



**Monomoy Regional School District - Monomoy Regional School Committee
Meeting Agenda for Thursday, May 28, 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 by Superintendent**
- B. Vote for Chair of the Monomoy Regional School Committee**
- C. Vote for Vice Chair of the Monomoy Regional School Committee**
- D. Approval of Meeting Minutes**
 - i. May 14, 2026 Regular Business Meeting
- E. Public Comment:** Speakers are limited to three minutes; additional time is at the discretion of the Chairperson
- F. Reports and Discussions**
 - i. Welcome to New School Committee Members
 - ii. MRSC Meeting Schedule
 - 1. Discussion of Date for Summer Workshop
 - iii. MRSC Subcommittee Selection
 - iv. Wellness Committee Report
 - v. MRHS Outdoors Club Field Trip for September 2026
 - vi. Second 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 **VOTE REQUIRED**
 - vii. Contract for Collection and Disposal of Solid Waste and Recyclables - 5 Years **VOTE REQUIRED**
- G. Subcommittee, Representative, Liaison Reports**
 - i. MRMS Building Committee
- H. Superintendent's Report**
 - i. Recognitions
- H. Action Items -Vote Required**
 - i. Second 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
 - ii. Contract for Collection and Disposal of Solid Waste and Recyclables - 5 Years
- I. Presentation of the Warrants**
- J. Adjournment**

Authorized Posting Officer

Roberta Simmons

May 26, 2026



**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**

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Members present: Meredith Henderson, Stephen Davol, Ryan Clarke, Jackie Zibrat-Long, Ryan Edwards, Brett Fortin

Members not present: Brad Schiff, Betty Gray

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. Approval of Meeting Minutes

- i. April 30, 2026 Regular Business Meeting

MOTION: Jackie Zibrat-Long motioned to approve the April 30, 2026 Regular Business Meeting minutes, seconded by Brett Fortin.

The motion passes with 5 ayes and 1 abstain.

UNANIMOUS: the motion passes

C. MRHS Student Representative

Maggie Powers, MRHS Student Representative, reflected on her experience serving in the role, sharing appreciation for the opportunity to participate in meetings, build confidence, and connect with others. While sad to see her time conclude, she expressed excitement for the future. She highlighted several recent student activities, including a successful prom and after-prom event at the Chatham Community Center, the annual jazz-themed Pops concert, and the upcoming senior arts night celebrating graduating students in the arts. She also noted the jazz band's performance at the Gold Medal Showcase in Boston and the multicultural fair, which celebrated diverse cultures through food and community involvement. Additionally, she recognized spring athletics, congratulating track relay teams on their performances at the D6 relays and acknowledging the importance of senior nights as teams approach playoffs. She concluded by thanking everyone for their support over the past two years.

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

None

E. Reports and Discussions

- i. Second Reading: 2025-2026 Superintendent Summative Evaluation

VOTE REQUIRED

MOTION: Jackie Zibrat-Long motioned to approve the 2025-2026 Superintendent Summative Evaluation as presented in the packet, seconded by Ryan Clarke.

The motion passes with 5 ayes and 1 abstain

- ii. Food Service Menu Updates

Mac Noks, MRDS Food Service Director, provided an overview of the district's Food Service Department, including staffing, financial operations, current initiatives, and future goals. He recognized and thanked the department staff at all school levels for their contributions and dedication.

The Food Service Department operates as a self-sustaining enterprise funded through state and federal meal reimbursements rather than the district operating budget. He reviewed the Community Eligibility Provision (CEP) program, which allows all students to receive free breakfast and lunch, and outlined how Massachusetts supplements federal reimbursements to support universal free meals.

A financial overview covering the previous three years was presented. It was noted that the department is currently operating at a small deficit due primarily to approximately \$85,000 in new equipment purchases and \$45,000 in unexpected repairs. Excluding those expenses, the department would have shown a surplus. He also discussed a successful pilot program adding a part-time kitchen position at Harwich Elementary, which has remained financially sustainable.

Several operational improvements have been implemented since his arrival, including:

- Increased use of locally sourced foods through partnerships with Chatham Harvesters, Chatham Bars Inn Farm, Ring Brothers, and Hillside Farm.
- Expanded salad bar and menu options.
- Enhanced alternative meal offerings and upgraded high school cafeteria selections and presentation.
- Development of a long-term capital expenditure plan for kitchen equipment replacement.

Examples of meals and menu enhancements were shared, including homemade entrees, locally sourced produce, and special themed meals such as Thanksgiving lunch.

Future initiatives discussed included:

- Expanding fresh and local produce offerings.
- Introducing culturally inclusive menu items through an "International Cuisine Day."
- Continuing healthier breakfast pilots, including homemade egg bites.
- Increasing allergy-friendly options.
- Continuing efforts to improve food quality while maintaining financial stability.

Committee members expressed appreciation for the presentation, praised the quality and appearance of the meals, and commended the department's focus on local procurement and responsiveness to student feedback.

iii. MRHS Donation to Summer of Sass

VOTE REQUIRED

MOTION: Brett Fortin motioned to approve the donation of \$300 from the Monomoy Regional High School Gender & Sexuality Alliance Account to Summer of Sass, seconded by Brad Schiff.

UNANIMOUS: the motion passes

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

The Policy Subcommittee presented the first reading of several policies for review. Policy JICFB, Bullying Prevention and Intervention Plan, was updated to align with the state model policy following review by a committee of parents, students, and the Director of Student Services. The policy is required to be reviewed every three years and, if approved, will be linked in the student handbook due to its length.

Policy ADF, Wellness Policy on Physical Activity and Nutrition, was also updated to align with the state model wellness policy after review by the wellness committee, which met four times over the past year. The revisions were supported through a DESE grant and reviewed by DESE to ensure compliance with wellness and nutrition standards. This policy is also subject to review every three years.

Policy JF, School Admissions, was revised following an audit by Ed Stability. Updates included language regarding enrollment procedures for students experiencing homelessness under the McKinney-Vento Act, ensuring consistency between admission documents and School Committee policy, along with the addition of reference citations. Discussion included clarification on enrollment requirements and timelines for homeless students.

The committee also reviewed Policy DMA, Cash in School Buildings, which was separated from a broader policy to focus specifically on cash handling procedures. Revisions included language requiring all cash receipts to be delivered to the central office within one to two business days.

Policy DMV, Personal Property in School Buildings, was created by separating personal property language from the former combined policy. During discussion, members recommended revising language referencing the "School Committee" to instead reference the "school district" as the responsible entity. All policies will return for a second reading at the next meeting following the requested edits.

F. Subcommittee, Representative, Liaison Reports

i. MRMS Building Committee

Dr. Carpenter provided an update on the ongoing building project, including a recent change order meeting held to address smaller modifications needed to keep the project moving forward. Members of the building committee, including Peter Troy and Bob Stello, toured the construction site and provided feedback to the architects and project manager. Appreciation was expressed for the expertise and oversight provided by the building committee, particularly Bob Stello and the clerk of the works, whose detailed review and on-site inspections are helping ensure the long-term quality of the project.

Construction is progressing steadily, with demolition and siding removal currently underway. Pearl Construction was commended for preparing safe building access and egress in time for the Chatham Town Meeting, allowing the event to proceed successfully despite ongoing work. Visible progress was noted, particularly on the rear of the building where new siding has been installed, providing a clear view of the project's transformation and anticipated final appearance.

G. Superintendent's Report

i. Recognitions

Two of our high school coaches were honored by the Boston Globe recently - our boys hockey coach, Chris Harlow, was recognized by the Boston Globe as the Division 4 Boys Hockey Coach of the Year, and our indoor track coach, Adam Syty, was recognized as the Division 5 Track Coach of the Year.

Monomoy's Community Engagement Coordinator, Joy Jordan, was named to the board of the New England School PR Association, serving as the the Massachusetts state representative for the professional organization, and was also asked to sit on a panel at the group's recent annual conference, discussing how to communicate about changes in the digital media landscape.

Monomoy's April Staff Shoutout honoree is Cristina Loureiro - Cristina is an IT Technician at Chatham Elementary School and Harwich Elementary School, and was nominated by her colleagues. Some of their comments include: "Cristina has had a huge positive impact since starting this Fall. She can be frequently seen in hallways and is proactive when it comes to helping staff and students care for and troubleshoot Chromebooks, laptops, and Promethean Boards. If one teacher has an issue, then she fixes it and then goes into other classrooms with the same technology and fixes those, too. All in all, Cristina has improved our school's technology and helped both adults and children improve our knowledge about our technology, too. She is a great asset and we are lucky to have her!" Each month, the district recognizes a staff member with a Staff Shoutout. Staff members can be nominated by students, parents and caregivers, and colleagues for outstanding positive contributions to our schools at monomoy.edu/staffshoutout.

The committee recognized three members attending their final School Committee meeting and expressed appreciation for their service and contributions.

Ryan Clark was thanked for his three years of service on the committee, as well as for his role with the Chatham Fire Department and his ongoing support during crisis situations. His dedication to both the schools and the community was acknowledged and appreciated.

Meredith Henderson was recognized for her years of service since joining the committee in 2019, including multiple terms as chair. Members highlighted her steady leadership, professionalism, and poise, particularly during the challenges of the COVID-19 pandemic, and thanked her for her commitment to the district and community.

Jackie Zibrat-Long was also honored for approximately a decade of service on the School Committee, including serving as chair. Appreciation was expressed for her thoughtful approach, willingness to ask important questions, and commitment to representing the perspectives of all community members. Her leadership during challenging times and her long-standing dedication to the district were recognized and celebrated.

H. Action Items -Vote Required

i. Second Reading: 2025-2026 Superintendent Summative Evaluation

MOTION: Jackie Zibrat-Long motioned to approve the 2025-2026 Superintendent Summative Evaluation as presented in the packet, seconded by Ryan Clarke.

The motion passes with 5 ayes and 1 abstain

ii. MRHS Donation to Summer of Sass

MOTION: Brett Fortin motioned to approve the donation of \$300 from the Monomoy Regional High School Gender & Sexuality Alliance Account to Summer of Sass, seconded by Brad Schiff.

UNANIMOUS: the motion passes

I. Presentation of the Warrants

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

J. Adjournment

Jackie Zibrat-Long moved to adjourn the meeting, seconded by Ryan Clarke.

The meeting was adjourned at 7:18 PM

Respectfully Submitted,
Roberta Simmons
Recording Secretary



Monomoy Regional School Committee 2026-2027 Meeting Schedule

Date	Time	Anticipated Topics
July 15, 2026	6:30 PM	**Please note Wednesday meeting**
TBD		MRSC Workshop
August 13, 2026	6:30 PM	School Handbook & Improvement Plan
September 10, 2026	6:30 PM	School Committee & Superintendent Goals
September 24, 2026	6:30 PM	Schedule of FY28 Budget Dates 26-27 SC & Superintendent Goals Vote
October 8, 2026	6:30 PM	Preliminary FY28 Budget Discussions
October 22, 2026	6:30 PM	
November 5, 2026	6:30 PM	
November 12, 2026	6:30 PM	FY28 Budget Workshop
November 19, 2026	6:30 PM	
December 10, 2025	6:30 PM	Draft FY28 Budget Presentation
January 14, 2027	6:30 PM	FY28 Budget Discussion
January 28, 2027	6:30 PM	Academic Excellence Award /FY28 Budget Discussion
February 11, 2027	7:00 PM	Public Hearing 6:30 PM/ FY28 Budget
February 25, 2027	6:30 PM	2027 - 2028 School Calendar
March 11, 2027	6:30 PM	FY28 Budget Vote
March 25, 2027	6:30 PM	School Choice Vote
April 8, 2027	6:30 PM	Curriculum Updates
May 6, 2027	6:30 PM	Superintendent Evaluation Vote
May 20, 2027	6:30 PM	Elect New Chair / Vice Chair
June 10, 2027	6:30 PM	
June 24, 2027	6:30 PM	



Monomoy Regional School Committee

2026-2027

Subcommittee, Representative and Liaison Assignments

Subcommittees Small group of the school committee (less than a quorum) tasked with bringing recommendations for committee action (* Chair)	Representatives A school committee member who is a member of a larger committee requiring school committee representation (i.e. Cape Cod Collaborative; Wellness Committee; etc.)	Liaisons A school committee member who is responsible for being the communication link between the MRSC and another group or committee
Superintendent Evaluation 1. 2. 3. 4.	Westgate Foundation 1.	Special Education PAC 1.
Finance 1. 2. 3. 4.	Sick Bank 1.	Select Board & Finance Committees (2) Chatham: 1. 2. (2) Harwich: 1. 2.
Negotiations 1. 2. 3. 4.	Cape Cod Collaborative 1.	Regional Agreement Working Group 1. 2. 3.
Warrant and Payroll 1. 2.	District Wellness Committee 1.	Legislation 1.
Policy Subcommittee 1. 2. 3. 4.	MRMS Building Subcommittee 1. 2.	

Monomoy Regional School District
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Chatham, MA 02633
Office of Student Services
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Melissa Maguire
508-945-5130

**District Wellness Committee
Report to the Monomoy Regional School Committee
May 28, 2026**

Introduction

District Wellness Committee:

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

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

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

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

Members

MRSD Faculty/Staff

Melissa Maguire	John Herring
Michael Noks	Kim Monyeiro
Allyson Joy	Heidi French
Bambi Hansen Thompson	

MRSD Parents

Simone Louis François	Kathy Arnold
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Students

Ella Baum
Davion Dawkins
Ciara McAllister
Annaleigh Massey
Thomas Chase

Purpose

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

Meeting Schedule

The District Wellness Committee met on the following dates:

10/9/25	Reviewed Wellness Policy, DESE coaching, and plan for the year
12/11/25	Policy assessment using the Alliance for a Healthier Generation assessment tool facilitated by Charlotte Stephenson, Coach
2/12/26	Revisions to policy based on assessment
4/16/26	Finalize policy revisions in preparation to submit to the policy sub-committee

DESE School Wellness Technical Assistance

Monomoy applied for the Massachusetts School Wellness Coaching Program (MSWCP). The MSWCP pairs schools/districts with a school wellness coach who facilitates meetings and provides technical assistance throughout the school year with respect to local wellness policy assessment, action planning,

implementation, monitoring, and evaluation, with an emphasis on enhancing compliance with the USDA Final Rule for Local School Wellness Policy Implementation under the Healthy, Hunger-Free Kids Act of 2010.

Monomoy participated in Tier 1: Perfecting Policy

Goal: To assist the school wellness committee in assessing and revising their local wellness policy so that it is compliant with state and federal requirements.

Due to the district's work on the wellness policy, we were invited to participate in the 2026 Healthy Kids, Healthy Programs Summit. Bambi Thompson and our student Davion Dawkins attended on Monomoy's behalf.

They attended the breakout sessions “Catching On: Why Seafood Belongs on the Tray” and “Recruit and Retain: Strengthening Ties With the Cafeteria, Community, and Classrooms”.

From Bambi:

“I am so proud of Davion Dawkins for his engagement and involvement. He represented Monomoy beautifully in a near adult-only space! We are so fortunate to have him on the Wellness Committee. It was a super day!”

This banner was gifted to our district during the recognition ceremony.



**Monomoy Regional School District
District Wellness Committee
Policy Assessment and Progress on Goals**

Goal areas were determined through the data collected on the Healthy Generations Assessment

Assessment

Massachusetts Local Wellness Policy Strength Checklist Report for Monomoy Regional School Dist

Report showing responses your team has made on your district's massachusetts local wellness policy strength checklist.

Last updated 12/11/2025 by Charlotte Stephenson

Implementation & Communication

QUESTION	NAME	STATUS	ACTION PLAN	DATE OF LAST RESPONSE	LAST RESPONDENT
MA-LWPS-IC-1 ♦	Creation of a wellness committee	 Yes	-	12/11/2025	Charlotte S.
MA-LWPS-IC-2 ♦	Wellness committee meeting frequency and public notice	 Partially	To work on	12/11/2025	Charlotte S.
MA-LWPS-IC-3 ♦	Responsible district-level official	 Yes	-	12/11/2025	Charlotte S.
MA-LWPS-IC-4	Responsible school-level official	 Yes	-	12/11/2025	Charlotte S.
MA-LWPS-IC-5 ♦	Triennial Assessment	 Partially	To work on	12/11/2025	Charlotte S.
MA-LWPS-IC-6 ♦	Updating and communicating goals	 Yes	To work on	12/11/2025	Charlotte S.

School Meal Programming

QUESTION	NAME	STATUS	ACTION PLAN	DATE OF LAST RESPONSE	LAST RESPONDENT
MA-LWPS-SM-1 ♦	Compliance with USDA nutrition	 Partially	To work on	12/11/2025	Charlotte S.

QUESTION	NAME	STATUS	ACTION PLAN	DATE OF LAST RESPONSE	LAST RESPONDENT
	standards for school meals				
MA-LWPS-SM-2 ♦	Student privacy	☐ No	To work on	12/11/2025	Charlotte S.
MA-LWPS-SM-3 ♦	Access to potable water	☐ No	To work on	12/11/2025	Charlotte S.
MA-LWPS-SM-4	Monitoring water quality	☐ No	-	12/11/2025	Charlotte S.
MA-LWPS-SM-5 ♦	Professional learning for school nutrition professionals	☐ No	To work on	12/11/2025	Charlotte S.
MA-LWPS-SM-6	Incorporating student and family/caregiver voice	☒ Yes	-	12/11/2025	Charlotte S.
MA-LWPS-SM-7	Seat time	☐ No	To work on	12/11/2025	Charlotte S.
MA-LWPS-SM-8	Local, culturally relevant, and minimally processed meal options	☒ Yes	-	12/11/2025	Charlotte S.
MA-LWPS-SM-9	Implementing Farm-to-School programming	☐ No	To work on	12/11/2025	Charlotte S.

Competitive Foods & Beverage Standards

QUESTION	NAME	STATUS	ACTION PLAN	DATE OF LAST RESPONSE	LAST RESPONDENT
MA-LWPS-CF-1 ♦	Food and beverages sold to students	 Partially	To work on	12/11/2025	Charlotte S.
MA-LWPS-CF-2 ♦	Foods and beverages provided for school and classroom events	 Yes	To work on	12/11/2025	Charlotte S.
MA-LWPS-CF-3 ♦	Smart Snacks standards for marketed food and beverages	 Yes	-	12/11/2025	Charlotte S.
MA-LWPS-CF-4 ♦	Smart Snacks standards for fundraising activities	 Partially	To work on	12/11/2025	Charlotte S.
MA-LWPS-CF-5	Prohibition on using food as a reward	 No	-	12/11/2025	Charlotte S.

Nutrition & Food System Education

QUESTION	NAME	STATUS	ACTION PLAN	DATE OF LAST RESPONSE	LAST RESPONDENT
MA-LWPS-FL-1 ♦	Nutrition education standards	 No	To work on	12/11/2025	Charlotte S.
MA-LWPS-FL-2	Integrated food system education	 No	-	12/11/2025	Charlotte S.
MA-LWPS-FL-3	Hands-on learning opportunities	 No	-	12/11/2025	Charlotte S.

QUESTION	NAME	STATUS	ACTION PLAN	DATE OF LAST RESPONSE	LAST RESPONDENT
MA-LWPS-FL-4	Programs promoting food systems education	☐ No	-	12/11/2025	Charlotte S.
MA-LWPS-FL-5	Accessing local foods	☐ No	-	12/11/2025	Charlotte S.

Physical Activity & Education

QUESTION	NAME	STATUS	ACTION PLAN	DATE OF LAST RESPONSE	LAST RESPONDENT
MA-LWPS-PA-1	Goals related to physical activity	☒ Yes	-	12/11/2025	Charlotte S.
MA-LWPS-PA-2	Goals related to physical education	☒ Yes	-	12/11/2025	Charlotte S.
MA-LWPS-PA-3	Recess before lunch	☐ No	-	12/11/2025	Charlotte S.

Staff Wellness

QUESTION	NAME	STATUS	ACTION PLAN	DATE OF LAST RESPONSE	LAST RESPONDENT
MA-LWPS-SW-1	Physical and mental wellness opportunities for staff	☐ No	-	12/11/2025	Charlotte S.
MA-LWPS-SW-2	Healthy staff meeting and celebration standards	☐ No	-	12/11/2025	Charlotte S.

Progress Towards Goals	
Goal	Progress
Schedule an open house for all the schools to provide information to our families regarding food services in the Fall 2025	Food service staff were available at Parent/Teacher conferences and Curriculum nights. Parents had an opportunity to tour the kitchens at HES and the middle school. Flyers were left for parents.

Progress Towards Goals	
Explore the availability of fresh local options	● Relationship with Chatham Bars Inn Farm - Brewster ● September - fresh tomatoes that were served in different ways 2 x in the month ● Relationship with Hillside Farm in Truro for Local Chicken & Pork, this year, trying out at the High School. With plans to expand to other schools next school year. ● Working on fostering a relationship with Chatham Harvesters regarding procuring local fish options.
Develop and send a survey to all families, students (middle and high), and staff to gather information on food choices and food services	Summary of survey We received more than 500 responses What you said ● Fewer sugary options at breakfast ● More options for allergy restrictions ● More culturally inclusive menu items ● Offering more fruits and vegetables ● Increase the quality of food What we're doing about it ● Creating tasty and healthy breakfast options ● Adding more allergy-friendly options (please be sure to alert your school's cafeteria staff and nurse to any allergies) ● Incorporating culturally inclusive menu options ● Using higher-quality ingredients ● We've already started offering more fruit and vegetable options based on your feedback Exciting updates ● Local fish from Chatham Harvesters will be on the May menu to coincide

Progress Towards Goals	
	with the Massachusetts Harvest of the Month topic: seafood! • A new breakfast item – homemade egg bites – will pilot at Harwich Elementary first before rolling out districtwide.
With support from the Director of Student Services and the Athletic Director, each school will provide teachers with available resources and examples of how to integrate physical activities into classroom routines and collect samples/exemplars of implementation across all schools	Summary of activities across the district • Encouraging movement with day-to-day activities (having students move to get papers, rather than passing papers out) • Use of the school's Sensory Circuit for scheduled movement breaks • Implementing movement break videos during academic periods • Embedded movement opportunities in each lesson • Periodic movement break videos, songs, dances • Gross motor movements to correspond with vocabulary (e.g. parallel forearms in front of chest represents "equals") • Quarterly Walk, Ride, & Roll to School - schoolwide walks to start the day • fresh air time daily, wellness walks in Health, extensive field trips, walking trips to the vernal pools, and exceeding the state PE requirement.
All schools will collect time samples of the movement activities (three times across the 2025-2026 year), Late Fall, Winter, Late Spring	Specific time samples were not collected. However, these are the activities that were facilitated: • Scheduled Brain Breaks/Movement Breaks implemented in Grades PreK-3 • Grade 3 and 4 students serving as Sensory Circuit ambassadors • Access to Sensory Circuitry PreK-4 • Clubs dedicated to fitness (soccer, walking, yoga, ultimate frisbee) • Increase number of movement-based SEL

Progress Towards Goals	
	groups • Purchase of Recess Cart and education on the games/activities students can access at recess • School-wide Walk, Bike & Roll to School (laps around the campus) • 100th Day of School - Schoolwide Dance • PE all year for all students • Fresh Air Time daily 15 min all grades • 3 minute passing periods • Club offerings: futsal, flag football, soccer, tree huggers nature club • Health class - Wednesday Wellness Walks • Walking mini field trips. • School-wide Walk, Bike & Roll to School (laps around the campus) • Added Flag Football to Recess Cart • Walking Club at recess (¾ - 1 mile walk around the school)
Will complete the tri-annual wellness policy self-assessment by May 2026	Completed December 11, 2025

Local Wellness Policy Resources

To learn more about wellness policy requirements, please review this training (one hour video): [School Wellness: It's Everyone's Responsibility](#).

[SWITCH Website: Local Wellness Policy](#)

- Includes LWP requirements and timeline specific to MA

[Local Process: How to Develop, Implement, and Evaluate a Wellness Policy | USDA-FNS](#)

- Includes links to the federal guidelines (final rule/summary of final rule)

[USDA LWP Final Rule](#)

- Summary of LWP and its history

[Final Rule Q&As](#)

- Provides clarity to some of the regulations in the Final Rule

[Massachusetts Competitive Foods and Beverages Standards](#)

- Compares MA vs. USDA Competitive Food and Beverage Standards

[Frequently asked questions regarding Competitive Foods and Beverages in Public Schools \(MA\)](#)

4. Answers common questions related to competitive foods and beverages in Massachusetts

Alliance for a Healthier Generation

- Plethora of resources on physical activity, nutrition standards and education, health education, social emotional learning and more.
- Also have information on LWP and school wellness committees
- [Integrating Farm to School into LSWPs](#)

Record Keeping and Data Collection of the District Wellness Policy

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

- The written wellness policy
 - Revised and approved by the school committee in June 2021
 - Provided to all staff at the beginning of the year
- Documentation demonstrating that the policy has been made available to the public
 - Provided to the public via the district website
 - provided to all caregivers via email communication
- Documentation to demonstrate compliance with the annual public notification requirements
 - Provided to the public via the district website
 - Provided to all caregivers via email communication
- Documentation of efforts to review and update the Local Schools Wellness Policy, including: an indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate on the DWC
 - Communication to the community, school personnel, and families was sent seeking participation on the Wellness Committee
- The most recent assessment on the implementation of the local school wellness policy
 - Triennial Progress Assessments was completed through Thriving Schools Integrated Assessment by the Alliance for a Healthier Generation.

Food Services

All meals for the 2025-2026 school year have been free.

Conclusion and recommendations

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

Recommendations

Based on the assessment of the policy, revisions were proposed and submitted to the school committee policy sub-committee. The policy reflects the exemplary model provided by the Department of Elementary and Secondary Education. Through the coaching program, the policy is submitted to DES

for review and approval before submitting it to the School Committee for approval. DESE approved the policy revisions in April 2026.

Once the school Committee approves the policy, it will be posted on the website and sent to all stakeholders.

MONOMOY REGIONAL SCHOOL DISTRICT

FIELD TRIP REQUEST FORM

Coordinating Teacher: John Dickson Teacher Cellphone Number: 508-274-7367, 774-283-3556
 Other Teacher(s): Lindsey LeBlanc Grade(s): 11-12
 School: CES ☐ HES ☐ MRMS ☐ MRHS ☒ Date(s) of Trip: 9/11-13/26
 Time of Departure: 9/11 12:30pm Return Time to School: 9/13 2pm
 Destination: AMC Cardigan Campsites, Alexandria, NH

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

Purpose of Trip – Include Direct Connection to Curriculum Standards:

To experience the wilderness of northern New England and to hike in the White Mountains

School Nurse Needed on Trip: Yes ☐ No ☒

Other accommodations needed: _____

IF Airport Travel: _____

Please provide Airline name, flight # and arrival time

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

Motor Coach/#: _____ School Bus/#: _____ Handicap Accessible Bus: _____

Walking-No Bus: _____ School Van X

Total Number students: 12 Total Number of Teachers: 2 Total Number of Chaperones**: _____

Please plan on at least one (1) chaperone per group of 10 students

CHAPERONES MUST BE CORIED by MONOMOY REGIONAL SCHOOLS

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

Budget For Day Trips:

If using the bus company: Hourly rate \$39.73. Mileage Rate \$.90 per mile. Please attach Google Map directions

_____ hours x \$39.73 = _____

_____ miles x 2 (Round Trip) x .90 = _____

of Buses: _____

Total Transportation Costs: \$ _____

Admissions Cost: \$ _____

Total Cost: \$ _____

Total Cost per student: \$ _____

Please email to Faith Rushnak@frushnak@monomoy.edu

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

APPROVALS

John Dickson 5/20/26

Teacher Date

Sara LeBlanc 5/20/26

School Nurse Date

Joseph Pohn 5/20/26

Principal Date

Superintendent Date

APPROVED

NOT APPROVED

Outdoors Club Fall Weekend Trip 26

Friday 9/11

1230 Leave MRHS

1630 Arrive Campsite - AMC Cardigan Lodge & Campsites, 774 Shem Valley Rd, Alexandria, NH 03222

1700-2100 - Set up Tents, Make dinner, Explore campsite area

Saturday 9/12

0800 Breakfast

0900-1600 - Hike Cardigan and Firescrew Mountains

1700-2100 - Dinner, etc.

Sunday 9/13

0800 Breakfast

1000 Depart for MRHS

1400 Return MRHS

Budget

Campsites - 198

Gas - 140

Food - 260

Cost per student - ~\$50

Student List:

Babes-Deel, Alexa

Ciucci, Elisa

Ducott, Charlie

Eldredge, Shea

Goley, Addie

Hill, Hoku

Hill, Kama

Hirschberg, Cailyn

Lister, Kinsey

Powers, Grace

Riker, Ada

Welsh, Rhyden

**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.

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 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. 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: 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. 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

Adopted: May 2013

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

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 are 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 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.
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. 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. 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. 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:** Parents may send in snacks for their child only, and are not allowed to be shared in the classroom with other students.

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 grades 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.

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:

File DMA:

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 is stolen from desks or cabinets or elsewhere in the school buildings, the School District 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 DMB:

Personal Property in School Buildings

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

Adopted: March 27, 2013

Revised: