Monomoy Regional School District - Monomoy Regional School Committee Meeting Agenda for Thursday, June 26, 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. Approval of Meeting Minutes
- i. June 12, 2025

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

D. Reports and Discussions
- i. Employee Survey Results
- ii. Donation to All Moms Are Heroes

E. Subcommittee, Representative, Liaison Reports
- i. Wellness Committee report
- ii. SEPAC report
- iii. Building Committee report

F. Superintendent's Report

H. Action Items -Vote Required
- i. Second Reading Policy Files: AC - Nondiscrimination Policy, ACA - Non-Discrimination on the Basis of Sex, ACAB-Sh Harassment Policy, ACE - Nondiscrimination on the basis of disability, GBA Equal Employment Opportunity/Affirmative Action

I. Presentation of the Warrants

J. Adjournment

Authorized Posting Officer
Roberta Simmons
June 24, 2025

Monomoy Regional School District - Monomoy Regional School Committee
Meeting Agenda for Thursday, June 12, 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

Members present: Meredith Henderson, Brad Schiff, Stephen Davol, Jackie Zibrat-Long, Betty Gray, Ryan Edwards

Members not present: Ryan Clarke, Bre Rose

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

AGENDA

A. Call to Order

The meeting was called to order at 6:30 PM by Meredith Henderson

B. Approval of Meeting Minutes

i. May 8, 2025

MOTION: Betty Gray moved to approve the minutes from May 8, 2025, seconded by Jackie Zibrat-Long
Ayes: Betty Gray, Meredith Henderson, Jackie Zibrat-Long, Brad Schiff
Abstain: Stephen Davol, Ryan Edwards
The motion passes.

ii. May 22, 2025

MOTION: Jackie Zibrat-Long moved to approve the minutes from May 22, 2025, seconded by Brad Schiff
UNANIMOUS: the motion passes

C. MRHS Student Representative

Student representative not in attendance

D. Public Comment:

None

E. Reports and Discussions

i. First Reading Policy Files: AC - Nondiscrimination Policy, ACA - Non-Discrimination on the Basis of Sex, ACAB - Harassment Policy, ACAB-Sh - Harassment Policy, ACE - Nondiscrimination on the basis of disability, GBA Equal Employment Opportunity/Affirmative Action

On behalf of the Policy Subcommittee, Brad Schiff reviewed the updated verbiage for each policy and moved all but one policy on to a second reading at the next meeting. The committee requested clarification on language in policy ACAB which will be brought back to the subcommittee.

ii. Overview of School Committee Financial Responsibilities

MRSD Business Manager Michael MacMillen presented the members an overview of their financial responsibilities including the budget process and timeline, yearly financial monitoring, the expenditure process, capital and debt approval, policies and contracts and student activities.

iii. Appointment of the Chief Procurement Officer

MRSD Business Manager Michael MacMillen explained the role and responsibilities of the Chief Procurement Officer. The CPO is responsible for all activities related to buying, leasing, renting or otherwise acquiring supplies or services for all departments regardless of value, including overseeing solicitations; evaluating quotes, bids and proposals; awarding contracts. The CPO ensures the local jurisdiction's contracting practices are carried out in accordance with state law and local requirements. There are also certain procurement processes that only a CPO can carry out, including issuing of Requests for Proposals.

At MRDS, the Business Manager is already fulfilling the role as CPO and is required to hold a Massachusetts Certified Public Purchasing Official (MCPPO) designation. The school committee's approval of this appointment will formalize

the procurement process and align the requirements of M.G.L., Chapter 30B. Future holders of the Business Manager position will automatically take on the Procurement Officer appointment.

iv. 2025-2026 Subcommittee preferences - due by June 20

School Committee members should pick a total of five spots on the form, ranked in order of preference, which includes two subcommittees from the first column, due back to the Committee Chair and Vice-Chair by June 20, 2025.

v. School Committee 2025-2026 meeting dates/summer workshop

The summer workshop will be held on July 24, 2025 at 5:00 PM. The draft agenda will be ready for the July 10, 2025 regular business meeting for the Committee to review.

vi. Donation to SupplyBank for schools affected by the California fires

MOTION: Betty Gray moved to approve the donation to SupplyBank, seconded by Jackie Zibrat-Long
UNANIMOUS: the motion passes

vii. Donation to Sharing Kindness

MOTION: Betty Gray moved to approve the donation to Sharing Kindness, seconded by Brad Schiff
UNANIMOUS: the motion passes

viii. Donation to Chatham Fire/Rescue Department

MOTION: Betty Gray moved to approve the donation to Chatham Fire/Rescue, April Fools Polar Plunge, seconded by Brad Schiff
UNANIMOUS: the motion passes

ix. New Student Activity Account, MRHS - Jiujitsu Club

MOTION: Betty Gray moved to approve the creation of the new student activity account, Jiujitsu Club, seconded by Brad Schiff
UNANIMOUS: the motion passes

F. Subcommittee, Representative, Liaison Reports

i. Middle School Building Committee update

Meredith Henderson expressed the MRMS Building Committee's gratitude to the communities of Harwich and Chatham for supporting the project at Town Meeting and the ballot. Dr. Carpenter shared that the MRMS Building Committee voted on the siding selection at their last meeting choosing a fiber cement product for the project. At the next meeting, the MRMS Building Committee will need to make a decision regarding the design of shingles/clapboards/white panels, as well as the window configuration, in order to keep the project on the timeline. The bid specifications are expected to be ready July 31, 2025. Dr. Carpenter also discussed the phasing plan for the project.

G. Superintendent's Report

i. Recognition of Donations, Grants, and other Acknowledgments

Dr. Carpenter congratulated the High School team for their successful graduation ceremony.

The Computer Science program at Monomoy Regional High School has been recognized with another award for a video series. The students who participated as narrators for this project were honored with a Bronze Award in the Narration/Voiceover Craft Category by the Telly Awards. The students honored for their voiceover work are Alexis Arruda, Thomas Chase, Alexa Ford, Wellington Holmes, Patrick Jordan, Payton MacRoberts, and Mayur Patel. The video series, produced in collaboration with Chris Seufert of Mooncusser Films, can be found on the Monomoy Regional School District website.

Many thanks to Lissy Perna from Get Outside Cape Cod for the donation of 50 trail guide books to Monomoy Middle School students! These guides will help our students explore our community this summer.

Monomoy Regional High School celebrated the expansion of the "SHORE Pantry," an initiative to combat food insecurity in the community. The pantry is run by students enrolled in the high school's SHORE program, which provides vocational training and transitional services to young adults ages 18-22 with autism or intellectual disabilities. The students oversee the day-to-day operation of the pantry, which serves daily snacks for 100 students and helps provide food boxes for more than 30 Harwich families each week. In addition to the weekly food donations from the local Harwich store, The Stop & Shop School Food Pantry Program has committed a total of $10,000 to help support the SHORE Pantry and stock its shelves with nutritious food. Many thanks to the students and educators in the SHORE program for their hard work on this important project, and thank you to the Stop & Shop organization for their continuing support of our entire school community.

ii. Remembering Pat Smith

Pat Smith was an educator with our district for 29 years and touched the lives of 1 in 9 students. She will be greatly missed by her colleagues.

H. Action Items -Vote Required

i. Second Reading Policy Files: BBBC- School Committee Member Resignation, BCA - School Committee Member Ethics, BCB - Committee Members Conflict of Interest, BDD - School Committee Superintendent Relationship, BDE - Subcommittees of the School Committee, BDG- School Attorney, BEC - Executive Session, BEDA - Notification of School Committee Meetings

After discussion amongst the members, File BBBC will be brought back to the Policy Subcommittee for review.

MOTION: Brad Schiff moved to approve the Policy Files BCA, BCB, BDD, BDE, BDG, BEC, BEDA as presented in the agenda packet for approval, seconded by Betty Gray.
UNANIMOUS: the motion passes.

ii. MRHS Indoor Track & Field Team

MOTION: Jackie Zibrat-Long moved to approve the creation of the MRHS Indoor Track & Field team, seconded by Betty Gray
UNANIMOUS: the motion passes.

iii. Appointment of the Chief Procurement Officer

MOTION: Jackie Zibrat-Long moved to approve the role of Business Manager as the Chief Procurement Officer for the Monomoy Regional School District in accordance with Massachusetts General Law Chapter 30B, seconded by Brad Schiff
UNANIMOUS: the motion passes.

iv. Donation to SupplyBank for schools affected by the California fires

MOTION: Betty Gray moved to approve the donation to SupplyBank, seconded by Jackie Zibrat-Long
UNANIMOUS: the motion passes

v. Donation to Sharing Kindness

MOTION: Betty Gray moved to approve the donation to Sharing Kindness, seconded by Brad Schiff
UNANIMOUS: the motion passes

vi. Donation to Chatham Fire/Rescue Department

MOTION: Betty Gray moved to approve the donation to Chatham Fire/Rescue, April Fools Polar Plunge, seconded by Brad Schiff
UNANIMOUS: the motion passes

vii. New Student Activity Account, MRHS - Jiujitsu Club

MOTION: Betty Gray moved to approve the creation of the new student activity account, Jiujitsu Club, seconded by Brad Schiff
UNANIMOUS: the motion passes

I. **Presentation of the Warrants**

Presentation of the Warrants Accounts Payable and Payroll Warrants were presented for MRSC member signatures.

J. **Adjournment**

MOTION: Jackie Zibrat-Long moved to adjourn the meeting, seconded by Brad Schiff .
UNANIMOUS: the meeting adjourns at 7:35 PM.

Respectfully Submitted,
Roberta Simmons
Recording Secretary

Monomoy Regional School District **Employee Survey SY2025**

Initial High-Level Summary

June 2025

What is employee engagement?

Employee engagement is the degree to which an employee feels committed to Monomoy Regional School District and to performing at a high level in their role.

Why is it important?

- Student outcomes.
- Staff retention.
- School culture.
- Communication and Collaboration.
- Innovation and Problem Solving.
- Trust.

Key drivers of employee engagement

Driver	Definition
AGENCY	Employees feel empowered and enabled to do their job well.
ALIGNMENT	Employees support the district's goals.
RECOGNITION	Employees feel appreciated in their role.
SUPPORT	Employees feel supported by colleagues and leadership.
TEAM	Employees feel that they are part of a team.

Respondents were asked to score each of the following statements on a scale of 1 (disagree) to 5 (agree).

ENGAGEMENT	I would gladly recommend the district as a great place to work. Most days, I feel excited and energized to come to work. Overall, I am very satisfied with my job.
AGENCY	I am empowered to make decisions in my job. I have access to the professional development I need to do my job well. I understand how to be successful in my role. My supervisor encourages me to share my feedback.
ALIGNMENT	I am proud to work in Monomoy Regional School District. I feel that my colleagues and I are working toward the same goals.
RECOGNITION	In the past month, I have been thanked for my work. My salary is appropriate given my role and responsibilities.
SUPPORT	I feel supported by my colleagues. I get the support I need from my supervisors.
TEAM	Collaboration between departments/grade levels/schools is encouraged. I enjoy spending time with my colleagues. I feel I belong to this school community.
INFORMATION	I am aware of and know how to access our Employee Assistance Program, which provides work-life wraparound services.

Survey Results

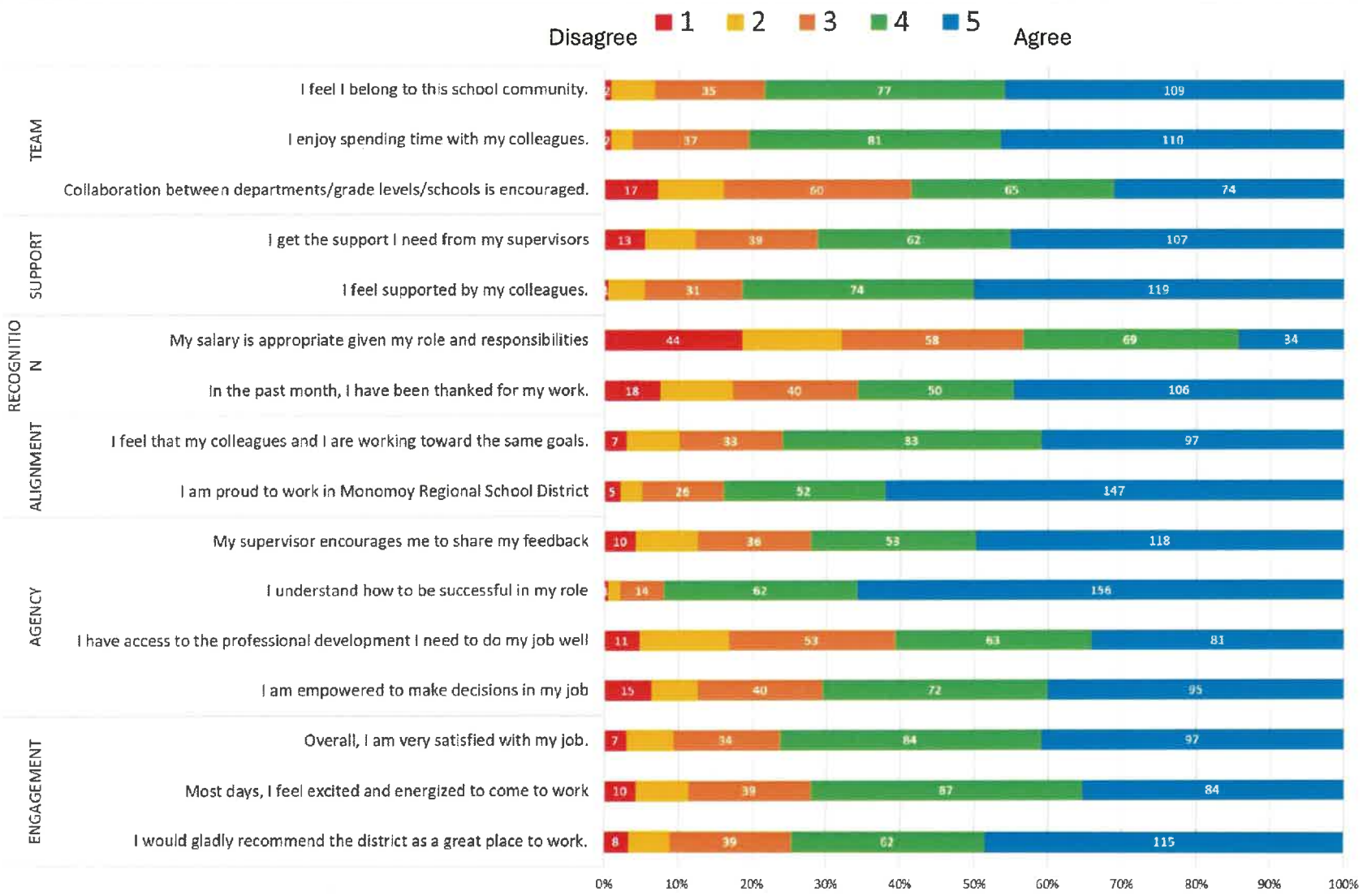
The survey ran from May 16 – June 2.

We sent out one initial email and three reminders. Principals also encouraged staff to take part.

There were 270 responses, around 72%.

Average Response Score (Scale of 1-5)

	Average of Response
ENGAGEMENT	**4.10**
I would gladly recommend the district as a great place to work.	4.19
Most days, I feel excited and energized to come to work	4.00
Overall, I am very satisfied with my job.	4.12
AGENCY	**4.12**
I am empowered to make decisions in my job	4.00
I have access to the professional development I need to do my job well	3.79
I understand how to be successful in my role	4.56
My supervisor encourages me to share my feedback	4.12
ALIGNMENT	**4.28**
I am proud to work in Monomoy Regional School District	4.45
I feel that my colleagues and I are working toward the same goals.	4.10
RECOGNITION	**3.54**
In the past month, I have been thanked for my work.	3.93
My salary is appropriate given my role and responsibilities	3.14
SUPPORT	**4.17**
I feel supported by my colleagues.	4.29
I get the support I need from my supervisors	4.06
TEAM	**4.08**
Collaboration between departments/grade levels/schools is encouraged.	3.75
I enjoy spending time with my colleagues.	4.26
I feel I belong to this school community.	4.22
INFORMATION	**3.55**
I am aware of and know how to access our Employee Assistance Program, which provides work-life wraparound services.	3.55
Grand Total	**4.03**


Disagree
1
2
3
4
5
Agree
TEAM
I feel I belong to this school community.
2
35
77
109
I enjoy spending time with my colleagues.
2
37
81
110
Collaboration between departments/grade levels/schools is encouraged.
17
60
65
74
SUPPORT
I get the support I need from my supervisors
13
39
62
107
I feel supported by my colleagues.
1
31
74
119
RECOGNITIO N
My salary is appropriate given my role and responsibilities
44
58
69
34
In the past month, I have been thanked for my work.
18
40
50
106
ALIGNMENT
I feel that my colleagues and I are working toward the same goals.
7
33
83
97
I am proud to work in Monomoy Regional School District
5
26
52
147
AGENCY
My supervisor encourages me to share my feedback
10
36
53
118
I understand how to be successful in my role
1
14
62
156
I have access to the professional development I need to do my job well
11
53
63
81
I am empowered to make decisions in my job
15
40
72
95
ENGAGEMENT
Overall, I am very satisfied with my job.
7
34
84
97
Most days, I feel excited and energized to come to work
10
39
87
84
I would gladly recommend the district as a great place to work.
8
39
62
115
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%

Comments

- Of the 270 responses to the survey, 84 included a substantive comment.
- The comments highlighted a strong sense of **belonging** and staff **pride**, a dedication to **students**, and an appreciation of the **support** received from colleagues and building based leadership.
- There was also recognition that this has been a **profoundly challenging year** for some staff.
- There was **critical** feedback for Central Office leadership, focused on a lack of collaboration and top-down decision making. Some staff reported feeling **undervalued** and having **low morale**.
- Additional issues raised included concerns around staff **workload** and **student discipline**. Finally, some comments raised specific concerns about the changes to the **Pre-K program**, about **salaries** and the cost of living on Cape Cod, and the process for **course reimbursements**.

Survey Results

SUMMER: In depth analysis and review.

FALL: Staff discussion groups to develop qualitative data.

Final Report and actions

SPRING: Run the survey again.

Description of Data

- In the following tables, the average response is provided for each statement and then broken down by group and by school.
- Some employee groups have been combined to ensure there are no identifiable cohorts.
- NOTE: The average response is a quick way to get a high-level snapshot of the data, for example making it easy to see how responses from various groups differed. However, there are limitations to this approach as it could mask a more complicated picture and further analysis will be carried out to dig deeper into the data.

Average response by role

Question	Administrative Support	Administrator	Central Office	Custodial Staff	Food Services Staff	Instructional Assistant	All Unit A Staff	Grand Total
ENGAGEMENT	**4.58**	**4.70**	**4.67**	**4.55**	**4.13**	**4.05**	**3.97**	**4.10**
I would gladly recommend the district as a great place to work.	4.63	4.80	4.86	4.43	3.80	4.20	4.07	4.19
Most days, I feel excited and energized to come to work	4.50	4.70	4.57	4.50	4.40	3.92	3.86	4.00
Overall, I am very satisfied with my job.	4.63	4.60	4.57	4.71	4.20	4.04	3.99	4.12
AGENCY	**4.41**	**4.68**	**4.43**	**4.46**	**4.35**	**4.12**	**4.00**	**4.12**
I am empowered to make decisions in my job	4.44	5.00	4.57	4.57	3.60	3.98	3.85	4.00
I have access to the professional development I need to do my job well	4.00	4.40	4.14	4.14	4.60	3.80	3.65	3.79
I understand how to be successful in my role	4.63	4.60	4.43	4.86	4.80	4.69	4.48	4.56
My supervisor encourages me to share my feedback	4.56	4.70	4.57	4.29	4.40	4.02	4.03	4.12
ALIGNMENT	**4.72**	**4.70**	**4.79**	**4.46**	**4.40**	**4.19**	**4.19**	**4.28**
I am proud to work in Monomoy Regional School District	4.88	4.90	5.00	4.79	4.60	4.33	4.37	4.45
I feel that my colleagues and I are working toward the same goals.	4.56	4.50	4.57	4.14	4.20	4.04	4.02	4.10
RECOGNITION	**3.81**	**4.45**	**4.07**	**4.00**	**3.00**	**3.06**	**3.56**	**3.54**
In the past month, I have been thanked for my work.	4.56	4.60	4.14	4.50	3.20	3.71	3.87	3.93
My salary is appropriate given my role and responsibilities	3.06	4.30	4.00	3.50	2.80	2.41	3.25	3.14
SUPPORT	**4.44**	**4.65**	**4.50**	**4.32**	**3.90**	**4.19**	**4.09**	**4.17**
I feel supported by my colleagues.	4.50	4.50	4.43	4.14	3.80	4.29	4.27	4.29
I get the support I need from my supervisors	4.38	4.80	4.57	4.50	4.00	4.08	3.92	4.06
TEAM	**4.50**	**4.53**	**4.48**	**4.38**	**3.20**	**4.00**	**4.02**	**4.08**
Collaboration between departments/grade levels/schools is encouraged.	4.38	4.40	4.29	4.00	2.40	3.65	3.68	3.75
I enjoy spending time with my colleagues.	4.63	4.50	4.43	4.50	3.60	4.24	4.22	4.26
I feel I belong to this school community.	4.50	4.70	4.71	4.64	3.60	4.12	4.16	4.22
INFORMATION	**4.25**	**4.50**	**4.57**	**3.93**	**2.40**	**2.98**	**3.56**	**3.55**
I am aware of and know how to access our Employee Assistance Program, which provides work-life wraparound services.	4.25	4.50	4.57	3.93	2.40	2.98	3.56	3.55
Grand Total	**4.42**	**4.62**	**4.50**	**4.36**	**3.79**	**3.91**	**3.95**	**4.03**

Average Response by School

Question	CES	HES	MRMS	MRHS	DISTRICT / CENTRAL OFFICE	MULTIPLE	Grand Total
ENGAGEMENT	**4.54**	**3.80**	**4.43**	**3.86**	**4.60**	**3.40**	**4.10**
I would gladly recommend the district as a great place to work.	4.54	3.89	4.59	3.92	4.71	3.20	4.19
Overall, I am very satisfied with my job.	4.57	3.88	4.39	3.87	4.57	3.40	4.12
Most days, I feel excited and energized to come to work	4.51	3.63	4.30	3.79	4.50	3.60	4.00
AGENCY	**4.54**	**3.90**	**4.23**	**4.03**	**4.29**	**3.50**	**4.12**
I understand how to be successful in my role	4.73	4.66	4.64	4.34	4.50	4.20	4.56
My supervisor encourages me to share my feedback	4.65	3.82	4.27	4.06	4.21	3.20	4.12
I am empowered to make decisions in my job	4.54	3.49	4.28	3.97	4.50	3.00	4.00
I have access to the professional development I need to do my job well	4.24	3.64	3.72	3.74	3.93	3.60	3.79
ALIGNMENT	**4.61**	**4.09**	**4.52**	**4.03**	**4.68**	**4.10**	**4.28**
I am proud to work in Monomoy Regional School District	4.73	4.05	4.80	4.35	4.86	4.20	4.45
I feel that my colleagues and I are working toward the same goals.	4.49	4.12	4.23	3.71	4.50	4.00	4.10
RECOGNITION	**3.97**	**3.28**	**3.72**	**3.34**	**4.04**	**3.40**	**3.54**
In the past month, I have been thanked for my work.	4.65	3.59	4.13	3.70	4.29	3.80	3.93
My salary is appropriate given my role and responsibilities	3.30	2.97	3.31	2.97	3.79	3.00	3.14
SUPPORT	**4.51**	**4.02**	**4.34**	**4.05**	**4.29**	**3.20**	**4.17**
I feel supported by my colleagues.	4.54	4.37	4.36	4.04	4.36	3.80	4.29
I get the support I need from my supervisors	4.49	3.67	4.31	4.06	4.21	2.60	4.06
TEAM	**4.36**	**4.09**	**4.28**	**3.76**	**4.33**	**3.47**	**4.08**
I enjoy spending time with my colleagues.	4.32	4.44	4.48	3.87	4.50	3.80	4.26
I feel I belong to this school community.	4.46	4.10	4.53	3.99	4.50	3.20	4.22
Collaboration between departments/grade levels/schools is encouraged.	4.30	3.74	3.81	3.43	4.00	3.40	3.75
INFORMATION	**3.22**	**3.49**	**3.58**	**3.52**	**4.50**	**4.20**	**3.55**
I am aware of and know how to access our Employee Assistance Program, which provides work-life wraparound services.	3.22	3.49	3.58	3.52	4.50	4.20	3.55
Grand Total	**4.37**	**3.86**	**4.22**	**3.84**	**4.38**	**3.54**	**4.03**

Average response by school, by role: CES

Question	Admin & Admin Support	Food Svc and Custodial	Instructional Assistant	All Unit A Staff	Grand Total
ENGAGEMENT	**5.00**	**4.56**	**4.60**	**4.47**	**4.54**
I would gladly recommend the district as a great place to work.	5.00	4.67	4.70	4.41	4.54
Most days, I feel excited and energized to come to work	5.00	4.33	4.60	4.45	4.51
Overall, I am very satisfied with my job.	5.00	4.67	4.50	4.55	4.57
AGENCY	**4.63**	**4.17**	**4.60**	**4.56**	**4.54**
I am empowered to make decisions in my job	5.00	4.00	4.50	4.59	4.54
I have access to the professional development I need to do my job well	4.00	3.67	4.40	4.27	4.24
I understand how to be successful in my role	4.50	5.00	4.60	4.77	4.73
My supervisor encourages me to share my feedback	5.00	4.00	4.90	4.59	4.65
ALIGNMENT	**5.00**	**4.50**	**4.70**	**4.55**	**4.61**
I am proud to work in Monomoy Regional School District	5.00	4.67	4.80	4.68	4.73
I feel that my colleagues and I are working toward the same goals.	5.00	4.33	4.60	4.41	4.49
RECOGNITION	**4.25**	**3.00**	**3.95**	**4.09**	**3.97**
In the past month, I have been thanked for my work.	5.00	3.67	4.80	4.68	4.65
My salary is appropriate given my role and responsibilities	3.50	2.33	3.10	3.50	3.30
SUPPORT	**4.75**	**4.17**	**4.70**	**4.45**	**4.51**
I feel supported by my colleagues.	5.00	4.00	4.70	4.50	4.54
I get the support I need from my supervisors	4.50	4.33	4.70	4.41	4.49
TEAM	**5.00**	**3.22**	**4.40**	**4.44**	**4.36**
Collaboration between departments/grade levels/schools is encouraged.	5.00	2.67	4.40	4.41	4.30
I enjoy spending time with my colleagues.	5.00	3.33	4.40	4.36	4.32
I feel I belong to this school community.	5.00	3.67	4.40	4.55	4.46
INFORMATION	**4.00**	**1.33**	**2.50**	**3.73**	**3.22**
I am aware of and know how to access our Employee Assistance Program, which provides work-life wraparound services.	4.00	1.33	2.50	3.73	3.22
Grand Total	**4.74**	**3.80**	**4.39**	**4.40**	**4.37**

Average response by school, by role: HES

Question	Admin & Admin Support	Food Svc and Custodial	Instructional Assistant	All Unit A Staff	Grand Total
ENGAGEMENT	**4.89**	**4.11**	**3.75**	**3.65**	**3.80**
I would gladly recommend the district as a great place to work.	5.00	3.67	3.95	3.73	3.89
Most days, I feel excited and energized to come to work	5.00	4.33	3.47	3.47	3.63
Overall, I am very satisfied with my job.	4.67	4.33	3.84	3.76	3.88
AGENCY	**4.67**	**4.08**	**4.12**	**3.70**	**3.90**
I am empowered to make decisions in my job	4.83	4.00	3.74	3.18	3.49
I have access to the professional development I need to do my job well	4.17	3.67	4.11	3.38	3.64
I understand how to be successful in my role	5.00	5.00	4.79	4.53	4.66
My supervisor encourages me to share my feedback	4.67	3.67	3.84	3.71	3.82
ALIGNMENT	**4.92**	**4.00**	**4.00**	**4.02**	**4.09**
I am proud to work in Monomoy Regional School District	5.00	4.67	4.00	3.91	4.05
I feel that my colleagues and I are working toward the same goals.	4.83	3.33	4.00	4.13	4.12
RECOGNITION	**4.42**	**3.67**	**2.87**	**3.28**	**3.28**
In the past month, I have been thanked for my work.	4.83	4.33	3.37	3.47	3.59
My salary is appropriate given my role and responsibilities	4.00	3.00	2.37	3.09	2.97
SUPPORT	**4.83**	**3.67**	**4.11**	**3.90**	**4.02**
I feel supported by my colleagues.	4.83	3.67	4.26	4.40	4.37
I get the support I need from my supervisors	4.83	3.67	3.95	3.40	3.67
TEAM	**4.72**	**4.22**	**4.02**	**4.03**	**4.09**
Collaboration between departments/grade levels/schools is encouraged.	4.50	3.67	3.79	3.62	3.74
I enjoy spending time with my colleagues.	5.00	4.67	4.26	4.42	4.44
I feel I belong to this school community.	4.67	4.33	4.00	4.04	4.10
INFORMATION	**4.50**	**3.00**	**3.32**	**3.47**	**3.49**
I am aware of and know how to access our Employee Assistance Program, which provides work-life wraparound services.	4.50	3.00	3.32	3.47	3.49
Grand Total	**4.73**	**3.94**	**3.83**	**3.75**	**3.86**

Average response by school, by role: MRMS

Question	Admin & Admin Support	Central Office	Food Svc and Custodial	Instructional Assistant	All Unit A Staff	Grand Total
ENGAGEMENT	**4.58**	**5.00**	**4.63**	**4.38**	**4.36**	**4.43**
I would gladly recommend the district as a great place to work.	4.75	5.00	4.56	4.46	4.62	4.59
Most days, I feel excited and energized to come to work	4.50	5.00	4.67	4.38	4.14	4.30
Overall, I am very satisfied with my job.	4.50	5.00	4.67	4.31	4.32	4.39
AGENCY	**4.38**	**5.00**	**4.53**	**4.00**	**4.20**	**4.23**
I am empowered to make decisions in my job	4.75	5.00	4.33	4.15	4.24	4.28
I have access to the professional development I need to do my job well	3.75	5.00	4.56	3.31	3.62	3.72
I understand how to be successful in my role	4.50	5.00	4.89	4.77	4.54	4.64
My supervisor encourages me to share my feedback	4.50	5.00	4.33	3.77	4.38	4.27
ALIGNMENT	**4.75**	**5.00**	**4.61**	**4.38**	**4.50**	**4.52**
I am proud to work in Monomoy Regional School District	4.75	5.00	4.78	4.77	4.81	4.80
I feel that my colleagues and I are working toward the same goals.	4.75	5.00	4.44	4.00	4.19	4.23
RECOGNITION	**3.63**	**5.00**	**4.17**	**2.85**	**3.89**	**3.72**
In the past month, I have been thanked for my work.	3.75	5.00	4.22	3.62	4.30	4.13
My salary is appropriate given my role and responsibilities	3.50	5.00	4.11	2.08	3.49	3.31
SUPPORT	**4.50**	**5.00**	**4.39**	**4.27**	**4.31**	**4.34**
I feel supported by my colleagues.	4.25	5.00	4.44	4.46	4.30	4.36
I get the support I need from my supervisors	4.75	5.00	4.33	4.08	4.32	4.31
TEAM	**4.50**	**5.00**	**4.52**	**4.10**	**4.23**	**4.28**
Collaboration between departments/grade levels/schools is encouraged.	4.25	5.00	4.22	3.38	3.78	3.81
I enjoy spending time with my colleagues.	4.50	5.00	4.67	4.62	4.38	4.48
I feel I belong to this school community.	4.75	5.00	4.67	4.31	4.54	4.53
INFORMATION	**3.75**	**5.00**	**4.11**	**2.62**	**3.73**	**3.58**
I am aware of and know how to access our Employee Assistance Program, which provides work-life wraparound services.	3.75	5.00	4.11	2.62	3.73	3.58
Grand Total	**4.37**	**5.00**	**4.47**	**3.95**	**4.22**	**4.22**

Average response by school, by role: MRHS

Question	Admin & Admin Support	Food Svc and Custodial	Instructional Assistant	All Unit A Staff	Grand Total
ENGAGEMENT	**4.57**	**4.17**	**3.59**	**3.80**	**3.86**
I would gladly recommend the district as a great place to work.	4.86	3.75	3.78	3.84	3.92
Most days, I feel excited and energized to come to work	4.29	4.25	3.44	3.75	3.79
Overall, I am very satisfied with my job.	4.57	4.50	3.56	3.79	3.87
AGENCY	**4.79**	**4.69**	**3.78**	**3.93**	**4.03**
I am empowered to make decisions in my job	4.71	4.75	3.67	3.88	3.97
I have access to the professional development I need to do my job well	4.71	4.50	3.22	3.65	3.74
I understand how to be successful in my role	5.00	4.50	4.44	4.23	4.34
My supervisor encourages me to share my feedback	4.71	5.00	3.78	3.96	4.06
ALIGNMENT	**4.64**	**4.38**	**3.72**	**3.98**	**4.03**
I am proud to work in Monomoy Regional School District	4.86	4.75	3.89	4.33	4.35
I feel that my colleagues and I are working toward the same goals.	4.43	4.00	3.56	3.63	3.71
RECOGNITION	**3.71**	**3.38**	**2.78**	**3.38**	**3.34**
In the past month, I have been thanked for my work.	4.57	4.25	3.33	3.61	3.70
My salary is appropriate given my role and responsibilities	2.86	2.50	2.22	3.14	2.97
SUPPORT	**4.71**	**4.25**	**3.67**	**4.02**	**4.05**
I feel supported by my colleagues.	4.71	3.50	3.67	4.05	4.04
I get the support I need from my supervisors	4.71	5.00	3.67	3.98	4.06
TEAM	**4.62**	**3.58**	**3.37**	**3.73**	**3.76**
Collaboration between departments/grade levels/schools is encouraged.	4.57	2.75	2.89	3.42	3.43
I enjoy spending time with my colleagues.	4.43	3.75	3.44	3.88	3.87
I feel I belong to this school community.	4.86	4.25	3.78	3.89	3.99
INFORMATION	**4.43**	**4.25**	**3.33**	**3.39**	**3.52**
I am aware of and know how to access our Employee Assistance Program, which provides work-life wraparound services.	4.43	4.25	3.33	3.39	3.52
Grand Total	**4.55**	**4.13**	**3.51**	**3.79**	**3.84**

Average response by role, by school: Food Svc & Custodial

Question	CES	HES	MRMS	MRHS	Grand Total
ENGAGEMENT	**4.56**	**4.11**	**4.63**	**4.17**	**4.44**
Overall, I am very satisfied with my job.	4.67	4.33	4.67	4.50	4.58
Most days, I feel excited and energized to come to work	4.33	4.33	4.67	4.25	4.47
I would gladly recommend the district as a great place to work.	4.67	3.67	4.56	3.75	4.26
AGENCY	**4.17**	**4.08**	**4.53**	**4.69**	**4.43**
I understand how to be successful in my role	5.00	5.00	4.89	4.50	4.84
My supervisor encourages me to share my feedback	4.00	3.67	4.33	5.00	4.32
I am empowered to make decisions in my job	4.00	4.00	4.33	4.75	4.32
I have access to the professional development I need to do my job well	3.67	3.67	4.56	4.50	4.26
ALIGNMENT	**4.50**	**4.00**	**4.61**	**4.38**	**4.45**
I am proud to work in Monomoy Regional School District	4.67	4.67	4.78	4.75	4.74
I feel that my colleagues and I are working toward the same goals.	4.33	3.33	4.44	4.00	4.16
RECOGNITION	**3.00**	**3.67**	**4.17**	**3.38**	**3.74**
In the past month, I have been thanked for my work.	3.67	4.33	4.22	4.25	4.16
My salary is appropriate given my role and responsibilities	2.33	3.00	4.11	2.50	3.32
SUPPORT	**4.17**	**3.67**	**4.39**	**4.25**	**4.21**
I get the support I need from my supervisors	4.33	3.67	4.33	5.00	4.37
I feel supported by my colleagues.	4.00	3.67	4.44	3.50	4.05
TEAM	**3.22**	**4.22**	**4.52**	**3.58**	**4.07**
I feel I belong to this school community.	3.67	4.33	4.67	4.25	4.37
I enjoy spending time with my colleagues.	3.33	4.67	4.67	3.75	4.26
Collaboration between departments/grade levels/schools is encouraged.	2.67	3.67	4.22	2.75	3.58
INFORMATION	**1.33**	**3.00**	**4.11**	**4.25**	**3.53**
I am aware of and know how to access our Employee Assistance Program, which provides work-life wraparound services.	1.33	3.00	4.11	4.25	3.53
Grand Total	**3.80**	**3.94**	**4.47**	**4.13**	**4.21**

Average response by role, by school: Admin, Admin Support, and Central Office

Question	CES	HES	MRMS	MRHS	DIST / CO / MULTIPLE	Grand Total
ENGAGEMENT	**5.00**	**4.89**	**4.67**	**4.57**	**4.49**	**4.64**
I would gladly recommend the district as a great place to work.	5.00	5.00	4.80	4.86	4.46	4.73
Overall, I am very satisfied with my job.	5.00	4.67	4.60	4.57	4.54	4.61
Most days, I feel excited and energized to come to work	5.00	5.00	4.60	4.29	4.46	4.58
AGENCY	**4.63**	**4.67**	**4.50**	**4.79**	**4.23**	**4.49**
I am empowered to make decisions in my job	5.00	4.83	4.80	4.71	4.38	4.64
My supervisor encourages me to share my feedback	5.00	4.67	4.60	4.71	4.46	4.61
I understand how to be successful in my role	4.50	5.00	4.60	5.00	4.15	4.58
I have access to the professional development I need to do my job well	4.00	4.17	4.00	4.71	3.92	4.15
ALIGNMENT	**5.00**	**4.92**	**4.80**	**4.64**	**4.62**	**4.73**
I am proud to work in Monomoy Regional School District	5.00	5.00	4.80	4.86	4.92	4.91
I feel that my colleagues and I are working toward the same goals.	5.00	4.83	4.80	4.43	4.31	4.55
RECOGNITION	**4.25**	**4.42**	**3.90**	**3.71**	**4.12**	**4.06**
In the past month, I have been thanked for my work.	5.00	4.83	4.00	4.57	4.38	4.48
My salary is appropriate given my role and responsibilities	3.50	4.00	3.80	2.86	3.85	3.64
SUPPORT	**4.75**	**4.83**	**4.60**	**4.71**	**4.19**	**4.52**
I get the support I need from my supervisors	4.50	4.83	4.80	4.71	4.23	4.55
I feel supported by my colleagues.	5.00	4.83	4.40	4.71	4.15	4.48
TEAM	**5.00**	**4.72**	**4.60**	**4.62**	**4.23**	**4.51**
I feel I belong to this school community.	5.00	4.67	4.80	4.86	4.31	4.61
I enjoy spending time with my colleagues.	5.00	5.00	4.60	4.43	4.31	4.55
Collaboration between departments/grade levels/schools is encouraged.	5.00	4.50	4.40	4.57	4.08	4.36
INFORMATION	**4.00**	**4.50**	**4.00**	**4.43**	**4.54**	**4.39**
I am aware of and know how to access our Employee Assistance Program, which provides work-life wraparound services.	4.00	4.50	4.00	4.43	4.54	4.39
Grand Total	**4.74**	**4.73**	**4.49**	**4.55**	**4.32**	**4.49**

Average response by role, by school: Instructional Assistants

Question	CES	HES	MRMS	MRHS	Grand Total
ENGAGEMENT	**4.60**	**3.75**	**4.38**	**3.59**	**4.05**
I would gladly recommend the district as a great place to work.	4.70	3.95	4.46	3.78	4.20
Overall, I am very satisfied with my job.	4.50	3.84	4.31	3.56	4.04
Most days, I feel excited and energized to come to work	4.60	3.47	4.38	3.44	3.92
AGENCY	**4.60**	**4.12**	**4.00**	**3.78**	**4.12**
I understand how to be successful in my role	4.60	4.79	4.77	4.44	4.69
My supervisor encourages me to share my feedback	4.90	3.84	3.77	3.78	4.02
I am empowered to make decisions in my job	4.50	3.74	4.15	3.67	3.98
I have access to the professional development I need to do my job well	4.40	4.11	3.31	3.22	3.80
ALIGNMENT	**4.70**	**4.00**	**4.38**	**3.72**	**4.19**
I am proud to work in Monomoy Regional School District	4.80	4.00	4.77	3.89	4.33
I feel that my colleagues and I are working toward the same goals.	4.60	4.00	4.00	3.56	4.04
RECOGNITION	**3.95**	**2.87**	**2.85**	**2.78**	**3.06**
In the past month, I have been thanked for my work.	4.80	3.37	3.62	3.33	3.71
My salary is appropriate given my role and responsibilities	3.10	2.37	2.08	2.22	2.41
SUPPORT	**4.70**	**4.11**	**4.27**	**3.67**	**4.19**
I feel supported by my colleagues.	4.70	4.26	4.46	3.67	4.29
I get the support I need from my supervisors	4.70	3.95	4.08	3.67	4.08
TEAM	**4.40**	**4.02**	**4.10**	**3.37**	**4.00**
I enjoy spending time with my colleagues.	4.40	4.26	4.62	3.44	4.24
I feel I belong to this school community.	4.40	4.00	4.31	3.78	4.12
Collaboration between departments/grade levels/schools is encouraged.	4.40	3.79	3.38	2.89	3.65
INFORMATION	**2.50**	**3.32**	**2.62**	**3.33**	**2.98**
I am aware of and know how to access our Employee Assistance Program, which provides work-life wraparound services.	2.50	3.32	2.62	3.33	2.98
Grand Total	**4.39**	**3.83**	**3.95**	**3.51**	**3.91**

Average response by role, by school: Unit A

Question	CES	HES	MRMS	MRHS	DIST / CO / MULTIPLE	Grand Total
ENGAGEMENT	**4.47**	**3.65**	**4.36**	**3.80**	**3.83**	**3.97**
I would gladly recommend the district as a great place to work.	4.41	3.73	4.62	3.84	4.00	4.07
Overall, I am very satisfied with my job.	4.55	3.76	4.32	3.79	3.67	3.99
Most days, I feel excited and energized to come to work	4.45	3.47	4.14	3.75	3.83	3.86
AGENCY	**4.56**	**3.70**	**4.20**	**3.93**	**3.75**	**4.00**
I understand how to be successful in my role	4.77	4.53	4.54	4.23	5.00	4.48
My supervisor encourages me to share my feedback	4.59	3.71	4.38	3.96	2.83	4.03
I am empowered to make decisions in my job	4.59	3.18	4.24	3.88	3.50	3.85
I have access to the professional development I need to do my job well	4.27	3.38	3.62	3.65	3.67	3.65
ALIGNMENT	**4.55**	**4.02**	**4.50**	**3.98**	**4.33**	**4.19**
I am proud to work in Monomoy Regional School District	4.68	3.91	4.81	4.33	4.17	4.37
I feel that my colleagues and I are working toward the same goals.	4.41	4.13	4.19	3.63	4.50	4.02
RECOGNITION	**4.09**	**3.28**	**3.89**	**3.38**	**3.33**	**3.56**
In the past month, I have been thanked for my work.	4.68	3.47	4.30	3.61	3.67	3.87
My salary is appropriate given my role and responsibilities	3.50	3.09	3.49	3.14	3.00	3.25
SUPPORT	**4.45**	**3.90**	**4.31**	**4.02**	**3.58**	**4.09**
I feel supported by my colleagues.	4.50	4.40	4.30	4.05	4.33	4.27
I get the support I need from my supervisors	4.41	3.40	4.32	3.98	2.83	3.92
TEAM	**4.44**	**4.03**	**4.23**	**3.73**	**3.83**	**4.02**
I enjoy spending time with my colleagues.	4.36	4.42	4.38	3.88	4.33	4.22
I feel I belong to this school community.	4.55	4.04	4.54	3.89	3.83	4.16
Collaboration between departments/grade levels/schools is encouraged.	4.41	3.62	3.78	3.42	3.33	3.68
INFORMATION	**3.73**	**3.47**	**3.73**	**3.39**	**4.17**	**3.56**
I am aware of and know how to access our Employee Assistance Program, which provides work-life wraparound services.	3.73	3.47	3.73	3.39	4.17	3.56
Grand Total	**4.40**	**3.75**	**4.22**	**3.79**	**3.80**	**3.95**

Monomoy Regional School District

Dr. Scott Carpenter
Superintendent

Dr. Robin Millen
Director of Curriculum, Instruction and Assessment

Melissa Maguire
Director of Student Services

Michael MacMillan
Business Manager

Paul G. Donlan
Treasurer

To: MONOMOY REGIONAL SCHOOL COMMITTEE
From: Michael MacMillan
Date: June 26, 2025
Re: Student Activity Account: Class of 2025 Donation

MOTION

To approve the donation of $1500.00 from the Monomoy Regional High School Class of 2025 Account to All Moms Are Heroes.

BACKGROUND

Massachusetts General Law allows school districts to receive, deposit and expend funds on behalf of students in connection with student activities (MGL c.71 § 47) . The district has bank accounts set up for this purpose and a number of recognized activities.

The Massachusetts Department of Elementary and Secondary Education recommends that School Committee approval is required for charitable donations from student activity accounts.

The donation is a graduating class gift in honor of the legacy of Shannon and Maggie Hubbard.

Michael MacMillan
School Business Manager

Jennifer Police
Principal
jpolice@monomoy.edu

David Alexander
Assistant Principal
dalexander@monomoy.edu

Annmarie Rita
Assistant Principal
arita@monomoy.edu



MONOMOY REGIONAL HIGH SCHOOL
75 Oak Street
Harwich, MA 02645
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Karen Guillemette
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Lindsay Ginnetty
Director of Guidance
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Jacqueline Corrigan
Special Education Team Chair
jcorrigan@monomoy.edu

June 7, 2025

All Moms are Heroes
34 Great Oak Road
Orleans, MA 02653

Dear All Moms are Heroes,

Enclosed please find a check in the amount of $1500 (One Thousand Five Hundred Dollars) from the Class of 2025's student activity account of Monomoy Regional High School. This donation is the graduating class gift from the Class of 2025 to honor the legacy of Shannon and Maggie Hubbard.

Thank you so much for all you do,

Lindsay Ginnetty & Caitlyn Hall, *Class of 2025 Advisors* // Paige Nash, *President* //
Emily Layton, *Vice President* // Maya Jones, *Secretary* // Sophia Cohrs, *Treasurer* //
& Lucy Bates, *Media Secretary*

MRHS
75 Oak Street
Harwich, MA 02645

Monomoy Regional School District
425 Crowell Road
Chatham, MA 02633
Office of Student Services
Melissa Maguire mmaguire@monomoy.edu 508-945-5130

District Wellness Committee
Report to the Monomoy Regional School Committee
June 26, 2025

Introduction

District Wellness Committee:
The school district will establish a wellness committee by seeking volunteers that represent all school levels and each school building. The committee will meet at least four times a year and will consist of at least one (1): parent, student, nurse, school food service representative, school committee member, school administrator, teacher and guidance team member (not from the same building), member of the public, and other community members as appropriate. If available, a qualified, credentialed nutrition professional will be a member of the wellness committee. Members will be appointed from each category; if no one volunteers then appointment will be made by the Superintendent. Each member will serve a two-year term.

The School Committee designates the Director of Student Services to oversee the policy implementation. Each school will designate a wellness policy coordinator. Only employees of the district who are members of the wellness committee may serve as wellness program coordinators. Wellness coordinators, in consultation with the wellness committee, will lead the implementation and evaluation of this policy.

The Wellness Committee will monitor the progress of the policy, use data to make informed recommendations for programmatic/policy adoption, and provide at a minimum an annual report to the Monomoy Regional School Committee and Superintendent.

The District will coordinate the wellness policy with other aspects of school management, including the District's School Improvement Plan, when appropriate. The comprehensive wellness program will incorporate the following components: 1. Healthy School Environment – A culture and climate within schools that supports the physical, cognitive, emotional and social well-being of school members, facilitates their safety, and is consistent with federal and state guidelines. 2. Community Connections – School personnel will strive to establish relationships among families, members of the school community, and members of the greater Monomoy Regional School District community in order to identify and facilitate access to available wellness resources.

Members

Jessica Alexander, Parent

Abigail Berner, Parent

Anna DeLude, Parent

Bambi Thompson, Wellness Department

Michael Noks, Food Services Director

Annmarie, Rita, Assistant Principal, MRHS

Thomas Chase, Student

Brad Schiff, School Committee

Purpose

1. Development of the District Wellness Policy
2. Development of measurable goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness and rely on evidence-based strategies.
3. Review and assessment of the implementation of the policy

Meeting Schedule

The District Wellness Committee meetings and agendas for the 2024-2025 year

November 7, 2024
Agenda

5:00 Welcome and Introductions
5:05 Review goals and plan for the year
5:15 Review Pages 1&2 of the policy and proposed changes - break out
5:45 Report out

January 9, 2025
Agenda

5:00 Welcome and Introductions
5:05 Review Pages 3-5 of the policy and proposed changes - break out
5:45 Report out

March 27, 2025

Agenda

5:00 Welcome and Introductions
5:05 Finalize policy to submit to the School Committee Policy Subcommittee

May 22, 2025
Agenda

5:00 Welcome and Introductions
5:05 Review the Strategic plan and propose goals for the 2025-2026 school year

Development of Goals- DRAFT for 2025-2026

Goal Area	Goal
Food Services	The food services department will complete the following: 1. Schedule an open house for all the schools to provide information to our families regarding food services. 2. Develop and send a survey to families, students (middle and high), and staff to gather information on food choice and food services. 3. Explore the availability of fresh local options
Integrating Physical Activity into the Classroom Setting	1. Each school will provide teachers with available resources and examples of how to integrate physical activities into classroom routines. 2. Schools (elementary and middle) will collect time samples of the movement activities (three times in the year)
Wellness Policy Self-Assessment	The Wellness committee in partnership with each school, will complete the tri-annual wellness policy self-assessment

Record Keeping and Data Collection of the District Wellness Policy

The District will retain records to document compliance with the requirements of the wellness policy at Central Office. Documentation maintained in this location will include, but will not be limited to:

- The written wellness policy
    - Provided to all staff at the beginning of the year
- Documentation demonstrating that the policy has been made available to the public
    - Provided to the public via the district website
    - provided to all caregivers via email communication

- Documentation to demonstrate compliance with the annual public notification requirements
    - Provided to the public via the district website
    - provided to all caregivers via email communication
- Documentation of efforts to review and update the Local Schools Wellness Policy including: an Indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate on the DWC
    - Communication to the community, school personnel, and families is sent seeking participation on the Wellness Committee annually
- The most recent assessment on the implementation of the local school wellness policy
    - Assessment will occur next year as part of the tri-annual self-assessment requirements
- Progress on goals

Important information to consider for the implementation of the Wellness Policy

The District Wellness Committee worked very hard this year to streamline the policy into a more manageable document for administrators and staff. After careful review of exemplar policies and the recommendations from the Massachusetts Association for School Committees, a finalized policy was approved by the school committee on May 8, 2025.

It is important to consider establishing procedures to ensure that:

- Students in the District have access to healthy foods when the cafeteria is accessible throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students have opportunities, when appropriate, to receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- When possible, through a variety of programs, students have opportunities to be physically active before, during, and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.
- Guidelines for maximizing nutritional value by decreasing fat and added sugars, increasing nutrition density and proper portion size for associated age-groups of each individual food or beverage sold within the school environment.
- Meals served through the National School Lunch and Breakfast Programs will:
    - be affordable and nutrient-dense;
    - accommodate the religious, ethnic, and cultural diversity of the students;
    - be appealing and attractive to children;
    - be served in clean, safe and pleasant settings;

- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations and exceed at all possible opportunities;
- offer a wide variety of fruits and vegetables (Schools will offer at least two non-fried vegetables and two fruit options each day and will offer five different fruits and five different vegetables over the course of a week. Schools are encouraged to source fresh fruits and vegetables from local farmers when practical. As recommended by the Dietary Guidelines for Americans 2005);
- serve only reduced-fat (2%), low-fat (1%), and fat-free milk and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- offer foods made from whole grains when possible.

- Meal Times and Scheduling
  - Will schedule periods of at least 25 minutes for lunch;
  - should schedule meal periods at appropriate times, e.g., lunch should be scheduled between 11:00 a.m. and 1:00 p.m. at the high school; 10:00 a.m. and 1:00 p.m. at elementary; and 12:30 p.m. and 2:00 p.m. at the middle school;
  - should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
  - will provide students access to handwashing or hand sanitizing before they eat meals or snacks
- To support children's health and school nutrition-education efforts, approved school fundraising activities will encourage the sale of non-food items or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Schools will encourage fundraising activities that promote physical activity. No food sales will occur during the school day.
- Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on the timing of school meals, children's nutritional needs, children's ages, and other considerations. Students will have access to snacks as needed.
- Parents and staff may not send or bring in any snacks to be shared because every school has children who have severe, life-threatening allergies of all kinds. No child shall be put at risk of having an allergic reaction to foods brought into school.
- ***Curriculum-based food activities*** - Activities must comply with the state and federal nutrition guidelines and must be approved by the administrator in collaboration with the school nurse and Food Service Director. The staff member responsible for the event must notify parents.
- **Celebrations** - Only staff members will plan and organize celebrations. The staff member responsible for the event must notify the administration for approval and notify parents. School celebrations such as holidays and birthdays will emphasize physical activities, academic achievements or positive youth development. Examples include the writing of poems for Valentine's Day, telling scary stories for Halloween, etc.
- The school district will encourage that nutritious foods and beverages be offered or sold at school-sponsored events outside the school day.
- For students to receive the nationally-recommended amount of daily physical activity (*i.e.*, at least 30 minutes per day) and for students to fully embrace regular physical activity as a personal

behavior, students need opportunities for physical activity beyond physical education class.
- The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

The wellness committee made the following recommendations to the school committee for consideration of an updated Wellness Policy:

1. Included the reference to the new Massachusetts Curriculum Framework Comprehensive Health and Physical Education.
2. Reference to the Food Services Department conducting a survey for families, students, and staff, and scheduling an open house at the schools.
3. The Food Services Department will have a suggestion box in the middle and high schools
4. Promote and announce menu options.
5. The district will provide a list of acceptable foods for celebrations.
6. Integration of movement breaks into classroom routines.
7. Revamped the entire section on Physical Education to comply with the Curriculum Frameworks

Food Services

The USDA has decided that all school meals will again be free to all students for the 2025-2026 school year, and legislation has been proposed in Congress to provide universally free meals indefinitely. We look forward to the upcoming school year, where we will continue to strive to produce meals for our students that are appealing, nutritious, and satisfying.

Conclusion

The Monomoy Regional School District Wellness Committee has been a strong group since its inception. They have worked hard to review and make recommendations for the wellness policy and develop goals.

Monomoy Regional School District

Wellness Committee Presentation

June 26, 2025

MRSD Wellness Committee

Regulation - The school district will establish a wellness committee by seeking volunteers that represent all school levels and each school building.

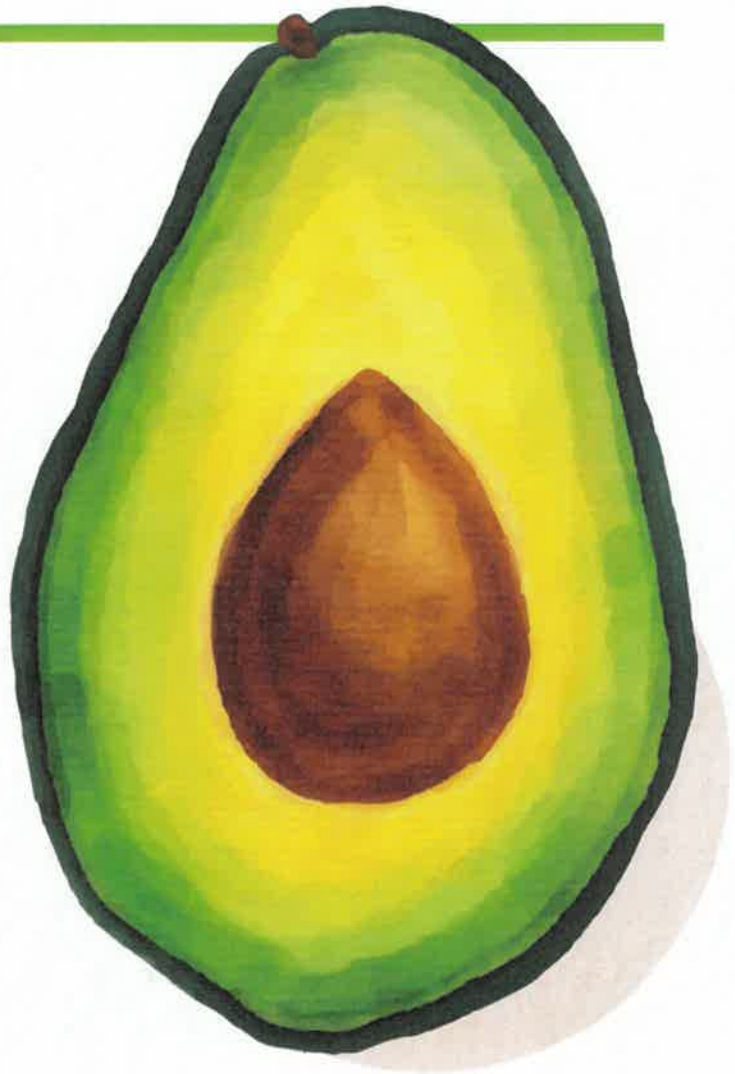
Purpose

1. Development of the District Wellness Policy
2. Development of measurable goals for nutrition promotion and education, physical activity, and other school based activities that promote student wellness and rely on evidence-based strategies
3. Review and assessment of the implementation of the policy



Members

Jessica Alexander, Parent
Abigail Berner, Parent
Anna DeLude, Parent
Bambi Thompson, Wellness Department
Michael Noks, Food Services Director
Annmarie, Rita, Assistant Principal, MRHS
Thomas Chase, Student
Brad Schiff, School Committee



Meetings and Agendas

November 7, 2024
Agenda
5:00 Welcome and Introductions
5:05 Review goals and plan for the year
5:15 Review Pages 1&2 of the policy and proposed changes - break out
5:45 Report out

January 9, 2025
Agenda
5:00 Welcome and Introductions
5:05 Review Pages 3-5 of the policy and proposed changes - break out
5:45 Report out

March 27, 2025
Agenda
5:00 Welcome and Introductions
5:05 Finalize policy to submit to the School Committee Policy Subcommittee

May 22, 2025
Agenda
5:00 Welcome and Introductions
5:05 Review the Strategic plan and propose goals for the 2025-2026 school year



TIMELINE

PHASE 1

Wellness Committee Reviews Policy and makes recommendations

PHASE 2

Recommendations sent to the Policy Sub-Committee (March 2025)



PHASE 3

Policy presented to School Committee for 1st and 2nd reading and vote (May 2025)

PHASE 4

Policy Shared with all staff

PHASE 5

Goals Developed

OUR PROPOSED GOAL AREAS

Food Services

The food services department will complete the following:

1. Schedule an open house for all the schools to provide information to our families regarding food services.
2. Develop and send a survey to families, students (middle and high), and staff to gather information on food choice and food services.
3. Explore the availability of fresh local options



Integrating Physical Activity into the Classroom Setting

1. Each school will provide teachers with available resources and examples of how to integrate physical activities into classroom routines.
2. Schools (elementary and middle) will collect time samples of the movement activities (three times in the year)





Wellness Policy Self-Assessment

The Wellness committee in partnership with each school, will complete the tri-annual wellness policy self-assessment

Policy Assessment



Nutrition

Nutrition education and promotion activities

Physical Activity

Physical activity opportunities

School Based Activities

School-based activities that promote student wellness

Nutrition Standards

Nutrition standards for all foods and beverages sold on the school campus during the school day that are consistent with Federal regulations for school meals and Smart Snacks in School

Standards for Food

Standards for all foods and beverages provided, but not sold, to students during the school day (e.g., in classroom parties or classroom snacks brought by parents)



Marketing

Policies for marketing and advertising of only those foods and beverages that meet the USDA
Smart Snacks in School nutrition standards on the school campus during the school day.

Policy Development

A variety of stakeholders to participate in the development of the policy

Oversight

Identified one or more school district and/or school official(s) who have the authority and responsibility to ensure each school complies with the policy

Inform

Inform and updated the public (including parents, students, and others in the community) about the local school wellness policy on an annual basis

Review

Review every three years

Important Considerations





- Students in the District have access to healthy foods when the cafeteria is accessible throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students have opportunities, when appropriate, to receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- When possible through a variety of programs, students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;



- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

Important Considerations Cont.



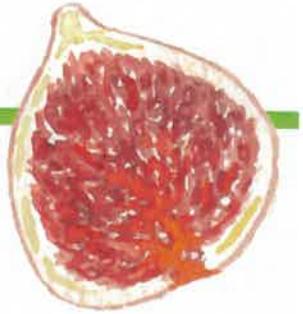


- Guidelines for maximizing nutritional value by decreasing fat and added sugars, increasing nutrition density and proper portion size for associated age-group of each individual food or beverage sold within the school environment.
- Schools will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior(Unless this practice is allowed by a student's individual education plan (IEP), Section 504 Plan, or Behavior Support Plan) and will not withhold food or beverages (including food served through school meals) as a punishment.



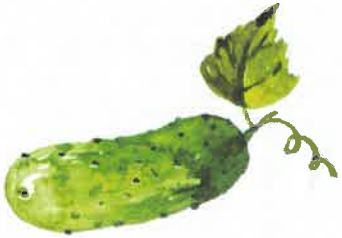
- School celebrations such as holidays and birthdays will emphasize physical activities, academic achievements or positive youth development. Examples include the writing of poems for Valentine's Day, telling scary stories for Halloween, etc.

THANKS!





Questions







Monomoy Special Education Parent Advisory Council

Monomoy SEPAC

Special Education
Parent Advisory Council

June 26, 2025

What is the SEPAC?

A SEPAC is a Special Education Parent Advisory Council. Every public school district in Massachusetts is required to establish a SEPAC. Massachusetts state law assigns both an advisory and participatory function to SEPACs. Membership is open to all district parents of children with disabilities (IEPs and 504 plans) and other interested parties.

Duties shall include, but not be limited to:

- advising the School Committee on matters that pertain to the education and safety of students with disabilities;
- meeting regularly with school officials to participate in the planning, development and evaluation of the district's special education programs; and
- cooperating with the District on their annual workshop on the rights of students, parents and guardians under state and federal law.

The SEPAC is a self-governing public body which creates its own by-laws and operational procedures. A SEPAC is different from other parent groups in a school district such as a PTA, PTO or School Council – a SEPAC does not represent families from one school, but represents all families of children with disabilities from the entire school district.

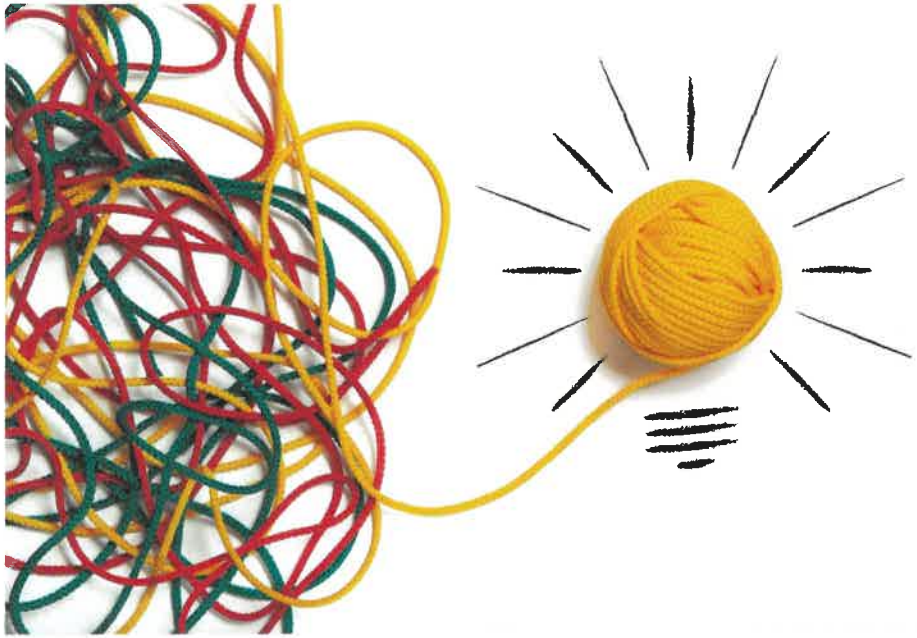
Mission Statement

The mission of the MRSD SEPAC is to enhance the educational experience for students receiving Special Education services and their families. We support families along their journey by educating caregivers, connecting caregivers to each other, and using their input to strengthen Special Education programs and services by advising and communicating with the MRSD School Committee and Administration.



Activities for the 2024-2025 School Year

- October 7, 2025 - Basic Rights: Transition Planning
- Maintained Facebook page for SEPAC
- Provided information to families related to free professional development on a variety of topics
- Offered an informational session with the Bureau of Special Education Appeals



Future Plans

- Continue to offer required workshops
- Reach more parents and build capacity
- Confirm that SEPAC brochure is given at IEP meetings
- Connect families
- Conduct caregiver survey every other year

Contact Info

Stephanie Goley, SEPAC Chair

Website

https://www.monomoy.edu/domain/131

Email

sepac@monomoy.edu

Facebook

@sepacmonomoy



Monomoy Regional School District

Nondiscrimination Policy Including Harassment and Retaliation

DRAFT

The Monomoy Regional School Committee and Monomoy Regional District are committed to maintaining an education and work environment for all school community members that is free from all forms of unlawful discrimination, including harassment and retaliation. "School Community" includes the School Committee, employees, administration, faculty, staff, students, others present (in-person or virtually) on school grounds or at school-related events, and parties contracted to perform work for the District.

The District does not exclude from participation, deny the benefits of the District from or otherwise discriminate against, individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities.

This commitment is affirmed by the following statements. The School Committee commits to:

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. Promoting the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
3. Encouraging 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. Working toward a more integrated society and ~~to~~ enlisting the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
5. Using all appropriate communication and action techniques to air and ~~reduce~~ address the grievances of individuals and groups.
6. Carefully considering, in all the decisions made within the School ~~system~~ District, the potential benefits or adverse consequences that those decisions might have on ~~the~~ human relations ~~aspects of all segments of society.~~
7. Initiating a process of reviewing policies and practices of the School ~~system~~ District 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.~~

The District requires all members of the School Community to conduct themselves in accordance with this Policy.

It shall be a violation of this Policy for any member of the School Community to engage in any form of discrimination. We recognize that discrimination can take a range of forms and can be targeted or unintentional; however, discrimination in any form will not be tolerated.

Further, retaliation against an individual for making a good-faith complaint of discrimination or cooperating in an investigation is against the law and prohibited.

The District will take appropriate action to:

- Prevent and/or otherwise respond to any violation of this policy, and
- Define processes by which individuals can bring concerns about alleged policy violations to the District's attention for resolution.

Any member of the School Community with a concern or complaint about harassment, discrimination or retaliation should contact the Principal for the school in which the alleged discrimination or harassment took place or the Director of Student Services who can be reached at 508-945-5130.

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: 4/26/2018, 12/22/2022, 2/28/2025, 5/ / 2025

Monomoy Regional School District
Nondiscrimination on the Basis of Sex
DRAFT

1. The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school system does not and will not discriminate on the basis of sex, sexual orientation or gender identity in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities but also to employees with regard to employment opportunities to the extent covered by Title IX.
2. The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, sexual orientation or gender identity, to all of its students and employees.
3. The ~~Committee~~ Superintendent will designate an individual to act as the School District's Title IX ~~compliance officer~~ Coordinator.
4. All students and employees will be notified of the name and office address and telephone number of the ~~compliance officer~~Title IX Coordinator.

Legal References:
Title IX of the Education Amendments of 1972
45 CFR, Part 86, (Federal Register, 6/4/75)
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
Board of Education Chapter 622 Regulations Pertaining to Access to Equal Educational Opportunity, adopted 6/24/75, amended 10/24/78
Board of Education 603 CMR 26:00
~~**Reference:**~~
~~USDOE Notice of Interpretation~~
~~- https://www.ed.gov/news/press-releases/us-department-education-confirms-title-ix-protects-students-discrimination-based-sexual-orientation-and-gender-identity~~
Cross References:
AC, Nondiscrimination Policy Including Harassment and Retaliation
Adopted: March 27, 2013
Revised: 6/8/23, 5/ /2025

Monomoy Regional School District
~~SEXUAL HARASSMENT /~~ TITLE IX POLICY AND PROCEDURES
DRAFT

~~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;~~

a. ~~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~~

a. ~~* "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.~~

I. POLICY

A. Introduction

It is the policy of the Monomoy Regional School District (the "District") not to discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, sexual orientation, disability or other legally protected classification. This prohibition includes Sexual Harassment. The District is committed to maintaining a school environment free of unlawful Sexual Harassment. This Policy and Procedures specifically addresses Sexual Harassment, as defined below, as a form of gender discrimination under Title IX.

The District will promptly and reasonably investigate all allegations of sexual harassment through the designated and authorized Title IX Coordinator, as set forth below.

B. Scope

This Policy applies to individuals participating in any Educational Program or Activity, as defined below, whether such programs or activities occur on or off of school grounds if the school exercises "substantial control" over the alleged harasser and the context in which the alleged Sexual Harassment occurred. Although Title IX only applies to incidents occurring within the United States, this Policy applies to allegations of Sexual Harassment brought by individuals participating in any Educational Program or Activity of the School District even if it occurs outside of the United States.

C. Definitions

For purposes of this Policy and Procedures, the following definitions will apply:

- *A Complainant* is a person who is alleged to be the victim of conduct that could constitute Sexual Harassment.

- A *Respondent* is an individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment.

- *Actual Knowledge* of Sexual Harassment exists when any District employee, including, without limitation, administrators, teachers, educational support staff, clerical staff and custodians is aware of Sexual Harassment or allegations of Sexual Harassment. The District, through its staff, is required to act upon Actual Knowledge of such an incident or allegation.

- *Educational Program or Activity* includes any location, event, or circumstance over which the District exhibits substantial control of both the alleged harasser and the context in which the Sexual Harassment occurred. Sexual Harassment is not dependent on the method by which the Sexual Harassment is carried out. Actions carried out by written instrument, e-mail, internet use or other technologies may constitute Sexual Harassment as much as in-person actions.

- A *Formal Complaint* is a document filed by a Complainant, who is participating in or attempting to participate in the Educational Program or Activity of the District, or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that the District investigate the allegation of Sexual Harassment.

- *Supportive Measures* are individualized services reasonably available that are non-punitive, non-disciplinary, individualized, and not unreasonably burdensome to the other party while designed

to ensure equal educational access, protect safety or deter Sexual Harassment. Supportive measures shall be offered even where no complaint has been filed. Supportive Measures may include counseling, course modifications, schedule changes and increased monitoring or supervision.

- *Remedies* can include the same actions described as Supportive Measures, or can punish or burden the Respondent.

D. Rule

The District takes allegations of discrimination, including Sexual Harassment, seriously and will respond promptly to Formal Complaints. Where it is determined that conduct that violates the law and/or this Policy and Procedures has occurred, the District will act promptly to stop the conduct and impose corrective action as necessary, which may include school-related discipline.

If any student believes, in good faith, that the student has been subjected to Sexual Harassment, they should report the incident. Further, anyone may report Sexual Harassment regardless of whether they are the victim/Complainant. This includes, but is not limited to, parents on behalf of their child and other students or staff who observe alleged incidents of Sexual Harassment.

Sexual Harassment for purposes of this Policy and Procedures is defined as conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (i.e., *quid pro quo* Sexual Harassment);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive such that it effectively denies a person equal access to the District's Educational Program or Activity; or
3. "Sexual assault," "dating violence," "domestic violence" or "stalking" all as defined by applicable federal law.

Examples of Sexual Harassment include but are not limited to:

- verbal abuse of a sexual nature;
- use of sexually degrading words;
- jokes or language of a sexual nature;
- conversation or gossip with sexual overtones;
- obscene or suggestive gestures or sounds;
- sexually-oriented teasing;
- verbal comments of a sexual nature about an individual's appearance or sexual terms used to describe an individual;
- inquiries into one's sexual experiences;
- discussion of one's sexual activities;
- comments, jokes or threats directed at a person because of his/her sexual preference;
- unwelcome and repeated invitations (for lunch, dinner, drinks, dates, sexual relations);
- demand for sexual favors accompanied by an implied or overt threat concerning a student's participation in an Educational Program or Activity, including promises of preferential treatment;
- physical contact such as touching, hugging, kissing, stroking, fondling, patting, pinching or repeated brushing up against one's body;
- deliberate bumping, cornering, grabbing;
- assaults, molestations or coerced sexual acts;
- posting or distributing sexually suggestive objects, pictures, cartoons or other materials;
- sexually-oriented letters or notes;
- sending offensive or discriminatory messages or materials through the use of electronic communications (e.g., electronic mail, including the Internet, voice mail and facsimile) which

contain overt sexual language, sexual implications or innuendo, or comments that offensively address someone's sexual orientation;
- staring at parts of a person's body;
- sexually suggestive gestures, leering; and
- condoning Sexual Harassment.

Sexual Harassment can occur in a variety of circumstances. Here are some things to remember.

- A person of any gender identity may be the victim/Complainant or alleged harasser/Respondent of Sexual Harassment; and
- The victim/Complainant does not have to be of a different gender identity than the harasser/Respondent.

II. PROCEDURES

A. Filing a Complaint

A Formal Complaint of Sexual Harassment may be filed with the Title IX Coordinator by the Complainant or any other individual by contacting the Title IX Coordinator by mail, in-person, email or phone. An employee with actual knowledge of conduct that may violate this policy must report to a Title IX Coordinator.

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

The Title IX Coordinator may delegate any and all of their responsibilities to another individual on a case-by-case basis. In the event of any such delegation, the actions of the designee shall be deemed to be the actions of the Title IX Coordinator for the purposes of this Policy and Procedures.

B. Supportive Measures

After the Title IX Coordinator receives an allegation of Sexual Harassment, even if no Formal Complaint is made, the Title IX Coordinator will:

- Offer the Complainant and Respondent Supportive Measures;
- Consider the Complainant and Respondent's wishes with respect to Supportive Measures;
- Inform the Complainant and Respondent of the availability of Supportive Measures with or without the filing of a Formal Complaint;
- Explain the process for filing a Formal Complaint and how the Formal Complaint will be addressed to the Complainant;
- Consider whether to file a Formal Complaint based on the information presented, if the Complainant elects not to do so;
- Determine whether an immediate threat to the physical health or safety of a student or other individual exists that requires removal of a student from the Educational Program or Activity;
- If removal is deemed necessary, provide Respondent with notice and an opportunity to challenge the decision immediately after the removal; and
- Document what Supportive Measures are provided and, if none are provided, document why and what Supportive Measures were offered.

C. Formal Complaint Process

In response to a Formal Complaint of Sexual Harassment, the District will use the following process for investigating, dismissing and/or determining responsibility with regard to the substance of a Formal Complaint.

1. Written Notice

Upon receipt of a Formal Complaint, the Title IX Coordinator will provide written notice to all known parties. The Respondent will be given notice in sufficient time to prepare a response before an initial interview.

Written notice must include:

(a) Notice of the Formal Complaint Process, including any informal resolution process;

(b) Notice of the allegations, including sufficient detail (i.e., names of known parties, the conduct alleged to be Sexual Harassment, and the date and location of the conduct, if known) to allow the Respondent to prepare a response;

(c) A statement that the Respondent is presumed to be not responsible and that responsibility will be determined at the conclusion of the Process;

(d) Notice of the parties' right to have an advisor (who may be, but is not required to be, an attorney) and to inspect and review evidence; and

(e) Notice of any provision in the student code of conduct or other policy or rule that prohibits knowingly making false statements or providing false information in the Process.

Written notice will be supplemented if new allegations open for investigation.

2. Investigation

Promptly after receiving or signing the Formal Complaint, the Title IX Coordinator will conduct the necessary investigation, using a preponderance of the evidence standard, including making good faith efforts to gather all relevant information. In the course of the Title IX Coordinator's investigation, the Title IX Coordinator will, along or with the assistance of another staff member:

(a) Contact those individuals that have been referred to as having pertinent information related to the complaint, which, at a minimum, will include contacting the Complainant and the Respondent;

(b) Consider relevant documentary evidence;

(c) Notify Complainants and Respondents that they will have the opportunity to identify other witnesses and present other relevant information;

(d) Provide the parties with the same opportunities to have an advisor present, who may, but is not required to be, an attorney;

(e) Provide to a party who is invited or expected to attend, written notice of the date, time, participants, purpose, and location of any investigative interview, hearing or other meeting with enough time to allow the party to prepare to participate;

(f) Provide both parties and their advisors, if any, an equal opportunity to review all evidence that is directly related to the allegations in the Formal Complaint, including evidence upon which the District does not intend to rely, and any exculpatory or inculpatory evidence from any source prior to the completion of the final investigation report and in time to give the parties at least ten (10) days to prepare a written response; and

(g) Prepare a written investigation report that fairly summarizes the relevant evidence and provide the report to the parties and their advisors, if any, for their review and written response, at least 10 days before a hearing or other determination of responsibility.

The duration of an investigation will depend upon the nature and complexity of the allegations, the number of witnesses, the information to be gathered and the cooperation of all involved. As a guideline, the Complainant should expect to be interviewed within ten (10) school days. The interview of other witnesses and the Respondent will depend upon the number of witnesses and their availability and the availability of any advisor. The investigator should aim to complete interviews and fact-gathering within ten (10) school days, when feasible. Allowing time for both parties to provide a written response, a final investigation report will typically be completed within 45 calendar days after the filing or signing of the Formal Complaint. Delays may result from lack of witness availability, illness, involvement of law enforcement, the need for translation services or other good cause. The Title IX Coordinator will inform the Complainant and Respondent of any substantial delay and the reason for the delay.

Each party will have an equal opportunity to inspect, review, and respond to any evidence obtained. Prior to finalizing an investigative report, the investigator will send each party all evidence subject to inspection and review, and provide the parties at least ten (10) school days to provide a response to the investigator.

After the investigator drafts an investigatory report with all evidence obtained from the investigation, the report will be provided to the decision maker to send to all parties. The parties will then have ten (10) days to respond, including written relevant questions that each party wants asked of a party or witness.

3. Determination of Responsibility

Title IX does not require in-person hearings in elementary and secondary school District. It is the general policy of the District not to offer in-person hearings. The decision-maker, who will typically be a building administrator such as the Assistant Superintendent/Principal or Assistant Principal and cannot be the investigator or Title IX coordinator, shall retain the right to conduct an in-person hearing if they believe it is necessary to their decision. Regardless of the form of the hearing, the decision-maker will allow the Complainant and the Respondent to submit relevant, written questions they want asked of the other party or other witnesses, provide each party with the answers to such question and provide for limited follow-up questions. Questions about a Complainant's prior sexual behavior or sexual predisposition are only allowed to establish that another person committed the alleged conduct or that the conduct was consensual.

After the hearing process is complete, the decision-maker will issue a final written determination of responsibility within twenty (20) school days of receipt of the report from the investigator, using the preponderance of the evidence standard, that:

(a) Identifies the allegations covered by this Policy and Procedures;

(b) Describes the District's procedural steps taken from the receipt of the Formal Complaint to the determination;

(c) Includes findings of fact supporting the determination;

(d) Includes conclusions regarding application of the code of conduct to the facts;

(e) Includes a statement of, and a rationale for, the result as to each allegation, including a determination of responsibility, any disciplinary sanctions, and whether remedies to restore or preserve equal access to the District's Educational Program or Activity will be provided to the Complainant; and

(f) Includes procedures and permissible bases for appeals.

The decision-maker shall provide the written determination to the Complainant and Respondent.

4. Appeals

Either party may appeal a determination of responsibility to the Superintendent, or their designee, or the District's dismissal of a Formal Complaint, in whole or in part, within ten (10) school days for the following reasons: (1) a procedural irregularity that affected the outcome; (2) new evidence that was not reasonably available at the time of the determination and could affect the outcome; or (3) a conflict of interest on the part of the Title IX coordinator, investigator, or decision-maker that affected the outcome.

When an appeal is filed, the District shall ensure the individual deciding the appeal is not a Title IX Coordinator, the investigator, or the decision-maker who reached the determination regarding responsibility.

Upon receipt of an appeal, the District will provide written notice to both parties and provide both parties an equal opportunity to submit a written statement in support of, or challenging, the basis(es) for the appeal. The parties shall have ten (10) school days from the date of receipt of the notice of the appeal to submit written statements. The Superintendent, or their designee, will issue a written decision to both parties, simultaneously, regarding their decision on the appeal usually within ten (10) school days of receipt of the non-appealing party's written statement, or the date the statement would have been due.

5. Potential Actions

Violation of this Policy and Procedures by the Respondent may result in corrective action including, but not limited to, loss of privileges to participate in extra-curricular activities or athletics, require participation in Sexual Harassment awareness training or restorative justice efforts, a letter home to parents, social probation, detention, in-school suspension, outside suspension, expulsion and/or referral to the local police department for consideration of criminal charges. This provision shall not preclude the District from referring allegations to the local police department prior to the determination of a violation.

Please note that while this policy sets forth goals of promoting an environment that is free of Sexual Harassment, the Policy and Procedures is not designed or intended to limit the District's authority to discipline for conduct which it deems unacceptable, regardless of whether that conduct satisfies the definition of Sexual Harassment.

6. Dismissal

A Formal Complaint will be dismissed, without investigation, if the allegation(s), even if proven, would not constitute Sexual Harassment as defined above, or if the allegations did not occur in the District's Educational Program or Activity, or did not occur against a person in the United States. This does not preclude taking action under other policies or rules.

The Formal Complaint may be dismissed if the Complainant notifies the Title IX Coordinator at any time that they wish to withdraw the Formal Complaint or an allegation, if the Respondent's enrollment or employment ends, or if specific circumstances prevent the District from gathering evidence sufficient to reach a determination

If the Title IX Coordinator dismisses a Formal Complaint, written notice will be promptly provided to both parties simultaneously, including the reasons for dismissal.

7. Consolidation

The Title IX Coordinator may consolidate Formal Complaints against more than one Respondent, by more than one Complainant against one or more Respondents, or by one party against another party, where the allegations arise out of the same facts or circumstances.

D. Informal Resolution

When a Formal Complaint has been made, the District may offer to facilitate an informal process to resolve the Formal Complaint that does not require a full investigation, but will first provide all parties with written notice as described above and obtain written, voluntary consent from all parties.

Informal resolution is **not** available when the Respondent is an employee.

E. Confidentiality

The District will keep confidential the identity of the Complainant, the Respondent and other witnesses except as detailed above, permitted by Title IX or to carry out the purpose of the Title IX and its regulations.

F. Retaliation

Retaliation by the District or any other person against any person for the purpose of interfering with Title IX rights or because the person has participated or refused to participate in any manner in a proceeding under Title IX regulations is prohibited. Complaints of retaliation may be addressed under this Policy and Procedures.

G. Recordkeeping

The District will keep records related to reports of alleged Sexual Harassment for a minimum of seven (7) years, including investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken, including Supportive Measures, regardless of a Formal Complaint ever being filed. If no Supportive Measures were provided, each report should explain why that choice was not deliberately indifferent.

The District will also maintain, for the required 7-year period, any materials used to train Title IX coordinators, investigators, decision-makers, and any employee designated to facilitate an informal process. Such training materials will also be posted on the District's website.

H. External Complaints

Any student or parent/guardian who chooses not to use the District's Process or who is not satisfied with the resolution of District's Process may file a complaint with the appropriate state or federal agency.

Any person may also file a complaint with an appropriate state or federal agency at the same time they file a Formal Complaint, after the completion of the process, or at any time they choose. If a complaint is filed with the Office for Civil Rights, it must be filed in writing no later than 180 days after the occurrence of the alleged Sexual Harassment.

Complaints may be filed with:

Office for Civil Rights, US Department of Education
8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921
Telephone: 617-289-0111
Fax: 617-289-0150
TTY: 877-521-2172
Email: OCR.Boston@ed.gov

OR

Massachusetts Commission Against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Telephone: 617-994-6000
TTY: 617-994-6196
Email: mcad@mass.gov

436 Dwight Street, Rm 220
Springfield, MA 01103
Telephone: 413-739-2145
TTY: 617-994-6196
Email: mcad@mass.gov

18 Chestnut Street, Room 520
Worcester, MA 01608
Telephone: 508-453-9630
TTY: 617-994-6196
Email: mcad@mass.gov

I. Notice Requirements

A copy of this Title IX Policy and Procedures will be provided to students, parents or legal guardians, and unions or professional organizations holding agreements with the District.

LEGAL REF.: Title IX of the Education Amendments of 1972

CROSS REF.: ACAB, Sexual Harassment Prevention Policy
ACA, Non-Discrimination on the Basis of Sex

Adopted: June 25, 2020
Revised: 2/27/25, 5/ /25

Monomoy Regional School District
Nondiscrimination on the basis of disability

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the District's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the District or be subject to discrimination. Nor shall the District exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Definition: A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

Reasonable Modification: The District shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

Communications: The District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities.

Auxiliary Aids and Services: "Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

Limits of Required Modification: The District is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the School Committee after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

Notice: The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the District. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

Compliance Coordinator: The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The District shall make available to all interested individuals the name, office address, and telephone number of

the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA.

The ~~school system~~ District receives federal financial assistance and must comply with the above requirements.

Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified handicapped person solely on the basis of handicap is unfair; and

2. To the extent possible, qualified handicapped persons should be in the mainstream of life in the school community.

Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of handicap.

Legal references:

Rehabilitation Act of 1973, Section 504
Education for All Handicapped Children Act of 1975
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
Title II, Americans with Disabilities Act of 1992
Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78
Cross references:
IGB, Support Services Programs
IGBA, Programs for Handicapped Students
Adopted: March 27, 2013
Revised:

Monomoy Regional School District
Equal Employment Opportunity~~/Affirmative Action Plan~~
DRAFT

~~The Monomoy Regional School District believes that it is educationally valuable to provide students with an opportunity to relate to staff members of diverse backgrounds. Accordingly, the following plan is hereby adopted:~~

1. ~~The District will provide equal employment opportunities through a positive and effective affirmative action program. These opportunities will be granted to a candidate by the school department regardless of the candidate's race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles, national origin, color, religion, gender, sexual orientation, gender identity, age, marital or parental status, and disabilities, provided the disability does not preclude performance of bona fide requirements of the position with or without reasonable accommodations. Decisions for employment will be based on the qualifications of an applicant to perform a specific assignment.~~
2. ~~The School Committee desires the school affirmative action plan to be active, and for it to comply in good faith with all relevant laws and regulations.~~
3. ~~The Superintendent will appoint an employee to serve as affirmative action officer in charge of compliance for the program and in charge of compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.~~
4. ~~The affirmative action officer, working cooperatively with and under the direction of the superintendent of schools, is responsible for executing the affirmative action program.~~

~~**The Affirmative Action Program**~~

1. ~~Staffing: The District will strive to achieve a diverse staff representing and reflecting the diversity of the community. In order to accomplish this, the affirmative action officer will work with personnel responsible for making or recommending staff appointments in order to achieve that goal. Steps that will be taken may include but are not limited to:~~

~~i. Advertise in publications likely to be read by minorities.~~
~~ii. Advertise in placement offices of educational institutions attended by minorities.~~
~~iii. The employment application form will include a means by which a minority candidate may identify himself or herself as such.~~
~~iv. Qualified and identified minority candidates for employment, promotion, or transfer will be interviewed.~~

The School District is committed to providing equal employment opportunity and will not discriminate against any individual on the basis of race[1], color, religious creed, national origin, sex, ancestry, sexual orientation, as defined by law, or on the basis of age, as defined by law, disability, gender identity, genetic information, veteran's status, military service, application for military service, or any other legally protected category applicable to the District. In addition, any discrimination on the basis of pregnancy or a condition related to an employee's pregnancy including, but not limited to, lactation or the need to express breast milk for a nursing child will not be accepted or tolerated.

This equal employment opportunity commitment applies to all employment practices, including, but not limited to: pre-employment inquiries, hiring, job assignments, promotions, transfers, training programs, compensation, benefits, and termination of employment.

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[1] Race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles

SOURCE: MASC - Updated 2022

LEGAL REF.: M.G.L. 151B:4;
603 CMR 26:00
Acts of 2022, Chapter 117 - https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117

CROSS REF.: AC, Nondiscrimination
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