



**Monomoy Regional School District - Monomoy Regional School Committee
Meeting Agenda for Thursday, May 14, 2026 at 6:30 PM
Monomoy Regional High School Library, 75 Oak Street, Harwich, MA 02645**

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

AGENDA

- A. Call to Order**
- B. Approval of Meeting Minutes**
 - i. April 30, 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. Second Reading: 2025-2026 Superintendent Summative Evaluation **VOTE REQUIRED**
 - ii. Food Service Menu Updates
 - iii. MRHS Donation to Summer of Sass **VOTE REQUIRED**
 - iv. First Reading Policy Files: File JICFB: Bullying Prevention and Intervention Plan, File ADF: Wellness Policy on Physical Activity and Nutrition, File JF: School Admissions, File DMA: Cash in School Buildings, File DMB: Personal Property in School Buildings
- F. Subcommittee, Representative, Liaison Reports**
 - i. MRMS Building Committee
- G. Superintendent's Report**
 - i. Recognitions
- H. Action Items -Vote Required**
 - i. Second Reading: 2025-2026 Superintendent Summative Evaluation
 - ii. MRHS Donation to Summer of Sass
- I. Presentation of the Warrants**
- J. Adjournment**

Authorized Posting Officer

Roberta Simmons

May 12, 2026



**Monomoy Regional School District - Monomoy Regional School Committee
Meeting Agenda for Thursday, April 30, 2026 at 6:30 PM
Monomoy Regional High School Library, 75 Oak Street, Harwich, MA 02645**

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

Members not present: Ryan Clarke

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

AGENDA

A. Call to Order

Meredith Henderson called the meeting to order at 6:30PM.

B. Adjourn to Executive Session: Roll Call Vote to adjourn to Executive Session pursuant to M.G.L. c. 30A, sec. 21(a)(2) to conduct contract negotiations with nonunion personnel and review Central Office job descriptions. In addition, there will be additional discussion on course reimbursement for unionized employees. Regular Open Session to resume at approximately 7:00 PM.

ROLL CALL VOTE: Meredith Henderson: aye; Brad Schiff: aye; Stephen Davol: aye; Jackie Zibrat-Long: aye; Ryan Edwards: aye; Betty Gray: aye; Brett Fortin: aye. **UNANIMOUS**, the meeting adjourns to Executive Session.
The meeting resumed at 6:17 PM.

C. Approval of Meeting Minutes

i. April 9, 2026 Regular Business Meeting

MOTION: Jackie Zibrat-Long motioned to approve the April 9, 2026 Regular Business Meeting minutes, seconded by Ryan Edwards.

The motion passes with 6 ayes and 1 abstain.

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 Field Trip to Lincoln Technical Institute

POTENTIAL VOTE

MRHS teacher Thomas Dadnum presented the information on the field trip to Lincoln Technical Institute and the opportunity for students to have a tour of this school. The members of the School Committee agreed to vote on this trip tonight due to the timing of the trip.

MOTION: Betty Gray motioned to approve the MRHS field trip to Lincoln Technical Institute, seconded by Ryan Edwards.

UNANIMOUS: the motion passes

ii. Central office reorganization and job descriptions

POTENTIAL VOTE

Dr. Robin Millen, Assistant Superintendent of Curriculum, Instruction and Assessment, presented an overview of the reorganization.

- Discussed the need for a reorganization plan due to enrollment reductions at central office.
- One administrative position will be eliminated, prompting a realignment of remaining roles.
- Changes include:
 - New Assistant Superintendent of Finance and Strategic Alignment, Mr. Michael McMillan, absorbing additional responsibilities.
 - Directors of 5-12 STEM and ELA will transition to pre-K 12 directors with a change from a 10-month to a 12-month contract.

MOTION: Brad Schiff motioned to accept the central office reorganization and job descriptions as proposed, seconded

UNANIMOUS: the motion passes

iii. First Reading: 2025-2026 Superintendent Summative Evaluation

School Committee members had the opportunity to share some excerpts from the Superintendent Evaluation they submitted. School Committee Chair Meredith Henderson then reviewed highlights from the summative evaluation. The committee agreed to move forward with the second reading of the Superintendent Summative Evaluation at the next meeting.

Superintendent Performance Highlights

- Dr. Carpenter's Leadership: Consistent high performance throughout his tenure with a focus on student-centered decision-making.
- Community Engagement: Strengthened family and community ties, notably through partnerships like the YMCA collaboration.
- Professional Culture: Initiatives to support staff recognition and continuous learning, contributing to high staff morale.

Key Projects and Challenges

- Middle School Building Project: Effective management and collaboration among stakeholders to ensure student safety and project success.
- Budget Constraints: Ongoing challenges with balancing budgets while maintaining program efficacy and addressing declining enrollment.
- Future Considerations: Anticipation of significant changes and the importance of strategic planning for the district's future.

Transition and Acknowledgments

- Gratitude Expressed: Dr. Carpenter acknowledged the vital role of his team in achieving success, emphasizing the collaborative effort in building Monomoy.
- Upcoming Transition: Discussion on the transition to the new superintendent and the hope for continued improvement within the district.

iv. MRHS Donation to the Family Table Collaborative

VOTE REQUIRED

MOTION: Jackie Zibrat-Long motioned to approve the donation of \$2300 from the Monomoy Regional High School Internship Account/Empty Bowls, Full Hearts fundraiser to the Family Table Collaborative, seconded by Betty Gray.

UNANIMOUS: the motion passes

v. MRHS Donation to Cape Cod Museum of Natural History

VOTE REQUIRED

MOTION: Jackie Zibrat-Long motioned to approve the donation of \$100 from the Monomoy Regional High School Animal Welfare Club to the Museum of Natural History, seconded by Betty Gray.

UNANIMOUS: the motion passes

vi. MRHS Class of 2031 Student Activity Account

VOTE REQUIRED

MOTION: Jackie Zibrat-Long motioned to approve the creation of a student activity account for the Class of 2031, seconded by Ryan Edwards.

UNANIMOUS: the motion passes

vii. FY26 Quarter 3 Financial Report and Budget Transfers

VOTE REQUIRED

The FY 26 Quarter 3 Financial Overview was provided by Michael MacMillan, District Business Manager.

- Continued Budget Pressures: Key issues impacting the budget remain unchanged since Q2, including high transportation costs, out-of-district tuition, and rising electricity and health insurance expenses.

- **Current Budget Status:** At the end of Q3, only 1.3% of the budget is unencumbered, which is lower than the previous five-year average of over 3% but slightly improved compared to last year.
- **Middle School Construction:** The project is progressing well with new siding being installed, and short-term debt has been approved to fund it, despite rising costs.
- **Fraud Prevention:** Increased fraudulent attempts have prompted the business office to implement new measures and training to mitigate risks.
- **State Budget Update:** An anticipated increase of \$88,000 in Chapter 70 funding could positively impact future budgets if approved.
- **Transfer Requests:** Proposed transfers include increasing the budget for benefits and fixed charges by \$173,000 funded by reducing the teachers' budget due to staff turnover.
- **Addressing Transportation Deficit:** Additional funds will be sourced from guidance and counseling surpluses to cover transportation deficits caused by rising costs.

MOTION: Jackie Zibrat-Long motioned to approve the FY26 quarter three budget transfers as listed in the memorandum provided to the School Committee, seconded by Betty Gray.

UNANIMOUS: the motion passes

- viii. Second Reading Policy Files: File DJG: Vendor Relations, File IM-MSP: Middle School Pathway Exploration Policy **VOTE REQUIRED**

MOTION: Ryan Edwards motioned to approve the policy files as presented in the packets, seconded by Betty Gray.

UNANIMOUS: the motion passes

F. Subcommittee, Representative, Liaison Reports

i. Building Committee

Dr. Carpenter updated the committee on the latest information from the Building Subcommittee meeting held on April 28th, 2026 to discuss the middle school roof project.

- The project is on the warrant for approval in both towns, with a focus on roof material.
 - Heated discussions occurred regarding choosing between asphalt shingles and a metal roof.
 - A final decision resulted in a unanimous vote for an asphalt shingle roof as the base bid, with the option for a metal roof as an add alternative.

An update was also provided on the siding project:

- The construction team has efficiently removed old shingles and is ahead of schedule for waterproofing.
- Concerns about waterproofing before rain led to temporary measures being implemented.
 - Some areas of the building require remediation, which were anticipated.
 - There were minor leaks due to ongoing demolition, but the overall progress is satisfactory.
- The committee discussed the timing of the siding project relative to the roof, acknowledging it helped avoid damage to the future roof.

G. Superintendent's Report

i. Recognitions

This past Tuesday was School Bus Driver Appreciation Day - many thanks to our dedicated bus drivers, who go the extra mile making sure our students are transported safely and efficiently.

Tomorrow is School Lunch Hero Day, a time to recognize our fantastic food services team and the vital role these team members play in providing healthy food for our students each day.

Next week is Teacher Appreciation Week, when we celebrate our incredible teachers and staff and the amazing work they do. Our educators demonstrate dedication, passion, care, and expertise each and every day and we thank them for their hard work.

Each year, the Rotary Club of Harwich-Dennis honors local students with its 'Just A Good Kid' awards. These awards are given to recognize students for being respectful, courteous, honest, responsible, and a good friend. The 2026 Just Good Kid awards were given to three Monomoy Regional Middle School students and three Monomoy Regional High School seniors. Monomoy Middle School students Bernardo Bandeira, Grade 5, Kat Warren, Grade 6, and Autumn Pickett, Grade 7, and Monomoy Regional High School seniors Amalia DeCastro, Patrick Jordan, and Joseph Ventura were honored - congratulations!

School Committee member, Betty Gray, was recognized tonight at her last meeting with heartfelt thanks and gratitude for all her contributions during her years serving on the Monomoy Regional School Committee.

H. Action Items -Vote Required

- i. MRHS Field Trip to Lincoln Technical Institute

MOTION: Betty Gray motioned to approve the MRHS field trip to Lincoln Technical Institute, seconded by Ryan Edwards.

UNANIMOUS: the motion passes

- ii. Central office reorganization and job descriptions

MOTION: Brad Schiff motioned to accept the central office reorganization and job descriptions as proposed, seconded by Betty Gray.

UNANIMOUS: the motion passes

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UNANIMOUS: the motion passes

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MOTION: Ryan Edwards motioned to approve the policy files as presented in the packets, seconded by Betty Gray.

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

Betty Gray moved to adjourn the meeting, seconded by Brett Fortin.

The meeting was adjourned at 8:05 PM.

Respectfully Submitted,
Roberta Simmons
Recording Secretary

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent:

Scott Carpenter

Evaluator:

Monomoy School Committee

April 2026

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ 6 Met	☐ 1 Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ 7 Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ 4 Met	☐ 2 Exceeded

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = *Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.*

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	☐	☐	6	1
Standard II: Management and Operations	☐	☐	4	3
Standard III: Family and Community Engagement	☐	☐	4	3
Standard IV: Professional Culture	☐	☐	4	3

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

☐ Unsatisfactory
 ☐ Needs Improvement
 ☐ Proficient
 ☐ Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

Dr. Carpenter has demonstrated strong, consistent leadership throughout his tenure, maintaining a high level of performance across all standards. His passion for education is evident in his leadership, management, and meaningful outreach to students and the broader community. He has built a strong foundation for the Monomoy Regional School District, fostering a culture of high expectations, ethical practice, and student-centered decision-making.

This year, Dr. Carpenter continued to show strength in instructional leadership, strategic management, and financial stewardship. He effectively supported curriculum, instruction, and assessment systems through collaboration with district leaders, while also navigating significant operational challenges, including budget constraints and the middle school building project. His thoughtful financial planning has helped maintain district stability and ensure continued services for students.

Dr. Carpenter has also strengthened family and community engagement through expanded partnerships, including the successful transition of student support programming to a YMCA collaboration. His commitment to equity and student opportunity is evident in both his initiatives and his direct involvement with students exploring pathways beyond high school.

In the area of professional culture, Dr. Carpenter has exceeded expectations by modeling continuous learning, supporting staff recognition initiatives, and fostering a positive and reflective district environment. His leadership has contributed to strong staff morale and a cohesive district culture.

While some goals were impacted by factors beyond his control, and additional progress can be made in areas such as employee engagement and cultural proficiency, Dr. Carpenter has positioned the district well for continued success. He has also taken important steps to ensure a smooth and thoughtful transition to the next Superintendent.

Overall, Dr. Carpenter's leadership has had a lasting and positive impact on the Monomoy community. His work reflects a deep commitment to students, staff, and the district's mission, leaving a strong legacy of stability, growth, and continuous improvement.

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

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Goals		Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice Goal #1	IV-B and IV-D	Take the DESE Sheltered English Immersion endorsement course, aimed at supporting English Language Learners’ academic success in schools.	☐	☐	6	1		
Professional Practice Goal #2	III-A and IV-B	A continuation of last year’s goal, now transitioning the Breaking Barriers program to a Y Achievers program. The Superintendent will support a successful launch of the YMCA Cape Cod’s Y Achievers program at our high school.	☐	☐	5	2		
Student Learning Goal #1	I-D	A focused extension of last year’s walkthrough goal, based on requested feedback from the Monomoy Administrative Team. The Superintendent will provide mid-year and end-of-year feedback to administrators on their evaluation write-ups to support strong teaching and learning and unified feedback practices across the administrative team.	☐	☐	1	6	☐	
Student Learning Goal #2	I-A	Operationalize the School Committee Goal #5, to explore Universal Preschool for 4-year-olds in Harwich and Chatham.	☐	☐	2	5	☐	
District Improvement Goal #1	II-A	A continuation of last year’s goal that was paused due to a lack of grant funding. With the temporarily restored funding, move forward the School Committee’s Goal #2 of supporting “a Diversity, Equity, and Inclusion audit within our district.”	☐	☐	2	4	1	
District Improvement Goal #2	II-B	Provide for a seamless transition with the next Superintendent of Monomoy Regional Schools.	☐	☐	1	2	4	
District Improvement Goal #3	IV-C	The Superintendent will work with building principals and the administrative team to operationalize the School Committee Goal #3, strengthening Employee engagement based on the results of the Staff survey (Spring 2025).	☐	1	1	3	2	

Standards and Indicators for Effective Administrative Leadership <i>Superintendents should identify 1-2 focus indicators per Standard aligned to their goals.</i>			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decisionmaking	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict



Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. ☐ Focus Indicator (check if yes)	☐	☐	7	☐
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. ☐ Focus Indicator (check if yes)	☐	☐	6	1
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. ☐ Focus Indicator (check if yes)	☐	☐	7	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)	☐	☐	6	1
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. ☐ Focus Indicator (check if yes)	☐	☐	5	2
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. ☐ Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	☐	☐	7	☐

Comments and analysis (recommended for any overall rating: required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. ☐ Focus Indicator (check if yes)	☐	☐	5	2
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. ☐ Focus Indicator (check if yes)	☐	1	4	2
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. ☐ Focus Indicator (check if yes)	☐	☐	4	3
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. ☐ Focus Indicator (check if yes)	☐	☐	3	4
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. ☐ Focus Indicator (check if yes)	☐	☐	3	4
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	☐	☐	3	4

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. ☐ Focus Indicator (check if yes)	☐	☐	3	4
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)	☐	☐	3	4
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. ☐ Focus Indicator (check if yes)	☐	1	2	4
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☐ Focus Indicator (check if yes)	☐	☐	4	3
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	☐	☐	3	4

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Superintendent's Performance Rating for Standard IV: Professional Culture



Rate each focus indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

U	NI	P	E
☐	☐	4	3
☐	☐	4	3
☐	☐	5	2
☐	☐	4	3
☐	☐	5	2

IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.
☐ Focus Indicator (check if yes)

IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.
☐ Focus Indicator (check if yes)

IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.
☐ Focus Indicator (check if yes)

IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.
☐ Focus Indicator (check if yes)

IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.

☐ Focus Indicator (check if yes)					
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)		☐	1	4	2
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.		☐	☐	4	3
Comments and analysis (recommended for any overall rating of Exemplary, Needs Improvement or Unsatisfactory):					



Monomoy Regional School District

Food Services Presentation

Michael Noks

Food Service Director

May 2026



MONOMOY REGIONAL SCHOOL DISTRICT

Food Service Staff



"You are only as good as your Team"

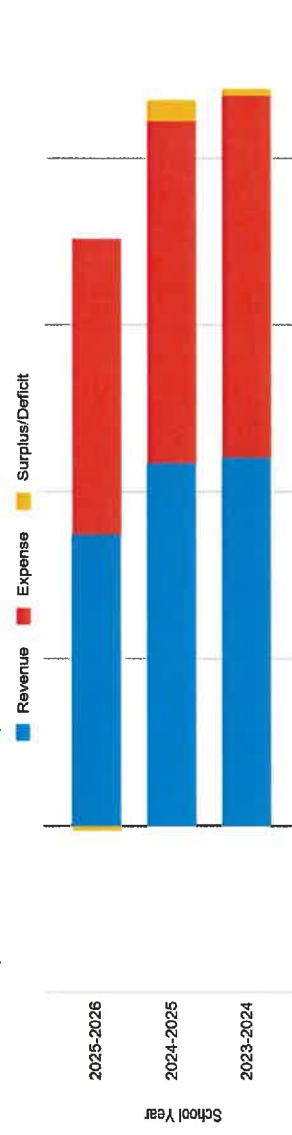


Financial Performance Summary FY24-FY26

School Year	Revenue	Expense	Net Surplus/Deficit
2025-2026	*\$872,457.03	*884,962.38	(\$12,505.35)
2024-2025	\$1,086,959.47	\$1,022,408.81	\$64,550.66
2023-2024	\$1,102,790.88	\$1,083,078.42	\$19,712.46

*numbers are through April 30, 2026

Revenue, Expense and Net Surplus



Revenue stable year over year
Expenses closely aligned with revenue
Surplus maintained

MRSD Food Service Program remains financially stable with consistent annual surplus



Ongoing Initiatives & Changes



Local Procurement Partnerships

Fish: Chatham Harvesters

Produce: Chatham Bars Inn Farm & Ring Brothers

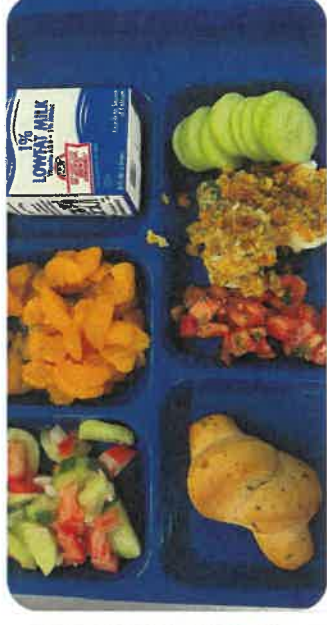
Meats: Hillside Farm (Chicken & Pork)

Items will be part of the 'Local Bites' on menus



restaurant_menu Enhancements, Experience & Engagement

- Expanding fruit & vegetable access
- Increased menu variety
- New MRMS fruit/veg bar
- Improved Salad Bar MRHS
- Upgraded beverage selections at MRMS



restaurant_menu Enhancements, Experience & Engagement

- Improved district-wide staff morale
- Improved MRHS cafeteria experience, by implementing a condiment station, and upgrading the a la carte and beverage selections
- Created a Capital Expenditure Plan





Moving Forward

As part of feedback gathered from the Food Service Department survey conducted this school year, we are actively implementing the following improvements:

Fresh Selections

Expanding the availability of fresh fruits and vegetables

Cultural Inclusion

Introducing more culturally inclusive menu options, including the implementation of:

International Cuisine Day

Healthier Breakfast

Increasing lower-sugar options, beginning with a pilot program at Harwich Elementary

Allergy-Friendly Options

Ensuring consistent availability of dietary allergy-friendly options across all schools

Quality Enhancement

Enhancing overall food quality through the use of higher-quality ingredients



THANK YOU for your time!



Questions?

Please feel free to reach out anytime:
Michael Noks, Food Service Director

Cell: (508) 237-5016

Email: mnoks@monomoy.edu

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: May 14, 2026
Re: Student Activity Account: MRHS Gender & Sexuality Alliance

MOTION

To approve the donation of \$300 from the Monomoy Regional High School Gender & Sexuality Alliance Account to Summer of Sass.

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 Summer of Sass and the work they do with LGBTQ+ youth.

Michael MacMillan
School Business Manager

Jennifer Police
Principal
jpolice@monomoy.edu

David Alexander
Assistant Principal
dalexander@monomoy.edu

Annmarie Rita
Assistant Principal
arita@monomoy.edu



MONOMOY REGIONAL HIGH SCHOOL

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Director of Guidance
lginnetty@monomoy.edu

Jacqueline Corrigan
Special Education Team Chair
jcorrigan@monomoy.edu

Summer of Sass
210 Bradford Street
Provincetown, MA 02657

Dear Suzanna Mitchell,

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!

GSA Club Members & Andrew Matheson and Mary Drake, *Club Advisors*
Gender & Sexuality Alliance
Monomoy Regional High School

Purchase Order**Monomoy Regional School District****No. 262478**

Business Office

425 Crowell Road

Chatham MA 02633

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

P.O. Date: 05/07/2026

Questions ? Accounts Payable (617) 848-0617

Ext:

Account:

P.O. Issued To :

Ship To:

Summer of Sass Inc
210 Bradford Street
Provincetown MA 02657Monomoy Regional High School
Attn: Andy Matheson
75 Oak Street
Harwich MA 02645
(617) 848-0617

Contact: Kristen Becker

Location: Monomoy Regional High School

Phone: (716) 507-7751

Fax:

Project: Undesignated

Req# 62682

Reference:

Date Required: 05/20/2026

Award Number:

Line	Qty	Unit	Part#	Description	Account Number	Unit Price	Extended	Tax	Freight
1	1	EA		Donation to Summer of Sass 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:

Email

ENTITY COPY

Thursday, May 7, 2026

Page 1 of 1

Monomoy Regional School District Bullying Prevention and Intervention Plan

INTRODUCTION

The Monomoy Regional School District expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The Monomoy Regional Schools are committed to maintaining a school environment where students are free from bullying, cyber-bullying, **and retaliation** and the effects thereof. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, cyber-bullying, harassment, retaliation or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will promptly investigate all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

Acts of bullying and cyber-bullying are prohibited:

- a. on school grounds, property immediately adjacent to school grounds, at a school sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the school district; or through the use of technology or an electronic device owned, leased or used by the school district and;
- b. at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the acts create a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly

operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying also is prohibited.

DEFINITIONS

Aggressor is a student or a member of a school staff including but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to extra-curricular or paraprofessional who engages in bullying, cyberbullying, or retaliation towards a student.

Bullying as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or members of a school staff (including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional) of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

1. causes physical or emotional harm to the target or damage to the target's property;
2. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
3. creates a hostile environment at school for the target;
4. infringes on the rights of the target at school; or
5. materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying. This also includes possessing or disseminating visual material and possessing and disseminating sexual images.

Hostile environment as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

School Staff includes, but is not limited to, educators (including substitutes), administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

~~Bullying and Retaliation Are Prohibited and Will Lead to Discipline The Monomoy Regional School District absolutely prohibits bullying, cyber-bullying and retaliation as defined above. Students or staff who engage in bullying or retaliation will be subject to disciplinary action; however, disciplinary action taken must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short or long-term suspensions, or expulsions from school as determined by the school administration and/or school committee, subject to applicable procedural requirements. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyberbullying, as defined above, but nevertheless is inappropriate for the school environment.~~

LEADERSHIP

A. Public involvement in developing the Plan.

As required by M.G.L. c. 71, § 37O, the District will develop the plan in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents/guardians/caregivers. Consultation will include public notice and a public comment period before the Plan is adopted by the School Committee. All interested parties will be invited to review the policy by either attending scheduled policy sub-committee meetings, input through email, or through a survey mechanism.

B. Assessing needs and resources.

At least once every four years, the District will administer a student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department of Elementary and Secondary Education. An annual report will also be provided to the school committee.

C. Planning and oversight.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. ~~The principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.~~

The following school and district leaders are responsible for the following parts of the plan:

Parts of the plan	Responsible
Receiving reports on bullying	Principals
Collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes	Principals and Central Office Administrators
Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors	Central Office Administrators
Planning for the ongoing professional development that is required by the law	Central Office Administrators
Planning supports that respond to the needs of targets and aggressors	Principals
Choosing and implementing the curricula that the school or district will use	Principals and Curriculum Directors
Developing new or revising current policies and protocols under the Plan, including an Internet safety policy (Acceptable User Policy), and designating key staff to be in charge of implementation of them	Principals and Central Office Administrators
Amending student and staff handbooks and codes of conduct to, among other things, make clear that bullying of students by school staff or other students will not be tolerated	Principals
Leading the parent or family engagement efforts and drafting parent information materials	Principals and Central Office Administrators

Exceptions to the plan oversight include when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual staff training.

Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development.

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of schoolwide and district wide professional development will be informed by research and will include information on:

1. developmentally (or age-) appropriate strategies to prevent bullying;
2. developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
3. information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
4. research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
5. information on the incidence and nature of cyberbullying; and
6. Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

C. Additional areas identified by the school or district for professional development include:

- promoting and modeling the use of respectful language,
- fostering an understanding of and respect for diversity and difference,
- building relationships and communicating with families,
- constructively managing classroom behaviors,
- using positive behavioral intervention strategies,
- applying constructive disciplinary practices,
- teaching students skills including positive communication, anger management, and empathy for others,
- engaging students in school or classroom planning and decision-making,
- maintaining a safe and caring classroom for all students, and
- engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and bullying behaviors.

D. Written notice to staff.

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents/guardian/caregiver, in age-appropriate terms. Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school. Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook. The bullying prevention and intervention plan shall be posted on the Monomoy Regional Schools website.

ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, student aggressors, families, and others are addressed.

A. Counseling and other services.

Based on the needs, counseling or referral to appropriate services for student aggressors, targets, and family members of those students will be provided. Additional services or supports will be assessed based on the student's needs. This may include:

1. additional instruction
2. social skills groups
3. referral to an outside agency or other appropriate supports and services.

B. Students with disabilities.

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

C. Referral to outside services. If additional supports and services are needed, the school will refer the family to appropriate community agencies to support the needs of the student and family.

ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific bullying prevention approaches.

The curriculum will include addressing the aggressor, target, and bystander (if applicable). Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan.

B. Bullying prevention curricula will be informed by current research and will emphasize the

following approaches:

- using scripts and role plays to develop skills,
- empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance,
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance,
- emphasizing cybersafety [and digital literacy], including safe and appropriate use of electronic communication technologies,
- enhancing students' skills for engaging in healthy relationships and respectful communications, and
- engaging students in a safe and supportive school environment that is respectful of diversity and difference.

C. General Teaching Approaches that Support Bullying Prevention Efforts:

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines,
- creating safe and supportive school and classroom environments for all students, including students with disabilities, lesbian, gay, bisexual, transgender students, students experiencing homelessness, students who are in foster care settings, migrant students and military-connected students.
- using appropriate and positive responses and reinforcement, even when students require discipline,
- using positive behavioral supports,
- encouraging adults to develop positive relationships with students,
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors,
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development,
- using the Internet [and social media] safely, and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

**POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO
BULLYING AND RETALIATION**

A. Reporting bullying or retaliation.

Reports of bullying or retaliation may be made by staff, students, parents/guardians/caregivers, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. ~~Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents/guardians/caregivers or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email address.~~

Reports made by students, parents/guardians/caregivers, or other individuals who are not school or district staff members, may be made anonymously. **The district has a reporting form available on the website**

1. Reporting by Staff

A staff member will report immediately to the principal or designee, or to the superintendent or designee when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor, when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report as provided does not limit the authority of the staff member to

- a. Respond to behavioral or disciplinary incidents consistent with the school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents/Guardians/Caregivers, and Others

The district expects students, parents/guardians/caregivers, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee, or superintendent or designee, when the principal or assistant principal is the alleged aggressor.

- a. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.
- b. A student who knowingly makes a false accusation of bullying or retaliation shall also be subject to disciplinary action.
- c. Students, parents/guardians/caregivers, and others may request assistance from a staff member to complete a written report.
- d. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor.

B. Responding to a report of bullying or retaliation

1. **Safety:** Before fully investigating allegations of bullying or retaliation, the principal or designee will assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents.
 - a. Responses to promote safety may include, but not be limited to: creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target.
 - b. The principal or designee will take additional steps to promote safety during the course of and after the investigation in order to protect anyone who reports bullying, provides information relating to an investigation of bullying, or witnesses and/or provides reliable information regarding an act of bullying, as necessary.
 - c. The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

C. Obligations to Notify Others

1. **Notice to parents/guardians/caregivers.** Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents/guardians/caregivers of the target and the student aggressor, and provide the procedures for responding to it. The principal or designee will contact the parents/guardians/caregivers prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
2. **Reporting to Local Law Enforcement:** At any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the school principal or designee has a reasonable basis to believe that the incident may involve criminal conduct, the school principal or designee will notify the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the Superintendent of the Monomoy Regional School District or designee will notify local law enforcement if s/he believes that criminal charges may be pursued. In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.
3. **Reporting to Administrator of Another School District or School:** If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential

school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

D. Investigation

1. The principal or designee will promptly investigate all reports of bullying or retaliation and, in doing so, will consider all available information, including the nature of the allegation(s) and the ages of the students involved.
2. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to address the complaint appropriately.
 - a. **Pre-Investigation:** Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action. However, the rights of both the alleged target and the alleged aggressor must be considered.
 - b. **Written statement of the complaint:** The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as:
 - i. what specifically happened,
 - ii. who committed the alleged acts,
 - iii. who was present or may have information about the events,
 - iv. when the events occurred (date, time of day), and
 - v. where the events occurred.

It is helpful to have these facts in writing. If age-appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document.

If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself

E. Interviews: Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. If appropriate, the investigator should remind the alleged aggressor and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

F. Confidentiality: The confidentiality of the complainant and the other

witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

G. Determinations. School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "reasonable person" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." See *Ellison v. Brady*, 924 F.2d 872 (9th Or. 1991).

1. If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved.
2. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation;
 - a. Holding parent/guardian/caregiver conferences;
 - b. Transferring student's classroom or school (**elementary only**);
 - c. Limiting or denying student access to a part, or area, of a school;
 - d. Enhancing adult supervision on school premises;
 - e. Excluding from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities;
 - f. Providing relevant educational activities for individual students or groups of students. Guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may be helpful in providing such programs.
 - g. Personalized Action/**safety** Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student.
 - h. Arranging for communication between the parties, if appropriate, to assist them in resolving issues that have arisen between them. (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power.
 - i. Providing counseling (or other appropriate services) or referral to such services for the target and/or the aggressor and/or for appropriate family members of said students.

H. Closing the Complaint and Possible Follow-Up: ~~School staff~~ **The Principal/designee will** promptly provide notice to the parent/guardian/caregiver of a target and an aggressor about whether or not the complaint was substantiated and, if substantiated, what action is being taken to prevent any further acts of bullying or retaliation. Specific information about disciplinary action taken generally will not be

released to the target's parents/guardian/caregiver unless it involves a "stay away" or other directive that the target must be aware of in order to report violations.

1. If appropriate, within a reasonable time period following closure of the complaint, the administrative staff or designee will contact the target to determine whether there has been any recurrence of the prohibited conduct.
2. The district will retain a report of the complaint, containing the name of the complainant, the date of the complaint, the investigator, the school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

I. Taking Disciplinary Action: If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct.

1. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

J. Promoting Safety for the Target and Others: The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

1. Within a reasonable period of time following the determination and the implementation of intervention strategies and/or disciplinary action, the principal or designee will contact the target as well as any individuals who reported, witnessed, or provided information relative to an incident of bullying to determine whether there has been a recurrence of the prohibited conduct or if there has been any incidence of retaliation or intimidation. If so, the principal and appropriate support staff will determine whether additional corrective or supportive measures are needed and, if necessary, will work with appropriate school staff to implement them immediately.

COLLABORATION WITH FAMILIES

~~A. The District has a representative trained annually through MARC-Massachusetts Aggression Reduction Center on Bullying prevention.~~

B. Parent/Guardian/Caregiver education and resources.

1. The district will offer education programs for parents/guardians/caregivers

that are focused on the parental/guardian/caregiver components of the anti-bullying curricula and any social competency curricula used by the district. The programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory Council, or similar organizations.

C. Notification requirements.

1. Each year the district will inform parents/guardians/caregivers of enrolled students about the anti-bullying curricula that are being used.
2. This notice will include information about the dynamics of bullying, including cyberbullying and online safety.
3. The school or district will send parents/guardians/caregivers written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy.
4. All notices and information made available to parents/guardians/caregivers will be **available** in hard copy and electronic formats. and will be available in the language(s) most prevalent among parents/guardians/caregivers.
5. The district will post the Plan and related information on its website.

PROBLEM RESOLUTION SYSTEM

- A. Any parent/guardian/caregiver wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700.

RELATIONSHIP TO OTHER LAWS

- A. Consistent with state and federal laws, and the policies of the district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.
- B. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.
- C. **Massachusetts Prohibits Bias-Related Bullying and Harassment in Schools** The Massachusetts Anti-Bullying Law (G.L. c. 71, § 37O) and Student Anti Discrimination Act (G.L. c. 76, § 5) require schools to take steps to prevent bias-related bullying and

harassment by students and respond effectively when it occurs. Bullying and harassment are similar, but not identical, types of misconduct. Bullying generally includes any repeated, targeted behavior that harms a student or disrupts the school environment. Although not all bullying is bias-related, bullying often stems from or involves bias, prejudice, or hate. Harassment is conduct that creates, or contributes to the creation of, an intimidating or hostile environment for a student because of their race, color, religion, national origin, sex, gender identity, or sexual orientation. Like bullying, harassment can take many forms, including verbal statements, online or social media activity, graffiti, and violent or threatening physical conduct. Unlike bullying, harassment does not have to be repeated or targeted at a particular victim. A single, severe hate incident may create an intimidating or hostile environment—so too may a series or pattern of incidents.

- D. **Response to Hate and Bias Incidents Involving Students** The district will take prompt and effective action to address hate incidents involving students. When a school receives notice of an alleged hate incident, it has a legal responsibility to investigate and to respond to any bullying or harassment that is found to have occurred. Because hate incidents may involve bullying, harassment, or both bullying and harassment, the district will ensure that the response complies with both the Anti-Bullying Law and the Anti-Discrimination Act. If the district determines that a hate incident does not rise to the level of bullying or harassment, the behavior that violates its code of conduct or other disciplinary rules will be addressed. The legal obligations imposed by the Anti-Bullying Law and the Anti-Discrimination Act are not limited by the physical boundaries of the school campus. Schools are responsible for addressing incidents that occur at school or school-related events, including activity on school buses to and from school or school-related events.
- E. The district will also evaluate whether a hate incident has created or contributed to an intimidating or hostile school environment. Some misconduct that does not qualify as bullying—for example, because it is not repeated—may still qualify as harassment that creates or contributes to an intimidating or hostile environment. Further, some misconduct that qualifies as bullying may also trigger responsibilities under the Anti-Discrimination Act. And a school's responsibilities under the Anti-Discrimination Act may differ from its obligations under the Anti-Bullying Law.
- F. In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, M.G.L. c. 71, §§41 and 42, M.G.L.c 76 § 5, or other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

LEGAL REF.: Title W, Section 703, Civil Rights Act of 1964 as amended Federal
Regulation 74676 issued by EEO Commission Title IX of the
Education Amendments of 1972 603 CMR 26.00 M.G.L. 71:370;
265:43,43A; 268: 13B; 269-1 4A
Anti-discrimination Act and Title VI

REFERENCE: Massachusetts Department of Elementary and Secondary Education's Model
Bullying Prevention and Intervention Plan

Revised: May 27, 2021; April 28, 2022;

DRAFT

MONOMOY REGIONAL SCHOOL DISTRICT WELLNESS POLICY ON PHYSICAL ACTIVITY AND NUTRITION

I. Introduction

The School Committee recognizes the relationship between student well-being and student achievement as well as the importance of a comprehensive district wellness program. Therefore, the school district will provide developmentally appropriate and sequential nutrition and physical education as well as opportunities for physical activity. The wellness program will be implemented in a multidisciplinary fashion and will be evidence-based, aligned with the Massachusetts Curriculum Framework for Comprehensive Health and Physical Education.

II. Nutrition Education Goals

District and school administrators, in collaboration with staff, students, parents/guardians/caregivers are encouraged to prepare and implement a comprehensive plan addressing health and wellness that includes:

1. A school environment that encourages students to make healthy lifestyle choices in regard to eating habits and physical activity.
2. A school nutrition and physical activity program that makes effective use of school and community resources to equitably serve the needs and interests of all students and staff while taking into consideration differences in cultural norms.
3. Strategies to involve family and community members in program development and implementation, outlined in the Wellness Policy Implementation Action Plan.
4. Pleasant eating areas that are clean for students and staff, with adequate time for unhurried eating, are determined by the administration.
5. A food service program that employs well-prepared staff that serves appealing choices of nutritious foods with alternatives to include vegan/vegetarian/ethnic options.
6. Opportunities and encouragement for staff to model healthy eating and movement habits.
7. Services to ensure that students and staff with wellness-related health problems are referred to appropriate services for counseling or medical treatment.

III. District Wellness Committee (DWC) Implementation, Evaluation, and Communication Goals

1. The school district will establish a wellness committee **annually to assist in the development, implementation and monitoring of the Wellness Policy** by seeking volunteers that represent all school levels and each school building ~~which meets at least four times a year~~ and consists of at least one (1): parent/guardian/caregiver, student, nurse, school food service representative, school committee member, school administrator, a teacher and guidance team member (not from same building), member of the public, and other community members as appropriate. If available, a qualified, credentialed nutrition professional will be a member of the wellness committee. Members will be appointed from each category; if no one volunteers, then an appointment will be made by the Superintendent.

2. The Wellness Committee will meet at least four times a year and official minutes of each meeting will be kept. Minutes will be posted on the Monomoy Regional School District Webpage.
3. The district's Wellness Policy is accessible to the public via the District's [webpage](#). The triennial progress report will be posted on the district website. The report will include an assessment on compliance and progress made in achieving the annual goals set by the Wellness Committee, and a comparison of the policy to a model policy.
4. The School Committee designates the Director of Student Services to oversee the policy implementation. Each school will designate a wellness policy coordinator. Only employees of the district who are members of the wellness committee may serve as wellness program coordinators. The District Wellness Committee will be responsible for assessing the implementation of the tenets of the triennial assessments. The building administrators shall be responsible for devising a plan for implementation and evaluation of the district wellness policy and are charged with operational responsibility for ensuring that schools meet the goals of the district wellness policy. ~~Wellness program coordinators will report to the School Committee annually.~~
5. The Wellness Committee will review the results of a food service survey conducted at the beginning of the school year and at the end of the school year. **The survey will be sent to students, parents/guardians/caregivers, and staff to elicit feedback on food services.** It will be the responsibility of the Food Services Director to administer the survey to students and caregivers. Additionally, focus groups will be formed at each school twice a year to gather input from students and faculty.
6. The Wellness Committee will establish measurable goals and objectives based on input from school staff and the community as a whole.
7. Members of the Wellness Committee will report to the School Committee on the progress being made at a public meeting at least annually.
8. Every three years, members of the Wellness Committee will assess the implementation of the Wellness Policy using the Alliance for a Healthier Generation tool or other equivalent assessment. Based on the results of the assessment, the district's Wellness Policy will be reviewed by the School Committee every three years.
9. The Food Services Director will schedule an annual open house at each school.
10. The Wellness Policy is shared annually with staff and families, in addition to it being available on the District Web Page.

o [Standards for School Wellness Advisory Committees](#)

IV. Nutrition

A. Nutrition Goals

1. The Monomoy Regional School District recognizes that a **diet rich in** healthy, nutritious food is essential for students to succeed academically. It is the policy of the Monomoy Regional School District that all foods and beverages made available on campus during the school day (Breakfast and lunch) **are in compliance with the USDA nutrition standards** ~~are consistent with School~~

~~Lunch Program nutrition guidelines.~~ Guidelines for reimbursable school meals will not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to law.

2. Meals served through the National School Lunch Program and School Breakfast Program will:
 - a. be appealing and attractive to children;
 - b. provide free potable water during meals;
 - c. be served in clean and pleasant settings;
 - d. meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations, as documented:

National School Lunch Program (NSLP) & School Breakfast Program (SBG):

Smart Snacks In Schools

Massachusetts School Nutrition Standards for Competitive Foods and Beverages:

3. The school district will send home information regarding income eligibility for the School Breakfast Program and the National School Lunch Program at times when the programs are not free. Information will be distributed at the beginning of the year and as students enroll.
4. In the event that there are Free and Reduced-priced Meals. Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. Employees will be aware that it is against the law to make others in the cafeteria aware of the eligibility status of children for free, reduced-price, or "paid" meals. Toward this end, schools may utilize electronic identification and payment systems; provide meals to all children, regardless of income; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals.

B. School Meals

1. The district will create procedures that address all foods available to students at each grade level throughout the school day in the following areas:
 - a. Guidelines for maximizing nutritional value by decreasing fat and added sugars, increasing nutritional density, and moderating proper portion size for associated age groups of each individual food or beverage sold within the school environment.
 - b. Separate guidelines for foods and beverages in the following categories will be outlined:
 - i. Foods and beverages included in a la carte sales in the food service program
 - ii. Foods and beverages sold in school stores, and concession stands
 - iii. Foods and beverages sold as part of school-sponsored fundraising activities
 - iv. Refreshments served at parties and celebrations
 - v. Meetings during the school day
 - vi. Guidelines will be based on nutrition goals, not profit motives
 - c. Students will have adequate time to consume lunch, determined by the Principal, and will adhere to best practices.
 - d. Sharing of Foods and Beverages. With concerns about food allergies and other restrictions on some children's diets, the building principal and/or assistant principal will promote a "No Food Trading" and "No Utensil Sharing" standard in all schools with particular focus

at the elementary school level, in accordance with MPS Administrative Regulation 644.1
“Protocols For Implementing the Life-Threatening Allergy Policy.”

C. Access to potable water

Students have access to free potable water during the school day, including during meals, as mandated by federal rules under the Healthy, Hunger-Free Kids Act (HHFKA)

D. Professional learning for school nutrition professionals

Qualifications of School Food Service Staff. Qualified nutrition professionals will administer the school meal programs. As part of the school district’s responsibility to operate a food service program, the schools will provide continuing professional development for all nutrition professionals in schools. Monomoy Food Service Staff will adhere to the Healthy Hunger-Free Kids Act of 2010 standards for professional development in addition to local and state requirements.

E. Nutrition Promotion & Food and Beverage Marketing

1. The district will implement the following practices to promote the marketing of healthy, nutritious foods:
 - a. Make sliced or cut fruit available daily
 - b. Display daily fruit options in the line of sight and reach of students
 - c. Give creative or descriptive names to available vegetable options
 - d. Bundle daily vegetable options into all grab-and-go meals available to students
 - e. Train all staff members, especially those serving, to politely prompt students to select and consume the daily vegetable options with their meal
 - f. Place white milk in front of other beverages in all coolers
 - g. Highlight alternative entrée options (e.g., salad bar or yogurt parfaits) on posters or signs within all service and dining areas
 - h. A suggestion box will be available in minimally the middle and high schools.
 - i. Use daily announcements to promote and market menu options.
 - j. **Explore Farm to School options**
2. ~~Marketing of foods and beverages on the school campus during the school day is limited to only those foods and beverages that meet USDA Smart Snacks nutrition standards.~~ **Foods and Beverages Sold Individually (i.e., foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.) and all a la carte foods will comply to the Massachusetts Nutrition Standards for Competitive Food and Beverages and USDA Smart Snacks, whichever is more restrictive at all times. The school day is defined as midnight to 30 minutes after the final bell of the school day.**
3. **Marketing techniques that are unacceptable include: logos and brand names on vending machines, books, textbook covers, school supplies, scoreboards, and sports equipment. All food and beverages marketed in school and on campus will meet the USDA Smart Snacks Standards.**

USDA Smart Snacks in Schools standards

Nutrition standards for competitive foods and beverages in public schools

F. Foods and Beverages Provided for School and Classroom Events (Rewards, Incentives & Celebrations)

- ~~a. Rewards and incentives for academic performance should be given careful consideration as to the messages they send to students receiving them. If food is included in recognition of academic performance, it is suggested to be used in the general celebration of the achievement and not as a reward, whenever achievable. The District will provide a list of acceptable foods and beverages. All foods and beverages provided to students will follow the USDA Smart Snacks Standards or the Massachusetts Standards for competitive foods and beverages in public schools, whichever is stricter.~~ **The district encourages healthy celebrations and rewards. All foods provided to students must comply with the USDA Smart Snack Standards or MA Standards for Competitive Foods, whichever is stricter**
 - i. The District will provide teachers and other relevant school staff a list of alternative ways to reward children, like non-food celebration ideas such as stickers, pencils, etc. to parents and teachers for use in the classroom.
 - b. Celebrations and parties:** The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
 - c. Classroom snacks brought by parents:** ~~The District will provide parents with a list of foods and beverages that meet USDA Smart Snack and Massachusetts nutrition standards.~~ **Parents may send in snacks for their child only, and are not allowed to be shared in the classroom with other students.**
- ~~2. Rewards and incentives: The District will provide teachers and other relevant school staff a list of alternative ways to reward children like non-food celebration ideas such as stickers, pencils, etc. to parents and teachers for use in the classroom.~~

Resources

- [JSI: A-List - Acceptable competitive foods and beverages in Massachusetts schools](#) - **A-List products can be purchased through the Food Services Department.**
- [A-List](#)
- [Massnets](#)

D. Fundraising

1. Only student organizations approved by a designated school official are permitted to engage in fundraising on school grounds during the school day. These organizations are encouraged to raise funds through the sale of items other than food.
2. Foods sold for fundraising purposes during the school day **will be compliant with USDA Smart Snacks and** will be monitored by the school principals. Organizations raising funds by selling food must schedule and authorize the fundraiser prior to the event and must be healthy food choices.
 - o [Healthy School Fundraising](#)
 - o [Massnets](#)

E. Staff Modeling

1. District staff are encouraged to model healthy eating habits, including using foods and beverages

that meet Smart Snacks standards.

V. Nutrition Education and Physical Activity Opportunities

1. The District will develop goals and include them in its policy with the following areas for consideration:
 - a. **Nutrition education that meets state and national education standards in all grades where Wellness classes are provided.**
 - b. **Staff members shall not withhold physical activity, including recess or physical education class, as a punishment or for a time to make it academic work.**
 - c. Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum where appropriate.
 - d. Students are given opportunities for physical activity through a range of before- and/or after-school programs, including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.
 - e. Schools work with the community to create ways for students to walk, bike, rollerblade, or skateboard safely to and from school.
 - f. Schools encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
 - g. Schools provide training to enable staff to promote enjoyable, lifelong physical activity among students.
 - h. Movement breaks are encouraged and integrated into classroom routines. Teachers may use their discretion to access resources to promote an engaging and fun movement opportunity.

VI. Physical Education

1. The physical education (PE) curriculum is aligned with both the Massachusetts Health and Physical Education Frameworks (2023) seven dimensions within this curriculum framework are physical, occupational, environmental, spiritual, social, emotional, and intellectual.
2. Each physical education teacher is state-certified and follows a curriculum that is developmentally appropriate, sequential, consistent with the state standards, and promotes the benefits of a lifelong healthy lifestyle.
3. Per MA general law (Chap 71, section 3), physical education shall be taught as a required subject in all grade for all students except those exempted from physical education exercises by a licensed physician certifying exemption in writing.
4. Participation in clubs, extracurriculars, or teams does not fulfill the yearly requirement for PE; students must be enrolled in a class that delivers direct instruction in this content area.

~~VII. Other School-Based Activities~~

~~The wellness program coordinators, in consultation with the wellness committee, are charged with developing procedures addressing other school-based activities to promote wellness.~~

~~The following are examples of goals to be considered:~~

- ~~1. An adequate amount of time, designated by the building administrator, is allowed for students to eat meals in adequate lunchroom facilities.~~
- ~~2. Environmentally friendly practices such as the use of locally grown and seasonal foods, school gardens, and non-disposable tableware have been considered and implemented where appropriate.~~

~~VIII. Evaluation~~

~~The building administrators shall be responsible for devising a plan for implementation and evaluation of the district wellness policy and are charged with operational responsibility for ensuring that schools meet the goals of the district wellness policy. Wellness program coordinators will report to the School Committee annually.~~

REFERENCE: MASC policy ADF

LEGAL REFS.:

The Child Nutrition and WIC Reauthorization Act of 2004, Section 204, P.L. 108 265 The Richard B. Russell National School Lunch Act, 42 U.S.C. §§ 1751 1769h The Child Nutrition Act of 1966, 42 U.S.C. §§ 1771 1789

CROSS REFS.:

EFC, Free and Reduced Cost Food Services
IHAMA, Teaching About Alcohol, Tobacco and Drugs
KI, Public Solicitations/Advertising in District Facilities

Adopted:7/17/2017

Revised: 6/24/2020; 5/8/2025

**Monomoy Regional School District
School Admissions**

All children of school age who reside in the Town of Harwich and Chatham will be entitled to attend the Monomoy Regional Schools, as will certain children who do not reside in the town but who are admitted under School Committee policies relating to nonresident students or by specific action of the School Committee.

Advance registration for prospective kindergarten students will take place on or about the last week of February. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal and proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency of legal guardianship may also be required by the school administration. **Students who are considered homeless under the McKinney-Vento Act may not have to provide some of the required documents.**

Legal references:

M.G.L. 15:1G; 76:1; 76:5; 76:15; 76:15A

603 CMR 26:01; 26:02; 26:03

Cross references:

JLCA, Physical Examination of Students

JLCB, Inoculations of Students

JFBB, School Choice

JFABD, Homeless Students: Enrollment Rights and Services

JFABE, Educational Opportunities for Military Children

JFABF, Educational Opportunities for Children in Foster Care

Adopted: March 27, 2013

Revised:

Cash in School Buildings

All cash receipts must be delivered to Central Office within 1 to 2 business days. All cash receipts shall be deposited in a bank designated by the District treasurer.

In the event that money ~~or personal property~~ is stolen from desks or cabinets or elsewhere in the school buildings, the School Committee cannot be held liable for the loss. Funds left and determined missing are the responsibility of the person involved.

Adopted: March 27, 2013

Revised:

File ~~DM~~DMB:

~~Cash~~ **Personal Property** in School Buildings

~~All cash receipts shall be deposited in a bank designated by the District treasurer.~~

In the event that ~~money or~~ personal property is stolen from desks or cabinets or elsewhere in the school buildings, the School Committee cannot be held liable for the loss. ~~Funds~~ **Personal property** left and determined missing are the responsibility of the person involved.

Adopted: March 27, 2013

Revised: