to cost share the tuition with DCF. Depending on the program, it can be a straight 50% cost share of the total tuition, or the district is only responsible for the day portion of the program if there is a separate tuition. This becomes very complex, especially when the student does not require an out-of-district placement. If the residential program is close enough, the district would transport the student to their school. However, there are very few residential programs located near Cape Cod. The burden of transportation falls on the district.

Savings Realized Through In-District Programming

The district provides special education programming at the elementary, middle, and high school levels that provide the opportunity for students, who otherwise would need to be educated in out-of-district placements, to attend school in their own community. The District currently has eight programs across all four schools. A description of the programs follows the cost savings illustration.

This chart illustrates potential cost savings. This is a hypothetical scenario if the students in our specialized programs (SEAL, ISLE, SURF, SHELL, TIDE, SAIL, SHORE, SAND) were to attend an out-of-district program. For the purposes of this illustration, the number of students in FY 2025 (with the exception of preschool) was used and district salaries on the highest end were used - **$105,891 (step 16 M+) for a special education teacher and $43,439 (step 10) for an Instructional Assistant**. The

opposite was used to calculate an OOD tuition which is the lowest tuition for a day placement that has minimal therapeutic support. It is important to understand that many of these students would require a much more costly program based on the intensity of their disability.

	Elementary	Middle	High	Post Grad
Lowest OOD Tuition (not a collaborative)	**$73,000**	**$73,000**	**$73,000**	**$73,000**
# of students currently **# Instructional Assistants needed (using the same number as our programs - most likely it would be more as they would not all be in the same program)**	20 18	12 9	20 9	10 4
Potential Tuition **1:1 cost**	$1,460,000 $781,902	$876,000 $390,951	$1,460,000 $390,951	$730,000 $173,756
Total	**$2,241,902**	**$1,266,951**	**$1,850,951**	**$903,756**
District Cost using the highest salary	3 teachers **$317,673** 18 Assistants **$ 781,902**	2 Teacher **$ 211,782** 9 Assistants **$ 390,951**	2 Teacher $ **211,782** 9 Assistants $ 390,951	1 Teacher $ 105,891 4 Assistants $ 173,756
Total	**$1,099,575**	**$602,733**	**$602,733**	**$279,647**
Difference	**$1,142,327**	**$664,218**	**$1,248,218**	**$624,109**

TOTAL Projected OOD COST **$6,263,560**
District COST **$2,584,688**
Difference/Cost Savings **$3,678,872**

Monomoy Regional School District
Specialized Programs

Chatham Elementary

SEAL (Students Engaged in Active Learning)



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

	FY25	FY26
# of Students	**8**	**9**
FTE Special Education Teacher	1	5
FTE Instructional Assistants	1	5

Harwich Elementary

ISLE PrK-4
Independent Student Learning Environment



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

Prk and K	FY25	FY26
# of Students	**7**	**0**
FTE Special Education Teacher	1	0
FTE Instructional Assistants	4	0

Grades 1-4	FY25	FY26
# of Students	**6**	**9**
FTE Special Education Teacher	1	0
FTE Instructional Assistants	5	7

SURF
Students Understanding Real Feelings



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

	FY25	FY26
# of Students	**6**	**7**
FTE Special Education Teacher	1	1

	FTE Instructional Assistants	6	6

MRMS

TIDE (Teaching Independent Desired Emotions)



A program designed to support students with social, emotional, and/or behavioral challenges. There are established behavioral protocols and expectations with an incentivized level system within the TIDE program. The goal is to support students to develop skills for self-regulation, motivation, and self-awareness. Students connected to the TIDE program are supported by TIDE staff members and have access to the program throughout the school day as needed.

	FY25	FY26
# of Students	**7**	**4**
FTE Special Education Teacher	1	1
FTE Instructional Assistants	5	4

SHELL Program
Students Having Excellent Life Learning



A program designed to support students in learning and practicing skills to promote the generalization of life skills. The program supports students in the areas of functional academics, activities of daily living, and exposure to pre-vocational skills. Students connected to the SHELLS program are supported by SHELLS staff members and have access to the program throughout the school day as needed.

	FY25	FY26
# of Students	**5**	**6**
FTE Special	1	1

	Education Teacher		
	FTE Instructional Assistants	4	4

High School

SAIL
Students Achieving Independent Learning



The program serves students enrolled in grades eight through twelve. SAIL is an academic preparation program for students with cognitive disabilities that requires specialized instruction for more than 50% of the day. The program provides services to students in the areas of social-emotional learning, activities of daily living, social and language skills, and academics while providing opportunities to integrate into the high school community while meeting their unique learning needs.

	FY25	FY26
# of Students	**7**	**9**
FTE Special Education Teacher	1	1
FTE Instructional Assistants	4	4 or 5

SAND
Students Achieving New Directions



The program is a therapeutic learning center for students in grades eight through twelve designed to assist students with social and emotional challenges. The goal is to integrate the students into the inclusion setting as often as possible, however, they may require support within a separate setting to meet their unique learning needs both socially and emotionally. The purpose of this classroom is to help students develop self-advocacy skills, maintain consistent academic performance, and self-monitor their behavior. This

classroom is designed for students who would benefit from developing a trusting relationship with adults in a therapeutic environment and from close monitoring of school/classroom behavior and attendance. Each student will develop a schedule based on their academic needs.

Proposed program WAVE - this program will support students who require more

	FY25	FY26
# of Students	**9**	**15**
FTE Special Education Teacher	1	1
FTE Instructional Assistants	4	5 or 6

SHORE

Students Have Opportunities for Recreation and Employment



The program provides students with vocational and transitional services. The goals of the program include career planning, employment training, hands-on work experience, and collaboration with families and outside agencies. The program will assist students in developing their functional life skills such as money and time management, safety in the community, travel training, vocational training, self-advocacy skills, and functional communication.

	FY25	FY26
# of Students	**10**	**9**
FTE Special Education Teacher	1	1
FTE Instructional Assistants	4	4

Another way the district has mitigated the cost of out of district placements is due to the clinical and special education services the district provides.

Special Education Staffing projected for 2025-2026

DISTRICT	
Director of Student Services	1.0
Out-of-District Coordinator	.2
Mental Health Coordinator	.9
Board Certified Behavior Analyst	.9
Physical Therapist	.8
Float Nurse	1.0

Current Staffing	Team Chair	Teachers	Psychologist	Counselors	IA's	OT	Nurses	Speech
CES	.5	3	1	0	14.4	.5	1	.6
HES	1.5	8.5	1	2	32.4	.5	1	2
MRMS	1	8	1	3	17.8	.5	1	1 SLPA
MRH	1	10	1	2 adjustment 4 counselors	16	.5	1.8 .5 grant	1

The clinical services provided by our Mental Health Coordinator, BCBA, and counselors, in conjunction with the teachers and other service providers, are one of the major reasons we are able to mitigate out-of-district costs. Their expertise in the areas of social/emotional/behavioral/mental health is the reason we have been able to increase our programming and decrease the number of students who would be referred for an out-of-district placement.

To get a better understanding of the work our clinicians are engaged in, below illustrates their caseload and responsibilities to support students with Social-Emotional/Behavioral/Mental Health needs.

Mental Health Coordinator

Role and responsibilities:

1. **Align Portrait of a Graduate with Positive Behavior Interventions and Supports (PBIS)**
2. **Develop a Comprehensive Multi -Tiered System of Mental Health Support**
3. **Consultation Across all Buildings (**Programs planning, design, and support; Individual support to School Counselors/School Psychologists; Specific students; Observations of students and programs - In district and at OOD placements; IEP meeting attendance ; Wellness team: BOTVIN, Second Step, ZOR planning)

4. **Building-based meetings (** Student concerns, MTSS, Consult and collaboration meetings with teachers, administrators, IA's, Caregiver/Parent meetings, Debriefing with staff re: CSTAGs, Data review meetings, and Program development)
5. **SELIS/SSIS (**Oversee and monitor the administration of Social- Emotional Learning Survey; Review, disaggregate, and share the Data with each building)
6. **Secure tools for the clinicians and provide consultation and training in their use (**CBITS / Bounceback, Lenny Learning, TRAILS to Wellness, Everyday Speech)
7. **Provide Professional Development (** Provide training for Instructional Assistants, Facilitate monthly Professional Learning Communities for the clinical team, Provide Level 2 training for the CSTAG - Comprehensive School Threat Assessment Guidelines)
8. **Community Outreach (** Children's Cove -Problematic Sexualized Behavior Working Group, Child and Family Services - Secured counseling contract for 3 of 4 schools, Outer Cape Health monitoring, Bay Cove, MASMHC (leadership team; securing current resources/practices), Sharing Kindness -HOPE Squad and Grief groups (CES/HES/MRMS)

Board Certified Behavior Analyst (BCBA)

Role and responsibilities:

1. **Conducts Functional Behavior Assessments** - 4 to date. This has decreased significantly since becoming a full time position as the BCBA is able to provide more tired interventions of support.
2. **Develops Behavior Intervention Plans** - oversees 24
3. **Consults** to all the intensive programs, provides professional development, observes and provides feedback - 8 programs
4. **Attend meetings** (149 to date) across all 4 schools (Consult and collaboration meetings with classroom teachers, special education teachers, guidance/counseling, school psychologists, administrators, team chairs, IA's; Parent meetings; IEP meetings, MTSS, Middle school-weekly behavior team meetings, Acceleration and Intervention meetings, IEP meetings, Debriefing with staff after behavior incidents, Data review meetings, Out-of-district observations and collaboration, Middle school program-based team time, Program development
5. **Additional responsibilities** (Modeling behavior plans and interventions for staff, Role-playing scenarios for staff to ensure student and staff safety, Working directly with students 1:1 in order to develop a behavior plan and model interventions and strategies, Attending doctor appointments with students and families to support the continuity of services, Supporting teachers in developing appropriate curriculum and programming for students with intensive needs

School Psychologists

The school psychologist's primary role is to conduct evaluations to determine eligibility for special education. Additionally, they have a caseload of students for whom they provide direct services to as well as provide group therapy, consult with classroom teachers, and provide tiered interventions to mitigate the need for an evaluation for special education.

There are a total of four school psychologists, one in each school.

Caseload to date across four schools:

Evaluations conducted:	75
Anticipated evaluations for the remainder of the year:	38
Total # of students servicing:	28
Tiered Interventions	16

Adjustment/School Counselors

The adjustment/school counselor's role is to provide special education services to students who have clinical needs as well as support all the students in the building by providing tiered interventions and support. They have many other duties, but this is specifically in reference to special education and mitigating the need for more intensive special education services.

The following represent the counselor's caseloads. These numbers are not exact as there are students who move in and out of counseling, and groups are formed throughout the year.

	# Counselors	# on case load	Total # in groups	Intervention
CES	1 (also school Psych)	14	8	1
HES	2	37	36	10
MRMS	3	96	90	4
MRHS	2 adjustment 4 counselors	29 746	28	225

Out-of-District Transportation and Special Education Transportation in the District

In addition to tuition, transportation costs are a significant budget item related to out-of-district placements. Monomoy is part of a consortium of school districts working with the Cape Cod Collaborative to manage transportation costs. Wherever possible, students from Monomoy are transported with students from surrounding towns who attend the same-day programs. The state currently provides circuit breaker reimbursement for transportation. Prior to 2021, The state did not provide any reimbursement for out-of-district transportation.

It is estimated that the cost for FY26 will increase due to several factors such as the price of gas and personnel.

	FY20 Actual	FY21 Actual	FY22 Actual	FY23 Actual	FY24 Actual	FY25 Budgeted	FY26 projected
Special Education Transportation	**$355,977**	**$370,825**	**$333,023**	**$523,588**	**$722,610**	**$578,843**	**$651,715**

Extended Year Services

There are two standards for determining extended school year services (summer programming) for students with disabilities. One is the severity of the child's disability and the other is "substantial regression." This means that if a student is likely to lose critical skills or fail to recover these skills within a reasonable amount of time compared to typical students, extended school year services are required.

The decision to provide extended-year services is made by the TEAM at the student's annual Individual Education Program (IEP) review or in the spring when enough data have been collected to make this determination. There is a half-day program that operates Monday through Thursday for four-week and six-week sessions. The program must be fully staffed with teachers, related service providers, nurses, and instructional assistants. Transportation must be provided for students in order to access the programs.

	FY21 Actual	FY22 Actual	FY23 Actual	FY24 Actual	FY25 Actual	FY26 Budget
Extended Year Services	$98,501	$79,262	86,304	$115,634	$113,748	$110,000

* Includes Teachers, related service providers, nurses, and instructional assistants

Contracted Services

There are a variety of mandated special education services for which we must hire outside contractors who have specialized licenses. Many of these involve low-incidence disabilities.

We currently contract specialists in the following areas: Orientation and Mobility, Teacher of the Visually Impaired, Audiologists, Vision Specialists, translators/interpreters, and tutors for students who are in the hospital or at home.

	FY21 Actual	FY22 Actual	FY23 Actual	FY24 Actual	FY25 Budgeted	FY26 Projected
Medical/Therapeutic Services (contracted services only)	$64,493	$35,1620	$47,056	$49,925	$56,000	$51,000

Medical/Therapeutic Services includes the following:

Home/Hospital Tutoring: When a student, with or without disabilities, is absent for more than 14 consecutive school days or cumulative days due to illness and has a physician's statement requesting home/hospital tutoring, the school district must provide tutoring services for the child.

Translator/Interpreter: State and federal laws require that students and parents receive written and verbal communication in their home language. Additionally, Interpreters are used with respect to children who are deaf or hard of hearing: Oral transliteration services, cued language transliteration

services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation

Teacher of the Visually Impaired (TVI): TVI services are required when a student's capacity to see after correction, is limited, impaired, or absent and results in one or more of the following: reduced performance in visual acuity tasks; difficulty with written communication; and/or difficulty with understanding information presented visually in the education environment. The term includes students who are blind and students with limited vision.

Audiologist: An Audiologist is required when a student requires an evaluation, diagnosis, treatment, and consultation due to hearing loss and balance disorders.

Additional Expenses Related to Special Education:

	FY21 Actual	FY22 Actual	FY23 Actual	FY24 Actual	FY25 Budgeted	FY26 Projected
Legal Fees	$13,306	$7,225	$5,330	$2,538	$12,000	$12,000
Testing supplies	$9,342	$13,447	$12,193	$13,017	$13,5000	$16,750
Instructional Materials, Equipment and Technology	$14,204	$6,675	$10,698	$9,712	$17,400	$13,082
Professional Development	$2,473	$950	$4,725	$24,050	$6,000	$56,500

Legal fees: The state and federal laws governing special education are extensive and even, at times, contradictory. In addition, sometimes, despite our best efforts, the school district must go to hearings through the Bureau of Special Education Appeals and this requires full legal representation.

Testing supplies: These include all of the assessment tools that are used by the special education staff for initial and ongoing evaluations of students with disabilities. Once a testing battery is obsolete, there is only a two-year window where it must be replaced. When this occurs, the test(s) need to be replaced. We typically schedule a two-year replacement plan.

General Supplies: In order to deliver specialized instruction, special materials and curriculum are needed. Additionally, individual students may require adaptive devices or materials to be successful in their educational program.

Professional Development: Due to the ever-changing needs of our students; the implementation of the new IEP; and the increase in social-emotional/behavioral/mental health needs, we need to ensure our staff continues to receive high-quality professional development to meet all our students' needs.

Grants

Each year the district applies for grants that offset the cost of special education. There are entitlement grants and competitive grants. The following reflects the previous year and current year grants awarded to Monomoy Regional School District:

Grant	Purpose	Amount 2023-2024	Amount 2024-2025
Federal IDEA- 240 Entitlement	Within the articulated priorities of Results-Driven Accountability by the Federal Office of Special Education Programs, the purpose of this federal entitlement grant program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs.	$554,528	551,080
The Early Childhood Special Education (ECSE) Grant -262 Entitlement	Provides funds to school districts and charter school districts to build capacity and to ensure that eligible 3, 4, and 5-year-old children with disabilities are appropriately identified and receive developmentally appropriate, special education and related services designed to meet their individual needs, in the least restrictive environments (LRE).	$13,560	13,655
FY2024: Individuals with Disabilities Education Act Part B (IDEA) Federal Targeted Special Education Program Improvement Grant	The purpose of the Fund Code 274 Individuals with Disabilities Education Act Part B (IDEA) Federal Targeted Special Education Program Improvement Grant is to support schools and districts in implementing the IEP Improvement Project, with a strong emphasis on transitioning to utilization of the newly revised forms and processes.	$17,915$	$10,000 as of 2/25
Total		**$586,003**	**$574,735**

Grant Funded Special Education Costs

Grants are used to offset the general budget.

	FY20 Actual	FY21 Actual	FY22 Actual	FY23 Actual	FY24 Actual	FY25 Budgeted	FY26 projected
Transportation	**$72,222**	**$72,207**	**$74,470**	**$74,862**	**$75,138**	**$165,000**	**$100,000**

	FY21 Actual	FY22 Actual	FY23 Actual	FY24 Actual	FY25 Budgeted	FY26 Projected
Medical/Therapeutic Services (contracted services only)	$32,865	$66,298	$87,903	$75,349	$150,029	Not projected*

* This will be contingent on the total dollars granted

Additional Expenses Related to Special Education:

	FY21 Actual	FY22 Actual	FY23 Actual	FY24 Actual	FY25 Budgeted	FY26 Projected
Instructional Materials, Equipment and Technology	$3,260	$25,280	$47,654	$19,141	$43,856	not projected*

* This will be contingent on the total dollars granted

The additional funds from the grant cover a portion of instructional assistant salaries.

Future Considerations and Concerns

It is important to know that in order to continue providing special education services and programs efficiently and effectively, it is critical to consider the significant need to sustain the level of programs and services. With this in mind, special education costs fluctuate continually based on the needs of the students. We need to continue to evaluate student needs to ensure each student receives a free and appropriate public education. Based on the current needs of the district, the following represent budget requests and changes for the 2026 Fiscal Year special education budget.

Budget Needs	Budget implication
Maintain Mental Health Coordinator	1.0 in general funds -previously supported through grant funds
Maintain BCBA Board Certified Behavior Analyst	1.0 in general budget previously Supported through grant funds

Budget Changes	Budget implication
Preschool at CES dissolved	.5 cut
Preschool at HES - moving to three sessions from 6 sessions due to a decline in enrollment	1.5 cut

Conclusion:
Monomoy Regional School District has made a strong commitment to the education of children with disabilities. An exceptional staff that is highly qualified and has extensive expertise and cares deeply about students provides these special education services. Most of these children are being educated in programs within the district where they are able to be part of their school community. It is important to recognize that special education continues to evolve in terms of the complexity of the students we serve.



Department of Student Services

2025-2026 Budget Presentation

February 27, 2025

MONOMOY
Regional School District

425 Crowell Road, Chatham MA 02633 • (508) 945-5130 • www.monomoy.edu



MONOMOY
Regional School District

Content

- ⇨ Requirements
- ⇨ Enrollment
- ⇨ Circuit Breaker
- ⇨ Out-of-District
- ⇨ Mitigating Costs
- ⇨ Specialized Programs
- ⇨ Staffing
- ⇨ Transportation
- ⇨ Extended Year Services
- ⇨ Contracted Services
- ⇨ Additional Expenses related to Special Education
- ⇨ Grants
- ⇨ Budget Implications for 2026



Requirements

MONOMOY
Regional School District

Provide every student with disabilities with a free, appropriate public education (FAPE) within the least restrictive environment (LRE) from ages 3 to 22

State Reporting Based on October 1, 2024 Enrollment

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
# of students receiving special education	288	301	**315**	**335**	**330**
District % of students receiving special education	16.9	17.6	18.4	18.4	18.8
State % of students receiving special education	18.7	18.9	19.4	19.4	20.6

Based on current data (February 2025), there are **322** students who are considered to be receiving special education services

Breakdown of Current Enrollment

	CES	HES	MRMS	MRHS	Total
Total # of students w/IEP's	28	74	77	118	297
Total # preschool Students as of 2/1/25	3	22			25 37 same time last year
Total # of preschool students expected by the end of the year	3	21			24 42 end of last year
Total Evaluations completed to date	7	19 11 (Prk)	15	23	75
Total # currently in evaluation	5	16	19	11	54
Total # evaluations due by June - does not include initials	2	13	9	14	38
Total # students found not eligible to date	1	5	0	2	8
Total # left the district (moved)	0	2	1	0	3

Circuit Breaker Reimbursement

- Provides financial assistance to public school districts to offset the cost of delivering high-cost special education services to students
- Reimbursement is provided based on costs paid by districts for qualified special education tuition & instruction services and for associated transportation to out-of-district programs
- Qualified expenses must exceed an annual per-student approved cost threshold to be eligible for reimbursement - 2025 $52,419
- Reimbursement is based on the previous years claim
- Transportation became eligible for reimbursement in 2021
  - First 2 years 75%
  - 2023 57%
  - 2024 44%
- Extraordinary Relief and Reserve Relief is also available to districts that experience increases to instructional costs that are reimbursable and that exceed 25 percent of costs in the previous year.

Circuit Breaker Reimbursement

FY	Students Claimed	Claim Amount	Foundation	Net Claim	Reimbursement	%
16	14	$1,045,752	$587,216	$458,536	$348,691	75.00%
17	16	$1,171,777	$685,440	$486,337	$359,035	73.16%
18	15	$883,062	$624,863	$258,199	$186,150	72.09%
19	13	$873,860	$573,378	$300,482	$225,362	75.00%
20	7	$785,168	$320,544	$464,624	$348,466	75.00%
21	14	$1,420,134	$652,752	$767,382	$575,537	75.00%
22	11	1,414,074	$607,152	803,487	$608,239	75.00%
23	14	$1,361,762	$663,082	$608,066	$524,011	75.00%
24	9	$1,260,239	$445,446	$657,251	$582,737	75.00%
25	11	$1,544,328	$568,931	$975,397	$605,084	75.00%

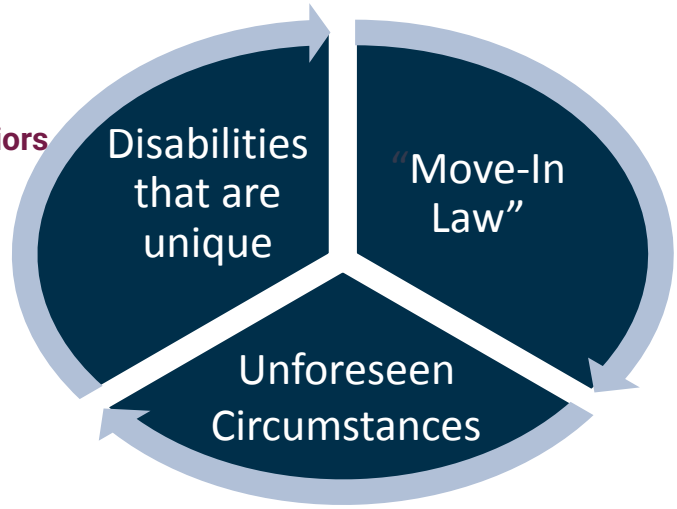
Out of District - OOD

Grade	# of students FY 19-20	# of students FY 20-21	# of students FY 21-22	# of students FY 22-23	# of students FY 23-24	# of students to Date FY 24-25	# of Students Projected FY26
Elementary	4	3	5	4	5	6	5
Middle School	5	2	1	1	2	3	4
High School	4	7	8	7	7	7	6
Post-Graduation	3	2	1	1	1	2	1
Total	**16**	**14**	**14**	**13**	**13**	**18**	**16**

Placements include: 5 residential, 11 Collaborative, and 2 private special education schools. 2 students will graduate; 1 student is moving from a residential placement to a day placement.

OOD Considerations

Medical
Deaf
Blind
Dangerous Behaviors



Move in from out of state

Collaborative Placements

Move in from out of state

DCF placements

OSD Pricing

Projected Net Expenditure for Out of District (OOD) Costs

	FY21 Actual	FY 22 Actual	FY 23 Actual	FY 24 Actual	FY 25 Budget	FY26 Budget
OOD Tuition- less circuit breaker	$944,379	$754,986	$773,033	$1,025,505	$1,022,701	$1,385,087

Circuit Breaker	FY20 Actual	FY21 Actual	FY22 Actual	FY23 Actual	FY24 Actual	FY25 Budget	FY26 Budget	Projected Balance at end of FY25
Expenditure	**$419,380**	**$348,466**	**$576,429**	**$656,024**	**$610,673**	**$582,737**	**$815,306**	**$606,700**

Circuit Breaker covers more than OOD tuitions

Potential Cost Savings

	Elementary	Middle	High	Post Grad
Lowest OOD Tuition	**$73,000**	**$73,000**	**$73,000**	**$73,000**
62 students (does not include Prk)	**20**	**12**	**20**	**10**
# Instructional Assistants needed (using the same number as our programs - most likely it would be more as they would not all be in the same program)	18	9	9	4
Potential Tuition and 1:1 cost	$1,460,000 $781,902	$876,000 $390,951	$1,460,000 $390,951	$730,000 $173,756
Total OOD Cost	**$2,241,902**	**$1,266,951**	**$1,850,951**	**$903,756**
District Cost using the highest salaries	3 teachers **$317,673** 18 Assistants **$ 781,902**	2 Teacher **$ 211,782** 9 Assistants **$ 390,951**	2 Teacher $ **211,782** 9 Assistants $ 390,951	1 Teacher $ 105,891 4 Assistants $ 173,756
Difference	**$1,142,327**	**$664,218**	**$1,248,218**	**$624,109**

What is the potential cost savings for specialized programs?

TOTAL Projected OOD COST	**$6,263,560**
District COST	**$2,584,688**
Difference/Cost Savings	**$3,678,872**

OUR AMAZING PROGRAMS























Students Supported by our Specialized Programs

	CES SEAL	HES PK & K ISLE	HES ISLE	HES SURF	MRMS SHELL	MRMS TIDE	MRHS SAIL	MRHS SHORE	MRHS SAND
FY25	8	7	6	6	5	7	7	10	9
Projected FY26	9	0	9	7	6	4	9	9	15

Currently, a total of 67 (21%) students are supported by our specialized programs

Special Education Staff

DISTRICT

Director of Student Services	**1.0**
Out-of-District Coordinator	**.2**
Mental Health Coordinator	**.9**
Board Certified Behavior Analyst	**.9**
Physical Therapist	**.8**
Float Nurse	**1.0**

Current Staffing	Team Chair	Teachers	Psychologist	Counselors	IA's	OT	Nurses	Speech
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MRHS	1	10	1	2 adjustment 4 counselors	16	.5	1.8 .5 grant	1

Transportation

	FY20 Actual	FY21 Actual	FY22 Actual	FY23 Actual	FY24 Actual	FY25 Budgeted	FY26 projected
Special Education Transportation	**$355,977**	**$370,825**	**$333,023**	**$523,588**	**$722,610**	**$578,843**	**$651,715**

Transportation Considerations

- Number of students in OOD Placements
- Number of specialized routes in district
- Number of cost share Routes
- Extended School Year - ESY
- Personnel
- Gas

Extended School Year (ESY)

	FY21 Actual	FY22 Actual	FY23 Actual	FY24 Actual	FY25 Actual	FY26 Budget
Extended School Year	$98,501	$79,262	86,304	$115,634	$113,748	$110,000

There are two standards for determining extended school year services (summer programming) for students with disabilities.

- The severity of the child's disability
- "Substantial Regression." This means that if a student is likely to lose critical skills or fail to recover these skills within a reasonable amount of time compared to typical students, extended school year services are required.

Needs change each year depending on the number of students that qualify

Contracted Services

	FY21 Actual	FY22 Actual	FY23 Actual	FY24 Actual	FY25 Budgeted	FY26 Projected
Medical/Therapeutic Services (contracted services only)	$64,493	$35,1620	$47,056	$49,925	$56,000	$51,000

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- Teacher of the Visually Impaired
- Vision Specialists
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- tutors for students who are in the hospital or at home

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Professional Development	$2,473	$950	$4,725	$24,050	$6,000	$56,500

Entitlement Grants

Grant	Amount 2023-2024	Amount 2024-2025
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The Early Childhood Special Education (ECSE) Grant -262 Entitlement	$13,560	13,655
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Total	**$586,003**	**$574,735**

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Budget Considerations and Needs

Budget Needs	Budget implication
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Maintain BCBA Board Certified Behavior Analyst	1.0 in general budget previously Supported through grant funds
Budget Changes	**Budget implication**
Preschool at CES dissolved	.5 cut
Preschool at HES - moving to three sessions from 6 sessions due to a decline in enrollment	1.5 cut

THANK YOU



MONOMOY
Regional School District

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 entitles. 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.

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. 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

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

Adopted by the Monomoy Regional School Committee October 8, 2014

Revised:

Monomoy Regional School District
Nondiscrimination Policy

1. Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The District will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

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 include but are 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 include but are 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

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.

Definitions

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, TIY: 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: