



**Monomoy Regional School District - Monomoy Regional School Committee
Meeting Agenda for Thursday, February 26, 2026 at 7:00 PM
Monomoy Regional High School Library, 75 Oak Street, Harwich, MA 02645**

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

AGENDA

- A. Call to Order**
- B. Approval of Meeting Minutes**
 - i. February 12, 2026 Budget Hearing
 - ii. February 12, 2026 Regular Business Meeting
- C. MRHS Student Representative**
- D. Public Comment:** Speakers are limited to three minutes; additional time is at the discretion of the Chairperson
- E. Reports and Discussions**
 - i. MRHS Robotics Overnight Field Trip **POTENTIAL VOTE**
 - ii. MRHS Discovery Program at Marine Biological Laboratories
 - iii. MRHS Donation to True Colors United **VOTE REQUIRED**
 - iv. Student Services Budget Report
 - v. Second Reading Policy Files: File CHCA: Approval of Handbooks and Directives, File DA: Fiscal Management Goals, File DB: Annual Budget, File DBC: Budget Deadlines and Schedules, File DBD: Budget Planning, File DKC: Expense Reimbursements **VOTE REQUIRED**
- F. Subcommittee, Representative, Liaison Reports**
- G. Superintendent's Report**
 - i. Recognitions
- H. Action Items -Vote Required**
 - i. MRHS Robotics Overnight Field Trip **POTENTIAL VOTE**
 - ii. MRHS Donation to True Colors United
 - iii. Second Reading Policy Files: File CHCA: Approval of Handbooks and Directives, File DA: Fiscal Management Goals, File DB: Annual Budget, File DBC: Budget Deadlines and Schedules, File DBD: Budget Planning, File DKC: Expense Reimbursements
- I. Presentation of the Warrants**
- J. Adjournment**

Authorized Posting Officer

Roberta Simmons
February 24, 2026



**Monomoy Regional School District - Monomoy Regional School Committee
Meeting Agenda for Thursday, February 12, 2026 at 6:00 PM
Monomoy Regional High School Library, 75 Oak Street, Harwich, MA 02645**

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

In accordance with M.G.L., c. 71, Section 38N, this is a Public Hearing for the proposed annual budget for the Fiscal Year 2027. The purpose of the Public Hearing is to present the FY27 Monomoy Regional School District Budget to the community for their input.

Members present: Betty Gray, Stephen Davol, Ryan Clarke, Jackie Zibrat-Long, Ryan Edwards, Brett Fortin
Members not present: Meredith Henderson, Brad Schiff
Administrators present: Dr. Scott Carpenter, Superintendent, Michael Macmillan, Joy Jordan

FY27 BUDGET PUBLIC HEARING

A. Call to Order

The meeting was called to order at 6:01 PM by Betty Gray.

B. FY27 Budget Presentation

Dr. Carpenter reflected on the 13-year history of the district since regionalization, highlighting successes in improving academic programs and reducing costs.

- Emphasized the importance of retaining students in the district to prevent loss of funding; noted a significant drop in students choosing to leave for charter schools.
- Discussed the disparities in enrollment and its financial implications, particularly focusing on Harwich and Chatham.

Business Manager Michael MacMillan presented the FY27 budget of **\$52,218,395**, indicating a **6% increase** primarily due to health insurance costs.

- Key budget drivers include health insurance, staffing changes, and capital project needs.
 - Notable decrease in overall positions due to declining enrollment.
 - The FY27 Budget aims to maintain **level services** despite necessary reductions.

FY27 Draft Budget Request

	FY27 Budget
Budget	\$52,218,395
Budget Change from Previous Year	\$2,976,822
Budget % Change	6.05%

Challenges and Next Steps

- Concerns raised about potential shortfalls if assessment increases are kept below necessary levels, potentially leading to reduced educational services.
- Discussion on the need for community engagement and potential overrides to support critical educational initiatives and capital projects.
- Plans to present options for balancing the budget while considering the impact on educational opportunities and student retention.

C. Public Comment

Harwich community member Charles Gruska praised the transparency of the budget process and acknowledged the effectiveness of budget workshops for public understanding. He commended the finance subcommittee's serious approach to budget scrutiny and emphasized the importance of ensuring every budget dollar benefits students.

He also expressed his concerns about potential budget overrides due to town financial challenges and urged the committee to prioritize educational needs over fiscal constraints. He advocated for the courage to request a budget override if necessary, allowing voters to decide on additional investments in schools.

D. Adjourn

MOTION: Stephen Davol moved to adjourn the meeting, seconded by Ryan Edwards.

UNANIMOUS: the motion passes

The meeting was adjourned at 6:58 PM

Respectfully Submitted,
Roberta Simmons
Recording Secretary



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

Members present: Betty Gray, Stephen Davol, Ryan Clarke, Jackie Zibrat-Long, Ryan Edwards, Brett Fortin

Members not present: Meredith Henderson, Brad Schiff

Administrators present: Dr. Scott Carpenter, Superintendent, Michael Macmillan, Joy Jordan, Karen Guillemette

AGENDA

A. Call to Order

Betty Gray called the meeting to order at 7:02 PM.

B. Approval of Meeting Minutes

- i. January 29, 2026

MOTION: Ryan Clarke motioned to approve the January 29, 2026 meeting minutes, seconded by Ryan Edwards.

UNANIMOUS: the motion passes

C. MRHS Student Representative

None

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

None

E. Reports and Discussions

- i. MRHS Track Field Trip to Pennsylvania for Penn Relays

VOTE REQUIRED

MOTION: Jackie Zibrat-Long motioned to approve the MRHS Track Field trip to Pennsylvania for the Penn Relays, seconded by Ryan Clarke.

UNANIMOUS: the motion passes

- ii. MRHS Track to Nationals in NYC

Athletic Director Karen Guillemette and Coach Syty spoke to the committee about the success of the indoor track program and the fact that several athletes qualified to participate in the Nationals in New York city in March. The athletes will pay for their own expenses for the trip but the Monomoy Booster Club will pay for the entrance fees. Since the trip is on March 12, 2026 the committee agreed to vote on the field trip tonight.

MOTION: Jackie Zibrat-Long motioned to approve the MRHS Track field trip to NYC on March 12th, seconded by Ryan Clarke.

UNANIMOUS: the motion passes

- iii. MRHS All State Music Festival Overnight Field Trip

MRHS Teacher Rose Richards asked permission of the committee to take two students that auditioned and won spots for the All State Music Festival on an overnight trip next month to Worcester, Massachusetts. Since the trip is on March 19, 2026 the committee agreed to vote on the field trip tonight.

MOTION: Jackie Zibrat-Long motioned to approve the MRHS All State Music Festival Overnight Field Trip on March 19 - 21, 2026, seconded by Ryan Edwards.

UNANIMOUS: the motion passes

- iv. Updated Subcommittee Assignments

Betty Gray welcomed the newest member of the school committee, Brett Fortin, and reviewed the updated subcommittee assignments for the 2025-2026 school year included in the agenda packet.

- v. First Reading Policy Files: File CHCA: Approval of Handbooks and Directives, File DA: Fiscal Management Goals, File DB: Annual Budget, File DBC: Budget Deadlines and Schedules, File DBD: Budget Planning, File DKC: Expense Reimbursements

Ryan Edwards presented the policy files, noting any changes made by the Policy Subcommittee. Policy CHCA is a new policy recommended by MASC, the subcommittee changed some of the language to align with our current practice that the handbooks are presented annually but not voted on by the school committee. Business Manager Michael MacMillan spoke about policy DKC: Expense Reimbursements, which has been rewritten to help clarify the procedures and rates for reimbursements. The policies will be brought forward to the next school committee meeting for a second reading.

- vi. FY27 Budget Update

POTENTIAL VOTE

MOTION: Jackie Zibrat-Long motioned to approve the FY27 budget update as presented, seconded by Ryan Edwards.

UNANIMOUS: the motion passes

- vii. Cable Access Fund (PEG) Town Meeting Articles

VOTE REQUIRED

Business Manager Michael MacMillan presented the request for \$61,413 from the PEG cable access fund for local TV station support. These funds are intended for equipment refreshment for the high school's TV studio. Previous funding requests included support for the press box equipment. The Town of Chatham approved the last request, while the Town of Harwich did not. The current request has been reiterated for both towns' consideration.

MOTION: Ryan Edwards motioned to approve that the District request a total \$61,413 (sixty one thousand, four hundred and thirteen dollars) from the PEG Access & Cable-Related Funds of the Town of Harwich and Town of Chatham, seconded by Jackie Zibrat-Long.

UNANIMOUS: the motion passes

- viii. Middle School Roof Project Town Meeting Article

VOTE REQUIRED

Business Manager Michael MacMillan provided an update on the middle school roof project.

Project Status

- The design feasibility study was submitted to the Massachusetts School Building Authority (MSBA).
- A vote by the MSBA board is scheduled for February 25th.
- Final budget figures and maximum reimbursement grant have been secured.

Approval Process

- Approval is needed from the meeting participants and both towns to incur debt for the project.
- If approved, the project will be included in the towns' meeting warrants for upcoming votes.
- The debt will not affect the current assessment but will impact the FY28 budget.

Challenges and Considerations

- A portion of the roof replaced in 2018 will not qualify for reimbursement due to age requirements set by MSBA.
- Discussion needed on whether to pursue replacement of that section despite reimbursement issues.
- Weather-related issues have highlighted the urgency of roof repairs.

MOTION: Jackie Zibrat-Long motioned to approve that the Monomoy Regional Middle School MSBA project and debt vote as presented, seconded by Ryan Clarke.

UNANIMOUS: the motion passes

F. Subcommittee, Representative, Liaison Reports

Jackie Zibrat-Long reported that the Superintendent's Evaluation Subcommittee met this week to go over the timeline and to make sure the deadlines are met in the coming months. The updated schedule will be shared at the next school committee meeting.

G. Superintendent's Report

i. Recognitions

Many thanks to the Harwich Dennis Rotary, which donated \$1,000 in gift cards to grocery stores and gas stations. This very generous donation from the Harwich Dennis Rotary will be used to assist our students and their families in emergency situations.

Recently, the Monomoy-Mashpee boys hockey team held a special Hockey Fights Cancer game, with all proceeds from admission, ribbon sales, and chuck a puck donated to the Foundation for Cancer Research. During warmups, the team welcomed Honorary Coach Toni Smith to the bench. Toni is a 5-year-old Harwich resident who has been battling leukemia - she was a wonderful addition to the team!

Monomoy Regional High School's SHORE Food Pantry has been named a beneficiary of the Stop & Shop Bloomin' 4 Good Program - for the entire month of February, the SHORE Food Pantry will receive a \$1 donation for every specially marked Bloomin' 4 Good bouquet purchased at Stop & Shop in East Harwich. The SHORE Food Pantry is operated by students, led by teacher Shana Grogan, and provides food support to Monomoy students and families.

Congratulations to the high school robotics team, which made it to the state tournament!

Congratulations also to the boys indoor track team, which won the Cape & Islands League Championship. There were a number of first-place finishes and other medals for both our boys and our girls at the league championships - quite an achievement in the team's first official varsity season. A number of our athletes will compete in the D5 state championship on Saturday.

Dr. Carpenter also shared an engagement letter provided by Attorney Marc Terry as the Monomoy Regional School District's legal counsel.

H. Action Items -Vote Required

i. MRHS Track Field Trip to Pennsylvania for Penn Relays

MOTION: Jackie Zibrat-Long motioned to approve the MRHS Track Field trip to Pennsylvania for the Penn Relays, seconded by Ryan Clarke.

UNANIMOUS: the motion passes

ii. FY27 Budget Update (Potential Vote)

MOTION: Jackie Zibrat-Long motioned to approve the FY27 budget update as presented, seconded by Ryan Edwards.

UNANIMOUS: the motion passes

iii. Cable Access Fund (PEG) Town Meeting Articles

MOTION: Ryan Edwards motioned to approve that the District request a total \$61,413 (sixty one thousand, four hundred and thirteen dollars) from the PEG Access & Cable-Related Funds of the Town of Harwich and Town of Chatham, seconded by Jackie Zibrat-Long.

UNANIMOUS: the motion passes

iv. Middle School Roof Project Town Meeting Article

MOTION: Jackie Zibrat-Long motioned to approve that the Monomoy Regional Middle School MSBA project and debt vote as presented, seconded by Ryan Clarke.

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 Ryan Edwards.

The meeting was adjourned at 7:27 PM.

Respectfully Submitted,
Roberta Simmons
Recording Secretary

MONOMOY REGIONAL SCHOOL DISTRICT FIELD TRIP REQUEST FORM

Coordinating Teacher: Richard Oldach Teacher Cellphone Number: 508-330-3063
 Other Teacher(s): James Otto Grade(s): 9-12
 School: CES HES MRMS MRHS Date(s) of Trip: 3/6, 3/7, 3/8
 Time of Departure: 3 PM on 3/6 Return Time to School: 5 PM on 3/8
 Destination: Framingham, MA

This request must be approved by your School Nurse, Principal and Superintendent at least four weeks prior to US trips and International trips.

Purpose of Trip – Include Direct Connection to Curriculum Standards:
Robotics State Championship

School Nurse Needed on Trip: Yes No

Other accommodations needed: _____

IF Airport Travel: _____
Please provide Airline name, flight # and arrival time

Type of vehicle requesting (School bus 45 – 2/seat (MS/HS) or 71 @ 3/seat. Coach Bus = 54 seats)

Motor Coach/#: _____ School Bus/#: _____ Handicap Accessible Bus: _____
 Walking-No Bus: _____ School Van X

Total Number students: 6 Total Number of Teachers: 2 Total Number of Chaperones**:
 Please plan on at least one (1) chaperone per group of 10 students
 CHAPERONES MUST BE CORIED by MONOMOY REGIONAL SCHOOLS

Sources of Funds (must be indicated prior to approval): School Budget Student Fee Grant

Budget For Day Trips:
 If using the bus company: Hourly rate \$42.47. Mileage Rate \$1 per mile. Please attach Google Map directions

_____ hours x \$42.47 = _____
 _____ miles x 2 (Round Trip) x 1 = _____
 # of Buses: _____

Total Transportation Costs: \$ _____
 Admissions Cost: \$ _____
 Total Cost: \$ _____
 Total Cost per student: \$ _____

For out of state and overnight trips, please attach a budget and itinerary.

APPROVALS

Teacher	Date
<u>Cheryl Pate</u>	<u>2/10/26</u>
School Nurse	Date
<u>Joseph Polu</u>	<u>2/10/26</u>
Principal	Date
Superintendent	Date

Please email to Faith Rushnak@frushnak@monomoy.edu APPROVED NOT APPROVED

Monomoy Regional School District
Budget Deadlines and Schedules

The Committee shall prepare a budget on a fiscal year basis for the District in the following manner:

1. The District budget process shall be initiated annually on or about October 1 and shall provide opportunity for the Selectmen and Finance Committee of each member town to have input into its preparation. On or about January 15th, the Committee shall complete its proposed budget for the ensuing year. Said proposed budget shall be approved by majority vote, with at least one Committee member from each member town voting in the affirmative. Said proposed budget shall be posted in the Town Hall of each member town, shall be provided to each member town's public library, and shall be submitted to the Selectmen and Finance Committee members of each member town.
2. Said proposed budget shall contain a notice stating when and where a public hearing will be held. The public hearing shall be held in any District school building. The notice of the public hearing shall be posted in all member towns and published consistent with G.L. chapter 71, section 38N in a newspaper having general circulation in the region. Upon request of the Finance Committee and/or the Board of Selectmen of any member town, the Committee shall arrange to meet with such Finance Committee and/or Board of Selectmen for the purpose of discussing the proposed budget. Said proposed budget shall be in reasonable detail, itemized at least as follows: central administration, expenses of instruction, transportation, operation of school plant, maintenance of school plant, capital outlay, and debt and interest charges. All non-recurring expenditures shall be itemized. Enrollment, staffing, total expenditures and assessments for the past five (5) years shall be included. The Finance Committee or the Board of Selectmen of a member town may request further information.
3. Consistent with G.L. chapter 71, section 16B the Committee shall adopt by a two-thirds (2/3) vote of all its members a budget with such changes as may have resulted from conferences and/or the public hearing. Within thirty (30) days from the date on which the budget is adopted, the treasurer of the District shall certify to the treasurer of each member town that town's assessed share of such budget.
4. The budget and assessments shall be so constructed as to show debt service, transportation, operating, and capital costs. It shall also list all sources of revenue used to reduce operating costs as described in the Regional Agreement.
5. The process and the requirements for the approval or disapproval of the budget by the member towns will be consistent with the terms and conditions of chapter 71, section 16B, as well as 603 CMR section 41, et seq, as those terms and conditions may be amended.

Legal references:

M.G.L. 71:16B

Regional Agreement Section VII, paragraph C

Adopted: March 27, 2013

Revised:

Monomoy Regional School District

Scott Carpenter, Ed.D.
Superintendent

Michael MacMillan
Business Manager

Melissa Maguire
Director of Student Services



Robin A. Millen, Ed.D.
Assistant Superintendent of
Curriculum, Instruction and Assessment

Jacob Voelker
Treasurer

To: MONOMOY REGIONAL SCHOOL COMMITTEE
From: Michael MacMillan
Date: February 26, 2026
Re: Student Activity Account: MRHS Gender & Sexuality Alliance Club

MOTION

To approve the donation of \$300 from the Monomoy Regional High School Gender & Sexuality Alliance Club Account to True Colors United.

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 funds were raised by selling holiday socks. The donation supports the mission of True Colors United and their work with the LGBTQ+ community.

Michael MacMillan
School Business Manager

Administration Office: 425 Crowell Road, Chatham, MA 02633 • 508-945-5130 • Fax: 508-945-5133 • www.monomoy.edu

Monomoy Regional School District is an equal opportunity employer and does not discriminate against any applicant based upon race, religion, gender, national origin, age, disability, sexual orientation, gender identity or any other protected by federal state or local law.

Jennifer Police
Principal
jpolice@monomoy.edu

David Alexander
Assistant Principal
dalexander@monomoy.edu

Annmarie Rita
Assistant Principal
arita@monomoy.edu



MONOMOY REGIONAL HIGH SCHOOL

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

Karen Guillemette
Director of Athletics
kguillemette@monomoy.edu

Lindsay Ginnetty
Director of Guidance
lginnetty@monomoy.edu

Jacqueline Corrigan
Special Education Team Chair
jcorrigan@monomoy.edu

True Colors United
311 West 43rd Street, 12th Floor
New York, NY 10036

Dear Ms Lauper, Mr. Waguespack, Mr. Katz

On behalf of the Gender & Sexuality Alliance at Monomoy Regional High School, please accept the enclosed donation in the amount of \$300.00. The students raised these funds by selling holiday socks, and as members of the LGBTQ+ community, they were eager to support your organization and the work you do. We are grateful for the opportunity to contribute and to stand in solidarity with your mission.

Thank you for all the work you do with LGBTQ+ youth!

Andrew Matheson and Mary Drake
Club Advisors
Gender & Sexuality Alliance
Monomoy Regional High School

Purchase Order

Monomoy Regional School District
Business Office
425 Crowell Road
Chatham MA 02633

No. 261956

MAIL INVOICES TO THE ADDRESS ABOVE Tax Exempt # 451 833 513 P.O.# must be on ALL documents
DO NOT EXCEED PURCHASE ORDER TOTAL PRICE CHANGES REQUIRE PRIOR APPROVAL MSDS sheets must accompany all products
BY THE BUSINESS OFFICE

P.O. Date: 02/13/2026
P.O. Issued To :

Questions ? Accounts Payable (617) 848-0617

Ext: Account:
Ship To:

True Colors United
311 W 43rd Street 12th Floor
New York NY 10036

Monomoy Regional High School
Attn: Andy Matheson
75 Oak Street
Harwich MA 02645
(617) 848-0617

Contact: Selina Lee
Phone: (212) 461-4401

Location: Monomoy Regional High School
Fax: Project: Undesignated

Req# 62062

Reference: Date Required: 02/17/2026 Award Number:

Line	Qty	Unit	Part#	Description	Account Number	Unit Price	Extended	Tax	Freight
1	1	EA		Donation to True Colors United on behalf of the MRHS GSA Club	8900.22.3520.385.676.000.0000 SA Agy MRHS Otr Std Acts GSA	300.00	300.00	0.00	0.00

APPROVAL SIGNATURES:



Sub-Total:	300.00
Freight:	0.00
Tax:	0.00
Total Amount:	300.00

NOTES:

Order Via:

Fax

ENTITY COPY



MONOMOY 
REGIONAL SCHOOL DISTRICT

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

Melissa Maguire

508-945-5130

Department of Student Services

2026-2027 Budget Report

*Presented to the Monomoy Regional School
Committee*

February 2026

Table of Contents

Introduction.....	4
Student Services.....	4
Special Education.....	4
Program Coordination.....	5
Eligibility.....	5
The Three-Pronged Test.....	5
Qualifying Disability Categories (MA).....	6
Enrollment.....	6
Preschool Programs.....	9
Early Childhood Education at Monomoy.....	9
Enrollment.....	10
Special Education Range of Services.....	10
Inclusion.....	10
Levels of Support.....	10
Specialized Programs.....	11
Chatham Elementary School: SEAL (Students Engaged in Active Learning).....	12
Harwich Elementary School: ISLE (Individualized Student Learning Environment).....	12
Harwich Elementary School: SURF - Students Understanding Real Feelings.....	12
Monomoy Regional Middle School: SHELLS (Students Having Excellent Life Learning Success).....	13
Monomoy Regional Middle School: TIDE (Teaching Independent Desired Emotions).....	13
Monomoy Regional High School: SAIL (Students Acquiring Independent Learning).....	14
Monomoy Regional High School: SHORE (Students Have Opportunities for Recreation and Employment)..	14
Monomoy Regional High School: SAND (Students Achieving New Directions).....	15
Monomoy Regional High School: WAVE (We Accept and Value Education).....	15
Related Services.....	16
School Health Services and School Nurse Services.....	16
Speech-Language Pathology (SLP) Services.....	17
Occupational Therapist (OT).....	18
Physical Therapist (PT).....	19
Contracted Services.....	20
Clinical and Counseling Services.....	20
School Psychologist.....	20
School Counselors.....	21
Adjustment Counselor.....	21
Board Certified Behavior Analyst.....	22
Mental Health Coordinator.....	24
Extended School Year Services (ESY).....	24

Out of District.....	25
Financial.....	27
Circuit Breaker.....	27
State and Federal Funding Sources for Special Education.....	27
Circuit Breaker Program.....	27
Circuit Breaker Claims.....	27
Circuit Breaker Extraordinary Relief Claims.....	29
Assignment of Local Fiscal Responsibility.....	29
Budget.....	31
Out of District.....	31
Out-of-District Transportation and Special Education Transportation in the District.....	31
Extended Year Services.....	32
Contracted Services.....	32
Additional Expenses Related to Special Education.....	33
Grants.....	34
Budget Needs and Future Considerations.....	35
Future Considerations and Concerns.....	35
Additional Student Services Responsibilities.....	35
Section 504.....	35
McKinney Vento.....	36
Department of Children and Family Services.....	37
Title IX Coordinator.....	38
Civil Rights Coordinator.....	38
Conclusion.....	39

Introduction

The Office of Student Services is responsible for the administrative leadership of multiple departments (special education, preschool programs, nursing, counseling, related services (OT, PT, Speech and Language), coordination of state agency services, Section 504, foster care, homelessness, and the enforcement of state and federal compliance standards. Furthermore, the Director serves as the district's designated Civil Rights and Title IX Coordinator.

The role is a blend of legal compliance, budgetary management, and leadership.

- **Special Education Oversight:** Ensuring the district adheres to the Individuals with Disabilities Education Act (IDEA) and Massachusetts 603 CMR 28.00 regulations.
- **Program Development:** Designing and managing programs for special education, preschool programs, Section 504 plans, and McKinney-Vento (homelessness) support.
- **Budget & Grants:** Managing significant portions of the district budget, including the "Circuit Breaker" reimbursement and federal IDEA grants.
- **Personnel Management:** Hiring, supervising, and evaluating specialized staff along with building administrators, including School Psychologists, Nurses, Special Education Teachers, Speech-Language Pathologists, Occupational Therapists, and Paraprofessionals.
- **Crisis & Mental Health:** Leading the district's social-emotional learning (SEL) initiatives and mental health crisis response teams.

Student Services

Special Education

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

It is the responsibility of the school district to provide every student with disabilities with a free, appropriate public education (FAPE) within the least restrictive environment (LRE) from ages 3 to 22. This age range is important because it significantly increases the amount of time that the school district

is responsible for educating a student with special needs, which must be factored into the overall cost of special education.

A usable definition for the role of special education comes from Dr. Thomas Hehir in his book, "New Directions in Special Education: "... to minimize the impact of disability and maximize the opportunities for children with disabilities to participate in general education in their natural community ... with special education serving as a vehicle for access and addressing the specific needs that arise out of children's disabilities." (p.49)

Program Coordination

Team Chair: Regulations require that there is an identified member of the IEP Team who can commit resources on behalf of the district when developing and proposing an Individual Education Program. Each building has a Team Chair.

Examples of responsibilities of the Team Chair:

- Coordinate all initial, annual, and re-evaluation meetings
- Coordinate and distribute all evaluation consent forms
- Chair all initial, annual, and re-evaluation and meetings
- Complete Ed Assessment A for all initial and re-evaluation meetings
- Create and distribute Ed Assessment B to general education teachers for all initial and re-evaluation meetings
- Generate meeting requests/folders with needed forms for all annual and evaluation meetings
- Generate and distribute meeting invitations for all evaluations
- Contact parents/caregivers to schedule meetings and send home reports prior to all evaluation meetings
- Review and process all completed IEPs to be sent home for parent/caregiver review
- Track receipt and acceptance or rejection of all consents and IEPs
- Provide and maintain teacher sign-off sheets for receipt of IEP summaries
- Summarize and report out all necessary district-wide testing accommodations
- Analyze data on student progress
- Ensure progress reports are completed and issued to the parent/caregiver
- Support specialized programs
- Respond to parent/caregiver questions and concerns
- Work closely with administration to problem-solve challenges

Eligibility

In Massachusetts, eligibility for special education is determined by a three-pronged test defined under the state's **603 CMR 28.00** regulations. To receive an Individualized Education Program (IEP), a student must meet all three of the following criteria.

The Three-Pronged Test

The school "Team" (which includes parents/caregivers, teachers, and specialists) must answer "**Yes**" to these three questions during the eligibility meeting:

- **Prong 1: Does the student have a disability?** The student must have one (or more) of the 10 qualifying disability categories defined by Massachusetts law (see list below).
- **Prong 2: Is the student failing to make "effective progress"?** The Team must determine if the student is struggling to make documented academic, social, or emotional progress in the general education curriculum.
- **Prong 3: Is the lack of progress a result of the disability?** This is the "causal link." The Team must decide if the student requires **pecially designed instruction** or **related services** (like speech therapy or OT) specifically because of that disability to access the curriculum.

Qualifying Disability Categories (MA)

Massachusetts recognizes 10 specific categories under which a student can qualify:

1. **Autism:** Affecting verbal/nonverbal communication and social interaction.
2. **Developmental Delay:** For students aged 3- 9 whose development is significantly delayed in one or more areas.
3. **Intellectual Impairment:** Significant limitations in cognitive functioning and adaptive behavior.
4. **Sensory Impairment:** Hearing, vision, or deaf-blindness.
5. **Neurological Impairment:** Capacity of the nervous system is limited (e.g., traumatic brain injury or epilepsy).
6. **Emotional Impairment:** Long-term emotional or mental health issues that adversely affect educational performance.
7. **Communication Impairment:** Capacity to use expressive or receptive language is significantly limited.
8. **Physical Impairment:** Orthopedic or motor task limitations.
9. **Health Impairment:** Chronic health problems like ADHD, asthma, or diabetes that limit alertness or vitality.
10. **Specific Learning Disability (SLD):** A disorder in psychological processes (like dyslexia, dysgraphia, or dyscalculia).

A student **cannot** be found eligible if their lack of progress is primarily due to:

- Lack of appropriate instruction in reading or math.
- Limited English proficiency.
- Cultural, environmental, or economic disadvantages.

Enrollment

Monomoy Regional School District is responsible for educating **301** students with disabilities, both in and out of the district (October 1, 2025, enrollment report). This represents 18.4%, compared to the state rate of 19.4%. Monomoy continues to remain below the state rate in educating students with disabilities, even with our continued program growth to support students with more intensive special education needs.

State Reporting Based on October 1, 2025, Enrollment						
	20/21	21/22	22/23	23/24	24/25	25/26
Number of students receiving special education	288	301	315	335	328	301

District % of students receiving special education	16.9%	17.6%	18.4%	18.4%	19%	18.3%
State % of students receiving special education	18.7%	18.9%	19.4%	19.4%	20.8%	21.3%

* The Department of Elementary & Secondary Education gives this percentage based on the enrollment data provided for October 1, 2025.

Special Education Enrollment by Disability Category Based on October 1, 2025, Data	
Intellectual	13
Sensory/Hearing	1
Communication	39
Emotional	24
Physical	1
Health	50
Specific Learning Disability	69
Multiple Disabilities	3
Autism (educational)	28
Neurological	34
Developmental Delay (up to 9 years)	43

Special Education Enrollment by Disability Category Based on October 1, 2025, Data. These data include four (4) students receiving itinerant services.

Based on current data (January 2026), **281** students are considered to be receiving special education services. This number includes students who moved into or out of the district after October 1, 2025; students who attend Monomoy through school choice; eligible students who have since turned 3 years old; and those who have been evaluated and found eligible.

The table below shows the current status of students receiving special education services as of January 1, 2026:

Current Status 2025-2026	CES	HES	MRMS	MRHS	Total
Total number of students w/IEPs K-12+	35	69	64	95	263

Current Status 2025-2026	CES	HES	MRMS	MRHS	Total
Total number in initial evaluation currently	4 (1 in process)	12 (8 in process)	7 (1 in process)	7 (2 in process)	30 12
Total number not found eligible from initial evaluation	1	0	6	4	11
Total number terminated to date due to Finding of No Special Needs	1	2	1	9	13
Total number left district (moved as of 1/2/26)	0	0	0	2	2
Number of 3-year evaluations due by June	4	24	16	28	72
Number in SEAL (CES)	9				9
Number in ISLE (HES)		7 (prk-2)			7
Number in SURF (HES)		7			7
Number in SHELLS (MRMS)			5		5
Number in TIDE (MRMS)			6		6
Number in SAIL (MRHS)				7	7
Number in SHORE (MRHS)				9*	9
Number in SAND (MRHS)				6	6
Number in WAVE (MRHS) new program 2025				8	8
Number in Oak Street with IEP's (MRHS)				3	3
Number who will graduate				9	9
Number school choice	3	12	14	17	46

* SHORE - 2 students graduated in December 2025 (they are not included in the total graduating numbers)

Preschool Programs

Early Childhood Education at Monomoy

Monomoy Regional School District provides high-quality early childhood programming focused on early learning, social-emotional development, communication, and school readiness. Our preschool programs are designed to support young children through inclusive learning experiences that foster growth across developmental domains.

Programs emphasize:

- Language and communication development
- Social-emotional learning and peer interaction
- Early literacy and numeracy foundations
- Play-based and developmentally appropriate instruction
- Collaboration among educators, specialists, and families

Monomoy's Pups Preschool program is designed to meet the critical developmental needs of young children by providing a language-rich environment. This is a full, school-day program designed to support all families in our community with access to high-quality preschool programming.

Monomoy's Integrated Preschool program serves children ages 3-4 who have been found eligible for special education services due to a disability who learn alongside more typically developing students, called peers. Peers help to model age-appropriate social, play, language, and learning skills.

Monomoy's preschool services are provided in alignment with the Massachusetts Department of Elementary and Secondary Education (DESE) regulations and Child Find requirements.

In Massachusetts, the ratio of children with disabilities to typically developing peers in a preschool classroom is strictly regulated by the Department of Elementary and Secondary Education (DESE). The specific requirements depend on the total number of students with disabilities in the room.

For public school programs that integrate children with and without disabilities, 603 CMR 28.06(7)(e) defines the following maximum limits:

Full Day -Pups

If there are 1 to 5 students with disabilities:

- Maximum Class Size: 20 students.
- Minimum Staffing: 1 teacher and 1 aide.
- Peer Ratio: In a full class of 20, there would be 15 peers to 5 students with disabilities.

Integrated Preschool

- If there are 6 or 7 students with disabilities:
 - Maximum Class Size: 15 students.
 - Minimum Staffing: 1 teacher and 1 aide.
 - Peer Ratio: In a full class of 15, there would be 8 or 9 peers to 6 or 7 students with disabilities.

Enrollment

Current Status 2025-2026	CES	HES	MRMS	MRHS	Total
Total number of preschool students as of 1/2/2026	1	14			15
Total number of preschool Itinerant as of 1/2/2026		3			3
Total number of preschool students anticipated for the end of the year		17			17

Special Education Range of Services

Inclusion

Inclusion in the general education program is available to all students based on their needs and the services specially designed through the IEP process.

The goal is to ensure every child feels like a full member of the school community, regardless of their learning, physical, or emotional needs.

Levels of Support

- 1. Supported Content Class: The student accesses the general education curriculum with targeted assistance from** a paraprofessional, ensuring all specialized supports and services are implemented as outlined in their Individualized Education Program.
- 2. Push-In Services:** The student accesses the general education curriculum with targeted assistance from a special education teacher and/or related service providers, ensuring that all specialized supports and services are implemented as outlined in their Individualized Education Program.

- 3. Co-Teaching:** The student accesses the general education curriculum with both a general education teacher and a special education teacher, who provide instruction and support as outlined in the student's Individualized Education Program.

Academic Support

This class is provided to students who are included in the general education classroom for the majority of their day. The special education teacher works with students to remediate academic challenges, support them with homework, and teach executive function skills such as organization, note-taking, and test preparation. The purpose is to ensure each student receives support based on their needs to succeed at their level in the general education program.

Modified Classes

Our modified classes meet students where they are. Designed for those who face significant academic challenges and are working two or more years behind their grade level, this program replaces the standard curriculum with one that builds essential skills at a pace that ensures every student can feel successful and supported. Determining if a student needs a modified special education placement is made by the IEP team.

Criteria

The primary indicator is usually a major gap between the student's current performance and grade-level expectations.

Academic Discrepancy

- The "Two-Year" Rule: The student is consistently performing at least two grade levels below their age-appropriate grade in core subjects (reading, writing, or math).
- Stagnant Progress: Despite receiving high-quality interventions in a general education setting, the student is not "closing the gap."

Cognitive or Intellectual Profile

A modified curriculum is most often reserved for students whose learning challenges are rooted in cognitive processing rather than just "missing pieces" of information.

- **Standardized Testing Data:** Results from psychological evaluations (like the WISC-V) show significant deficits in working memory, processing speed, or fluid reasoning.
- **Adaptive Behavior:** Challenges with "functional" skills – such as communication, self-care, or social problem-solving – that make the fast-paced general education environment overwhelming.

Foundational Skill Deficits

Placement is often necessary when a student lacks the "building blocks" required for inclusion.

- **Prerequisite Skills:** The student lacks the prerequisite skills to participate meaningfully in grade-level discussions or group work.

Specialized Programs

Chatham Elementary School: SEAL (Students Engaged in Active Learning)

The SEAL program (Students Engaged in Active Learning) is for students in grades PreK-4 who require specialized instruction in the areas of functional academic learning, social and emotional regulation, language and self-advocacy skills, and daily living skills with opportunities for inclusion and integration in the Monomoy school community. Students in the SEAL program benefit from learning using a variety of teaching methodologies, such as discrete trial teaching, natural environment teaching, and individual and small group learning.

The purpose of this classroom is to encourage students to:

- Develop independence in the areas of daily living skills
- Develop and expand on social skills
- Develop emotional regulation and coping skills
- Develop skills in the areas of mathematics and reading/writing
- Develop self-advocacy skills
- Develop pre-learning skills
- Follow general education classroom routines

Harwich Elementary School: ISLE (Individualized Student Learning Environment)

The ISLE program (Individualized Student Learning Environment) is an Intensive Special Needs program for students in grades PreK-4 who require specialized instruction in the areas of functional academic learning, social and emotional regulation, language and self-advocacy skills, and daily living skills. The principles of Applied Behavior Analysis (the process of systematically applying interventions based on the principles of learning theory to improve socially significant behaviors to a meaningful degree...) are implemented to support the individualized learning for each student to meet their unique needs. The goal is to integrate the students into the inclusion setting as often as possible; however, they may require support within a separate setting to meet their unique learning needs.

The purpose of this classroom is to encourage students to:

- Develop independence in daily living skills
- Develop and expand on social and communication skills
- Develop emotional regulation and coping skills
- Develop skills in the areas of math, reading, and writing
- Develop self-advocacy skills
- Develop pre-learning skills, such as following directions, play skills, and attending skills
- Follow general education classroom routines

Harwich Elementary School: SURF - Students Understanding Real Feelings

This therapeutic learning program supports students in grades K-4 with social, emotional, and behavioral challenges using direct and embedded instruction in the CASEL Social-Emotional Learning (SEL) competencies and behavior management strategies. The aim is to support students in inclusive settings while providing instruction in a separate setting when needed. The program helps students develop self-advocacy, emotion regulation, and executive functioning skills, access instruction, engage

with trusting adults, and develop peer relationships. Overall, the goal is to enhance social-emotional skills and coping strategies to enable greater participation in all school community offerings.

The purpose of this program:

- Develop student skills in the areas of:
 - Self-awareness
 - Self-management
 - Responsible Decision-Making
 - Relationship Skills
 - Social Awareness
- Work collaboratively with school-based support teams to develop and oversee social, emotional, behavioral, and academic instruction to ensure that students are able to generalize the skills learned in the SURF program across their school day
- Embed and practice behavior management strategies and systems
- Provide a safe environment where students learn and practice coping skills to feel secure and comfortable expressing their thoughts, feelings, needs, and wants
- Monitor student progress
- Increase engagement and participation in academic settings
- Enhance relationships with peers and teachers
- Nurture belonging and self-advocacy within the school community

Monomoy Regional Middle School: SHELLS (Students Having Excellent Life Learning Success)

The SHELLS program (Students Having Excellent Life Learning Success) is an Intensive Special Education program for students in grades 5-7. The program is for students who require specialized instruction in functional academics, social and emotional regulation, language, self-advocacy skills, daily living skills, and vocational skills. Multiple teaching methodologies, such as behavior analysis, natural environmental teaching, and individual and small-group learning, are implemented to support each student's individualized needs and expose students to grade-level content when appropriate.

The purpose of this classroom is to encourage students to:

- Develop independence in daily living, independent living, and vocational skills
- Develop and expand on social and communication skills
- Develop emotional regulation and coping skills
- Develop skills in the areas of functional academics (i.e., math, reading, and writing)
- Develop self-advocacy skills
- Follow general education classroom routines

Monomoy Regional Middle School: TIDE (Teaching Independent Desired Emotions)

TIDE is a program designed to support students with social, emotional, and/or behavioral challenges using direct and embedded instruction in the CASEL Social-Emotional Learning competencies and behavior management strategies. The aim is to support students in inclusive settings while providing instruction in a separate setting when needed. The program helps students develop self-advocacy, emotion regulation, and executive functioning skills, access instruction, engage with trusting adults, and

build peer relationships. The goal is to enhance social-emotional skills and coping strategies to enable greater participation in all school community offerings.

The purpose of this program:

- Develop student skills in the areas of:
 - Self-awareness
 - Self-management
 - Responsible decision-making
 - Relationship skills
 - Social awareness
- Work collaboratively with school-based support teams to develop and oversee social, emotional, behavioral, and academic instruction to ensure that students can generalize the skills learned in the TIDE program across their school day
- Embed and practice behavior management strategies and systems
- Provide a safe environment where students learn and practice coping skills to feel secure and comfortable expressing their thoughts, feelings, needs, and wants effectively
- Monitor student progress (academic, behavior, emotional)
- Increase engagement, participation, and independence in academic settings
- Enhance relationships with peers and teachers
- Nurture belonging and self-advocacy within the program and larger school community

Monomoy Regional High School: SAIL (Students Acquiring Independent Learning)

The SAIL program (Students Acquiring Independent Learning) is an Intensive Special Education program for students in grades 8-12. The program is for students who require specialized instruction in functional academics, social and emotional regulation, language, self-advocacy skills, daily living skills, and vocational and community learning. Multiple teaching methodologies, such as behavior analysis, natural environmental teaching, and individual and small-group learning, are implemented to support individualized needs. Students are learning skills and then generalizing them to natural environments.

The purpose of this classroom is to encourage students to:

- Develop independence in daily living, independent living, and community and vocational skills
- Develop and expand on social and communication skills
- Develop emotional regulation and coping skills
- Develop skills in the areas of functional academics (mathematics, reading, and writing)
- Develop self-advocacy skills
- Follow classroom, school, and community routines

Monomoy Regional High School: SHORE (Students Have Opportunities for Recreation and Employment)

The SHORE (Students Have Opportunities for Recreation and Employment) program is an Intensive Special Education program for students aged 18-22. The program is to provide students with vocational and transitional services. The program's goals include career planning, employment training, hands-on work experience, and collaboration with families and external agencies. The program

will assist students in developing their functional life skills, including money and time management, community safety, travel training, vocational training, self-advocacy, and functional communication.

The purpose of this classroom is to encourage students to:

- Further develop independence in daily living, independent living, and community and vocational skills
- Further develop and expand on social and communication skills
- Further develop emotional regulation and coping skills
- Further develop skills in the areas of functional academics (mathematics, reading, and writing)
- Further develop self-advocacy skills
- Follow classroom, school, and community routines

Monomoy Regional High School: SAND (Students Achieving New Directions)

This program is a therapeutic learning center for students in grades 8 through 12 designed to assist students with social and emotional challenges. The goal is to integrate the students into the inclusion setting as often as possible. However, they may require support within a separate setting to meet their unique learning needs both socially and emotionally.

The purpose of this classroom is to help students develop self-advocacy skills, maintain consistent academic performance, and self-monitor their behavior. This classroom is designed for students who would benefit from developing a trusting relationship with adults in a therapeutic environment and from close monitoring of school/classroom behavior and attendance. Each student will develop a schedule based on their academic needs.

Monomoy Regional High School: WAVE (We Accept and Value Education)

This program is a supportive learning center for students in grades 8 through 12, designed to support students:

- a. to continue developing independent learning and social/emotional skills and strategies
- b. who have begun to acquire skills that they can now generalize into their educational program
- c. who are making effective progress within the general education setting, but continue to benefit from a check-in or space to access support
- d. who have identified a difficult situation (academically, with peers, etc) for which they need additional support to navigate

The goal is to provide a supportive environment where students can practice learned coping strategies and skills to achieve academic success.

The purpose of this classroom

- Provide a welcoming environment where students can feel secure and comfortable expressing their thoughts and feelings
- Collaborate with general education teachers to ensure that students are able to generalize the skills learned in this setting to their regular classrooms
- Conduct regular assessments to monitor student progress in both social-emotional skills and academic performance
- Improve social-emotional skills and coping strategies

- Increase engagement and participation in academic settings
- Enhance relationships with peers and teachers
- Provide a greater sense of belonging and self-advocacy within the school community

Related Services

Related services help children with disabilities benefit to access their educational program.

Related services can include, but are not limited to, any of the following:

- speech-language pathology and audiology services
- interpreting services
- psychological services
- physical therapy
- occupational therapy
- counseling services, including rehabilitation counseling
- orientation and mobility services
- school health services and school nurse services
- social work services in schools
- parent counseling and training
- augmentative communication

IDEA requires that a child be assessed in all areas related to his or her **suspected disability**. This evaluation must be sufficiently comprehensive so as to identify all of the child's special education and related service's needs, whether or not those needs are commonly linked to the disability category in which he or she has been classified.

All related service providers are responsible for many duties other than direct or indirect services for students. Examples include, but are not limited to, the following: Medicaid documentation, attending parent and team meetings, research of specific disabilities and best practices, data collection, collaboration and coordination with other related service providers, regular education teachers and special education teachers, implementing behavior support plans, modification to curriculum, and developing home programs for carryover.

Related services can be delivered in three different educational environments as delineated on a student's IEP (Individualized Education Program) as follows:

- Consultation to the classroom, other providers, and parents
- Direct service within the general education classroom
- Direct service outside of the general education setting either individually or in a group

The following outlines the majority of related services provided in the Monomoy Regional School District:

School Health Services and School Nurse Services

Examples of responsibilities include:

- ☐ Manage chronic health issues
- ☐ Daily supervision of diabetic students – insulin administration, insulin: carbohydrate calculation, diabetic pump management and nutritional counseling
- ☐ Provide emotional support and stress management with students, staff, and parents/caregivers.
- ☐ Track and submit data for MA DPH School Health Unit
- ☐ Updating the Emergency Policy/Procedures for the District
- ☐ Perform yearly health screenings, including height, weight, vision, hearing, scoliosis, and BMI
- ☐ Host/mentor students from Cape Cod Community College and UMass, and sometimes some of our own High School students who are interested in a medical field career
- ☐ Participate in medically involved 504 and IEP meetings
- ☐ Work on policies and procedures
- ☐ Train staff in Epi-Pen administration
- ☐ Administer daily medications
- ☐ Implement and maintain individualized health care plans as needed for children with chronic health conditions
- ☐ Attend weekly student support meetings with the administration
- ☐ Provide healthcare to students and staff on a daily basis, ranging from basic first aid to emergency services
- ☐ Work closely with parents/caregivers regarding their child’s health
- ☐ Attend field trips, as needed, to assist medically fragile students
- ☐ Work with local primary care physicians to collaborate on student care
- ☐ Maintenance of electronic medical record/immunization compliance in accordance with MA regulations
- ☐ Post-concussion treatment/protocol management
- ☐ Assess for suspected drug use/under influence screening
- ☐ Maintenance of the AEDs building-wide

Speech-Language Pathology (SLP) Services

Speech-language pathologists identify and treat students with the following communication disabilities that impact their ability to access the general education curriculum:

- articulation
- fluency
- voice
- receptive and expressive language
- hearing
- cognitive aspects of communication (attention, memory, problem solving, executive functioning)
- social aspects of communication
- communication modalities - including oral, manual, augmentative and alternative communication (AAC) techniques and assistive technology.

Speech-Language Pathologists provide speech/language intervention services in a variety of settings (in general education and special education classrooms and in therapy rooms) as well as collaborate and support all members of the student’s Team. They work with students from PreK to HS+ individually and in small groups, depending upon their specific needs. The Speech-Language Pathologists identify

students with communication disabilities; plan and implement appropriate interventions to support curriculum access and recommend treatment plans. They also consult and collaborate with parents/caregivers, teachers, and administrators

Examples of responsibilities include:

- Play a major role on the Early Intervening Team
- Provide MTSS services as a proactive measure for general education students having difficulty with a specific area of communication to prevent the need for more formalized special education evaluation and services
- Complete screenings and informal and/or formal evaluations for eligibility determination and for re-evaluation
- Summarize evaluations and provide recommendations in written reports presented to the Team at IEP meetings
- Attend IEP meetings and write IEPs, including current performance, goals, and objectives
- Write progress reports to go home to parents each grading period
- Regularly provide consultation to classroom teachers and assistants to discuss how to carry over communication strategies in the general education environment, so that generalization of skills can occur within the classroom
- When the SLP provides speech/language therapy services in the classroom, the classroom teacher and/or instructional assistant is often made a part of the therapy session so that strategies can be demonstrated
- Strategies and methodologies are modified as needed and communicated to the Team for implementation
- Specific programs that are worked on with the therapist outside of the classroom are explained and demonstrated to the classroom team and any aspects of the program that can be carried over to the classroom environment are done so on a consistent basis
- Create and modify materials so students can access and demonstrate an understanding of the curriculum
- Collect and record data to reflect student progress toward goal achievement
- Document for reimbursable services through Medicaid
- Consult with student-specific paraprofessionals to address generalization of IEP goals/objectives, recommended and demonstrate meaningful, functional activities to implement within the student's general education curriculum to help with carryover of discrete trial programming skills
- Provide parent/caregiver education related to the development of appropriate receptive and expressive language, articulation, and play skills, as well as recommend activities to promote growth in these areas
- Maintain and train students and educators in the use of amplification equipment, including hearing aids and personal FM auditory trainers
- Consult with educational audiologist/teacher of the deaf/blind re: students' audiological needs
- Implement and train students and educators to use AAC to access the curriculum and communicate in the school and vocational environments

Occupational Therapist (OT)

Occupational Therapy is a related or support service provided to students on IEPs or 504 Accommodation Plans. The goal is to ensure student access to educational curriculum and environments. In occupational therapy terms, ensuring access means helping students achieve optimal

occupational performance in their roles as students.

Students are served from the ages of 3 to 22 in the Monomoy Regional School District, as well as home-based students. For students who receive additional home services through their insurance programs, the OT may collaborate if requested by the parents with the in-home providers through a consultation model. For students in the high school life skills program, the OT may also visit job sites to consult on modifications and adaptations that may be required. It is the role of the OT to evaluate a child, which involves standardized testing and screenings or observations in the areas of fine, gross, visual motor skills, and perceptual motor skills. In addition, the OT assesses school-related sensory processing needs, along with clinical observations of the student in the classroom and other school environments, and consults with the child's teacher and parent as needed. The occupational therapists provide feedback to the teacher and/or a paraprofessional working with the student and the parent so the work may continue beyond the OT sessions.

Examples of responsibilities include:

- Pull-out services (in a therapy room) which engage the student in purposeful and preparatory activities to learn a fine motor or perceptual motor skill required in the classroom
- Inclusion services for practice and generalization of learned skills in the context in which they will be used, making the skills meaningful and occupational
- Designing adaptations and modifications that allow a student to participate in natural educational environments and activities
- Consulting and collaborating with the teachers and other service providers through the MTSS (Multi-Tiered System of Support) process to design appropriate classroom-based sensory and motor interventions so that the student can learn best in the least restrictive environment
- Conduct assessments, which include standardized testing, screenings, clinical observations and interviews with teachers/parents
- Provide adaptations and modifications to materials and the environment to enable students to access the curriculum
- Provide in-service training to teachers and support staff
- Attend team meetings
- Maintain documentation of direct services, progress reports, and writing IEPs

Physical Therapist (PT)

The purpose of physical therapy services in the public schools is to ensure that students can safely and effectively access their school curriculum. This includes participation in activities in and out of the classroom, including recess and in PE (Physical Education) or APE (Adaptive Physical Education) classes. It is also designed to ensure that students are as functionally independent as possible within the school building.

It is the role of the PT to evaluate a child for issues with gross motor development and activities that prevent or limit a student's ability to access their educational program and to develop a plan for appropriate intervention. The physical therapist provides feedback to the teacher and/or paraprofessional and the parent so the work may continue beyond the PT sessions.

The service range includes students who require physical therapy services in the following areas or disability category: genetic degenerative disease, Down Syndrome, Autism, developmental delay,

hypotonia, Cerebral Palsy, orthopedic issues, and rare genetic disorders.

Examples of responsibilities include:

- Pull-out services (in a therapy room) that engage the student in purposeful and preparatory activities to learn a gross motor skill required in the classroom
- Inclusion services for practice and generalization of learned skills in the context in which they will be used, making the skills meaningful and occupational
- Designing adaptations and modifications that allow a student to participate in natural educational environments and activities
- Consulting and collaborating with the teachers and other service providers through the MTSS (Multi-Tiered System of Support) process to design appropriate classroom-based sensory and motor interventions so that the student can learn best in the least restrictive environment
- Conduct assessments, which include standardized testing, screenings, clinical observations and interviews with teachers/parents/caregivers
- Provide adaptations and modifications to materials and the environment to enable students to access the curriculum
- Provide in-service training to teachers and support staff
- Attend team meetings
- Maintain documentation of direct services, progress reports, and writing IEPs

Contracted Services

Interpreting Services: IDEA defines this related service at §300.34(c)(4): (4) *Interpreting services* includes

- (i) The following, when used with respect to children who are deaf or hard of hearing: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and
- (ii) Special interpreting services for children who are deaf-blind. [§300.34(c)(4)]

Audiology: IDEA defines this related service at §300.34(c)(1):

- (i) Identification of children with hearing loss;
- (ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
- (iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
- (iv) Creation and administration of programs for prevention of hearing loss;
- (v) Counseling and guidance of children, parents, and teachers regarding hearing loss; and
- (vi) Determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification. [§300.34(c)(1)]

Clinical and Counseling Services

School Psychologist

The school psychologists are responsible for assessing students who are initially referred to special education and re-evaluating students receiving services at least every 3 years. They also meet with individual students and small groups of students to provide counseling services.

Examples of responsibilities include:

- Consult for students per IEP
- Provide direct services individually and in groups
- Conduct observations
- Consult with teachers as needed
- Coordinate and serve on Student Support Teams
- Assess and report on results for initial and re-evaluations
- Collaborate with outside service providers and district consultants
- Respond to crisis and intervene in classrooms as needed
- Provide families with referrals for outside counseling and other services as needed
- Provide parent training re: Executive Function
- Assist in program evaluation and research for new initiatives
- Conduct transition meetings between the schools
- Liaison for filing 51A reports with the Department of Children and Families
- Attendance monitor (send letters/coordinate with DA office as needed)
- Assist with placements/teams for the upcoming year
- File and report on CRA (Child Requiring Assistance) with the Juvenile Court

School Counselors

The Elementary School counselors provide a variety of services and span the developmental stages of the young child to the emerging adolescent. The school counselor works with students, parents/caregivers, and staff to address issues related to educational, personal, emotional, social, and future planning topics. Small-group and individual counseling sessions on school adjustment and/or social skills are available to all students.

Adjustment Counselor

These professionals meet with individuals and small groups of students to help them with school and home issues that may prevent the student from achieving his/her academic potential. The adjustment counselors interact regularly with teachers, parents/caregivers, and administrators to help students. They may also interact with representatives from the Department of Social Services, Department of Youth Services, or probation.

Examples of additional responsibilities of the adjustment and school counselors in the **elementary and middle** school includes:

- Member of the Community-Based Justice meetings held by the District Attorney's Office
- Serve on school school-based Crisis Team
- Coordinate a Parent Community Resource Fair
- Assist in program evaluation and research for new initiatives
- Coordinate and facilitate the application process to the Advanced Studies and Leadership Program through the Massachusetts Maritime Academy
- Coordinate the annual holiday assistance program for families in need
- Provide tours for new students

- Create and distribute schedules for new students
- Assist with the scheduling of all students
- Conduct transition meetings with the elementary and high school
- Liaison for filing 51A reports with the Department of Children and Families
- File and report on CRA (Child Requiring Assistance) with the Juvenile Court
- New for the 2026-2027 school year - Middle School Pathways
- Coordinate Home/Hospital tutoring

Examples of responsibilities of the School Counselors at the **high school**

- College, career, and post-high school planning
- Educational planning
- Provide social and emotional support when needed
- 504 Coordination
- Re-entry planning for students returning from short or long term absences
- Assist with the implementation of SBIRT
- Attendance monitoring
- MCAS, PSAT, AP and ASVAB Test Coordination
- Financial Aid counseling for college entry
- Community agency collaboration for wrap-around services
- Scheduling of all students in their courses
- Student Support Team Coordination
- Program of Studies Development
- Conduct classroom observations
- Coordination of all parent/teacher meetings
- Respond to mental health crisis as needed
- Complete registration for new students
- Pathways Program
- Coordinate Home/Hospital tutoring
- Coordination of all special awards programs
- Coordination of NCAA Eligibility
- Coordination of all Scholarship programs
- Attend IEP Meetings
- Crisis Team member
- Support students with transition planning

Board Certified Behavior Analyst

The BCBA (Board Certified Behavior Analyst) is a specialized healthcare professional who applies the principles of Applied Behavior Analysis (ABA) to help students overcome behavioral barriers to learning. They consult with general education and special education teachers regarding students' behaviors and barriers to learning across the district. Without a BCBA, schools often rely on "reactive" discipline (like suspension or office referrals). The BCBA shifts the focus to **proactive** teaching – treating behavior as a communication tool rather than just a "rule-breaking" event.

Core responsibilities:

Functional Behavioral Assessments (FBA): They conduct formal observations and collect data to determine the "function" of a student's behavior (e.g., is the student trying to escape a task, get attention, or access a sensory need?).

Behavior Intervention Plans (BIP): Based on the FBA, the BCBA writes a formal plan that outlines strategies for teachers and staff to prevent problem behaviors and teach the student replacement skills.

Data Collection & Analysis: They don't just "guess" if a plan is working; they graph daily behavior data to make scientific decisions about adjusting a student's program.

Staff Training & Supervision: They train paraprofessionals (often Registered Behavior Technicians, or RBTs) on how to implement behavior plans with fidelity.

Crisis Intervention: They often serve as leaders in de-escalation techniques (such as Safety-Care or CPI) to keep students and staff safe during behavioral crises.

Additional support provided

- Support the development of student programming across domains (social-emotional skills, daily living skills, adaptive behavior skills, behavior reduction)
- Support the implementation of modifications and accommodations that can support students in accessing and being successful in the school environment
- Support staff in writing measurable IEP objectives in the areas of behavior, self-management, and self-regulation
- Reporting on behavioral progress for IEPs, progress reports, and current performance levels
- Create data collection systems and train staff on the use of those systems
- Analyze and interpret data to inform any program or behavior plan modifications
- Conduct School Refusal Assessments and home visits as needed
- Oversee the ACE program used by the SEAL, ISLE, SHELLS, and SAIL programs
- Conduct observations and provide recommendations
- Attend MTSS/AIP/SST/504 meetings as needed
- Support and modeling interventions for teachers and instructional assistants
- Attend IEP meetings
- Oversee time-out regulations and data collection
- Respond to student behavioral escalations and crisis situations (SOLVE trained to support this)
- Attend debriefing meetings when students engage in escalated behaviors
- Development of program descriptions across the district

Caseload

	CES	HES	MRMS	MRHS	Total*
Consult	8	11	11	16	46
MTSS	3	3	1	1	8
Total	11	14	12	17	54

*as of 1/9/26

Mental Health Coordinator

The Mental Health Coordinator is essential to our mission of fostering student competence and confidence. By bridging the gap between home, school, and community, this role strengthens the district's capacity to support the 'whole child' – ensuring that social-emotional well-being is treated as a fundamental requirement for academic achievement.

The Mental Health Coordinator often operates within a Multi-Tiered System of Supports (MTSS). This framework ensures that while all students get general support, those with higher needs receive more intensive, specialized intervention.

Core Responsibilities

- Oversee and facilitate the comprehensive assessment using [SHAPE](#) - School Health Assessment and Performance Evaluation System. This assessment collects information and provides a snapshot of the multi-tiered services and supports, staffing, financing, and data systems of school and district comprehensive school mental health systems.
- Design, support, and coach staff on school-based programs to promote a positive school climate among all students.
- Work with the school-based mental health teams to identify students in need of more intensive interventions and additional support.
- In collaboration with school-based mental health teams
 - obtaining and coordinating community resources to meet students' needs
 - mobilizing family, school, and community resources to enable the child to learn as effectively as possible in his or her educational program, as needed/requested
 - advocating for new and improved community/school service to meet the needs of students and families
 - assisting parents/caregivers in accessing and utilizing school and community resources
- Provision of evidence-based SEL, behavior, and mental health services and professional development.
- Promotion of an equitable school climate and culture conducive to student learning and teaching excellence, including bullying prevention and intervention.
- Assist in creating systems from building to building for students with mental health concerns.
- Work to create consistency in SEL curriculum and mental health practices across the district.
- Support and oversee the implementation of SEL surveys, analyze data, and report to the administrators
- Consult on high needs for students experiencing social/emotional/mental health challenges
- Participate on MTSS team meetings

Extended School Year Services (ESY)

The Team’s consideration of extended school day and year services must be based on (1) the unique nature of any specially designed instruction or related services needed due to the disability of the student or (2) if the student has demonstrated, or is likely to demonstrate, substantial regression due to a break in service (such as a summer vacation period). In regard to regression, all students “regress”—lose progress, forget, and revert to previous behavior – to some extent between school years. It must be determined whether a student’s regression would likely be substantial, and whether the student would require a greater than usual time to “recoup” – to get back to the level the student had achieved before a break in service. These decisions, as with earlier IEP decisions, must be made by the Team based on the needs of the individual student and regardless of the nature and severity of the disability.

Monomoy Regional School District offers two specialized programs for students who qualify for Extended School Year (ESY) support as part of their IEP:

Intensive programs - 6 weeks, four days, for three hours

Academic programs - 4 weeks, four days, for three hours

Transportation is included for these students.

Out of District

While the vast majority of students with special needs are educated within Monomoy schools, a small percentage (4%) need specialized programs, including very small classes and a low teacher-to-student ratio, and access to mental/behavioral health supports and services. These students are educated out of district in specialized public day programs, residential programs, collaboratives, or private special education programs approved by the state.

Children attend out-of-district programs as day or residential students, depending on the severity of their disabilities. In addition, they may attend for a longer year that includes extended school-year services. A residential placement provides the student with 24-hour learning opportunities, full assistance with all functional life skills, and intensive specialized developmental services. Children who attend residential placements have demonstrated a need for more restrictive programming, often due to limited safety awareness and/or putting themselves or others at great risk. These students may also have complex behavioral and/or medical needs that require consistent levels of supervision to maintain appropriate health and safety.

The cost of out-of-district programs varies greatly. Tuitions for private placements for the 2025-2026 school year range from a high of **\$84,116** for a residential program to a low of **\$63,673** for an approved private day school and **\$49,522** for a specialized public day program (Collaborative).

The Massachusetts Operational Service Division (OSD) sets the tuition rates for these programs and, at times, approves rate increases. The state sets this rate based on the approved inflation rate, which is typically 3%. The only exception is Collaborative programs, which set their own rates and are approved by their Board of Directors. This does not take into consideration the cost of transportation to these private schools (excluding residential). The range of tuitions Monomoy currently funds is the highest for a residential program **\$443,629**, and the lowest being **\$49,522** for a Collaborative placement.

However, in addition to an increase in tuition granted by the state, private special education schools can apply for *extraordinary relief* or *restructuring* and request a tuition increase during their scheduled Coordinated Program Review or Mid Cycle Review. Increases can range from 3% to 13% above the current tuition, depending on the program's needs and the state's approval of the request. In **2024**, the state approved all private schools to increase their rates by **14%**, this did not include Collaboratives. Currently, there are two private schools (1 residential and 1 day school) seeking restructuring and requesting a 9% increase.

Fiscal Year 2027 Out-of-District Projections:

Currently (as of January 2026), it is projected that there will be 16 students in out-of-district placements in the 2026-2027 school year.

Out of District Placement	# of students FY 20	# of students FY 21	# of students FY 22	# of students FY 23	# of students FY 24	# of students FY 25	# of students FY 26	# projected FY27
Elementary	4	3	5	6	4	4	4	2
Middle School	5	2	1	1	1	2	3	4
High School	4	7	8	7	7	6	8	8
Post-Graduation	3	2	1	1	1	1	1	2
Total	16	14	14	13	13	13	16	16

Conditions that may affect the cost for Out of District tuition

1. **Move-in Law** – This law is to assist districts with planning the budget for the following year. The move-in law states that any student that moves into the district prior to April 1 in the current school year shall be the responsibility of the district to fund the following fiscal year (July 1). If a student moves in on April 1 or after, it is the responsibility of the prior school district to fund the remainder of the year and the following fiscal year. The only condition this does not apply is if a student attends a collaborative program. If a student moves into the district any time of the year, who attends a Collaborative program, it is the responsibility of the receiving district to fully fund the program at the time the student has moved in.
2. **Unforeseen Circumstances** – If a student engages in significant behaviors or requires mental health services that the district cannot provide support or a program for, the student may require an out-of-district placement to meet their unique learning needs.

Financial

Circuit Breaker

State and Federal Funding Sources for Special Education

The cost of special education services is substantial and growing. The Commonwealth of Massachusetts and federal governments provide financial support for these services through four main funding streams: chapter 70, circuit breaker, IDEA, and MuniMed.

The foundation budget used in the chapter 70 state aid program includes allotments for both in-district and out-of-district special education costs. The Student Opportunity Act ([Chapter 132 of the Acts of 2019](#)) made alterations to these allotments, phasing in higher percentages over a 6-year period (FY22 to FY27). Once fully implemented, the foundation budget calculation for each district will assume tuitioned-out special education enrollment as 1% and in-districts special education enrollment as 4% of total enrollment (not including vocational or preschool enrollment) plus 5% of vocational school enrollment. The state's share of the foundation budget varies from community to community, based on each municipality's fiscal capacity.

Districts also receive a federal IDEA entitlement grant, which can be used to pay for special education services. The amount that each district receives is based on a formula that includes a base amount (tied to the district's FY99 IDEA allocation) plus additional amounts reflecting the total number of students and the number of low-income students in the district.

The municipal Medicaid (MuniMed) program provides reimbursement for certain medical services provided by school districts to eligible students, many of whom are also receiving special education services. MuniMed reimbursements reaches nearly \$100 million annually. These are treated as general fund revenues by either the municipality (in the case of municipal school districts) or the regional school district. Although not required to do so, many municipalities appropriate all or part of their MuniMed reimbursements back to their local school district to help defray future special education costs.

Circuit Breaker Program

The state special education reimbursement program, commonly known as the circuit breaker program, was started in FY04 to provide additional state funding to districts for providing students with high-cost special education services. In FY23, approximately \$430 million was paid to districts under this program.

The program provides reimbursements to the district through two annual claim cycles, with year-end claims filed in July and extraordinary relief claims filed in March. Each is described in further detail in the next sections.

Circuit Breaker Claims

Special education expenses eligible for reimbursement under this program are reported by school districts to the Department each July, covering services provided during the previous fiscal year. Services must be included on a student's IEP to be claimed. Administrative and overhead costs are not reimbursable.

Standard rates for each type of in-district service were first established by the Department in FY03 based on a statewide survey and increased annually at the same rate that the state's Operational Services Division (OSD) uses to increase private school rates each year. These rates are used to calculate the reimbursable cost for services provided to students in-district.

For students attending private school programs approved by the Department, the eligible cost for reimbursement is based on the approved tuition rate set by OSD. In addition to reimbursement for instruction and tuition, the 2019 Student Opportunity Act extended reimbursement to costs associated with transportation of students to out-of-district placements.

The Department provides each district an individual claim form, through which the district records service and cost information, state-assigned student identification numbers (SASIDs), and such other personal identifying information as is needed. Claim information is exchanged through the Department's secure portal.

Reimbursement is calculated on a per-student basis when the total cost of services exceeds the circuit breaker eligibility threshold. As a result of the Student Opportunity Act, beginning in FY21 the threshold for reimbursement was changed from four times the average statewide foundation to a fixed amount that increases annually based on the Foundation Inflation Index and is capped at 4.5%. The effect of this change is a lower threshold and increased reimbursements for all claimants. Subject to annual legislative appropriation, the state pays 75% of the costs above the threshold through reimbursement to districts.

As an example, in FY23, the per-student threshold was \$49,494. If special education services provided to a student cost a district \$75,000, reimbursement for that student would be the cost of \$75,000 minus the threshold of \$49,494 times 0.75, or \$19,129.50.

For children placed in a school district outside their hometown by the Department of Transitional Assistance (DTA) or the Department of Children and Families (DCF), and for children who have no parents or guardians in the Commonwealth, the reimbursement is 100% above the threshold, rather than 75%.

Reimbursement for end-of-year claims filed in July are paid to districts quarterly in the fiscal year after expenses were incurred. For example, districts claim in July 2023 for services provided July 1, 2022 through June 30, 2023, and reimbursements are provided quarterly during FY24 (September 2023 through June 2024).

Because the program is subject to appropriation, the first quarter's payments can be calculated using an interim reimbursement rate of less than 75%. After all the claim forms have been received and reviewed, and DESE verifies that there are sufficient appropriations to pay all claims, the reimbursements are recalculated using the full appropriate reimbursement rate. Claims for instruction and tuition are paid

first, and then funds are allocated to transportation claims again as a result of the Student Opportunity Act. The result of this change would typically guarantee full reimbursement (75%) for instruction and tuition costs moving forward. The program has been fully funded every year since FY19.

Circuit Breaker Extraordinary Relief Claims

In addition to year-end circuit breaker claim reimbursements, the Extraordinary Relief program provides additional support to districts experiencing a significant increase in their special education costs. Under this program, districts may file an additional claim form in March for the current year's estimated expenses. If qualified expenses have increased by 25% or more over the prior fiscal year, then the district will be eligible for an additional extraordinary relief payment in May to help fund the increase. Extraordinary Relief looks at instructional and tuition services only and does not consider transportation expenses.

Assignment of Local Fiscal Responsibility

In general, special education costs are the responsibility of the district where the student resides or, if the student is living in a residential program, where his or her parents reside. In cases where the student has no parents or legal guardian in the Commonwealth or where the residency of the parents is in dispute, DESE's Office of Special Education Planning and Policy (SEPP) will make a determination.

If a student is attending a regional vocational school district, a charter school, or a school district through the METCO program, and the student needs services that can be provided within the school setting, the district that the student is attending is required to provide and pay for those services. However, if it is determined that the student needs a placement in a private school program, then the fiscal responsibility reverts to the student's home district.

If a student is attending another district under the inter-district school choice program and is receiving special education services, the costs of those services can be billed back to the sending district. The service rates for the circuit breaker program are used to determine the chargeback amount.

A small number of severely disabled students attend state hospital schools. These students remain the fiscal responsibility of their home district. Charges for these students are assessed on line D2 of the Cherry Sheets.

The "move-in" law (M.G.L. c.71B, s.5) applies to students in private school placements who move from one Massachusetts town to another during the course of the year. The fiscal responsibility for these students remains with their prior district until the end of the fiscal year. In addition, if the move takes place between April 1 and June 30, the fiscal responsibility remains with the prior district for not only the current year but the following fiscal year as well.

Additional information on special education finance is available on the [DESE school finance webpage](#) or by contacting the DESE circuit breaker unit at CircuitBreaker@mass.gov.

It is important to note, when discussing special education costs, that the federal legislation governing special education, the Individuals with Disabilities Education Act (IDEA) was originally mandated to

fund 75% of the per pupil costs of educating all children with special needs. The district has been reimbursed at 75% the past five years. The circuit breaker is reimbursed on the previous year's claim.

FY	Students Claimed	Claim Amount	Foundation	Net Claim	Reimbursement	%
16	14	\$1,045,752	\$587,216	\$458,536	\$348,691	75.00%
17	16	\$1,171,777	\$685,440	\$486,337	\$359,035	73.16%
18	15	\$883,062	\$624,863	\$258,199	\$186,150	72.09%
19	13	\$873,860	\$573,378	\$300,482	\$225,362	75.00%
20	7	\$785,168	\$320,544	\$464,624	\$348,466	75.00%
21	14	\$1,420,134	\$652,752	\$767,382	\$575,537	75.00%
22	11	1,414,074	\$607,152	803,487	\$608,239	75.00%
23	14	\$1,361,762	\$663,082	\$608,066	\$524,011	75.00%
24	9	\$1,260,239	\$445,446	\$657,251	\$582,737	75.00%
25	11	\$1,544,328	\$569,931	\$975,397	645,900	75.00%

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

Savings Realized Through In-District Programming

The district provides special education programming at the elementary, middle, and high school levels that offer students who otherwise would need out-of-district placements the opportunity to attend school in their own community. The District currently has nine programs across all four schools.

This chart illustrates potential cost savings. This is a hypothetical scenario if the students in our specialized programs (SEAL, ISLE, SURF, SHELL, TIDE, SAIL, SHORE, SAND and WAVE) were to attend an out-of-district program. For the purposes of this illustration, district salaries on the highest end were used – \$100,000 for a special education teacher and \$30,000 for an instructional assistant. The opposite was used to calculate an OOD tuition, which is the lowest tuition (\$49,522) for a day placement. It is important to understand that many of these students would require a much more costly program based on the intensity of their disability.

	Elementary	Middle	High	Post Grad
Lowest OOD Tuition not a collaborative	\$63,673	\$63,673	\$63,673	\$63,673

# of students currently	23	11	24	9
Potential cost of tuition	\$1,464,479	\$700,403	\$1,528,152	\$573,057
1:1 in IEP	15 \$450,000	8 \$240,000	11 \$330,000	4 \$120,000
Total	\$1,914,479	\$724,040	\$1,858,152	\$693,057
District Cost using the highest salary	3 teachers \$300,000 15 Assistants \$450,000	2 Teacher \$200,00 8 Assistants \$240,000	2 Teacher \$200,000 11 Assistants \$330,000	1 Teacher \$100,00 4 Assistants \$120,000
Total	\$750,000	\$440,000	\$630,000	\$220,000
Difference	\$1,164,479	\$284,040	\$1,228,152	\$473,057

TOTAL Projected OOD COST **\$5,189,728**
District COST **\$2,040,000**
Difference/Cost Savings **\$3,149,728**

Budget

Out of District

Projected Net Expenditure for Out-of-District (OOD) Costs			
	FY 25 Actual	FY 26 Budgeted	FY 27 Projected
OOD Tuition *	\$1,158,071	\$1,375,087	\$824,966

- Circuit breaker funds are applied to defer the cost to the general budget

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

In addition to tuition, transportation costs are a significant budget item related to out-of-district placements. The state currently provides circuit breaker reimbursement for transportation. Prior to 2021, the state did not provide any reimbursement for out-of-district transportation.

Special education students may require transportation services, which the district must provide if it is included in the student's IEP. Monomoy is part of a consortium of school districts working through the

Cape Cod Collaborative to manage transportation costs. Wherever possible, students from Monomoy are transported with students from surrounding towns who attend the same day programs.

Beginning with implementation of the Student Opportunity Act, out-of-district transportation costs were phased into the program between FY21 and FY23, and are now at the statutory maximum of 75% for costs above the annual threshold. Statewide, reimbursement for out-of-district transportation is considered only after reimbursement for tuition and instruction is calculated, and is subject to legislative appropriation.

It is estimated that the cost for FY27 will increase due to several factors, such as the price of gas and personnel.

	FY25 Actual	FY26 Budgeted	FY 27 Projected
Special Education Transportation	\$723,266	651,715	\$824,066
Amount Allocated to Grant	\$75,000	*0	0

- **Due to circuit breaker reimbursement, we no longer charge transportation to the grant**

Extended Year Services

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

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

	FY25 Actual	FY 26 Actual
Extended Year Services	\$110,435	\$114,920

* Includes teachers, related service providers, and instructional assistants

Contracted Services

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

We currently contract specialists in the following areas: Orientation and Mobility, Teacher of the Visually Impaired, Vision Specialists, home-based services, Psychologists, BCBA (Board Certified Behavior Analyst) Consultant, translators/interpreters, and tutors for students who are in the hospital or at home.

	FY25 Actual	FY26 Budgeted	FY 27 Projected
Medical/Therapeutic Services	\$54,000*	\$41,000	\$101,000

* Doesn't include grant expenditure

Medical/Therapeutic Services includes the following: Additional related services provided through the collaborative, specialized services provided outside the district, tutoring for hospitalization

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

Translator/Interpreter: State and federal laws require that students and parents receive written and verbal communication in their home language. This can be costly as documents pertaining to special education can be quite lengthy and special education meetings where the parent is in attendance. Additionally, Interpreters are used with respect to children who are deaf or hard of hearing: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation

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

Additional Expenses Related to Special Education

	FY25 Actual	FY26 Budgeted	FY 27 Projected
Legal Fees	\$7632	\$12,000	\$12,000
Testing supplies	\$10,634	\$13,000	\$15,000
Instructional Materials, Equipment and Technology	\$29,378	\$39,550	\$32,550
Professional Development	\$1019	\$7000	\$7000

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

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

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

Professional Development: This includes recertification for SOLVE trainers and participants, Reading certification, and instructional practices

Grants

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

Grant	Purpose	Amount 2024-2025	Amount 2025-2026
Federal IDEA- 240 Entitlement	Within the articulated priorities of Results-Driven Accountability by the Federal Office of Special Education Programs, the purpose of this federal entitlement grant program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs.	\$551,080	\$553,427
The Early Childhood Special Education (ECSE) Grant -262 Entitlement	Provides funds to school districts and charter school districts to build capacity and to ensure that eligible 3, 4, and 5-year-old children with disabilities are appropriately identified and receive developmentally appropriate, special education and related services designed to meet their individual needs, in the least restrictive environments (LRE).	\$13,655	\$13,661
FY2024: Individuals with Disabilities Education Act Part B (IDEA) Federal Targeted Special Education Program Improvement Grant	The purpose of the Fund Code 274 Individuals with Disabilities Education Act Part B (IDEA) Federal Targeted Special Education Program Improvement Grant is to support schools and districts to implement IEP Improvement Project, with a strong emphasis on transitioning to utilization of the newly revised forms and processes.	\$17,915	\$0
Total		\$582,650	\$567,0883

Budget Needs and Future Considerations

Future Considerations and Concerns

It is important to know that to continue providing special education services and programs efficiently and effectively, it is critical to consider the significant need to sustain the level of programs and services. With this in mind, special education costs fluctuate continually based on the needs of the students. We need to continue to evaluate student needs to ensure each student receives a free, appropriate public education. Despite a decline in the total number of students on IEPs, the district is experiencing an increase in **high-needs profiles**. The growing severity of specialized disabilities – compounded by a sharp rise in complex behavioral and mental health challenges – requires more intensive staffing and specialized resources than in previous years.

To address our students' evolving requirements, the following requests have been prioritized for the FY27 budget. This proposal focuses on a 'level service' model – sustaining our core programming while strategically allocating resources to meet the increasing acuity of student needs and legally mandated services.

Budget Needs	Budget implication
<p>Speech and Counseling shifts - Currently have 1.0 Speech MS budgeted</p> <p>MS needs a .6 SLP of the 1.0 budgeted for 2027 .2 will remain increase the SLP to 1.0 .2 will increase the counselor position to a 1.0</p> <p>.2 psych position budgeted at CES will be converted into dollar amount in contracted Therapy line item and we will contract for testing.</p>	<p>Budget Neutral</p>

Additional Student Services Responsibilities

Section 504

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a handicap in any program receiving federal financial assistance

Disability. Under Section 504, an individual with a disability (also referred to as a *student with a disability* in the elementary and secondary education context) is defined as a person who: (1) has a physical or mental impairment that substantially limits a major life activity; (2) has a record of such an impairment; or (3) is regarded as having such an impairment.

The determination of whether a student has a physical or mental impairment that substantially limits a major life activity (and therefore has a disability) must be made on a case by case basis. In addition, when determining if someone meets the definition of a disability, the definition must be understood to provide broad coverage of individuals.

Physical or mental impairments. Section 504 defines a physical or mental impairment as any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory including speech organs, cardiovascular, reproductive, digestive, genito-urinary, hemic and lymphatic, skin or endocrine; or any mental or psychological disorder such as developmental disability/intellectual disability, organic brain syndrome, emotional or mental illness and specific learning disabilities.

The definition does not include all specific diseases and conditions that may be physical or mental impairments because of the difficulty of ensuring the completeness of such a list.

Key questions in determining eligibility:

- Does the student have a disability?
- Is the student being excluded?
- Does the student need “reasonable” accommodations in order to be included or gain access to all environments?

Students are found eligible under 504 when these criteria have been met.

McKinney Vento

The Director of Student Services is designated as the point of contact and administrator for families who are homeless, migrant workers, and for military families.

Homeless Education Liaison – is a mandated role in every school district. Their primary task is to ensure that students experiencing housing instability have the same access to a "free and appropriate public education" as their peers.

Core Responsibilities

The Liaison serves as the central hub for all student-in-transition services.

- **Identification:** Proactively identifying students who meet the McKinney-Vento definition of homelessness (e.g., "doubled-up" with other families, living in hotels, shelters, or inadequate housing).
- **Immediate Enrollment:** Ensuring students can enroll in school immediately, even if they lack typical paperwork like proof of residency, immunization records, or birth certificates.

- **Transportation Coordination:** Arranging and overseeing transportation to the **School of Origin** (the school the student attended before becoming homeless), even if they are currently staying in a different town.
- **Dispute Resolution:** Serving as the first point of contact if a disagreement arises between the family and the school district regarding enrollment or school placement.
- **Referrals:** Connecting families with essential community resources, including healthcare, dental services, mental health support, and local housing agencies.
- **Staff Training:** Providing professional development to teachers and office staff on how to recognize signs of housing instability and how to support these students sensitively.
- **Policy Review:** Regularly reviewing and recommending changes to district policies that might inadvertently create barriers for homeless students (like fees for field trips or extracurriculars).
- **Data Reporting:** Tracking the number of identified students and reporting this data to the **Massachusetts Department of Elementary and Secondary Education (DESE)**.

Department of Children and Family Services

In Massachusetts, the **DCF Point of Contact (POC)** – officially known as the **Foster Care Point of Contact** – is a role mandated by the federal **Every Student Succeeds Act (ESSA)**.

Every school district must designate at least one person to serve as the bridge between the school and the **Department of Children and Families (DCF)**. Their primary mission is to ensure **educational stability** for students in foster care.

Core Responsibilities

The DCF POC is responsible for the logistics and legal rights of students who have been placed in 24-hour out-of-home care.

- **Best Interest Determinations (BID):** When a student’s foster placement changes, the POC collaborates with DCF to decide if the student should stay in their **School of Origin** or transfer to a local school. The law presumes staying in the original school is best for the child.
- **Immediate Enrollment:** If a transfer is necessary, the POC ensures the student is enrolled **immediately**, even if the foster parents lack records like birth certificates, medical forms, or academic transcripts.
- **Transportation Coordination:** They work with DCF to arrange and fund transportation so a student can remain in their school of origin, regardless of where their new foster home is located.
- **Record Transfer:** The POC facilitates the rapid exchange of records between districts to ensure services (like IEPs or 504 plans) are not interrupted.

Beyond logistics, the POC serves as an internal expert on the unique needs of foster youth.

- **Trauma-Informed Support:** They act as a resource for teachers and staff, helping them understand the impact of trauma and displacement on a student's behavior and learning.
- **Resource Connection:** They ensure foster students have equal access to all school programs, including Title I services, sports, field trips, and school nutrition (foster children are automatically eligible for free meals).

- **Point of Integration:** They are the primary contact for DCF social workers, Educational Decision Makers (EDMs), and Special Education Surrogate Parents (SESPs).

Title IX Coordinator

In Massachusetts, a **Title IX Coordinator** is a federally mandated officer responsible for ensuring that a school district does not discriminate on the basis of sex in any of its programs or activities.

1. Primary Responsibilities

- **Sexual Harassment & Misconduct:** Overseeing the district’s response to any reports of sexual harassment, sexual assault, or gender-based bullying.
- **Grievance Procedures:** Managing the formal process when a complaint is filed, including ensuring a fair investigation, neutral decision-making, and an appeals process.
- **Supportive Measures:** Coordinating immediate, non-punitive support for students involved in a report (e.g., changing class schedules, providing counseling, or implementing "no-contact" orders) before or during an investigation.
- **Athletic Equity:** Ensuring that male and female students have equal opportunities in sports, including equipment, facilities, coaching, and scheduling.
- **Pregnancy & Parenting:** Ensuring that students are not discriminated against or excluded from school activities due to pregnancy, childbirth, or related medical conditions.

2. Mandatory Reporting & Training

- **Staff Training:** The Coordinator ensures all school employees are trained on how to recognize and report sex discrimination.
- **Public Notice:** They are responsible for making sure their contact information is easily found on the district website and in all student handbooks.
- **Record Keeping:** Under federal law, they must maintain all records of Title IX reports and investigations for at least **seven years**.

Civil Rights Coordinator

The Civil Rights Coordinator is responsible for ensuring that all students, employees, and families are protected from discrimination and harassment.

While the Title IX Coordinator focuses specifically on sex-based discrimination, the Civil Rights Coordinator has a wider lens, covering protections related to race, color, national origin, religion, disability, sexual orientation, and gender identity.

Core Responsibilities

Complaint Investigation: Primary contact for anyone who believes their civil rights have been violated. They must ensure that all reports of discrimination – whether formal or informal – are investigated promptly, equitably, and thoroughly.

- **Compliance Monitoring:** They conduct regular reviews of school policies, enrollment data, and program access to ensure the district isn't unintentionally creating barriers for protected groups (e.g., ensuring English Learners have equal access to AP classes).

- **Staff Training:** They provide mandatory annual training for all school personnel on "Civil Rights and Harassment," teaching staff how to identify bias and their legal obligation to report it.

Conclusion

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

Through the expert leadership of our Mental Health Coordinator and Board Certified Behavior Analyst (BCBA), we have successfully expanded our in-district programming to serve students with high acuity. These roles are essential in providing the intensive, evidence-based interventions necessary to maintain students in the Least Restrictive Environment (LRE) and reduce reliance on external placements.

Through a comprehensive assessment of our current resources, we have successfully reconfigured our staffing models to address shifting student demographics. This strategic reallocation allows us to meet the rising complexity of student needs within the existing fiscal framework, resulting in a zero-budget impact for the 2027 Fiscal Year.

**Monomoy Regional School District
Approval of Handbooks and Directives**

The Principal, in consultation with the school council, shall prepare and distribute to each student a handbook setting forth the rules pertaining to conduct of students. The school council shall review the handbook each spring to consider changes in the disciplinary policy to take effect at the beginning of the next school year.

It is essential that the contents of all handbooks conform to School Committee policies. It is also important that all handbooks bearing the name of the school district or one of its schools be of a quality that reflects credit on the school department. The Superintendent will use their judgment as to whether other specific handbooks need Committee approval; however, all handbooks published will be made available to the Committee for informational purposes.

SOURCE: MASC - Updated 2022

LEGAL REFS.: M.G.L. 71:37H

CROSS REF.: BGD, School Committee Review of Procedures

Adopted

Revised

Monomoy Regional School District
Fiscal Management Goals

The quantity and quality of learning programs are directly dependent on the effective, efficient management of allocated funds. It follows that achievement of the school system's purposes can best be achieved through excellent fiscal management.

As trustee of local, state, and federal funds allocated for use in public education, the Committee will fulfill its responsibility to see that these funds are used wisely for achievement of the purposes to which they are allocated.

Because of resource limitations, there is sometimes a temptation to operate so that fiscal concerns overshadow the educational program. Recognizing this, it is essential that the District take specific action to make sure education remains central and that fiscal matters are ancillary and contribute to the educational program. This concept will be incorporated into Committee operations and into all aspects of school system management and operation.

In the District's fiscal management, it is the Committee's intent:

1. To engage in thorough advance planning, with staff and community involvement, in order to develop budgets and to guide expenditures so as to achieve the greatest educational returns and the greatest contributions to the educational program in relation to dollars expended.
2. To establish levels of funding that will provide high quality education for the students.
3. To use the best available techniques for budget development and management.
4. To provide timely and appropriate information to all staff with fiscal management responsibilities.
5. To establish maximum efficiency procedures for accounting, reporting, business, purchasing and delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.

Adopted: March 27, 2013

Revised:

Monomoy Regional School District Annual Budget

The Committee shall prepare an annual operating and maintenance budget using accounts itemized in conformance with the chart of accounts utilized and required by the Massachusetts Department of Elementary and Secondary Education or its successor.

The Regional School District's budgetary process, and the timing of and method of appropriation of funds in regard thereto, shall be governed by the provisions of G. L. c. 71 §16(m) and c. 71 §16B and other applicable provisions of G. L. c. 71 and any special laws or regulations relating thereto.

Legal references:

M.G.L. 71:16(m); 71:16B

Regional Agreement Section VII, Paragraph A and B

Adopted: March 27, 2013

Revised:

Monomoy Regional School District Budget Planning

The budget for the operation of the District's schools, including payments of principal and interest on bonds and other evidence of indebtedness issued by the District, shall be apportioned to the member towns via the method set out in the Regional Agreement and subject to the following definitions:

1. Budget

As defined by this document, the budget is the amount of money voted by the Committee to finance the District schools and which will be assessed to the member towns.

2. The budget shall be comprised of various costs, each as herein defined as follows:

1. "Operating costs" include all costs not included in capital costs, transportation costs, or debt service, as defined below, but operating costs include interest and principal on revenue anticipation notes. Operating costs include the net costs of evening, graduate and extension courses or any other types of courses, including vocational education programs, which are offered by the District to persons other than pupils attending a regular district school program in any of the grades K-12, inclusive.
2. "Capital costs" will include all capital outlay appearing in the 7000 DESE function codes.
3. "Transportation costs" include all costs associated with transporting the District's students to and from school.
4. "Debt service" includes all costs that are used for payment of principal and interest on bonds or other obligations issued by the District except revenue anticipation notes.

Adopted: March 27, 2013

Revised:

Monomoy Regional School District Expense Reimbursements

Wherever possible, Monomoy Regional School District staff should avoid incurring expenses on behalf of the school, the school district's preferred process is to pay for goods and supplies through the purchase order and invoice system or by using the district's procurement card.

Staff who incur expenses in carrying out their authorized duties will be reimbursed by the school district upon submission of a properly completed and approved form with required supporting receipts.

Such expenses may include meeting refreshments, postage, copying, auto mileage, conference registration fees, airplane tickets, food and beverages while at professional meetings, parking charges, tolls, taxi charges, rental cars, internet connection fees or similar incidental expenses.

Reimbursements should be made only for charges reasonably needed for the conduct of School business and not for the purpose of personal convenience.

Liquor is not a reimbursable expense under any circumstances.

Submission of Reimbursement Requests

Conference and seminar attendees are strongly encouraged to pay their fees in advance in order to obtain any early registration discounts and to allow time to have the cost paid directly via the School district's regular accounts payable process.

Any expense must be approved in advance by the Superintendent or designee by submitting a Requisition and, in the case of professional development, by completing the Professional Development Leave Request Form including an estimate of the total amount of expenses.

All expenses should be submitted within 30 days of the expense being incurred.

Acceptable Supporting Evidence

An original itemized receipt is required.

The receipt must state a minimum of the following:

- The provider of the service or goods
- Dates of service and / or invoice date
- Itemized list of what was purchased
- Itemized amount of what is owed

It is recognized that in rare circumstances it may not always be possible to obtain such a receipt, e.g., a "fastlane" toll. Reimbursements which are not validated with a receipt will be paid only if deemed reasonable by the Superintendent, as per M.G.L. Ch. 41 Sec. 56. In this event, the employee would be required to complete and sign the District's Missing Receipt Affidavit.

Digital documents (e.g., PDF invoices, email confirmations) are acceptable *in lieu* of a physical original, provided they contain all the required itemized information (provider, date, itemized list, amount).

If receipt documentation is not available or it is not clear from the receipt / invoice documentation who actually paid the bill, then additional documentation, such as a charge card statement, will be required.

Monomoy Regional School District can only reimburse the individual that can be proven to have actually incurred the expense, i.e., the individual associated with the charge card used.

Monomoy Regional School District cannot legally, and will not, reimburse or pay sales tax. It can, however, pay meals and hotel/motel excise taxes.

Guidelines

Mileage reimbursement for use of private vehicles will be made at the rate stipulated in the employee's contract or, if the contract does not include a rate, then at the IRS rate at the time of travel.

Mileage shall be calculated from the employee's primary work location to the destination points. Mileage to or from an employee's place of residence to work is not reimbursable. Expenses for tolls and parking shall not be included in this mileage rate, but may be submitted for reimbursement according to the provisions of this policy. Where the employee's starting point is not the employee's work location then the shorter of the two distances (the actual journey or from the primary work location to the destination) should be used for reimbursement.

A completed Expense Voucher shall be submitted as supporting documentation for the miles being reimbursed for. This form can be found on the District website.

Food and accommodation reimbursements, including tips, will not exceed the United States General Services Administration (GSA) daily per diem guidelines (M&IE Rate) for the selected (nearest) county or city in which the expense was incurred. A link to the GSA per diem rates can be found on the District website on the School Business Office webpage. Please note the lower reimbursement allowances for the first and last days of travel as well as individual meal allowances. Exceptions may be made to this policy with the express prior approval of the Superintendent in order to reduce the overall cost of the trip (e.g. paying higher accommodation costs to secure lower travel costs).

If charges for meals exceed this guideline it will be reimbursed in full, only if the meals charges were required as part of a professional meeting.

Legal references:

M.G.L. 40:5; 44:58

Adopted: March 27, 2013

Revised: