Chatham Elementary School Handbook

2026-2027

147 Depot Road, Chatham, MA 02633
Principal: Dr. Jennifer Kelly
phone: (508) 945-5135 ● fax: (508) 945-5138

District website: www.monomoy.edu
School website: https://ces.monomoy.edu

MONOMOY
REGIONAL SCHOOL DISTRICT

7.28.26

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Monomoy Regional School District

Mission

Monomoy Regional School District places students at the center of an educational partnership with caregivers and the community to create a welcoming and innovative learning environment that builds relationships, encourages curiosity, and elevates all students to achieve their full potential.

Vision

Monomoy is committed to being an exemplary school district, where all of our students become creative and critical thinkers, communicators and leaders, independent and confident learners, and engaged citizens.

Core Values

Knowledge: We value curiosity and continuous growth

Dignity: We value every individual and their voice

Caring: We value kindness and compassion

Stewardship: We value responsibility as citizens in our community and in our world

Courage: We value integrity, character, and the willingness to take risks

Strategic Plan Overview (2024-2028)

1. **Portrait of a Graduate Implementation**
   Develop and implement a comprehensive plan to ensure that every graduate possesses the skills, attributes, and characteristics necessary for success in college, career, and life
2. **Learning and Academics**
   Foster a rigorous, equitable, and inclusive academic environment that nurtures the competencies of the Portrait of a Graduate to prepare students for college, career, and life
3. **Being and Wellness**
   Cultivate a safe, inclusive, and supportive environment that promotes the mental, emotional, and physical well-being of students and staff

Portrait of a Graduate

Monomoy's Portrait of a Graduate is a collection of skills, attributes, and characteristics that we are committed to developing in each of our students from preschool through to graduation.

CREATIVE & CRITICAL THINKER

- Critical thinker and problem solver
- Creative, curious, and innovative
- Adaptable and flexible
- Prepared for college, career, and life

COMMUNICATOR & LEADER

- Effective communicator
- Work within and lead a team
- Consider other perspectives
- Collaborate, compromise, and negotiate

ENGAGED CITIZEN

- Act with integrity
- Treat others with empathy
- Recognize and respect diversity
- Engage civically, environmentally, and globally

INDEPENDENT & CONFIDENT LEARNER

- Self-motivated and independent
- Advocate for themself
- Embrace challenges
- Resilient

Our Home Away From Home … Where Everyone Has A Voice At The Table

If you need a printed and/or translated copy of this handbook, please contact the school's front office to make arrangements to obtain one.

Information At A Glance

Location/Contact Information

Chatham Elementary School
147 Depot Road
Chatham, MA 02633
Principal: Dr. Jennifer Kelly
phone: (508) 945-5135
fax: (508) 945-5138
Chatham Elementary School homepage

Leadership

Principal: Dr. Jennifer Kelly ● jakelly@monomoy.edu ● (508) 945-5135

Letter from the Principal

Dear Chatham Elementary Families and Friends,

Welcome to a wonderful new school year at Chatham Elementary School! We are proud to be a small school with a big heart, where every student is encouraged to grow, learn, and thrive.

At CES, our daily actions are guided by our SHARKS expectations. We strive every day to be:

- **S**afe
- **H**onest
- **A**ccepting
- **R**espectful
- **K**ind
- **S**uccessful

This handbook is filled with useful information to help navigate the year ahead. Please take some time to review it. We firmly believe that strong communication between families and our school is the foundation of a safe, happy, and successful learning community. If you ever have any questions, please reach out to the main office or contact me directly.

Thank you for your partnership. Let's work together to make this a truly FIN-tastic year!

Warmly,

Dr. Kelly
Principal, Chatham Elementary School

Start and Dismissal times

Start time: 7:45 a.m.
Dismissal time: 2:15 p.m.

Early Release Wednesday every other week at 1:35 pm (buses will arrive approximately 40 minutes earlier than normal)

Half-day dismissal: 11:00 a.m.

School Calendar

For the MRSD calendar, click here.

Staff

All Monomoy employees may be contacted regarding school business via email. Every employee has an email address consisting of their first initial and last name @monomoy.edu (with a few exceptions). An online staff directory can be found here, searchable by name, title, and/or location.

Main Office Staff

Dr. Jennifer Kelly	**Principal**	**jakelly@monomoy.edu**	**Ext. 2103**
Caswell, Faith	**Administrative Assistant**	**fcaswell@monomoy.edu**	**Ext. 2100**

Classroom Teachers

Pre-Kindergarten	**Imparato, Caitlin**	**cimparato@monomoy.edu**	**Ext. 2220**
Kindergarten	**Johnson-Dreyer, Elise**	**ejohnson-dreyer@monomoy.edu**	**Ext. 2232**
1st Grade	**Melanson, Oona**	**omelanson@monomoy.edu**	**Ext. 2241**
2nd Grade	**Laub, Barbara**	**bgula@monomoy.edu**	**Ext. 2244**
3rd Grade	**Tuccio, Emily**	**etuccio@monomoy.edu**	**Ext. 2246**
3rd Grade	**Turco, Margaret**	**mturco@monomoy.edu**	**Ext. 2248**

4th Grade	Gessner, Christopher	cgessner@monomoy.edu	Ext. 2249
4th Grade	Macomber, Cindy	cmacomber@monomoy.edu	Ext. 2251

Unified Arts Teachers

Science & Technology	Gifford, Nancy	ngifford@monomoy.edu	Ext. 2110
Media	Grodzicki, Jenna	jgrodzicki@monomoy.edu	Ext. 2109
Music	MacDougall, Heather	hmacdougall@monomoy.edu	Ext. 2113
Physical Education	TBD	@monomoy.edu	Ext. 2120
Visual Art	Kidd, Cara	ckidd@monomoy.edu	Ext. 2258

Service Providers & Special Educators

Nurse	French, Heidi	hfrench@monomoy.edu	Ext. 2209
CES Team Chair	Cronen, Erin	ecronen@monomoy.edu	Ext. 2102
Special Education	Ganshaw, Katie	kganshaw@monomoy.edu	Ext. 2212
Special Education	Kilkenny, Allison	akilkenny@monomoy.edu	Ext. 2204
Special Education	Wilder, Amy	awilder@monomoy.edu	Ext. 2203
English Language Learners	Lampert, Meghan	mlampert@monomoy.edu	Ext. 2205
Reading Specialist	Finn, Helen	hfinn@monomoy.edu	Ext. 2224
Math Specialist	Groves, Kristin	kgroves@monomoy.edu	Ext. 2239
Counselor	Suzie Hart	shart@monomoy.edu	Ext. 2236
Occupational Therapist	Basso, Sharon	sbasso@monomoy.edu	Ext. 2252
Speech & Language Pathologist	Crist, Elizabeth	ecrist@monomoy.edu	Ext. 2238

Instructional Assistants and Building Staff

Hines, Gregory **ghines@monomoy.edu**	**Lead Custodian**	**Benoit, Sarah**	**Spec. Ed. Instructional Assistant**
Diaz, Roberto	**Custodian**	**Campbell, Kristin**	**Spec. Ed. Instructional Assistant**
Wilsey, Paul	**Custodian**	**Dunford, Samantha**	**Spec. Ed. Instructional Assistant**
Vasquez, Bethelis	**Food Service**	**Griswold, Amanda**	**Spec. Ed. Instructional Assistant**
Miner, Megan	**Food Service**	**Hayes, Karen**	**Spec. Ed. Instructional Assistant**
Dunford, Samantha	**Reading Assistant**	**Jerauld, Hannah**	**Spec. Ed. Instructional Assistant**
Faherty, Emily	**PreK Instructional Assistant**	**Morgan, Hannah**	**Spec. Ed. Instructional Assistant**
Finnegan, Brennan	**PreK Instructional Assistant**	**Mortell, Christopher**	**Spec. Ed. Instructional Assistant**
Hart, Jennifer	**PreK Instructional Assistant**	**Smola, Kathleen**	**Spec. Ed. Instructional Assistant**
Speakman, Stefanie	**K Instructional Assistant**	**Walsh, Taylor**	**Spec. Ed. Instructional Assistant**
Appleton, Monika	**Spec. Ed. Instructional Assistant**	**Wright, Kelly**	**Spec. Ed. Instructional Assistant**

District Administration & Staff

Monomoy Regional School District Administration Offices
Office of the Superintendent

425 Crowell Road, 2nd Floor, Chatham, MA 02633
phone: (508) 945-5130 fax: (508) 945-5133
Transportation Line: (508) 945-5123

District Administration/Central Office

Robin Millen, Ed.D. – Superintendent of Schools
Michael MacMillan – Assistant Superintendent of Finance and Strategic Alignment
Melissa Maguire – Director of Student Services
Lindsey Parker – Director of Curriculum
Kristen Callahan – Director of Curriculum
Mackenzie Yarletts – Director of Technology
Matthew Kolva – Facilities Director
Michael (Mac) Noks – Director of Food Services
Holly Thyng – Data, Compliance, and Assessment Specialist
Ellen Bearse – Human Resources Coordinator
Joy Jordan – Community Engagement Coordinator/Web Manager
Roberta Simmons – Assistant to the Superintendent
Faith Rushnak – Transportation Coordinator/Administrative Assistant
Grace Brown – Administrative Assistant, Student Services

District School Committee – 2026-2027
Bradford Schiff, Chair
Ryan Edwards, Vice Chair
Stephen Davol
Brett Fortin
Heather Morgan
Katie Cutter
Lucia Quinn
Rich Roy

Arrival and Dismissal Procedures

Drop Off & Pick Up
Morning Student Drop Off and Parent/Caregiver Pick Up takes place in the Hitching Post Road parking lot adjacent to the school gym. **Caregivers should remain in their car at all times during drop off and pick up.**

Caregivers should **not** park in the school's Hitching Post or Depot Road lots. If caregivers would like to walk their student(s) to school, parking is available in front of the town tennis courts on Depot Road. **No parking for drop off will be allowed from the school's main entrance parking lot.**

To ensure safety, students must enter the building unaccompanied by caregivers. ***All non-school staff must stay outside of the school building during arrival and departure.***

Student Drop Off (7:35-7:45)

- Upon entering the Hitching Post Road parking lot, turn right.
- Proceed along the outside lane and drive up to the sidewalk area (along the gymnasium).
- Pull up as far as possible along the safety cones, come to a complete stop, and have the student(s) exit the car on the passenger side of the vehicle. Caregivers should remain in the vehicle and be prepared to move forward as quickly as possible.
- Staff will be available to assist students.
- Please do not pull out of the loading zone until all cars in front of you have unloaded and pulled away from the sidewalk area.

Afternoon Dismissal:

- Students who attend Monomoy Community Services After School Program or the Chatham Parks & Recreation After School Program will be dismissed from their classrooms to meet staff members from those programs at the Main Entrance. Program staff will escort students to their after school location.
- Students being picked up by a caregiver will be dismissed from their classrooms to the gymnasium. (Please see Caregiver Pick Up information below.)
- Bus students will be dismissed from their classrooms to bus lines. Each line will be escorted by CES staff to board the buses.
- Students attending CES After School Clubs will be dismissed from their classroom to their club meeting place.

Caregiver Pick Up (2:20-2:30)

- Prominently display a name tag on your car's dashboard. Name tags should include the family name and first names of any students. For example:

SMITH Jane Tom

- Upon entering the Hitching Post Road lot, a staff member will radio your name to a staff member in the building. By the time you pull up to the loading area your student will exit the gym and be waiting on the sidewalk to load into the vehicle.
- Dismissal is more efficient and safer when children load on the passenger side of your vehicle.
- Please do not pull out of the loading zone until all cars in front of you have loaded and pulled away from the sidewalk area.

Steps to take to ensure success:

- If carpooling, name tags are required for all students in your vehicle.
- Prominently display name tag(s) on the dashboard of your car.
- Review the traffic flow pattern and general rules of pick-up and drop off
- If you park in the lot please understand that you will need to wait until the entire pick up procedure has been completed to leave the lot.
- Caregivers are discouraged from congregating outside the building during dismissal time. Please stay in your car.

Caregiver Pick-Up students must be entered into the Pick *Up Patrol App*. Children are often confused and think they are in Caregiver Pick-Up, even when they're not. If the decision to pick up is made after your child leaves home for the morning, you may enter the change into the *Pick Up Patrol App*. before 1:00 pm. If you need to make a change after 1:00 pm you may call the office but please be considerate and keep these requests to a minimum. Also, please note that children without a plan for Caregiver Pick-Up in *Pick Up Patrol App* will be required to take the bus.

If your child will be in Caregiver Pick Up every day (will never ride the bus), please enter that plan into the *Pick Up Patrol App*. If you wish to pick your child up on one or more of the same days each week (for example every Mon. and Wed.) enter that into the *Pick Up Patrol App* indicating the specific days and we will send your child to Caregiver Pick-Up only on those days you have listed. Please make sure the *Pick Up Patrol App* is up to date with your student's schedule. **It is the caregiver's responsibility to maintain the correct plan in the PickUp Patrol App.**

All students in grades K-4 who are being picked up before regular dismissal time will be dismissed from the Main Office. All persons picking up students must be listed on the approved contact list in the office and be prepared to show proper identification.

Bus Procedures

Bus routes and stops are established in accordance with state regulations governing regional school districts. Bus stops are carefully planned to support accurate student attendance and accountability, prevent overcrowding, and help drivers identify which students are authorized to ride each bus. This process helps ensure student safety and the efficient operation of transportation services.

Each year, routes change based on a number of factors, including:

- Number of students attending each school and geographic location of students' residences
- Safety of the location (visibility, traffic patterns, and roadway conditions)
- Distance from each student's residence (students can walk up to +0.7 mile to a stop)
- Centralized access for multiple students in the area
- Efficiency of routing to ensure reasonable ride times for all students

General Information

- Busing is provided for in-district students only. Community stops for middle and high school School Choice students are available for use only if there is room on the bus and only after approval from the Transportation Office. Any School Choice family wishing to be added to a community stop must submit a bus request form (found on our website) in late August. Permission will not be granted until week 3 of school, once capacity has been confirmed.
- To maintain safety and efficiency, routes may be designed to avoid roads or locations that are difficult for buses to navigate (such as dead-end roads or cul-de-sacs).
- Bus drivers will pick up and drop off only at scheduled stops and will not pick up students who are not assigned to that particular bus. Drivers cannot permit the legal rider capacity to be exceeded.
- If a second stop is needed due to shared custody, it will only be created by the Transportation Office after submission of a written request from the parent/guardian.
- Students may only ride their assigned bus to and from their registered stop.

Students must:

- Be visible outside waiting, set back from the pick-up spot (not in a doorway or a car parked nearby)
- Upon bus arrival, wait for the bus flashers before approaching and entering the bus
- Stay seated while the bus is moving, keeping the aisles clear
- Follow driver instructions and avoid unsafe or disruptive behavior
- Cross the street in front of the bus only after receiving a signal from the bus driver

- Be responsible for belongings; items left on a bus must be retrieved by the student the next time he/she rides. Do not call the school office with concerns of lost items. Drivers will store items on the bus until retrieved by the student.

Parents/guardians are responsible for:

- Getting students to the stop safely 10 minutes ahead of the time
- Providing the transportation office with any residence changes at least 3 days before such change is to occur to allow for new bus assignment

Drop-Off Guidelines by Age

Pre-K through Grade 2
Students in Pre-K through Grade 2 will not be released from the bus unless a parent, guardian, or authorized adult is visibly present at the stop. If no adult is present, the child remains on the bus, transportation dispatch contacts the parent, and the student is returned to school.

Grades 3-4, Middle School, and High School
Students in Grades 3-12 may exit the bus without adult supervision unless otherwise requested by the parent/guardian or school administration.

Additional Procedures

Express Bus stops
Middle school students who regularly use bus service to community stops at the Chatham and Harwich libraries or community centers (e.g., every Tuesday/Thursday) must submit a bus form in August so the Transportation Office can establish a permanent stop.

Students who only need occasional transportation to these locations must submit a request in PickUp Patrol by 12:00 p.m. on the day of travel. The Transportation Office will determine whether space is available and, if approved, will issue a one-day bus pass.

Students without an approved bus pass or an established transportation schedule will not be permitted to ride the bus.

Unsafe Conditions
Transportation staff and bus drivers may refuse release if conditions create an immediate safety concern, including severe weather, dangerous persons, or inability to verify supervision requirements.

Custody/Legal Restrictions
Court orders and custody restrictions must be on file with the school and communicated to transportation.

Emergency Same-Day Changes
Same-day transportation changes will only be approved by the building principal for last-minute emergencies.

PickUp Patrol App

Please enter all dismissal/transportation changes (either one-time or recurring) into the PickUp Patrol. PickUp Patrol is our online system for parents to communicate dismissal plan changes to the school. Parents with an existing account will be able to continue to make changes as they have in the past. Parents of kindergarteners and new students will receive an email at the beginning of the school year with PickUp Patrol login instructions. Dismissal changes can be entered from a computer or smart phone at any time until 12:45 p.m. on the day of the changes (12 p.m. on Early Release Wednesdays). Changes can be made days, weeks, or even months in advance. However, please note that if you enter a change and the dismissal plans are canceled, you must remember to delete the change from PickUp Patrol or your student will be given the PickUp Patrol dismissal directions. After 12:45 p.m. (12 p.m. on Early Release Wednesdays), changes will not be accepted except in the case of an unexpected emergency. Such changes can be made via phone directly to the Main Office. As the end of the school day is a busy time, please plan accordingly and limit these exceptions to emergencies only to ensure the safety of all students.

Academics

Curriculum

Grade-level curriculum overviews can be found here.

Consistent with Massachusetts regulations, 603 CMR 26.05(1), Monomoy Regional School District, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal.

Schedule

School Day Arrival and Dismissal Times:
7:35 am: Students may enter the building and report to class
7:50 am: Student's instructional day begins
7:45 am: Late bell (parent/guardian(s) must sign student into school at office)
2:15 pm: The student day concludes
2:20 pm: Student dismissal begins

All students have Math, Science/Social Studies, Reading and Writing daily as well as at least one unified arts class each day. Unified arts classes include Music, Art, Physical Education, Library, and Science & Technology.

Student Records

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents and eligible students (those who have reached the age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Records Regulations by contacting the Principal.

Definitions
The student record shall consist of the transcript and the temporary record, including all information recording and computer tapes, microfilm, microfiche, or any other materials regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The term as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

The transcript shall contain administrative records that constitute the minimum data necessary to reflect the student's educational progress and to operate the educational system. These data shall be limited to the name, address, and phone number of the student; his/ her birth date; name, address, and phone number of the parent or guardian; course titles, grades (or the equivalent when grades are not applicable), course credit, grade level completed, and the year completed.

The right to access a student's education records. Parents or eligible students should submit their request for access to the Principal. Access is provided within ten calendar days of a request. However, Massachusetts General Laws c. 71, §34H ("Section 34H") provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. These procedures include submitting a written request and other documentation to the principal on an annual basis. Information about these procedures can be obtained from the Principal.

The right to request amendment of the student record. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.

The right to consent to disclosures of personally identifiable information contained in the student record, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Monomoy Regional School District and who need access to a record in order to fulfill their duties. The Monomoy Regional School District also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.

In addition, the Monomoy Regional School District has a practice of releasing directory information without consent, including to military recruiters in accordance with the mandates of the No Child Left Behind Act of 2001. Directory information consists of the following: the student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of athletic teams, class, participation in recognized activities and sports, honors and awards, and post-high school plans. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to the Principal. Absent receipt of a written objection by October 1, 2018, the directory information will be released without further notice or consent.

The right to file a complaint concerning alleged failures by the District to comply with the regulations and laws governing student records: Complaints may be filed at the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

Non-custodial Parent Access to Student Records

The Student Record Regulations concerning access to records by non-custodial parents (a parent who does not have physical custody of a student) can be found at 603 CMR 23.07(5). A non-custodial parent may have access to the student record unless the school has been given documentation that:

1. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
2. the parent has been denied visitation, or
3. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent. A time period of 21 days may be implemented before records are released.

Maintenance and Destruction of School Records

The student's transcript shall be maintained by the school department and may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system. The student's temporary record shall be destroyed no later than seven years after the student transfers, graduates, or withdraws from the school system. If a parent wishes to collect the temporary record or any part thereof, he/she must do so within the timeframe.

Homework

The Monomoy Regional Elementary Homework Task Force believes that homework should be meaningful while ensuring a healthy balance between homework time and leisure time activities. Reading practice is key to student success in all academic areas and therefore should be the base for elementary student homework.

Students in Grade K-4 are expected to engage in reading activities for 30 minutes each night (Monday-Thursday). Student reading logs will be supplied by the classroom teacher along with expectations for what student reading time should incorporate at each grade level at the start of the school year. Additionally, students will be provided with a math toolkit complete

with activities, manipulatives, and games for the further development of mathematical skills, fluency, and

Homework for Planned Extended Absence: When a student is absent due to a family vacation taken outside of scheduled school holidays, teachers are not required to provide assignments in advance. Students are obligated to make up specific missed assignments.

Modified Grading Procedures

Modified grades are available for all students across the district that may have special circumstances that require their grades to be modified. Modified grades are offered based on the unique needs of the student and will be signified on the report card with an asterisk.

Sexual Health Education

Chapter 71, Section 32A. Parents/guardians may exempt their children from any portion of a course curriculum dealing with human sexual health education or issues by written notification to the Principal. Parents/guardians have a right to inspect and review program instruction materials.

Social Emotional Learning Assessments

Monomoy Regional School District is committed to developing a comprehensive program that provides support and services that address the five core competencies of social and emotional learning (SEL). This goal has been developed and supported by members of the school community in alignment with the district's strategic plan. The five core competencies of SEL are: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. In order to gain a better understanding of the needs of our students, assessment tools are used to obtain baseline data regarding the social and emotional competencies of the students in grades 3-12, including the SELIS and SSIS. These questionnaires are administered a few times a school year to collect data and identify trends. Data from student responses are collected and analyzed to assist in developing a strategy for implementing SEL throughout the curriculum as well as analyzing trends throughout the student body and school year. If you would like to opt your child out of participating in these questionnaires, please email Melissa Maguire at mmaguire@monomoy.edu by October 1, or within 30 days of enrollment.

Testing

iReady

The iReady Diagnostic Assessment is a computerized testing system that helps teachers provide all students a path to proficiency and growth in Reading and Mathematics. Students will be assessed at the beginning of the school year, in January, and at the end of the school year. The tests are web-based and computer-adaptive, which tailors the assessment for each

student. The results offer insight into specific areas of strength and areas in need of improvement for each child. The testing will be used by teachers to help guide instruction throughout the year.

MCAS

A good testing system is tied directly to good teaching and learning. In Massachusetts, we set high learning standards that describe what a student should know and be able to do at each grade level and in each subject. To find out how well students understand what is being taught, educators give students both local and state tests. Using these test results, school districts and teachers can identify areas where students need more help, refine lesson plans, and even select different curriculum resources to help students reach high expectations. The MCAS tests, used in concert with ambitious learning standards, have played an important role in the achievement gains of the past 20 years. Our K-12 public school students lead the nation in academic achievement and are competitive internationally. That success would not have been possible without a high-quality testing system that provides feedback on student, school, district, and state achievement and progress. At Chatham Elementary School we see the benefit of our students participating in MCAS. For individual students: we gain insight into each child's strengths and celebrate those strengths; we identify the supports we need to provide so each child acquires the essential knowledge, skills, and understandings needed for college/career readiness; and we create and/or identify opportunities for assistance or advancement outside of school. For the school: we assess the relative strengths/alignment of our curriculum; we use data to inform master schedules/assign students to enrichment and/or remediation; and we identify strengths and opportunities for improvement in teacher performance.

Tutoring

Pursuant to 603 CMR 28.03(3)(c): "Upon receipt of a physician's written order verifying that [a student] must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal shall arrange for provision of educational services in the home or hospital." In those circumstances, please contact the Office of the Director of Pupil Personnel Services to coordinate tutoring. If a student is absent for fewer than 14 school days or otherwise does not qualify for tutoring under 603 CMR 28.03(3)(c), the student/parent can email individual teachers and/or check the teachers' websites in order to find out about assignments/work missed and/or due.

A student may be eligible for home/hospital tutoring upon receiving written order verifying that said student has had a cumulative 14-day or more absence due to a related medical condition; and a team has determined the absence has had a substantial impact on said student's learning.

In order for tutoring to commence:

1. A Physician's Affirmation of Need for Temporary Home or Hospital Education for Medically Necessary Reasons must be fully completed on behalf of the student by his/her caregiver (form and more information available on the Monomoy Regional School District's website).
2. At a minimum, the physician's signed notice must include information regarding:
    a. the date the student was admitted to a hospital or was confined to home;
    b. the medical reason(s) for the confinement;
    c. the expected duration of the confinement; and
    d. what medical needs of the student should be considered in planning the home or hospital education services.
3. Complete the Home/Hospital Tutoring - Student and Parent Responsibility form and return with the Physician's Affirmation of Need for Temporary Home or Hospital Education for Medically Necessary Reasons.
4. If the student has an IEP and is likely to remain at home or in the hospital for a period of 60 days, the Team will reconvene within 10 days once notified that the student will most likely remain at home/hospital for more than 60 school days. An updated Physician's Statement will be required for continued tutoring.
5. Parents must verify a phone number where the tutor may make contact with the student to arrange a mutual meeting time and place, preferably at a public venue-not in the student's house. (Library, Community Center). If instruction is to take place in the home, a mutually convenient time will be scheduled where an adult will be present in the home.
6. Any parent or student concerns should be communicated immediately to the Principal, such as work not being provided/ picked up or done correctly. This will avoid issues related to report cards and progress reports.
7. If the student has had 2 no-shows or last minute cancels or is not doing the assigned work, a warning letter will be sent out from the Special Education Office, followed by a meeting with parent/guardian to discuss further actions.

Retention

When staff recommends that a student repeat a school year, the parent/guardian will be notified no later than May 1st. Factors such as number of years retained, chronological age, scholastic achievement, cognitive ability, and developmental and social maturity will be considered in collaboration with the family. Retention must be agreed upon by both the parent and the district. If one party disagrees, the student must move to the next grade.

English Language Learners

The English Language Learners program is designed to create an educational experience where students are taught strategies to help master English as quickly as possible, provide experiences where they can learn to develop appropriate academic and social skills, and progress in content areas with achievement that is not impacted due to English proficiency. Our program integrates skills and concepts of the Monomoy curriculum in a way that fosters

language learning that is meaningful and useful to students. The program responds to a variety of learning styles and incorporates cultural backgrounds and considerations of language levels.

Attendance

Attendance Policies

Monomoy Regional School District recognizes the importance of attendance for the successful academic development of its students. Research shows that children who attend school regularly perform better academically, socially, and behaviorally. Students who are chronically absent are more likely to drop out before graduating than those who attend school regularly. Arriving on time to school – and remaining in school for the entire school day – is equally important. Every child's success depends on a solid educational foundation, and our school can't build that foundation if a student is regularly absent, tardy, or dismissed.

Daily attendance is part of our school's overall accountability measures, based on requirements from the Massachusetts Department of Elementary and Secondary Education. **Massachusetts defines Chronically Absent as missing at least 10% of days enrolled (e.g., 18 days absent if enrolled for 180) regardless of whether the absences are considered excused, unexcused and/or for disciplinary reasons.** Under these accountability measures, our school is responsible for reducing the number of students who are chronically absent – those who miss eighteen (18) or more days in a year **for any reason**. While a limited number of absences due to illness, injury, legal or medical situation, or urgent family matter is natural in any school year, absences for family vacations, missing the school bus, or other non-urgent reasons are not appropriate.

To limit the number of chronically absent students, our school will take the following steps:

1. When a student reaches six percent (6%) of school session days absent, regardless of reason, a school administrator or their designee will reach out to reaffirm the importance of daily attendance and to offer support and assistance.
2. When a student reaches eight percent (8%) of school session days absent, regardless of reason, a school administrator or their designee will reach out to discuss and document the concerns and to offer support and assistance.
3. When a student reaches ten percent (10%) of school session days absent, regardless of reason, the school will reach out to arrange a meeting between the household and school officials to explain potential legal consequences for continued absences and to offer intervention services.

Monomoy Regional School District has adopted a program to improve school attendance through the "Keep Them Coming" initiative, in which the school collaborates with parents/caregivers, the District Attorney's Office, and other community entities to develop methods for improving student attendance. If the family is not responsive to the attendance outreach from the school, Keep Them Coming will be used.

Please help improve students' overall attendance by:

- Scheduling appointments to take place before or after school hours, or during school vacations;
- Taking family vacations only during weeks of school vacations;
- Knowing the start and end times for the school day and respecting the hours in between for learning; and
- Regularly checking Aspen's Family Portal to view and monitor the student's attendance record/pattern.

A student arriving at school after, or dismissing before 11:20 a.m. will not receive overall attendance credit for the day. A student who is absent will not be permitted to participate in any school-sponsored events (clubs, social, athletic, the arts, or extracurricular activities) during the period of such absence, unless it is approved by appropriate school personnel.

Reporting an Absence

The most efficient and effective way to report a student absence is via PickUp Patrol at this link: https://app.pickuppatrol.net/parents. If necessary, you can also call the school at (508) 945-5135. When a student is absent and no absence has been reported to the school, an automated phone call will be placed to the student's primary contact phone number by 8:45 am. If a return phone call is not received before 9:30 am, the Main Office will call the primary contact to confirm the student's absence.

All non-attendance at school is considered an absence. MRSD understands that some absences are unavoidable. Please advise the school if:

- There is a death in the family or religious observance.
- The student is ill or has a professional appointment. Professionals mainly include doctors, medical facilities, legal, dentists, psychotherapists, chiropractors, orthodontists, etc.
- The absence is school-sponsored (field trips, college visits, etc.).

PickUp Patrol App

Please enter all dismissal/transportation changes (either one-time or recurring), as well as attendance notifications into PickUp Patrol. PickUp Patrol is our online system for parents to communicate dismissal plan changes to the school. Parents with an existing account will be able to continue to make changes as they have in the past. Parents of kindergartners and new students will receive an email at the beginning of the school year with PickUp Patrol login instructions. Dismissal changes can be entered from a computer or smart phone at any time until 12:45 p.m. on the day of the changes (12 p.m. on Early Release Wednesdays). Changes can be made days, weeks, or even months in advance. However, please note that if you enter a change and the dismissal plans are canceled, you must remember to delete the change from PickUp Patrol or your student will be given the PickUp Patrol dismissal directions. After 12:45 p.m. (12 p.m. on Early Release Wednesdays), changes will not be accepted except in the case of an unexpected emergency. Such changes can be made via phone directly to the Main Office.

As the end of the school day is a busy time, please plan accordingly and limit these exceptions to emergencies only to ensure the safety of all students.

Early Dismissal

If you need to have your child dismissed before the regular dismissal time, you must enter it into PickUp Patrol specifying the date and time of departure. Your child will be called to the Main Office when you arrive, and you will be required to enter the dismissal in the Sign Out log. Children will not be dismissed to the custody of anyone other than the parent/guardian unless prior arrangements have been made and verified.

Special Note: Please do not attempt to take your child from the classroom, bus line, or field trip without first telling the teacher, and/or alerting the Main Office. This compromises our established procedures and the children's safety.

Tardy Procedures

Students are expected to be on time for school and classes. Students who are tardy to school must report to the Main Office to sign in on the tardy sheet, and receive a pass to class. Families are responsible for communicating their student's tardy to the school.

If a parent or guardian notifies the school that the tardy is due to one of the following reasons: legal, doctor's or dentist's appointment, illness, this will be noted in the student's attendance record. If such tardies become excessive, "professional" notes will be required. Unacceptable tardies include: oversleeping, missing the bus, arriving late by means of one's own transportation (not the school bus). **Parents/caregivers are notified of excessive tardies and similar procedures will be implemented as noted above for absences**. Students riding the bus are never marked tardy.

Multiple Days Of Absence Known In Advance

The student must present a note or email from a parent/caregiver to an administrator or their designee indicating the dates and reason for the projected absence. Family vacations during school days are strongly discouraged. **Teachers are not required to provide work in advance of absences due to family vacations.**

Flagrant Absenteeism

In flagrant absentee cases involving students under age sixteen, the school may file a CRA petition with the court or initiate 51A (abuse, neglect) proceedings. The intervention process may be waived in cases of obvious extended illness or other verifiable hardship.

Withdrawals/Moves

In the event that you move during the school year, all withdrawals are processed through the school's Main Office. You must complete a transfer form and sign a release of records, which will allow the forwarding of cumulative records to the receiving school. We will mail the documents through the mail and request sufficient notice to ensure a smooth transition for your child.

Massachusetts General Laws on Attendance

School Attendance
Chapter 76, section 1 of the Massachusetts General Laws states that all children between the ages of six and sixteen must attend school. A school district may excuse up to seven day sessions or fourteen half day sessions in any period of six months. In addition to this law, each school may have its own attendance policy with which parents/guardians should be familiar.

Notification and Contact Information
Chapter 76, section 1A of the Massachusetts General Laws states that parents/guardians must be provided each year with the instructions for calling a designated phone number at a designated time to inform the school of the absence of a student and the reason for the absence. In addition, parents/guardians must provide the school with a home, work or other emergency telephone number so that they may be contacted during the school day so the school may call and inquire about said absence.

Who is a Supervisor of Attendance?
Chapter 76, section 19 of the Massachusetts General Laws states that each school committee must employ a supervisor of attendance. A supervisor of attendance has the power to apprehend and take to school any child who is truant and is required to investigate all cases where a child in the district fails to attend school.

What is a CRA?
A "CRA" (child requiring assistance) is a petition may be filed in court by a supervisor of attendance if the child is habitually absent and doesn't attend school for more than 8 days in a quarter without a proper excuse or A habitual school offender who doesn't obey the lawful and reasonable commands of the school.

What is a 51A?
A 51A is a report of suspected child abuse or neglect that is filed with the Department of Social Services. Under Chapter 119, section 51A of the Massachusetts General Laws, a report can be filed on behalf of a child under the age of eighteen for educational neglect if a child is not attending school on a regular basis.

Parental Responsibility
Parents or guardians are legally responsible for ensuring that a child under their control attends school daily. It is a crime for a responsible parent or guardian not to cause such a child to attend school. If a child fails to attend school for seven day sessions or fourteen half day sessions within any six month period, the supervisor of attendance may file a criminal complaint in court against the responsible parent/guardian.

Inducing Absences
It is a crime to induce or attempt to induce a minor to miss school, or unlawfully to employ or to harbor a minor who should be in school.

Communication

Positive communication plays a crucial role in nurturing a supportive and collaborative environment between home and school. Effective communication helps ensure that students receive the best possible education and support. Here are a few reminders for maintaining positive communication between home and school:

- Address Concerns Directly: Reach out to your child's teacher or school administration directly if you have a concern.
- Use Official Communication Channels: Check the MRSD website and official social media accounts for reliable and accurate information.
- Avoid Social Media During Conflicts: Engaging in online discussions does not resolve concerns or solve problems.
- Stay Informed and Get Involved: Your active involvement in your child's education is vital for their success.

Mass Notifications – One-way school and district communications
The school district uses an automated communication system called Finalsite Messages to contact and inform caregivers and staff about important school and district events and announcements. Messages may be sent via phone, email, text/SMS, and the Monomoy app, depending on the specific circumstances. The free Monomoy mobile app can be downloaded from the Apple Store or Google Play. Automated phone calls will be reserved for the most urgent, time-sensitive messages; most messages and updates will be sent via email, text, and the Monomoy app.

Reach My Teach – One-way and two-way teacher communications
Reach My Teach is a communications tool that allows for both one-way and two-way messaging between teachers and families/students that is fully translatable and accessible. Messages from teachers will be sent directly to the recipient's email/text, and are also available in the Reach My Teach web portal or app.

Please make sure that the school has your current and correct phone and email contact information on file. In case of urgent communication related to school closings, delays, or other emergencies, this system allows for immediate messaging. All messages sent via Blackboard Mass Notifications and Reach My Teach will be automatically translated into the recipient's preferred language, as listed in Aspen.

Emergency Delays/School Closing

In the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel, the superintendent may delay the start of school, dismiss school early, or close school. Students, caregivers, and staff will be informed via our district messaging system, with delay or closing messages sent via phone, email, text, and Monomoy app. The information will also be posted on the Monomoy website and shared with local news media.

When schools are closed, all other school-related activities will be canceled, including athletic events.

The SHARK Alert

Chatham Elementary School shares a weekly newsletter with all families and guardians throughout the school year called The SHARK Alert. The newsletter shares important information regarding upcoming events, calendar updates, and links to a number of resources in an easy-to-read format. The SHARK Alert is typically sent out on Sunday afternoons via our Mass Notifications system, including by email, text, and app. To stay on top of all the exciting events at CES, we highly encourage families to take a few minutes each week to review the document in its entirety. All issues of The SHARK Alert are also posted on our website here.

Home-to-School and School-to-Home Communication

The foundation of a strong family and school partnership is regular, open communication. You should feel comfortable contacting us when questions or concerns arise. We ask that you follow a logical chain of communication by contacting the classroom teacher as an initial step in most situations. You should also feel free to contact counselors, specialists, and administrators as the need arises. We will make every effort to keep you informed of important events at school. Classroom or school newsletters, school committee meetings (broadcast on Channel 22 and YouTube), curriculum nights, the Monomoy website, and other special events are some of the ways that we aim to foster home and school partnership and communication. Please be sure to ask your children if they have any newsletters or notices from their teachers. It is also helpful to check book bags or backpacks on a regular basis. Many teachers use some form of a communications folder for home and school communication with electronic communication being the preferred method for families. You should look for this folder on a regular basis since important communications will be sent home in this folder.

Communication With Students/Staff During School Hours

Please do your best to communicate after school plans to your children before they leave for school, and take advantage of the online Pick Up Patrol program. We understand that emergencies arise, and will be happy to convey messages to your children in these instances.

If you wish to speak to your child's teacher, please email them to discuss or to schedule an appointment to talk. We will not interrupt classroom teaching unless there is an emergency that needs immediate attention. Generally, teachers will respond to you on the same day that they are contacted.

Students are not allowed to have cell phones at school. We will allow students to use the office telephone to call you if they have forgotten their lunch, instrument, or some other needed items. Please bring any forgotten items to the Main Office and we will deliver the item to your child.

When families have a concern

We welcome the opportunity to assist you and your child if there is a problem at school. Contacting the right person and discussing your concerns generally leads to a quick solution. In most instances, the best person to speak to first is your child's classroom teacher. Teachers are not able to engage in "drop in" conferences at the beginning of the school day as the students are in the classroom and need their full attention. If you are unable to resolve the issue after speaking with the teacher, you may contact the principal or assistant principal. In the rare event that your problem is not addressed sufficiently by the school administration, you may contact the superintendent.

If your child has been sent to the principal's office to discuss a discipline issue, parents will be notified by an administrator on that day, or in some instances, the following day. Please call the Main Office if you have any questions. Occasionally, students come to speak with the principal in order to resolve a minor issue to provide information about an incident they may have witnessed. In these cases, it is unlikely that you will receive a call from the teacher or the principal.

Notice of translation opportunity

For the purposes of this section, unless otherwise specified, all notices shall be written in plain language in English and when requested/necessary, the primary language spoken at home, if different than English. All written notices shall be delivered by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.

Photo and Media Opt-Out Process

Monomoy Regional School District uses photos and/or videos of students and student work to showcase educational activities and programs in our schools and share the Monomoy experience with families and the community.

- Student photographs and/or videos may be used on the district website and/or social media.
- Student photos and videos are generally used without student names, unless a specific award, honor, or achievement by the student is being highlighted.
- Student names are released without photos for Honor Rolls.
- Names of MRHS graduates are shared each year.
- Occasionally, student photos and/or news may be shared with local media outlets.

If you **DO NOT** give Monomoy Regional School District permission to include your student's image or name in any way, please send a letter to your school principal explicitly stating your wish to opt out. This letter must be received by October 1 (or 30 days after registration for students entering mid-year).

Please note that MRSD does not control the disclosure or use of photographs or video taken by participants at events that are open to parents, community members, and/or the news media. Additionally, this form does not apply to students participating in public events, such as performances, academic competitions, and athletic events. Student photos and names from these events may be published by the news media.

Upon receipt of an opt-out letter, school staff will document your student's status in the Aspen Student Information System for the current school year.

Code of Conduct

Expectations For Behavior and Academics

A core value of our school community is the creation and maintenance of a peaceful and respectful learning environment. We believe that all children and adults have the right to learn in an atmosphere that is free from distraction, fear or discomfort. Furthermore, we know that for maximum learning, students and staff must know that school is a safe and orderly place. School Norms have been developed to protect these rights. Please take the time to review our Expectations for Student Behavior and Academics with your child. An effective way is to read the rules together and discuss why each one is necessary.

Honor Code

Students will subscribe to the following honor code:

"I understand that academic honesty is absolutely necessary for my teachers to be able to evaluate my learning and help me learn better. I pledge that all of the work I hand in will be my own, completed without unauthorized help, except in the case of group projects or assignments on which my teacher allows collaboration. When using other people's words or ideas in my papers, I will give credit to the source by citing the author. I also pledge not to assist others in violating this honor code, and to do all I can to promote and uphold academic honesty at Chatham Elementary School."

Examples of cheating are (list is not all inclusive):

a. Looking at another student's work during a test.

b. Copying answers (or assignments) from another student or a teacher.

c. Possessing cheating sheets with answers on them.

d. Talking during an assessment.

e. Removing or obtaining a test from a classroom without the teacher's permission.

f. Using your phone (inside or outside of the classroom), or other technology, or social media, during an assessment of any type.

g. Plagiarism is a serious error for a writer to make; all students should be aware of the consequences. Any paper that contains even a small portion that has been plagiarized will be a violation of the honor code.

g. Misuse of Artificial Intelligence

Students must follow these guidelines for acceptable use of AI:

- Give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations.
- When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).
- Not use AI tools during in-class examinations, or assignments, unless explicitly permitted and instructed.
- Employ AI detection tools and originality checks prior to submission, ensuring that their submitted work is not mistakenly flagged.
- Use AI tools wisely and intelligently, aiming to deepen understanding of subject matter and to support learning.

Positive Behavior Interventions and Supports (PBIS)

Positive Behavior Interventions and Supports (PBIS) is a proactive, system-wide approach to creating and sustaining culturally acceptable behavioral expectations needed within the school. The guiding principles of good character (SHARKS: Safe, Honest, Accepting, Respectful, Kind, Successful) are modeled and practiced daily with monthly focus on each strand. In regulating student behavior, school personnel will be fair, consistent, and judicious in the administration of the disciplinary consequences. Support will be provided in order for students to achieve socially, emotionally, physically, and academically within this framework.

When students are disciplined, consequences are administered on an individual basis. Each incident is reviewed with regard to frequency and severity if a student's behavior is disruptive, disrespectful and detrimental to the learning process or if the conduct could cause injury to self, others and property. Mitigating circumstances will also be considered. We therefore expect students to be polite and respectful at all times. Any behavior, such as pushing, fighting or throwing of objects, shows a lack of concern for the rights and safety of others, in person or online, is not acceptable. All students are entitled, absolutely, to the safety of their person and property at Chatham Elementary School.

Please take the time to review our Expectations for Student Behavior and Academics with your child. SHARKS Expectations (behavior expectations) are guides for student conduct in all areas of the school:

SHARKS Expectations	*Safe*	*Honest*	*Accepting*	*Respectful*	*Kind*	*Successful*
CLASSES	Maintain personal space Follow directions Walk safely	Do my own work Be where I belong Tell the truth	Cooperate with others Wait my turn	Listen when others are speaking Use materials properly Use an inside voice	Share Help each other Be a good sport	Participate in class Do my best work Listen to the teacher
HALLWAYS	Walk safely Maintain personal space Stay to the right	Stay in line	Be an up-stander, not a bystander	Walk quietly Respect property Respect bulletin boards	Help others Greet others with polite language	Follow directions Focus on where I am going
BATH ROOMS	If something is wrong, tell an adult Wash my hands Use the closest bathroom	Use bathroom with permission Use only when necessary	Be an up-stander, not a bystander	Respect others' privacy	Wait patiently	Use the bathroom for its purpose Use in a timely manner and return to class
ASSEMBLY	Walk safely Enter and exit with the class Maintain personal space	Sit in assigned place and remain seated	Follow directions Celebrate community together	Cheer and applaud only at appropriate times Listen attentively Use an appropriate voice level Avoid side conversations	Be a good audience member Listen to presenter	Participate appropriately

Students Who Engage In Inappropriate Behavior

There will be consequences for students who engage in inappropriate behavior including bullying, harassment, or discrimination. Consequences may range from warnings, loss of certain school privileges or possibly suspension. The caregiver/guardian will be notified of significant inappropriate behavior.

If inappropriate behavior including bullying, harassment, or discrimination disrupts the learning of other children, the child may be temporarily separated from the classroom and placed in a designated area in the school. The child will be supervised for the duration of the separation. If a child's actions pose a physical danger to the staff or students, the child may be suspended from the school.

Chatham Elementary Discipline/Referral Levels

Level 1 – Incidental Violations (Non-referred/ Non-recorded)	**Level 2 – Minor Violations** (Non-referred/ Recorded)	**Level 3 – Major Violations** (Referred/Recorded)	**Level 4 – Illegal Violations** (Referred/Recorded)
• Running • Loud voices/yelling • Off-task behavior • Name calling • Noise making • Out of seat • Missing homework • Disruptive • Breaking established rules • Gossiping/excluding others • Mishandling materials • Chewing gum or eating candy except by teacher permission	• Lying/cheating • Indirect, inappropriate language/gestures • Inappropriate dress • Indirect Spitting (not at person) • Hands on behavior/horseplay without injury • Third Level 1 Offense	• Direct inappropriate language/gestures • Fighting or horseplay resulting in injury • Harassment/bullying • Overt defiance • Direct spitting at person • Deliberate property destruction or misuse • Theft • Internet misuse • Pantsing or inappropriate touching • Reference in conversation, writing or pictures to weapons or acts of violence • Taking pictures/video without consent • Third Level 2 offense	• Drug use/possession • Weapon use/possession • Truancy • Arson • Bomb threat • Extreme property damage or vandalism • Combustibles • Assault/threats

	Level 1-Incidental Violations	Level 2- Minor Violations	Level 3- Major Violations	Level 4- Illegal Violations
Addressing the Behavior	**Teacher-handled** The teacher addresses the behavior using classroom management strategies.	**Teacher-handled** The teacher addresses the behavior using logical consequences (apology of action, take a break, or loss of privilege).	**Office-managed** The principal (or designee) addresses the behavior using logical consequences and informs caregivers.	**Office-managed** The principal (or designee) addresses the behavior using logical consequences and informs caregivers.

The guiding principles of good character (being safe, honest, accepting, respectful, kind, and successful) are modeled and practiced daily with monthly focus on each strand. In regulating student behavior, school personnel will be fair, consistent, and judicious in the administration of the disciplinary consequences. When students are disciplined, consequences are administered on an individual basis. Each incident is reviewed with regards to frequency and severity if a student's behavior is disruptive, disrespectful and detrimental to the learning process or if the conduct could cause injury to self, others and property. Mitigating circumstances will also be considered.

Fighting/Assault

All parties involved in the incident will be dealt with according to the circumstances involved. Suspension of one, both, or all parties involved may be necessary up to ten (10) days. Caregivers will be contacted in all cases. The police will be notified and criminal charges may result.

School Bus Conduct

The Cape Cod Collaborative provides transportation to and from school for students residing in Chatham. Questions and/or changes to bus routes may be made by contacting MRSD Transportation Coordinator Faith Rushnak at frushnak@monomoy.edu or (508) 945-5130, option 1. School Choice students must be transported to and from school by caregivers. Most buses do not have seatbelts, thus it is imperative that students follow the bus rules to ensure their safety.

Safe	*Honest*	*Accepting*	*Respectful*	*Kind*	*Successful*
Walk Safely	Keep all materials and	Be an up-stander, not a bystander	Use an inside voice to talk to seat neighbor	Use kind words Help others	Watch for my stop

Hold the railing on stairs Stay seated in assigned seat Keep hands, feet, and objects to myself and inside of the bus	food in backpack Bring only permitted items	Invite and accept others that need a seat	Be respectful of all property Listen and follow directions of the driver		Be responsible for taking all belongings off of bus

The primary responsibility of the bus drivers is to transport students safely. Students must cooperate by behaving responsibly and courteously. If a student fails to observe bus rules, his/her actions will be reported to the principal or assistant principal (school administrators). The following action will be taken:

1. The bus driver and/or administrator will fill out and submit a School Bus Incident Report with the school office and the bus coordinator.
2. The school administrator(s) will discuss the incident with the student(s), bystanders who witnessed the incident, the classroom teacher, the bus driver(s) and the student's families.
3. The school administrator(s) will determine the appropriate action to be taken. Generally, the first report will result in a warning. Subsequent reports will result in the loss of bus privileges from a few days to a week or more, depending on the severity of the infraction and any mitigating circumstances. Any student who receives more than three reports or whose behavior interferes with the safety of other children will be in jeopardy of losing bus privileges for the remainder of the school year.
4. The school administrator will typically call home or if the parent is unavailable, we will leave a voicemail or send an email. A copy of any bus reports and/or or any accompanying office discipline referrals is sent home. Please sign the report and referrals and return the form(s) to school the next day.

Kindergarten Students On The Bus

We request that all kindergarten students sit in the front seats of the bus, even if older siblings ride the same bus. We have found that sitting in the front seats reduces the number of incidents that are upsetting to you and your child. Also, please note that you or your designee must be outside waiting for the bus when it arrives at your bus stop. The bus driver will not leave a kindergartner at the stop if an adult is not present. If you have any questions about buses or bus routes, you may contact MRSD Transportation Coordinator Faith Rushnak at frushnak@monomoy.edu or (508) 945-5123. The principal is also a resource for caregivers and students regarding bus concerns.

Cafeteria Procedures And Norms

The state of Massachusetts has permanently funded free school meals for all public school students! Every child who wants or needs a school breakfast or lunch will be able to receive those meals at no cost to their family.

Safe	***Honest***	***Accepting***	***Respectful***	***Kind***	***Successful***
Follow seating rules Sit with feet under the table	Stay in line Eat the food ordered or brought Eat only own food	Accept others at your table Include others in conversation	Use an inside voice Wait turn in line Raise hand to use the bathroom or get water	Include others Use kind words Use good manners with friends and teachers	Make healthy choices Clean up

Recess

All students are expected to participate in outdoor recess unless a physical condition warrants otherwise. Students play outside (weather permitting) for at least 25 minutes each day. Staff is always on duty to supervise students during recess on the playground. The following rules were generated by students and staff to ensure a safe, enjoyable recess experience.

Safe	***Honest***	***Accepting***	***Respectful***	***Kind***	***Successful***
Follow rules for each area If something is wrong, tell an adult Maintain personal space	Play fair	Invite and accept others for playing together Cooperate with others Be an up-stander, not a by-stander	Listen to teachers on duty Use equipment properly Line up when directed	Include others Use kind words Share equipment Be a good sport	Have a plan (think about what you are going to do)

Playground Rules

1. Students must WALK to the playground.
2. Teasing, name calling and bullying in any form will not be tolerated.

3. Students who are teased, put down, called names or hurt in any way should tell the aggressor to stop. If the aggressor fails to stop, the child should tell an adult on duty at the time of the incident.
4. Students may slide DOWN the slide only- walking up the front of the slide is not permitted.
5. Students may not touch anyone who is in motion on a swing. (Grabbing their arms, legs, etc is not permitted).
6. Jumping off from the swings when they are in motion is not permitted.
7. Students may not pull on the legs, hands or arms of any other student who is climbing or swinging from the large climbing play structure.
8. Only three students are allowed to be on the rings at one time. Wait for a turn if the rings are being used.
9. Sitting on top of the Monkey Bars is not allowed.
10. Throwing any objects (snowballs, sticks, rocks, toys) is not allowed unless it is part of a game that has been approved by the staff on duty.

Dress Code

The guidelines for dress for students are based on safety and respect. Children need to wear clothes and shoes that are safe and appropriate for their age and for weather conditions. Any clothing that depicts violence, alcohol, or profane language is not appropriate for school. Clogs, flip-flops and shoes with a heel higher than one inch are not safe footwear for elementary-aged students. Hats are strongly discouraged with the exception of religious or medical head coverings. Students are required to have a pair of sneakers on the days that they have Physical Education class and shoes that are appropriate for play at recess time. Also, please do not allow your child to bring or wear roller blades or sneakers with “wheelies” embedded in the soles to school.

Daily outdoor recess is an important part of the school program. Please be sure that your child brings appropriate outerwear for weather conditions. In winter, this means a warm coat, boots, mittens or gloves, and a hat. Snow pants for snowy weather are recommended for all grades.

Toys/Toy Weapons

Toys are not allowed at school unless specifically requested by the teacher. Toys that resemble weapons or any object that could frighten or inflict harm to anyone are forbidden on school premises. Toys that resemble weapons will be taken from the student and the principal will notify the caregiver immediately.

Electronic Devices

Students may not bring electronic devices that connect to WiFi or to personal data networks to school without specific prior approval by the principal. Staff cannot monitor the appropriateness of what students are viewing and listening to on these devices, thus they are more suitable for home use. Students with cellular devices must keep them turned off and in their backpacks

throughout the day. Cell phones that are used during school hours or afterschool clubs will be confiscated and turned into the Main Office and a caregiver will be responsible for collecting it.

Trading

We strongly discourage trading of any kind. This includes food items, toys, and clothing. Students found participating in trading activity will face disciplinary action at every grade level. As innocent as trading may seem, some food and clothing items may contain allergens that could cause harmful reactions, and toys of great value are often traded for toys of lesser value, without caregiver consent. This rule has been designed to protect **ALL** students.

<u>The trading rule applies anywhere on school grounds, on buses and at bus stops before or after school.</u>

Drugs/Alcohol/Smoking/Smokeless Tobacco

The use of alcohol, tobacco and/ or nicotine, marijuana, and any use of controlled substances without a valid medical prescription is prohibited during all curricular, extracurricular, school-sponsored, or school-related activity (both on and off campus), including sporting events and school provided transportation.

Consequences or Disciplinary Actions

Consequences or disciplinary actions will generally be taken in one of these forms:

- Student may be temporarily excluded from a group when his/her behavior interferes with the orderly process of teaching, learning, or assembly.
- Student may be assigned to office lunch.
- Student may be required to complete a “Think Sheet” form or written reflection.
- Student may be detained after school, provided prior notification has been given to the child’s caregivers.
- Student may be suspended or expelled from school in accordance with the Suspension and Expulsion Policy.

We therefore expect students to be polite and respectful at all times. Any behavior, such as pushing, fighting or throwing of objects, shows a lack of concern for the rights and safety of others, and is not acceptable. All students are entitled, absolutely, to the safety of their person and property at the Chatham Elementary School.

Policy On Disciplining Students With Disabilities

Federal and state special education laws govern the disciplining of students with disabilities eligible for special education and the regulations promulgated there under. These laws include the Individuals with Disabilities Education Act, 20 U.S.C. 1401 et seq,. and Section 504, its implementing regulations 34 C.F.R. 300 et seq.; and Massachusetts General Laws, Chapter

71B and its implementing regulations, 603 C.M.R. 28.00. Students with disabilities who violate school rules are subject to removal from their current educational placement for up to ten (10) school days per year, to the extent that such a removal would be applied to students without disabilities, without prior determination as to whether the misconduct is related to the student's disability. School personnel may order a change in educational placement of a child with a disability to an appropriate Interim Alternative Education Setting (IAES) that provides the student with a free appropriate public education for the same amount of time that a child without a disability would be subject to discipline, but for not more than forty-five (45) calendar days if the student:

- Carries or possesses a weapon to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs at school, a school function, or school sponsored event; or
- Sells or solicits the sale of a controlled substance while at school, a school function, or school sponsored event.

Any time school personnel seek to remove a student from his or her current educational placement for more than ten (10) school days in any school year, this constitutes a "change of placement." A change of placement invokes certain procedural protections under IDEA, the federal special education law and Section 504. These include, but are not limited to:

- If the school did not conduct a functional behavioral assessment and implement a behavioral intervention plan for such student before the behavior that resulted in the discipline, the school shall convene an IEP meeting to develop an assessment plan to address the behavior; or if the child already has a behavioral intervention plan, the IEP Team shall review the plan and modify it, as necessary, to address the behavior.
- A review by the IEP Team of the relationship between the child's disability and the behavior subject to the disciplinary action, which is often referred to as the Manifestation Determination.

School personnel may also seek an order from the Department of Education Bureau of Special Education Appeals (BSEA) placing a student in an IAES for up to forty-five (45) calendar days. Parent/guardians and/or students, where appropriate, may request a hearing at the Bureau of Special Education Appeals regarding a disciplinary action described above to challenge the interim alternative educational setting or the manifestation determination. For a copy of the Massachusetts Department of Education brochure on Special Education Parent's Rights, available in many languages, visit www.doe.mass.edu/sped/parents or contact the Director of Student Services, at (508) 945-5223.

Physical Restraint Overview

In order to insure that Monomoy Regional School District provides a safe environment for both students and staff, it is obligated to notify all parents and legal guardians that it is in compliance of 603 CMR 46.00 on Physical Restraint which has been in effect since April 2, 2001, in this notification. In order to protect student(s) or school personnel from imminent, serious, physical

harm school personnel may have to physically restrain a child. Physical restraint would not be used as a method to punish students or as a response to property destruction, disruption of school order or verbal threats. Please be aware that physical restraint is a method of last resort. Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Monomoy Regional School District. Further, students of the District are protected by law from the unreasonable use of physical restraint. The district has a school committee policy which complies with state law and regulations. Physical restraint shall be used only in emergency situations after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. A person performing physical restraint shall discontinue such restraint as soon as reasonably possible. School personnel shall use physical restraint with two goals in mind:

1. To administer a physical restraint only when needed to protect a student and/or a member of the school community from immediate, serious, physical harm; and
2. To prevent or minimize any harm to the student as a result of the use of physical restraint.

The following definitions appear at 603CMR 46.02:

Extended restraint: A physical restraint the duration of which is more than twenty (20) minutes. Extended restraints increase the risk of injury and, therefore, require additional written documentation as described in 603 CMR 46.06.

Physical escort: Touching or holding a student without the use of force for the purpose of directing the student.

Physical restraint: The use of bodily force to limit a student's freedom of movement.

Restraint - Other: Limiting the physical freedom of an individual student by mechanical means or seclusion in a limited space or location, or temporarily controlling the behavior of a student by chemical means. The use of chemical or mechanical restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent or guardian. The use of seclusion restraint is prohibited in public education programs.

(a) Mechanical Restraint: The use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. A protective or stabilizing device ordered by a physician shall not be considered mechanical restraint.
(b) Seclusion Restraint: Physically confining a student alone in a room or limited space without access to school staff. The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint."
(c) Chemical restraint: The administration of medication for the purpose of restraint.

The use of mechanical, seclusion or chemical restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent/guardian. The use of seclusion restraint is prohibited in public education programs. Each building Principal has identified staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint.

These staff members have participated in an in-depth training program in the use of physical restraint.

Only school personnel who have received training pursuant to 603CMR 46.00 may administer physical restraint on students. Whenever possible the administration of physical restraint shall be administered in the presence of at least one adult who does not participate in the restraint. A person administering physical restraint shall only use the amount of force necessary to protect the student or others from injury or harm.

In addition, each staff member is trained regarding the school's physical restraint policy. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of discipline, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

A member of the School Committee or any teacher or any employees or agent of the School Committee shall not be precluded from using such reasonable force as is necessary to protect pupils, other persons or themselves from an assault by a pupil.

The program staff shall report the use of physical restraint. Reporting of incidences shall meet with local policy and Department of Elementary and Secondary Education laws and regulations. In special circumstances waivers may be sought from parents either through the Individual Education Plan (IEP) process or from parents of students who present a high risk of frequent, dangerous behavior that may frequent the use of restraint.

On March 18, 2025, DESE proposed amendments to 603 CMR 46.00 and 603 CMR 18.00 on the topic of time out practices to the BESE. The BESE voted to release the proposed amendments for public comment from March 25, 2025, through May 2, 2025. DESE reviewed the public feedback and proposed revised regulatory amendments to the BESE at its June 24, 2025, meeting. The BESE voted to adopt the proposed regulatory amendments effective August 17, 2026

Summary of Approved Amendments

Below is a summary of the approved amendments to DESE's regulations at 603 CMR 46.00 and 603 CMR 18.00. In general, the amendments to 603 CMR 46.00 Prevention of Physical Restraint and Requirements are:

- Updated definition of seclusion in 603 CMR 46.02 to align more closely with the definition used by the U.S. Department of Education's Office for Civil Rights for data collection purposes.

- Updated definition of time-out to specifically include "in an unlocked setting from which the student is permitted to leave."
- Added requirements that any room or area used for time-out must be of appropriate size for the age and the needs of the student; appropriately lighted, ventilated, and heated or cooled, consistent with the remainder of the building; free of objects or fixtures that are inherently dangerous to the student; in compliance with any applicable local fire and building code requirements; and in compliance with any other standards listed by DESE in guidance.
- Added emergency circumstances under which a type of seclusion, where an adult is present and monitoring the student, may be used as a last resort and lists specific conditions that must be met before its use.
- Added various safeguards when such an emergency intervention is used, such as parental notification, conducting weekly and monthly reviews of data relating to the use of such an emergency intervention, and documenting and reporting such use to DESE.
- Simplified language in 603 CMR 46.07(2) for the purpose of clarifying the use of the emergency exception.

In general, the amendments to DESE's regulations at 603 CMR 18.00: Program and Safety Standards for Approved Public or Private Day and Residential Special Education School Programs consist of:

- Require approved special education day programs, including the day component of special education residential programs, to comply with the updated version of 603 CMR 46.00.
- More closely align documentation requirements currently applicable to special education programs to the documentation requirements in the updated version of 603 CMR 46.

This policy is scheduled for review and revision in fall 2026; the updated policy will be available on the website once approved by the School Committee.

Suspension/Expulsion Policy

It is the policy of the Monomoy Regional School District to follow all applicable laws concerning discipline and to provide students facing discipline with their rights to due process pursuant to all applicable laws and regulations, including but not limited to Mass. General Laws, chapter 71, §§ 37H, 37H½, and 37H¾ and 603 CMR 53.00.

The School District does not have any so-called “zero tolerance” disciplinary policies or any required or automatic discipline for any specific conduct. Any discipline imposed will be at the discretion of the administrator responsible for making the decision, typically the principal or his/her designee. That decision-maker will consider all relevant facts, including but not limited to previous related offenses and mitigating circumstances, and these disciplinary rules will be applied equitably.

As set forth in Mass. General Laws, chapter 71, §§ 37H, 37H½, and 37H¾, students who are suspended or expelled from school shall have the right to continue to earn credits, as applicable, and make up assignments, tests, papers, and other school work as needed to make academic progress during their removal from school. Any students suspended or expelled for more than 10 days shall have an opportunity to receive educational services and make academic progress toward meeting state and local requirements through a school-wide education service plan. A copy of that plan is available in the Main Office.

A student who is suspended or expelled shall not trespass on school property during the time of his/her removal. The student must follow the admittance process as outlined in the letter of suspension. School property involves the school buildings and any area of the school grounds. A student on suspension is also excluded from participating in or attending any school-related or school-sponsored functions, activities or events, including athletics.

Suspensions and expulsions of students and the attendant due process rights are governed by G.L. c. 71, §§ 37H, 37H½, and 37H¾ and 603 CMR 53. Pursuant to Chapter 222 of the Acts of 2012 and 603 CMR 53, expulsion is available as a disciplinary measure ONLY as permitted under G.L. c. 71, §§ 37H and 37H½. All suspension and expulsion decisions will be made at the discretion of the principal or his/her designee.

Notices Of Suspension/Expulsion

For the purposes of this section, unless otherwise specified, all notices shall be written in plain language in English and the primary language spoken at home, if different than English. All written notices shall be delivered by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.

Prior to suspending a student who is in pre-school or in grades K through 3, the principal sends a written determination to the superintendent, explaining reasons for an out-of-school suspension, before the suspension takes effect.

In-school Suspension Pursuant To G.L. C. 71, § 37h ¾

An “in-school suspension” is defined as removal of as student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. In-school suspension for ten (10) school days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension under 603 CMR 53.02. If a student is placed in in-school suspension for more than ten (10) school days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes.

The following due process will be provided for full days of in-school suspensions of ten (10) or fewer school days, consecutively or cumulatively during a school year (see 603 CMR 53.10):

1. The principal or his/her designee shall inform the student of the disciplinary offense charged and the basis for the charge and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident.
2. If the principal or his/her designee determines that the student committed the disciplinary offense, the principal or designee shall inform the student of the length of the in-school suspension (not to exceed ten (10) school days consecutively or cumulatively in one school year).
3. On the same day as the in-school suspension decision, the principal or designee shall make reasonable efforts to notify the parent/guardian orally of the offense, the reasons for his/her conclusion, and the length of the in school suspension. The principal or his/her designee shall also invite the parent/guardian to a meeting on the day of the suspension, if possible, or as soon as possible thereafter to discuss the incident, the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior.
4. The principal or his/her designee shall send written notice of the in-school suspension to the student and parent/guardian on the day of the suspension. The notice shall include the reason and length of the suspension and invite the parent/guardian to a meeting with the principal (described in paragraph 3, above), if such meeting did not already occur.

Students must follow the established procedures when placed into in-school suspension: For in-school suspensions of more than ten (10) days, please see the section discussing long-term suspensions, below.

Out-of-school Suspension Pursuant To G.L. C. 71, § 37h¾

Unless otherwise specified, "suspension" for the purposes of this section means short-term suspension and long-term suspension. Removal solely from participation in extracurricular activities or school-sponsored events, or both, does not constitute a suspension.

A student must be picked-up by a parent/guardian immediately once a suspension is imposed. Any exception to this policy will be made at the discretion of the principal or his/her designee.

Short-term Suspension

A short-term suspension is defined as the removal of a student from the school premises and regular classroom activities for ten (10) consecutive days or less. When a student is disciplined with a short-term suspension, the student may not attend school and is not allowed on the school property for the duration of the suspension. A short term suspension may be served in school, in which case, the in-school suspension policies (above) apply.

A student who receives a short-term suspension for a disciplinary offense is entitled to the following due process procedures:

1. The principal or his/her designee shall provide oral and written notice to the parent/guardian, offering an opportunity to meet and to discuss the violation as charged, prior to the suspension taking place. The notice shall set forth the following:
    a. the disciplinary offense;

b. the basis for the charge;
c. the potential consequences, including the potential length of the student's suspension;
d. the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
e. the date, time, and location of the hearing; and
f. the right of the student and the student's parent to interpreter services at the hearing if needed to participate. The principal or his/her designee shall make reasonable efforts to orally notify the parent/guardian of the opportunity to attend the meeting. A hearing may be held without the parent/guardian once the principal or his/her designee meets his/her obligation to provide reasonable notice.

2. The student shall meet with the principal regarding the alleged offense. The purpose of the meeting is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student and parent/guardian, if present, also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate. 603 CMR 53 does not confer the right to counsel or the right cross-examine witnesses.
3. Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
4. The principal shall provide written notice to the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. Under normal circumstances, students will be expected to make up work within an agreed upon time frame.

Long-term Suspension

A long-term suspension is defined as the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The student may not attend school and is not allowed on the school property for the duration of the suspension.

Except for students who are charged with offenses under G.L. c. 71, §§ 37H or 37H½ (discussed more below) no student may be placed on long-term suspension for one or more

disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day the student is removed from school. Suspensions under G.L. c. 71, § 37H¾ may not extend beyond the school year in which the suspension is imposed.

A student who receives a long-term suspension for a disciplinary offense is entitled to the following due process procedures:

1. The principal or his/her designee shall provide oral and written notice to the parent/guardian, offering an opportunity to meet and to discuss the violation as charged, prior to the suspension taking place. The notice shall set forth the same information as provided in the short-term suspension notice (described above), plus the following information:
    a. the rights afforded to the student during the long-term suspension hearing, as provided in 603 CMR 53.08(3)(b) and described below; and
    b. the right to appeal the principal's decision to the superintendent. The principal or his/her designee shall make reasonable efforts to orally notify the parent/guardian of the opportunity to attend the meeting. A hearing may be held without the parent/guardian once the principal or his/her designee meets his/her obligation to provide reasonable notice.
2. The student shall meet with the principal regarding the alleged offense. The purpose of the meeting shall be the same as for a short-term suspension and, in addition to all the rights afforded students in a short-term suspension meeting, students shall have the following rights in a long-term suspension hearing:
    a. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
    b. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
    c. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
    d. the right to cross-examine witnesses presented by the school district; and
    e. the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.
3. Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
4. The principal shall provide written notice to the student and parent/guardian of the determination and the reasons for it If the principal decides to suspend the student, the written determination shall:
    a. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;

b. Set out the key facts and conclusions reached by the principal;
c. Identify the length and effective date of the suspension, as well as a date of return to school;
d. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in 603 CMR 53.13(4)(a);
e. Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:
    i. the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
    ii. the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

5. Under normal circumstances, students will be expected to make up work within an agreed upon time frame upon their return from a long-term suspension.

Appeal Of Long-term Suspension

A student placed on long-term suspension following a principal's hearing has the right to appeal the suspension to the superintendent. The long-term suspension will remain in effect unless and until the superintendent reverses the principal's decision on appeal. The superintendent may uphold the principal's decision or impose a lesser penalty but may not impose a suspension greater than that imposed by the principal.

The appeal of long-term suspension must be in writing, within five (5) calendar days of the effective date of the long-term suspension. The student or parent/guardian may request an extension of up to seven (7) calendar days to submit this request for an appeal.

The superintendent or his/her designee shall hold an appeal hearing within three (3) school days of receiving the student's request for an appeal. The student or parent/guardian may request an extension of up to seven (7) calendar days for this appeal hearing to be held. The superintendent or his/her designee shall make a good faith effort to include the parent/guardian in the meeting but may proceed without the parent if the superintendent or his/her designee made efforts to find a day and time for the hearing that would allow the parent and the superintendent/designee to attend.

The superintendent or his/her designee shall send written notice to the parent/guardian of the date, time, and location of the hearing.

The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. At the hearing, the student has the same rights afforded him/her at the principal's hearing for long-term suspensions. The superintendent's meeting will be audio recorded and the student/parent may receive a copy of the recording upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

The superintendent will issue a written decision within five (5) calendar days of the hearing, either upholding or lessening the suspension. The notice will contain the same information as a long-term suspension notice, except for information on the right to appeal.

The superintendent's decision will be the final decision of the school district.

School Offenses Which May Result In Suspension

The following offenses may result in an in-school, long-term, or short-term suspension. The length of the suspension and whether it will be served in-school or out-of-school will be determined by the principal in his/her discretion.

Some of the offenses listed below may also subject a student to expulsion pursuant to G.L. c. 71, §§ 37H and 37H½:

1. A threat or verbal abuse toward a staff member or other school employee will not be permitted. This rule is not limited to school property or school hours. Threats toward the school (electronic or otherwise) will result in suspension.
2. Extortion.
3. Setting a fire.
4. Turning a false alarm.
5. Involvement in the theft, willful destruction of, or vandalism of school employee's property, or student and/or school property. In addition, the offender(s) may be billed for the cost of repairing or replacing the property and police will be involved.
6. Possession or use of dangerous material(s) or items or use of firecrackers; smoke or stink bombs or similar disruptive items.
7. Driving on school grounds after being told not to (e.g. as a result of reckless or dangerous driving, or causing chronic tardiness situations, etc.).
8. Behavior which is a danger to any person(s) including the person(s) involved.
9. Serious disruption of a classroom, lunch room, assembly, or other school activity.
10. Harassment or intimidation of a staff member or fellow student.
11. Refusal to follow the directions of an administrator.
12. Refusal to provide (correct) name to inquiring faculty/staff member or substitute teacher.
13. Any violation of national, state, or local laws on school grounds or involving the school or school personnel will make the student liable for suspension. The Police will be notified when the law has been broken.
14. Repeated Honor Code violations.

Extracurricular Activities And Athletics During Suspension/Expulsion
Students may not participate in any extra-curricular activities or school-sponsored events during the period of their suspension (whether in-school or out-of-school) or expulsion.

Expulsion Pursuant To G. L. C. 71, §§ 37h & 37h½
Expulsion is defined as the removal of a student from the school premises, regular classroom activities and school activities for more than ninety (90) school days, indefinitely, or permanently as permitted under G.L. c. 71, §§ 37H or 37H½ for: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction or adjudication or admission of guilt with respect to such felony, if the principal determined that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§ 37H and 37H½.

Expulsion is not available for other offenses pursuant to G.L. c. 71, § 37H¾.

Offenses under G.L. c. 71, §§ 37H and 37H½, are not subject to the limitations of 37H¾ concerning the duration of a student's removal from school, and may result in an expulsion or suspension longer than 90 days or that extends beyond the school year.

Expulsion Under G.L. c. 71, § 37H
Massachusetts General Laws, Chapter 71, Section 37H, provides as follows:

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, an Assistant Principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall

not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

(f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

(g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

Expulsion Under G.L. c. 71, § 37H½

Massachusetts General Laws, Chapter 71, Section 37H ½, provides as follows:

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written

testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect.

The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

Emergency Removal Pursuant To G.L. c. 71, § 37H¾

A principal, in his or her discretion, may temporarily remove a student from school when the student is charged with a disciplinary offense and, in the principal's judgment, the student's continued presence poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no adequate alternative to alleviate the danger or disruption. The emergency removal shall not exceed two (2) school days following the day of the emergency.

The student may not be removed until adequate provisions have been made for the student's safety and transportation.

During the emergency removal, the principal or his/her designee shall:

1. Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal and other information required for short- or long-term suspensions, as applicable;
2. Provide written notice to the student and parent that complies with the requirement for written notices for short- and long-term suspensions;
3. Provide the student an opportunity for a hearing with the principal that complies with the requirements for a short- or long-term suspension hearing, as applicable, and provides the parent an opportunity to attend the hearing, before the expiration of the two (2)

school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.

4. Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of notices for short- or long-term suspensions, as applicable.

Academic Progress During Suspension Or Expulsion

Any student who is serving an in-school suspension, short-term suspension, long-term suspension or expulsion under G.L. c. 71, §§ 37H, 37H½, and 37H¾ shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his/her removal. The principal shall inform the student and his/her parent/guardian of this opportunity in writing when the suspension or expulsion is imposed.

Students who are expelled or suspended for more than 10 consecutive days will have an opportunity to receive education services and make academic progress toward meeting state and local requirements during their removal from school pursuant to the school-wide education service plan. The plan is available at the Main Office.

The principal shall notify the student and his/her parent/guardian of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

With the following items, the first occasion will result in a consequence designed to fit the offense

This may include detention, Saturday School, in-school suspension, out-of-school suspension with appropriate assignments, written or school-related tasks (e.g. helping a custodian pick up papers on school grounds).

1. Verbal abuse of a fellow student. This includes, but is not limited to racial, ethnic, or sexist remarks;
2. Gambling (dice, cards, betting);
3. Using a fire extinguisher without just cause;
4. Distribution or display of obscene materials;
5. Wearing clothing displaying foul or obscene language, pictures or clothing advertising illegal substances. Personal appearance, dress and grooming must not disrupt the education process or threaten the health or safety of any individual, as determined by the administration.
6. Calling school and impersonating a parent or guardian to give an absence excuse or cause another student's dismissal;
7. Excessive tardiness to school (excused or unexcused);
8. Forging an absent, tardy, or dismissal note or forging a pass;

9. Throwing snowballs or other objects which can endanger others;
10. Refusal to follow a teacher's directions (insubordination);
11. Using vulgar or profane language;
12. Lying.
13. An offense which does not exactly fit the above guidelines, but for which the student has been warned on a previous occasion that if he/she repeats the offense, he/she will be issued Saturday School or suspended (e.g. if a student causes a disturbance to classes in an area of the school and is told not to return to that area without permission).

Harassment Policies

- See Section A of School Committee Policy Manual
- File AC: Nondiscrimination Policy
- File ACA: Nondiscrimination on the Basis of Sex
- File ACAB: Harassment Policy and Grievance Procedure
- File: ACAB: Sexual Harassment Prevention Policy
- File ACE: Nondiscrimination on the basis of disability

Intimidation, Harassment and Bullying During Sports Activities

It is our intent that the leadership values learned through the competitive and extracurricular experience will help students become more productive members of our community. It is expected that team members and members of extracurricular groups will not use their position to intimidate, harass or bully others. The consequence for such behavior will be permanent removal for the rest of the calendar year from the team or activities by the coach, athletic director, advisor and/or administration. The school's harassment policy also applies.

Victim Assistance

Persons who have been subject to harassment or discrimination will be provided with support and assistance in meeting their needs to the extent possible within the school environment and will be aided in seeking further assistance if they so desire through referral to appropriate sources.

Complaints alleging discrimination shall be made to the appropriate compliance coordinator, or shall be referred to the coordinator if received by other persons within the institution.

Civil Rights and Equal Educational Opportunities
Director of Student Services, Melissa Maguire
Monomoy Regional School District
425 Crowell Road, Chatham, MA 02633
508-945-5130

Bullying

Monomoy Regional School District is committed to creating and maintaining an educational environment where all students feel safe, supported, and connected. Find the District's Bullying Prevention and Intervention Plan and reporting options here.

Hazing

The Monomoy Regional School Committee recognizes the right of all students to participate through competition or open admission to all clubs, activities and sport programs and, therefore, prohibits the practice of "hazing."

The Commonwealth of Massachusetts: An Act Prohibiting the Practice of Hazing Chapter 269 of the General Laws includes:

Section 17 – Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment. The term "hazing" as used in this section shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of food, liquor, beverage, drug or other substance, or any other brutal treatment of forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Section 18 – Whoever knows that another person is the victim of hazing and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than $1,000.

Section 19 – Each secondary school and each public and private school or college shall issue to every group or organization a copy of this Act. Each group or organization shall distribute a copy of Sections 17 and 18 to each of its members annually. An officer of each such group or organization, and each individual receiving a copy of Sections 17 and 18 shall sign an acknowledgment stating that such group, organization, or individual has received a copy of these sections.

Any student who is found to be in violation of the hazing law (Mass. General Laws, Chapter269, Sections 17, 18 and 19) or found harassing another student by abusive and humiliating language or action may be subject to discipline in accordance with applicable laws.

Health and Safety

Health

School Insurance

School insurance forms are available in the fall. Both school time coverage and full time coverage policies are available.

Student Health Services

Monomoy Regional School District has a full-time school nurse on staff at each school. The school nurse strengthens and facilitates the educational process by improving and protecting the health status of children. A major focus of school nursing services is the prevention of illness and injury, and the early detection of health problems. Please help the school nurse care for your child:

- Update the school nurse if there are any changes in your child's health status throughout the school year
- Notify the school nurse if your child has any chronic or acute illness/injury/hospitalization or requires any assistive device at school. e.g. crutches.
- Communicate with the nurse directly if there are changes in medication, health needs, or exposure to communicable disease
- Inform the school nurse if there is an event at home or in the family that may impact your child at school (serious illness or death in the family)
- Keep your child home from school if they have a fever of 100.4°F (38°C) or higher, diarrhea, vomiting, or any suspected or diagnosed contagious illness, such as strep throat, ringworm, impetigo, conjunctivitis (pink eye), or other communicable infections.
- Students need to be fever free and free of vomiting/diarrhea for 24 hours without fever reducing medication prior to returning to school. Students with contagious infections should not return to school until they have received appropriate treatment, if indicated, and meet the recommendations of their healthcare provider and applicable public health guidance.
- Contact your child's healthcare provider for a rash of unknown origin.

Illness and First Aid

Assessment of student illness or injury occurring during school hours is a significant part of school health care services. Care is provided as needed in the health office of each school building. If a student becomes ill or injured during the school day, he or she should report to the nurse for assessment. Students should not be dismissed due to illness/injury without being assessed by the school nurse. If the nurse is not in the Health office, students should report to the main office.

The school will make every effort to reach the parent/guardian or emergency contact person listed in Aspen to notify them of any significant injuries or signs of illness that may require further intervention or follow-up with the student's health care provider. In the event of a medical emergency, local Emergency Medical Services (EMS/911) may be activated. If a student is taken to the hospital, a school employee will stay with the student until the parent/guardian arrives.

Automated External Defibrillators (AEDs) are available in public areas of every school building and are accessible to the general public in the event of a cardiac emergency in the building when school is not in session. Please look for them when you visit your child's school (they are located in the front lobby and gymnasium lobby). You may help save a life!

Health Screenings

Screenings are conducted by health services staff according to the Massachusetts Department of Public Health regulations. If screening results indicate the need for follow-up, the parent/guardian will be notified. Parents may choose to opt their child out of a specific screening by sending a letter in writing to their child's school nurse.

Vision and Hearing Screenings - Screenings are performed annually in accordance with Commonwealth of Massachusetts regulations. Students may be screened at any time during the school year or upon request.
Growth Screening - Height and weight are measured in accordance with the Commonwealth of Massachusetts regulations and are recorded in the students' medical record.

Physical Exams

We have a consulting physician for the Monomoy Regional School District. A physical exam is required upon entry for all students one year prior to school entrance or within 30 days after school entry. An updated physical exam is required again in grades 4, 7 and 10.

A current annual sports physical is required for participation in all school sponsored athletic activities.

The Role of the School Nurse

The role of the professional school nurse is to facilitate health and wellness so each student has the opportunity for academic success. Responsibilities in this setting include the following:

Development of an Individualized Health Care Plan (IHCP)

Please talk with the school nurse if your student has a specialized medical need or diagnosis, which must be assessed, managed and monitored during school hours, such as asthma, a life threatening allergy, diabetes, or seizure disorder. The nurse will meet with the parent/guardian to review medical information, health care provider's orders, and current evidence based practice. The IHCP is then reviewed and signed by the parent and physician (if necessary) and shared with appropriate school staff to ensure optimal integration of your child's health needs into the school setting.

Medication Administration

Massachusetts public school medication administration is governed by state law 105 CMR 210.000. School nurses must administer medications unless specifically delegated to trained unlicensed personnel for emergencies (e.g., epinephrine, inhalers), field trips or school sponsored activities.

Requirements for Medication Administration:

- **Authorization:** Requires written orders from a licensed medical provider and signed parental/guardian consent before any medication (prescription or over-the-counter) is administered.
- **Delegation:** The School Nurse Leader manages all medication programs. In specific life-threatening situations (like anaphylaxis), unlicensed staff may be trained and delegated to administer medication in compliance with 105 CMR 210.000. The school nurse retains final authority over whether or not to delegate medication administration to unlicensed personnel.
- **Transportation:** A responsible adult must drop off and pick up the medication directly with the school nurse. Students are typically not permitted to bring medications to school themselves.
- **Supply:** No more than a 30-day supply of prescribed medication should be kept at the school.
- **Medication Changes:** Notify the nurse immediately of any medication or dosage changes; a **new doctor's order** and **parental consent** are required before any updates can take effect at school.

Under Massachusetts law (M.G.L. c. 71, § 54B), public schools are strictly prohibited from blocking a student from carrying and using specific life-saving emergency medications.

105 CMR 210.006 states that students may be permitted to **self-carry and self-administer prescription medications** on their person or in their backpacks. To authorize this, an

agreement must be established between the student, the school nurse, and the parent/guardian. This plan requires a licensed prescriber's assessment confirming the student's competence to safely carry and use the medication independently.

The primary medications explicitly protected under Massachusetts law and **105 CMR 210.000** for student self-carry are:

- **Asthma Rescue Inhalers**: For students with asthma or other life-threatening respiratory diseases.
- **Epinephrine:** For students with known life-threatening allergies.
- **Insulin and Glucose Monitoring Equipment**: For students with diabetes to manage insulin delivery systems and blood sugar testing devices.
- **Enzyme Supplements**: For students with cystic fibrosis

Products Used in the Health Office

The school physician has approved the use of standard, over-the-counter products in the health office to treat minor conditions during the school day. These safe and effective treatments include:

First Aid Treatments:	**For Emergency Use:**
Saline Wound Wash Bacitracin Calamine Lotion Cough/throat drops (grades 5-12 only) White Petroleum (Vaseline or Aquaphor) Eye Wash solution (sterile isotonic buffered solution) Contact Solution Alcohol based hand sanitizer	Epinephrine Narcan (Naloxone) AED

Please contact the school nurse if you have questions or prefer that these products **not be used** for your child.

Immunizations and Communicable Disease Control

According to Massachusetts state law, students must be properly immunized before they enter school. Monomoy Regional School District requires that immunizations are up to date for entry into school and up to date as per Massachusetts Department of Public Health immunization standards. Parents/guardians are responsible for keeping immunizations current and informing the school nurse when their child has received additional immunizations. For a complete listing of immunization requirements for each grade, please ask your school nurse or visit: DPH Immunization Guidelines.

Monitoring of infections and other diseases are important functions of the school nurse. The school nurse works with parents, administrators, school staff, and health care providers, local and regional Boards of Health, and other professionals to maintain a healthy environment. Upon recommendation by the school nurse to the building principal, students may be excluded from school if immunizations are not up to date or if a student has a communicable disease to prevent transmission of the disease in the school.

For example, if there is a chickenpox outbreak at school and your child does not have documentation of having had either chickenpox or the chickenpox vaccine, your child will not be allowed to go to school for a length of time specified by the MA Department of Public Health.

Although we encourage every child to have a health care provider, immunizations are offered by appointment at the following:

Barnstable County Department of Health - 3195 Main Street/Old Jail Building, Barnstable, MA. Please call 508-375-6617 for more information and hours.

VNA of Cape Cod Public Health & Wellness Department - Cranberry Plaza, 434 Route 134, South Dennis, MA. Please call 508-957-7423 for more information and hours.

Concussions/Head Injuries

A concussion is a type of brain injury that can change the way the brain normally works. Children and adolescents are at great risk for concussions. The potential for a concussion is high during activities where collisions can occur, such as during physical education class, playground time, or sports activities. Proper recognition and response to a concussion can help prevent further injury and promote recovery. Supporting a student who is returning to school after a concussion requires a collaborative approach among school and health care professionals, the student, and the family. Please notify the school nurse if your child has sustained any type of head injury.

Medical Excusal from Physical Education

All students well enough to attend school are expected to participate in physical education. Students unable to participate in physical education will need a medical excuse from a licensed medical provider. Documentation should include a date the student will return to the physical education class and what activities the student may participate in.

Health Records

An individual health record (paper and computerized) is maintained for each student throughout his/her school career. The record contains medical information submitted to the nurse, such as physical exams, immunization records, and health history completed by the parent/guardian when the student entered the school system. Screening and visits to the health office during school hours are recorded. Parents/guardians are asked to communicate student health

concerns and medical reports to the school nurse. Access to this record is restricted to school health office staff and other school staff on a need-to know basis only, as determined by the school nurse. Parents/guardians may have access to the health record upon request. The health record is transferred with the academic record when the student moves to another school or district. Graduating seniors are given their health record at the time of graduation, or the record may be picked up by the parent/guardian. Unclaimed health records are maintained at the school for a maximum of seven years after the student leaves the system.

Health Insurance

The Commonwealth of Massachusetts now requires all residents to have health insurance. If your child is without health insurance, Massachusetts has several plans that will provide uninsured children and families with affordable health care (restrictions may apply). If your child is without a healthcare provider, the school nurse can assist you. Please see your school nurse for more details.

Food Allergy Information

Food allergies are on the rise among children in America. A significant number of students in our school have life threatening food allergies. In some instances the smallest trace of the allergen - even if not ingested - could cause a severe allergic reaction (anaphylaxis). Anaphylaxis is a sudden, severe reaction that is potentially fatal. There are eight foods that are responsible for 90% of food allergies: peanuts, tree nuts, milk, eggs, fish, shellfish, soy and wheat. Other common allergens are insect stings, medications, and latex.

In order to create a safe school environment for all students, Monomoy school buildings and classrooms are designated as “Allergy Aware.” Allergy Aware indicates an effort on the part of the school to make the community (students, staff, families, etc) aware that there are students with food allergies in the classroom or building. We ask that they be respectful of those around them who might have allergies by refraining from bringing foods that contain allergens into school as much as possible. Food sharing of any kind while at school or on the bus is not permitted. Families of students with food allergies are asked to partner with our schools by teaching their child about their specific allergen(s), what foods should be avoided, how to read food labels, how to recognize symptoms of a reaction, how to self advocate in regards to their allergy, and what to do if a reaction occurs. Students should be reminded that food of any kind should not be shared at school or on the bus. Parents/guardians should inform the school nurse of any known allergies and provide a doctor’s order, allergy management plan, and any required medications to the nurse at the beginning of each school year.

If a student with food allergies chooses to buy food at school, parents/guardians should review menu choices at home and help to decide what is safe for their individual child. School menus can be found here. Allergy Aware tables will be available in the cafeteria (in Elementary and Middle Schools). Students with allergies can choose to sit at these tables along with non-allergic students whose lunch does not include allergens. Again, sharing/trading of food is not permitted.

Emergency Cards

Annual health history and emergency contact information should be updated annually in Aspen. Parents are required to notify the School Nurse at the start of, or during the school year, if their child has any medical conditions that may need monitoring during the school year.

Safety

Safety/Fire Drill Regulations

Under the direction of their teacher, students are to leave the building as quickly as possible following the exit plan posted in each room. Unless otherwise instructed, students are to stay with their teacher/class at all times throughout fire/emergency drills and situations. Fire drills occur four times a year or more upon the discretion of the fire department/administration.

Memorandum of Understanding Between MRSD and the Harwich Police Department and Chatham Police Department

The purpose of the Memorandum of Understanding Between MRSD and the Harwich Police Department and Chatham Police Department is to develop a strong and consistent policy to continue the partnership that has been formulated between the Chatham and Harwich Police Departments and the Monomoy Regional School District. The goal of this partnership is the preservation of safety, order, and discipline within the schools. This policy must be one that can be constantly reviewed and modified as the needs of the Police Departments and District change, and can be viewed online.

The fact that this MOU exists among the above agencies shall be clearly stated in the Student Handbook for each school so that there will be no misunderstanding within the Monomoy School Community as to the cooperative atmosphere that exists between all involved Parties.

Security Camera Procedures

The Monomoy Regional School District is committed to ensuring a safe and secure learning environment for both students and staff. To assist in fulfilling this part of our mission, the school district has installed a digital video surveillance system which deploys a series of video cameras both inside and outside of our schools. In general, cameras are focused on the main entrances to our schools, parking lots, and in strategic areas within the schools.

The following procedural rules are in effect for the use of this video security system:

- All persons entering the premises will be informed of the presence of the cameras.
- The cameras provide a live image and record images which will be stored digitally for thirty days.
- The live feed from the cameras will not be monitored on a full-time basis.

- Each school office will have a video monitor which will display the front entrance and will be monitored as needed by office staff.
- Video and still images can be retrieved and may be used by school administrators or the police department to aide in any investigation of a school related incident.
- Video and still images may be used as evidence for purposes of discipline.
- In the case of violation of law, upon their request, the video evidence will be provided to the police department for possible prosecution.
- Under no circumstances will the video surveillance system be used to focus on the activities or behavior of any individual student or specific group of students.
- Access to the school's surveillance system will be limited to the schools' administrators, and the Harwich Police Department, unless otherwise required by Court order.

School Activities

Food Services

MRSD serves breakfast and lunch each school day. The state of Massachusetts has permanently funded free school meals for all public school students! Every child who wants or needs a school breakfast or lunch will be able to receive those meals at no cost to their family. Students may also bring lunch and drink from home, if desired.

To find school meal menus, along with nutritional data and other information, click here.

It is still important for families to complete the Free and Reduced Meal application if applicable, as free and reduced benefits can offer additional support to families and can also include certain other fees being waived or reduced. The data also impacts overall school and district funding, in some cases.

Click here for the Free and Reduced Meals guidelines, information, and applications.

If students wish to have more than one meal, or wish to buy additional a la carte items above the free meal offered, they may do so. Monomoy Regional School District utilizes a computerized Point of Sale payment system in all of the district's cafeterias called Nutrikids. Every student has their own personal meal account based on their own PIN. Students can access their accounts on the PIN pads located at every register. This PIN will be the same PIN as the students' progress through the school district and will be the same year after year.

We encourage families to deposit money into the student's MySchoolBucks account, although they may still pay cash. Monies paid into a student account can be used for the purchase of additional meals and a la carte items. This system allows students to charge only if there is money in their account – we won't allow any negative balances to occur.

MySchoolBucks provides a quick and easy way to add money to your school meal account using a credit/debit card or electronic check.

1. Go to www.MySchoolBucks.com and register for a free account.
2. You will receive a confirmation email with a link to activate your account.
3. Add yourself and your students using the school name and student/staff ID.
4. Make a payment to your account with your credit/debit card or electronic check.

A program fee may apply. You will have the opportunity to review any fees and cancel if you choose, before you are charged. If your student has qualified for free or reduced price lunches or breakfasts, this information is securely contained within the system and the meal will be processed just as it is for all other students. There is no need to be concerned for a potentially uncomfortable situation for the student.

If you are concerned about a food allergy that your student has please notify the cafeteria and the school nurse with this information. A warning will appear on the cashier's screen allowing for a review of the items on the student's meal tray.

If you have any questions, contact Michael (Mac) Noks, Food Services Director, at 508-430-7200 or mnoks@monomoy.edu.

Food Allergies

Chatham Elementary School is an “allergy aware” school and is not “nut-free.” However, we make specific accommodations to protect students with life-threatening food allergies including the designation of “nut-free” individual classrooms, as well as a section in the cafeteria. Field trips are “nut-free”. Caregivers are notified in advance if their child is in one of these designated situations. We appreciate your cooperation in creating a healthy and safe learning environment for all children.

We recommend that students with life-threatening allergies have an “Allergy Action Plan” formulated in consultation with their MD, the School Nurse and caregiver(s). Allergic students are to keep a dose of their prescribed epi-pen at school and are allowed to carry their own epi-pens with proper documentation and medical orders. A table is designated in the cafeteria for students in need of a nut-free eating area. Proper hand washing is essential to health and good hygiene.

Field Trip Procedures

Field trips are an extension of the elementary school’s Standards Based Curriculum. Field trips are considered regular school activities. They are related to curriculum objectives and will have the approval of the principal. When students are on a Field Trip, school rules and policies will be observed, particularly as they relate to expectations for student behavior.

Local field trips may be adequately supervised by staff and may not require caregiver chaperones. Caregiver chaperones will be recruited to ensure safety for trips that require a small student to adult ratio. All chaperones must have a current, approved CORI on file at the Superintendent’s office.

The primary role of the caregiver chaperone is to ensure the safety of students assigned to them. For this reason, younger siblings and/or other children may not accompany the chaperone on the trip. In addition, chaperones are expected to adhere to the policies established for field trips and to report any concerns or infractions of the policy to the teacher(s) on the trip at the time of the incident.

<u>Before the Trip</u>

1. The teachers, in consultation with the principal, will determine the number of chaperones required for each field trip. Site requirements regarding adult to child ratio, the distance of the trip, and safety issues will be considered when determining the number of CORI approved chaperones needed for each trip. Chaperones, in some cases, may need to be fingerprinted.

2. If more caregivers wish to chaperone than are needed, a lottery will be held. Caregivers not selected for the trip will be notified, as will those who have been selected.
3. All chaperones will be provided with an agenda, the names of students in their assigned groups, and a copy of the field trip policy.
4. Chaperones must arrive on time so the trip may commence on schedule.
5. Caregivers unable to chaperone due to illness or last minute emergency should contact the teacher as soon as possible so a replacement can be found.

During the Trip

1. Chaperones and all students must ride on the bus.
2. Chaperones must stay with their assigned student group at all times throughout the trip (lunch, bathroom visits). Students must also stay with the assigned chaperone, unless a change is made by the teacher(s).
3. Caregivers not selected in the lottery are discouraged from driving on their own to the site to meet their child at the site, as this disrupts the supervision plans that have been established.
4. Chaperones may not bring anything from home (toys, candy, snacks) for students, nor buy any treats (candy, ice cream) for students at the site.
5. There will be no visits to the gift shop, unless this is included in the agenda by the teacher. Chaperones should not take students to the gift shop on their own, if it is not on the agenda.
6. Chaperones and students will wear name tags with school identification.
7. During a Field Trip, a Chaperone **will not at any time** possess or use illegal drugs or controlled substances including but not limited to; tobacco and all alcoholic beverages.

After the Trip

Caregivers of students unable to attend prepaid field trips due to illness or family emergency are responsible for requesting reimbursement from the field trip site. Note: There is no guarantee that the organization will give the refund.

Notes:

1. The principal will make a decision regarding the status of the trip should there be an elevated national security threat or weather conditions that compromise safe travel.
2. Children who come to school, but do not attend the field trip (by caregiver choice) will be placed in a classroom and will be supervised at school for the extent of the trip.

Lockers/Cubbies

Students are responsible for the contents of their lockers (cubbies). Lockers are provided by and owned by the school. Cubbies are not locked so there should be no expectation of privacy or security in the use of cubbies.

Lost And Found

Lost and Found items will be hung on hooks across from the cafeteria at CES. Please help us to return items to their owners by labeling everything. Please check for lost items as soon as you know something is missing. Unclaimed clothing will be donated to an appropriate charity at the end of each school year.

Birthdays and other Celebrations

We realize that your child's birthday is a very special day and birthdays will be recognized in classrooms. Each teacher has made a decision about how birthdays will be celebrated with their students. Do not send in food of any kind to celebrate your child's birthday. If you wish to send invitations to a birthday party, please send invitations via post office. Birthday invitations may not be distributed in school unless everyone in the class is being invited.

We realize that your child's birthday is a very special day and birthdays may be recognized in classrooms. Each teacher has made a decision about how birthdays will be celebrated with their students. We encourage non-food items and only nutritious foods in accordance with the Wellness Policy. Birthday party invitations may not be distributed in school unless everyone in the class is being invited.

All classroom events will be organized by the homeroom or other teacher. Caregiver volunteers may be asked to support. All events must adhere to the MRSD Wellness Policy (File ADF): Only staff members will plan and organize celebrations. The staff member responsible for the event must notify administration for approval and notify parents. School celebrations such as holidays and birthdays will emphasize physical activities, academic achievements or positive youth development. Examples include the writing of poems for Valentine's Day, telling scary stories for Halloween, etc. Schools should encourage celebrations that include nutritious foods or non-food items and will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually.

After School Program

Parents/guardians may enroll Kindergarten through Grade 2 students in the After School Program through Monomoy Community Services. The afternoon hours are 2:15 until 5:30 pm. Registration and fees for either of these programs can be found online at www.monomoy.org or you can reach Monomoy Community Services at (508) 945-1501.

Students in Grades 3-4 may enroll in the Chatham Parks and Recreation Department's PARK program. The afternoon hours are 2:15 until 5:30 pm. Registration and fees for this program can be online at
https://chathamma.myrec.com/info/activities/program_details.aspx?ProgramID=29850

CES After School Clubs

CES is pleased to offer a number of After School Activities & Clubs run by CES staff and community members. Clubs meet from 2:20 to 3:20 pm and are free of charge for CES students. There are a total of four sessions each school year. Catalogs for each session will be sent home via backpack mail before the start of session and made available through our digital newsletter, The SHARK Alert.

Please note that participating in afterschool clubs is a privilege at CES. Due to limited staffing, students who have difficulty following SHARKS expectations during clubs will lose their spots. Additionally, **you must pick up your student by 3:30 pm** if they are not attending Monomoy Youth Services or the Chatham Rec Department program. Two late pickups will result in the student being removed from the club.

CES works diligently to ensure that every student has access to an after school club over the course of the school year and utilizes waitlists for some of the more popular programs. Caregivers will receive confirmation of club registration from the CES Club Coordinator (Ms. Amanda Griswold) prior to the start of each session.

2026-2027 Session Dates:

- Session I Week of September 14 - November 20, 2026 (10 weeks)
- Session II Week of November 30, 2026 - February 12, 2027 (10 weeks)
- Session III Week of February 22-April 16, 2027 (8 weeks)
- Session IV Week of April 26 - June 11, 2026 (7 weeks)

Some examples of After School Activities & Clubs include:

- Chorus
- Art Club
- Instrumental Music
- Gardening Club
- Ultimate Frisbee
- Indoor Soccer
- Yoga
- Lego Club

Student Support Services

Literacy Intervention

Kindergarten through grade 4 students demonstrating a need for additional support in learning to read will receive services from a Literacy Specialist. Intervention is an extension of the regular education curriculum and is monitored through the MTSS system. Literacy intervention assistants are supervised by the Reading Specialist and work with individual or small groups of students during the regular school day. Students who receive literacy intervention generally make great gains and often move out of the program once they learn fundamental reading strategies. Regular education assessment data and teacher referral is used to determine which students would benefit most from literacy intervention. Intervention programs are research-based and are part of Chatham Elementary School's commitment to best teaching practices and as such are considered part of the regular education curriculum. Caregivers will receive communication that this intervention is occuring. Caregiver permission is not required.

Math Intervention

Math support is designed to provide students in grades K-4 with additional support in learning mathematical concepts. Math intervention is an extension of the regular education curriculum and monitored through the MTSS system. Students demonstrating a need for additional support may work with a Math intervention assistant in small groups. Math interventions are research-based and are part of Chatham Elementary School's commitment to best practices and as such are considered part of the regular education curriculum. Caregivers will receive communication that this intervention is occuring. Caregiver permission is not required.

Counseling

The CES counselor works with teachers, caregivers and students to teach respect, responsibility, compassion, integrity, and conflict resolution. The counselor also works with individual or small groups of children to facilitate friendships and to assist with school adjustment issues. At various times throughout the year, students may meet with counselors to discuss school-related issues. Caregiver notification is not required for these occasions as this support service is one aspect of the regular education program.

Students may also receive interventions from the school counselor on a regular basis. These services are available to an individual or groups of students for social skills education and/or school adjustment issues and are a part of the MTSS system. Caregivers will be notified but permission is not required. Consultation services for parents and guardians are also available. The guidance counselor often serves as a liaison to agencies outside the school and can provide a list of resources to facilitate caregiver's access to child and family welfare services.

Our counselor provides support for students with social, behavioral and emotional needs that adversely impact their educational experience at school. The Principal serves as the school's disciplinarian as needed and collaborates regularly with the school psychologist. Students may be referred to Guidance by the Principal/Assistant Principal or staff to resolve behavioral and socialization problems. Additionally, school psychologists are a resource to classroom teachers to help with the implementation of strategies to support students' whose behavior or social difficulties are adversely affecting the classroom, playground, cafeteria and/or the school as a whole.

Crisis Prevention/Intervention

The Monomoy Regional School District recognizes that from time to time circumstances may occur within the school community which constitute a crisis and require prompt and immediate action. A crisis is defined as a tragedy, disaster, or a dangerous situation occurring during or after school hours, which could profoundly impact students, staff and/or parents/ guardians. Monomoy Regional High School has trained personnel available to attempt to prevent a crisis or to intervene when a crisis occurs. Support services are available from School Counselors, School Psychologists, the School Nurse, and other trained faculty for dealing with any situation that could profoundly impact students, staff, and parents/ guardians. Anyone may make a referral through the Counseling Office. In order to assist school staff in identifying and helping students who may be in crisis, all students are encouraged to report to a teacher, school nurse, school counselors, or the Principal/Assistant Principals any student behavior which may be troubling such as talk of depression, suicide, or any other strange behavior. All student reports will be held in strict confidence.

Abuse/Neglect Policy

The faculty and staff of the Monomoy Regional School District are mandated by law to promptly report any suspected case of child abuse or neglect. Under Massachusetts General Laws Chapter 119, Section 51A, a mandated reporter who has reasonable cause to believe that a child under the age of eighteen years is suffering physical or emotional injury resulting from abuse including sexual abuse, or from neglect, shall immediately report such condition to the Department of Children and Families (DCF). Mandated school reporters include teachers, educational administrators, psychologists, attendance officers, social workers, day care providers and healthcare professionals. Parents/ guardians or other individuals may also report suspected abuse/neglect to the DCF through the At-Risk Hotline: 800-792-5200.

Special Education Services

Special education, under federal and state mandates, provides services to children from the ages of 3 to 22 who have been diagnosed with certain disabilities that impact their learning. Monomoy Regional School District strives to provide high quality programs to meet the unique learning needs of all students. Special Education staff, along with highly trained instructional assistants, provide services primarily in the classroom setting. Some services are provided to

students in a specialist's classroom (speech and language room, the occupational therapy room, the special education teacher's classroom) if the Team deems it more conducive to meeting the student's needs. Our primarily inclusive program is designed to allow students with disabilities to maximize their academic potential by providing access to the general education curriculum. Individual modifications, accommodations and specialized instruction within the classroom afford children with unique learning needs the opportunity to demonstrate success and understanding of the general curriculum in the least restrictive environment. A coordinated team approach is carefully designed to deliver this service model in a manner that promotes self-esteem and peer acceptance of diverse learning styles. A team approach is used to coordinate services for students with Individualized Education Programs. Consultations with the school counselor, speech and language pathologist, physical therapist, occupational therapist, special education teacher, principal, classroom teacher and caregivers occur on a regular basis to develop and modify the program that best meets the needs of each student.

Caregivers, teachers or other concerned parties may make a referral for a special education evaluation if they suspect the child has a disability that impacts learning. An evaluation will be conducted addressing the suspected areas of disability. Students are found eligible if they are not making effective progress in the general education program, require specially designed instruction and/or related services. If you have concerns about your child's development or believe that your child may be entitled to special education services, please contact your child's teacher. Find more information about Child Find on the Monomoy website.

Multi Tiered Systems of Support

Multi Tiered Systems of Support (MTSS)

The Multi Tiered Systems of Support (MTSS) is a framework that helps educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiated support for students based on their needs. MTSS grew out of the integration of two other intervention-based frameworks: Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS). It is a general education resource that provides an immediate response to a classroom teacher's concerns about a student. When a teacher observes that a child is experiencing academic or social difficulties, the team convenes to provide suggestions and an objective perspective on methods and approaches to assist and support the child. The team consists of the principal, classroom teachers, the school psychologist, reading and math specialists, special educators, and the school nurse. MTSS is an internal process that does not generate reports to caregivers, although your child's teacher may tell you that s/he is seeking assistance from the MTSS team. Meeting notes are recorded, but are not entered into a child's record.

504 Accommodation Plans

Section 504 is a federal statute that prohibits discrimination based upon a disability, among other provisions. A student may be considered disabled if they have a perceived or diagnosed

disability that substantially limits one or more of their major life activities. An Accommodation Plan may be designed for students who meet the criteria of a disabling impairment under section 504. The 504 Coordinator at Chatham Elementary School is the principal or designee. The District-wide Section 504 Coordinator is the Director of Student Services.

School/Parent Compact: Title I Schoolwide Program

Title I Intervention

The Monomoy Elementary Schools and the families of all students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership that will help children achieve the State's high standards. In the Monomoy Elementary Schools, Title I partially funds academic intervention services for qualifying students and teacher professional development.

School Responsibilities

The Monomoy Elementary Schools will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards. As stated in the MRSD Strategic Plan, "We share a vision of high student expectations and effective teaching, deliver an interdisciplinary curriculum which provides appropriate levels of challenge for each learner, foster strong parent and community partnerships, and promote and celebrate the achievements of all, in order to create a supportive, positive Monomoy culture that will inspire all learners."

1. Hold parent/guardian-teacher conferences in the fall and as requested by families during which this compact will be discussed as it relates to the individual child's achievement.
2. Provide families with frequent reports on their children's progress. Specifically, the school will provide report cards for each of the three grading term each school year.
3. Provide families reasonable access to staff. If you have any questions regarding your child's progress, please contact your child's teacher.
4. Provide families opportunities to volunteer and participate in their child's school experience such as the Parent Teacher Organizations (PTOs), School Councils, Task Forces, classroom volunteering, and special school events.

Family Responsibilities

We, as families, will support our children's learning in the following ways:

- Ensuring consistent school attendance.
- Providing a positive environment at home to support school and learning.
- Monitoring that homework is completed to the best of the child's ability.
- Reading at home at least 30 minutes each day.
- Participating, as appropriate, in decisions relating to my children's education.

- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school.

Parents are an important part of the Title I program and are urged to participate in informational programs, parent workshops, and parent/teacher conferences.

Volunteers/Visitors

Volunteer/Visitor Guidelines

We welcome visitors and volunteers at our school. All visitors must sign in at the main office and wear a visitor badge while in the building. If you want to observe or volunteer in a classroom, please arrange the visit with the classroom teacher or principal ahead of time.

All volunteers must have an up-to-date CORI check. Anyone without a valid CORI cannot be in close proximity to or interact with students, though they are welcome to attend events as a spectator. Depending on the circumstances, mentors and chaperones may also need to complete fingerprinting through the district office. Please call the central office for more information and the required code.

Chatham Elementary School Council

The Chatham Elementary School Council consists of representatives from caregivers, students, faculty and the community who have specific responsibilities under the Education Reform Act of 1993.

School Council meetings are held at the Main Office of the school on Thursday evenings.

- October 15, 2026, 5:30-7:00 pm
- January 21, 2027, 5:30-7:00 pm
- May 13, 2027, 5:30-7:00 pm

Chatham Elementary School PTO (Parent Teacher Organization)

Chatham Elementary School has an active PTO and this dynamic group of caregivers has provided the school with outstanding educational, social, and recreational events. We look forward to the continuation of the new Chatham Elementary School PTO with the traditions of the past years. The PTO sponsors annual activities such as Family Game Night, the Kindergarten Welcome Book, Summer Beach Party, Monster Mash Bingo, Holiday Crafts for Children, Spaghetti Supper and Theme Basket Raffle, the Book Fair, Teacher Appreciation Week, and a host of other special events. The PTO will continue to be the primary fundraising organization for much of the enrichment activity at the school, and will need volunteers to assist with planning the events and raising funds for them. Please consider this opportunity to help the new Chatham Elementary School PTO by assisting with one or more of their family-oriented events. It is a great way to be of service to your school and ultimately, to your child.

Student Groups

Students are encouraged to explore the creation of new clubs/extracurricular activities, including the location of potential advisors, and then propose such ideas to the school administration.

MRSD Policies and Regulations

MRSD policies are voted upon and enacted by the Monomoy Regional School Committee, and guide activities throughout the district.

For a full list of Monomoy Regional School District policies, please click here.

Partial list of policies and regulations:

Bullying Prevention Policy – Section J, File JICFB

Monomoy Regional School District is committed to creating and maintaining an educational environment where all students feel safe, supported, and connected. Find the District's Bullying Prevention and Intervention Plan and reporting options here.

Hazing Policy – Section J, File JICFA-E

Technology Acceptable Use Policy – Section I, File IJNDC

Restraint Policy And Regulations – Section J, File JKAA

Sexual Harassment Prevention Policy – Section A, File ACAB

Suspension/Expulsion Policy And Regulations

It is the policy of the Monomoy Regional School District to follow all applicable laws concerning discipline and to provide students facing discipline with their rights to due process pursuant to all applicable laws and regulations, including but not limited to Mass. General Laws, chapter 71, §§ 37H, 37H½, and 37H¾ and 603 CMR 53.00.

Emergency Removal

The principal(s), in his or her discretion, may temporarily remove a student from school when the student is charged with a disciplinary offense and, in the principal's judgment, the student's continued presence poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no adequate alternative to alleviate the danger or disruption. The emergency removal shall not exceed two (2) school days following the day of the emergency.

Policy On Disciplining Students With Disabilities

Federal and state special education laws govern the disciplining of students with disabilities eligible for special education and the regulations promulgated thereunder. These laws include the Individuals with Disabilities Education Act, 20 U.S.C. 1401 *et seq*,. and Section 504, its implementing regulations 34 C.F.R. 300 *et seq*.; and Massachusetts General Laws, Chapter 71B and its implementing regulations, 603 C.M.R. 28.00.

Non-Discrimination Policy – Section A, File AC

Harassment Policy – Section A, File ACAB

Notice of Nondiscrimination (§ 106.8(b)–(c))

Monomoy Regional School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Monomoy Regional School District Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX may be referred to the Monomoy Regional School District Title IX Coordinator.

The Monomoy Regional School District Title IX Coordinator is:
Melissa Maguire, Director of Student Services
425 Crowell Road
Chatham, MA 02633
1-617-848-0611
mmaguire@monomoy.edu

The Monomoy Regional School District nondiscrimination policy and grievance procedures can be located at
https://www.monomoy.edu/school-committee/school-committee-policy-manual on the website.

Monomoy Regional School District has adopted grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or the Title IX regulations.

Contact information for OCR is available here: https://ocrcas.ed.gov/contact-ocr

Monomoy Regional School District Civil Rights Coordinator

Coordinator: Melissa Maguire, Director of Student Services, (508) 945-5130
Address: 425 Crowell Road, Chatham, MA 02633

Title VI Of The Civil Rights Act Of 1964

Statue prohibits discrimination on the grounds of race, color or national origin by recipients of federal financial assistance. This statue ensures that individuals are not excluded from participation in program or activities receiving federal funds (or the benefits of) on account of their membership in one of these protected categories (42 USC S2000d). This statue has been interpreted to prohibit the denial of equal access to education because of a language minority student's limited proficiency in English.

Title IX Of The Education Amendments Of 1972

Title IX of the Education Amendments of 1972 provides that no individual may be discriminated against on the basis of sex in any education program or activity receiving federal assistance. Title IX requires that schools adopt and publish a policy against sex discrimination, including sexual harassment. State law requires Massachusetts' employers to have a policy against sexual harassment. (M.G.L. Ch. 151B,53A)

Section 504 Of The Rehabilitation Act Of 1973

Section 504 provides that no otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. The regulations implementing Section 504 require that public schools provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature or severity of the person's handicap. (34 CF 104.33)

Americans With Disabilities Act Of 1990

The regulations implementing the ADA provide that: "A public entity that employs 50 or more persons shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any compliant communicated to it alleging non-compliance with this part or alleging any actions that would be prohibited by this part. The public entity must make available to all interested individuals the name, office address, and telephone number of the employee or employees designated pursuant to this paragraph. (34CFR 35.107(a)

Equal Education Opportunities Act Of 1974

This federal statute prohibits states from denying equal educational opportunities to an individual based on certain protected classifications including national origin. It specifically prohibits denying equal educational opportunities by failing to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. (20 USC S1203(f)

Massachusetts General Laws Ch 76,S5 (Also Known As Chapter 622)

This state law provides that “no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, disability, gender identity, national origin, housing status or sexual orientation.

Mckinney-Vento Homeless Assistance Act

School districts must ensure that homeless children and youth are identified and have full and equal access in academic, non-academic and extracurricular school offerings. Homeless students have the right to continue their education in the school of origin when they became homeless and have rights to transportation services.
Coordinator: Mr. Marc Smith, Director of Curriculum, Instruction and Assessment, (508) 945-5130
Address: 425 Crowell Road, Chatham, MA 02633

Title I Of The Elementary And Secondary Education Act Of 1965

Title I is designated to help disadvantaged children meet challenging content and student performance standards. Staff should know that special education students are not deemed ineligible for Title I services simply because they receive special education services. Also school districts must ensure that Title I funds are not being misused (e.g. referring a limited English proficient student to a Title I program in order to meet the student’s language needs.

ELE - English Learner Education

School districts have an obligation to identify, evaluate, and provide services to students with limited English.

Parents must be given every opportunity to participate in school activities and translated documents must be made available. Home Language Surveys are requested of all new students.

Monomoy Regional School District Synopsis Of Federal Civil Rights Laws And District Coordinator Information

Victim Assistance

Persons who have been subject to harassment or discrimination will be provided with support and assistance in meeting their needs to the extent possible within the school environment and will be aided in seeking further assistance if they so desire through referral to appropriate sources. **Complaints alleging discrimination shall be made to the appropriate compliance coordinator below or shall be referred to the coordinator if received by other persons within the institution.**

Complaints alleging discrimination shall be made to the appropriate compliance coordinator, or shall be referred to the coordinator if received by other persons within the institution.

<u>Civil Rights and Equal Educational Opportunities</u>
Director Student Services , Dr. Melissa McGuire
Monomoy Regional School District
425 Crowell Road
Harwich, MA 02633
508-945-5130

Synopsis of Federal Civil Rights Laws and District Coordinator Information

Synopsis of Laws and Contact Information Please contact Central Office (508-945-5130) for specific and current coordinators for the following:
Title VI of the Civil Rights Act of 1964 Coordinator: Business Manager/ Director Student Services
Statute prohibits discrimination on the grounds of race, color or national origin by recipients of federal financial assistance. This statute ensures that individuals are not excluded from participation in programs or activities receiving federal funds (or the benefits of) on account of their membership in one of these protected categories (42 USC §2000d). This statute has been interpreted to prohibit the denial of equal access to education because of a language minority student's limited proficiency in English.
Title IX of the Education Amendments of 1972

Coordinator: Director of Student Services
Title IX of the Education Amendments of 1972 provides that no individual may be discriminated against on the basis of sex in any education program or activity receiving federal financial assistance. Title IX requires that schools adopt and publish a policy against sex discrimination and have grievance procedures through which students can complain of alleged sex discrimination, including sexual harassment. State law requires Massachusetts employers to have a policy against sexual harassment. (M.G.L. Ch. 151B, S3A) **The Monomoy Regional School District's policies are available at: http://www.monomoy.edu/**
Section 504 of the Rehabilitation Act of 1973 Coordinator: Director of Student Services
Section 504 provides that no otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. The regulations implementing Section 504 require that public schools provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature or severity of the person's handicap. (34 CFR 104.33)
Americans with Disabilities Act of 1990 Coordinator: Director of Student Services
The regulations implementing the ADA provide that: "A public entity that employs 50 or more persons shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to it alleging its noncompliance with this part or alleging any actions that would be prohibited by this part. The public entity must make available to all interested individuals the name, office address, and telephone number of the employee or employees designated pursuant to this paragraph." (28 CFR 35.107(a))
Equal Educational Opportunities Laws
Equal Educational Opportunities Act of 1974 Coordinator: Director of Student Services
This federal statute prohibits states from denying equal educational opportunities to an individual based on certain protected classifications including race, color, sex, or national origin. It specifically prohibits denying equal educational opportunities by failing to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. (20 USC §1703)
Mass. General Laws CH. 76, § 5 (also known as Chapter 622)

Coordinator: Director of Student Services
This state law provides that "[n]o person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.""
Title I of the No Child Left Behind Act of 2001 Coordinator: Director of Student Services
Title I has been reauthorized through the No Child Left Behind Act of 2001. Title I is a federal supplemental education program to improve student achievement. Funding is determined by municipal census poverty levels. Monomoy Regional School District are designated as Targeted Assistance for Title I.
Title X (Part C) of the No Child Left Behind Act of 2001 (McKinney-Vento Homeless Education Assistance Improvements Act of 2001) Coordinator: Director of Student Services
The Education for Homeless Children and Youth program is intended to ensure that homelessness does not cause these children to be left behind in school. Homeless children and youths should have access to the education and other services that they need to meet the same challenging state student academic achievement standards to which all students are held.
Special Education
IDEA 2004 Coordinator: Director of Student Services
The Individuals with Disabilities Act of 2004 provides eligible disabled students with free and appropriate public education.