



MONOMOY
REGIONAL SCHOOL DISTRICT



Staff Handbook 2026-2027

A digital version of this information can be found at
<https://www.monomoy.edu/our-district/staff-resources/staff-handbook>

Table of Contents

Mission	4
Vision	4
Core Values	4
Staff Handbook Introduction	4
Monomoy Regional School District Central Office	4
School Contact Information	7
Notice of Nondiscrimination (§ 106.8(b)–(c))	8
Absences	9
Family Medical Leave Act	9
Massachusetts Parental Leave Act	9
Massachusetts Small Necessities Leave Act Advisory	10
Advertising or Promotions within the School	10
Affirmative Action and Equal Opportunity	10
Arriving and Leaving School Grounds	11
Building Use/Events	11
Bullying	11
INTRODUCTION	11
DEFINITIONS	12
LEADERSHIP	13
TRAINING AND PROFESSIONAL DEVELOPMENT	15
ACCESS TO RESOURCES AND SERVICES	16
ACADEMIC AND NON-ACADEMIC ACTIVITIES	16
POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION	17
COLLABORATION WITH FAMILIES	22
PROBLEM RESOLUTION SYSTEM	23
RELATIONSHIP TO OTHER LAWS	23
Care of Rooms	24
Cell Phones	24
Collection of Money	25
Communications	25
Conflict of Interest/State Ethics	25
DCAP: District Curriculum Accommodation Plan	25
Drugs, Alcohol, Smoking/Smokeless Tobacco	26
Field Trip Procedures	26
Fingerprinting – State Compliance Laws	27
Fundraising Activities	27
Grading System	27
Harassment/Non-Discrimination	27

Homework	28
Identification Badges	28
Lesson Plans	28
Lunch Fees for Staff	28
Mandated Reporting	28
Mandated Trainings	29
Physical Restraint	29
Professional Development/Course Reimbursement	30
Purchasing	30
Safety Drills	31
Salaries and Payments	31
School Calendar	32
School Closings	32
Social Media	32
Software Programs/Online Resources	33
Staff Evaluation	33
Staff Medications	34
Standards of Conduct	34
Student Confidentiality & FERPA	34
Student Medications	35
Substitute Teachers	35
Technical Support	35
Textbooks	36
Time Sheets/Time Cards	36
Tutoring	36
Visitors to the School Campus	36
Volunteers	37
Worker's Compensation	37
Acknowledgement Page	38

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

Staff Handbook Introduction

This handbook is to serve as a guide to issues common to most staff needs and/or responsibilities. It is important to recognize that this document does not address all staff issues.

- Issues related to district policy can be found in the District Policy Manual, available on the district website.
- Issues related to the Collective Bargaining Agreements for staff in Units A, B, C, and the SEIU can be found in those documents, also available on the district website.

Monomoy Regional School District Central Office

Office of the Superintendent
425 Crowell Road, 2nd Floor, Chatham, MA 02633
phone: (508) 945-5130 fax: (508) 945-5133

Dr. Robin A. Millen, Superintendent
rmillen@monomoy.edu

(508) 945-5130
Superintendent's Page

Michael MacMillan, Assistant Superintendent of Finance and Strategic Alignment
mmacmillan@monomoy.edu
(508) 945-5130
Finance Department

Melissa Maguire, Director of Student Services/Special Education
Civil Rights, Title IX, Compliance Officer, Section 504, ADA, EEO, Homeless
mmaguire@monomoy.edu
(508) 945-5130
Student Services/Special Education

Lindsey Hooper, PK-12 Curriculum Director
lhooper@monomoy.edu
(508) 945-5130

Kristen Callahan, PK-12 Curriculum Director
kcallahan@monomoy.edu
(508) 945-5130
Curriculum Department

Mackenzie Yarleets, Director of Technology
myarleets@monomoy.edu
(508) 945-5130
Technology Department

Karen Guillemette, Athletic Director
kguillemette@monomoy.edu
(508) 430-7200 x 4
MRHS Athletics/MRMS Athletics

Michael (Mac) Noks, Director of Food Services
mnoks@monomoy.edu
(508) 430-7200
Food Services Department

Matt Kolva, Facilities Director
mkolva@monomoy.edu
(508) 945-5130
Facilities Department

Joy Jordan, Community Engagement Coordinator

Communication, Website, Volunteers

jjordan@monomoy.edu

(508) 945-5130

Communications, Volunteering

Holly Thyng, Data, Compliance, and Assessment Specialist

Aspen, Google Accounts, Academic Software Accounts

hthyng@monomoy.edu

(508) 945-5130

Roberta Simmons, Assistant to the Superintendent

Staff Attendance, School Committee Clerk

rsimmons@monomoy.edu

(508) 945-5130

School Committee

Ellen Bearse, Human Resources Coordinator

ebearse@monomoy.edu

(508) 945-5130

Human Resources Department

Faith Rushnak, Transportation Coordinator/Administrative Assistant

frushnak@monomoy.edu

(617) 848-0568

Transportation

Grace Brown, Administrative Assistant, Student Services

gbrown@monomoy.edu

(508) 945-5130

Business Office (508) 945-5130

Jakob Voelker – Treasurer

jvoelker@monomoy.edu

Tish Crowell – Payroll

tcrowell@monomoy.edu

Leah Tambolleo – Accountant/Assistant Treasurer

ltambolleo@monomoy.edu

LeeAnn Marcotte – Accounts Payable

lmarcotte@monomoy.edu

School Contact Information

Chatham Elementary School

147 Depot Road
Chatham, MA 02633
phone: (508) 945-5135
fax: (508) 945-5138
Principal: Dr. Jennifer Kelly
Faith Caswell – Principal's Administrative Assistant, POs

Harwich Elementary School

263 South Street
Harwich, MA 02645
phone: (508) 430-7216
fax: (508) 430-7232
Principal: Dr. Christie Cutone
Assistant Principal: Allyson Joy
Laura Kavanaugh – Principal's Administrative Assistant, Substitutes/POs
Katie Deveau – Administrative Assistant, Attendance, PickUp Patrol

Monomoy Regional Middle School

425 Crowell Road
Chatham, MA 02633
phone: (508) 945-5140
fax: (508) 945-5110
Principal:
Assistant Principal: Dr. Sean Dutch
Deb Gebhardt – Principal's Administrative Assistant, POs
Wendy Fisette – Administrative Assistant, Special Education/Guidance

Monomoy Regional High School

75 Oak Street
Harwich, MA 02645
phone: (508) 430-7200
fax: (508) 430-7223
Principal: Jennifer Police
Assistant Principal: David Alexander
Assistant Principal: Annmarie Rita
Katie Francesconi – Principal's Administrative Assistant, POs
Jennifer Peterson – Administrative Assistant, Attendance/Special Ed
Claire Hooper – Administrative Assistant, Substitutes
TBD – Administrative Assistant, Guidance
Betsy Casey - Administrative Assistant, Student Internships

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 01633
1-617-848-0611
mmaguire@monomoy.edu

The Monomoy Regional School District nondiscrimination policy and grievance procedures can be located in the [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 at <https://ocrcas.ed.gov/>.

Absences

If a staff member is not in school or in their role due to an absence, personal day, professional day, field trip, etc., they are to log onto [Absence & Substitute](#) to report the absence and if needed, request a substitute. All absences, no matter the reason, must be recorded in the Absence & Substitute portal. If for any reason you are unable to log into the system, please contact the Administrative Assistant and/or building administrator in your school. Personal appointments should be scheduled after the close of school and not on staff meeting dates. Application for personal or professional days must be submitted at least 24 hours in advance. ([Per Article 9. #2B – Unit A Contract, Article 6. #2B – Unit B Contract](#))

Family Medical Leave Act

The FMLA entitles eligible staff of covered employers to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the staff had not taken leave. Eligible staff are entitled to twelve workweeks of leave in a 12-month period for:

- The birth of a child and to care for the newborn child within one year of birth;
- The placement with the staff of a child for adoption or foster care and to care for the newly placed child within one year of placement;
- To care for the staff's spouse, child, or parent who has a serious health condition;
- A serious health condition that makes the staff unable to perform the essential functions of his or her job;
- Any qualifying exigency arising out of the fact that the staff's spouse, son, daughter, or parent is a covered military member on "covered active duty;" or
- Twenty-six workweeks of leave during a single 12-month period to care for a covered service member with a serious injury or illness if the eligible staff is the service member's spouse, son, daughter, parent, or next of kin (military caregiver leave).

Massachusetts Parental Leave Act

An Act Relative to Parental Leave expands the current maternity leave law, G.L.c.149, §105D, which is enforced by the Massachusetts Commission Against Discrimination (MCAD). Currently, Massachusetts law requires employers with six or more staff to provide eight weeks of unpaid maternity leave for the purpose of giving birth or for the placement of a child under the age of 18, or under the age of 23 if the child is mentally or physically disabled, for adoption. The new law went into effect on April 7, 2015, and expands the leave law in the following ways:

- The parental leave law is now gender neutral. Both men and women are entitled to parental leave.
- If the employer agrees to provide parental leave for longer than 8 weeks, the employer must reinstate the staff at the end of the extended leave unless it clearly informs the staff in writing before the leave and before any extension of that leave, that taking longer than 8 weeks of leave shall result in the denial of reinstatement or the loss of other rights and

benefits. The law clarifies that the right to leave applies to staff who have completed an initial probationary period set by the terms of employment, but which is not greater than 3 months.

- The law expands the notice requirements, mandating that employers keep a posting in a conspicuous place describing the law's requirements and the employer's policies as to parental leave.
- The law provides that if two staff members of the same employer give birth to or adopt the same child, the two staff are entitled to an aggregate of 8 weeks of leave.
- The law clarifies that a staff member seeking leave must provide at least 2 weeks' notice of the anticipated date of departure and the staff's intention to return, but also permits the staff to provide notice as soon as practicable if the delay is for reasons beyond the staff's control.
- The law clarifies that a staff on parental leave for the adoption of a child shall be entitled to the same benefits offered to a staff on leave for the birth of a child.

Massachusetts Small Necessities Leave Act Advisory

- Purposes for which the leave may be taken: The 24 hours of leave may be taken by an eligible staff for any of the following purposes:
 - to participate in school activities directly related to the educational advancement of a son or daughter of the staff, such as parent-teacher conferences or interviewing for a new school;
 - to accompany the son or daughter of the staff to routine medical or dental appointments, such as check-ups or vaccinations;
 - to accompany an elderly relative of the staff to routine medical or dental appointments or appointments for other professional services related to the elder's care, such as interviewing at nursing or group homes.
- [Small Necessities Advisory](#)

Advertising or Promotions within the School

The advertising of commercial products or services will be permitted in school buildings or on school grounds or properties upon approval of the school committee. Publications of the school system will not contain any advertising. However, this will not prevent advertising in school publications that are published by student organizations subject to administration controls or the use of commercially sponsored, free teaching aids if the content is approved by the administration. Solicitation of sales or use of the name of the school system to promote any product will not be permitted.

Affirmative Action and Equal Opportunity

The Monomoy Regional School District will provide equal employment opportunities through a positive and effective affirmative action program. These opportunities will be granted to a

candidate by the school department regardless of the candidate's race, national origin, color, religion, gender, sexual orientation, gender identity, age, marital or parental status, and disabilities, provided the disability does not preclude performance of bona fide requirements of the position with or without reasonable accommodations. Decisions for employment will be based on the qualifications of an applicant to perform a specific assignment.

- For the entire District policy on Affirmative Action and Equal Opportunity, please see [School Committee Policy Manual Section G](#)

Arriving and Leaving School Grounds

Teachers are expected to be present 10 minutes before the beginning of the school day, and are expected to remain 15 minutes after dismissal to perform necessary professional tasks, including dismissal duties, extra help, make-up work, and evaluation of students, and to meet with parents, unless excused by the principal. The work day for teaching assistants shall be six-and-a-half (6.5) hours per day with a half hour unpaid lunch for a total of seven (7) hours per day. Teachers are required to attend faculty meetings as well as PLC meetings. If a staff member needs to leave the school grounds during the school day and during a free period, they are expected to sign out in the main office of your designated building before leaving, and to sign back in upon return. ([Per Article 7, Section 2 – Unit A Contract](#))

Building Use/Events

If you are planning an activity that requires use of the building during the regular school day or outside the regular school day, you are expected to use [Incident IQ](#), our online calendar, giving at least two weeks' notice if possible, in order to avoid booking conflicts. [Find step-by-step room reservation instructions here.](#)

NOTE: It is important to also check the MRSD calendar at www.monomoy.edu to avoid conflicts across the district. This includes events at other buildings as well as School Committee meetings.

Bullying

[Monomoy Regional School District Bullying Prevention and Intervention Plan](#)
[School Committee Policy File JICFB](#)

INTRODUCTION

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

The Monomoy Regional Schools are committed to maintaining a school environment where students are free from bullying, cyber-bullying, and retaliation and the effects thereof. This

commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

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

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

Acts of bullying and cyber-bullying are prohibited:

1. on school grounds, property immediately adjacent to school grounds, at a school sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the school district; or through the use of technology or an electronic device owned, leased or used by the school district and;
2. at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the acts create a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school.
3. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying also is prohibited.

DEFINITIONS

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

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

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

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

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

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

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

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

LEADERSHIP

A. Public involvement in developing the Plan.

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

B. Assessing needs and resources.

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

C. Planning and oversight.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation.

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

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

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

TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual staff training.

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

B. Ongoing professional development.

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

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

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

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

- promoting and modeling the use of respectful language,
- fostering an understanding of and respect for diversity and difference,
- building relationships and communicating with families,
- constructively managing classroom behaviors,
- using positive behavioral intervention strategies,
- applying constructive disciplinary practices,
- teaching students skills including positive communication, anger management, and empathy for others,

- engaging students in school or classroom planning and decision-making,
- maintaining a safe and caring classroom for all students, and
- engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and bullying behaviors.

D. Written notice to staff.

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

ACCESS TO RESOURCES AND SERVICES

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

A. Counseling and other services.

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

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

B. Students with disabilities.

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

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

ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific bullying prevention approaches.

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

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

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

C. General Teaching Approaches that Support Bullying Prevention Efforts:

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

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

POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A. Reporting bullying or retaliation.

Reports of bullying or retaliation may be made by staff, students, parents/guardians/caregivers, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. Reports made by students, parents/guardians/caregivers, or other individuals who are not school or district staff members, may be made anonymously.

The district has a reporting form available on the website

1. Reporting by Staff

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

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

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

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

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

B. Responding to a report of bullying or retaliation

1. **Safety:** Before fully investigating allegations of bullying or retaliation, the principal or designee will assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents.

1. Responses to promote safety may include, but not be limited to: creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target.

2. The principal or designee will take additional steps to promote safety during the course of and after the investigation in order to protect anyone who reports bullying, provides information relating to an investigation of bullying, or witnesses and/or provides reliable information regarding an act of bullying, as necessary.
3. The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

C. Obligations to Notify Others

1. Notice to parents/guardians/caregivers. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents/guardians/caregivers of the target and the student aggressor, and provide the procedures for responding to it. The principal or designee will contact the parents/guardians/caregivers prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

2. Reporting to Local Law Enforcement: At any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the school principal or designee has a reasonable basis to believe that the incident may involve criminal conduct, the school principal or designee will notify the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the Superintendent of the Monomoy Regional School District or designee will notify local law enforcement if s/he believes that criminal charges may be pursued. In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

3. Reporting to Administrator of Another School District or School: If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

D. Investigation

1. The principal or designee will promptly investigate all reports of bullying or retaliation and, in doing so, will consider all available information, including the nature of the allegation(s) and the ages of the students involved.

2. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to address the complaint appropriately.

1. **Pre-Investigation:** Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action. However, the rights of both the alleged target and the alleged aggressor must be considered.
2. **Written statement of the complaint:** The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as:
 1. what specifically happened,
 2. who committed the alleged acts,
 3. who was present or may have information about the events,
 4. when the events occurred (date, time of day), and
 5. where the events occurred.

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

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

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

F. Confidentiality: The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

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

1. If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually

tailored to all of the circumstances, including the nature of the conduct and the age of the students involved.

2. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation;

1. Holding parent/guardian/caregiver conferences;
2. Transferring student's classroom or school (elementary only);
3. Limiting or denying student access to a part, or area, of a school;
4. Enhancing adult supervision on school premises;
5. Excluding from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities;
6. Providing relevant educational activities for individual students or groups of students. Guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may be helpful in providing such programs.
7. Personalized Action/Safety Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student.
8. Arranging for communication between the parties, if appropriate, to assist them in resolving issues that have arisen between them. (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power.
9. Providing counseling (or other appropriate services) or referral to such services for the target and/or the aggressor and/or for appropriate family members of said students.

H. Closing the Complaint and Possible Follow-Up: The Principal/designee will promptly provide notice to the parent/guardian/caregiver of a target and an aggressor about whether or not the complaint was substantiated and, if substantiated, what action is being taken to prevent any further acts of bullying or retaliation. Specific information about disciplinary action taken generally will not be released to the target's parents/guardian/caregiver unless it involves a "stay away" or other directive that the target must be aware of in order to report violations.

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

I. Taking Disciplinary Action: If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the

need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct.

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

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

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

COLLABORATION WITH FAMILIES

A. Parent/Guardian/Caregiver education and resources.

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

C. Notification requirements.

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

5. The district will post the Plan and related information on its website.

PROBLEM RESOLUTION SYSTEM

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

RELATIONSHIP TO OTHER LAWS

A. Consistent with state and federal laws, and the policies of the district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

B. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

C. Massachusetts Prohibits Bias-Related Bullying and Harassment in Schools The Massachusetts Anti-Bullying Law (G.L. c. 71, § 37O) and Student Anti-Discrimination Act (G.L. c. 76, § 5) require schools to take steps to prevent bias-related bullying and harassment by students and respond effectively when it occurs. Bullying and harassment are similar, but not identical, types of misconduct. Bullying generally includes any repeated, targeted behavior that harms a student or disrupts the school environment. Although not all bullying is bias-related, bullying often stems from or involves bias, prejudice, or hate. Harassment is conduct that creates, or contributes to the creation of, an intimidating or hostile environment for a student because of their race, color, religion, national origin, sex, gender identity, or sexual orientation. Like bullying, harassment can take many forms, including verbal statements, online or social media activity, graffiti, and violent or threatening physical conduct. Unlike bullying, harassment does not have to be repeated or targeted at a particular victim. A single, severe hate incident may create an intimidating or hostile environment—so too may a series or pattern of incidents.

D. Response to Hate and Bias Incidents Involving Students The district will take prompt and effective action to address hate incidents involving students. When a school receives notice of an alleged hate incident, it has a legal responsibility to investigate and to respond to any bullying or harassment that is found to have occurred. Because hate incidents may involve bullying, harassment, or both bullying and harassment, the district will ensure that the response complies with both the Anti-Bullying Law and the Anti-Discrimination Act. If the district determines that a hate incident does not rise to the level of bullying or harassment, the behavior

that violates its code of conduct or other disciplinary rules will be addressed. The legal obligations imposed by the Anti-Bullying Law and the Anti-Discrimination Act are not limited by the physical boundaries of the school campus. Schools are responsible for addressing incidents that occur at school or school-related events, including activity on school buses to and from school or school-related events.

E. The district will also evaluate whether a hate incident has created or contributed to an intimidating or hostile school environment. Some misconduct that does not qualify as bullying—for example, because it is not repeated—may still qualify as harassment that creates or contributes to an intimidating or hostile environment. Further, some misconduct that qualifies as bullying may also trigger responsibilities under the Anti-Discrimination Act. And a school's responsibilities under the Anti-Discrimination Act may differ from its obligations under the Anti-Bullying Law.

F. In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, M.G.L. c. 71, §§41 and 42, M.G.L.c 76 § 5, or other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

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

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

Adopted: 3/27/2013

Revised: 3/27/2021; 4/28/2022; 5/28/2026

Care of Rooms

All staff members are responsible for the condition of his/her teaching and work station, as well as common work space. Please encourage the students to maintain a clean and safe environment. Please use the [Incident IQ Events portal](#) for any classroom maintenance issues. [Find step-by-step room reservation instructions here.](#)

Cell Phones

Cell phones and portable communication devices (PCDs) play an important part in staff and student safety and communications. Designated staff who are issued school-owned cell phones should keep their phones on and charged during the school day and while conducting school

business/events. Staff who own a personal cell phone and/or PCD must ensure that the device does not ring or interrupt the academic classroom environment or the job performance of the staff. Staff must take proactive steps to ensure that the cell phones do not ring during their instructional hours or school-related meetings. If a student is using a cell phone inappropriately, the staff member may confiscate the phone and place it in the office for parent pick-up at the end of the school day.

Collection of Money

For collection of money, in the event of a field trip, fundraiser, or club activity, please use the form provided by the administrative assistant in your specific building, and submit monies collected with the form to that administrative assistant in your building. For more information, please see [School Committee Policy Manual Section D](#).

Communications

Effective and efficient communications are integral to ensuring that our school community, both internal and external, is well informed. We have included best practices for school communications in our [Communications Handbook](#).

Conflict of Interest/State Ethics

The school committee expects members of its professional staff to be familiar with the code of ethics that applies to their profession and to adhere to it in their relationships with students, parents, coworkers, and officials of the school system. All staff of the district must provide evidence to the Superintendent of completion of the online training course required by the State Ethics Commission.

- [Conflict of Interest/Ethics Training](#) - Employees must take this training upon hiring and then every two years, and must complete the acknowledgement annually.
- [Disclosure Forms](#)

DCAP: District Curriculum Accommodation Plan

The [District Curriculum Accommodation Plan \(DCAP\)](#) in Massachusetts is legally mandated to ensure that all students receive appropriate support within general education settings. This requirement is rooted in Massachusetts General Laws, which obligate school districts to implement these plans to meet diverse student needs effectively

The DCAP documents the ways in which Monomoy educators work to meet the needs of all students. The goal is for all students to meet the academic and behavioral expectations that we

have for them, with the realization that students will often need some accommodation in order to succeed.

Accommodations may include varied instructional strategies, modified curriculum materials, targeted assessment, support services, and professional consultation. Additionally, ongoing professional development for educators and a strong induction program for new hires foster continuous improvement in the district's capacity to help learners with diverse needs.

Drugs, Alcohol, Smoking/Smokeless Tobacco

No person shall possess, use, or sell drugs, counterfeit drugs or paraphernalia, or alcohol on school premises, including school buses, on field trips, and in cars parked on school grounds.

The use of any tobacco products, clove products, as well as e-cigarettes/vapor pens, is prohibited within the school buildings, facilities, and school grounds, on school buses, and during field trips, school-sponsored events, and in vehicles parked in the school lots.

See School Committee Policy [File JICH: Alcohol, Tobacco/Nicotine, and Substance Use by Students](#), [File GBEC: Drug-Free Workplace Policy](#), and [File GBED: Tobacco Use on School Premises by Staff Members](#).

Field Trip Procedures

Field trips can bring the school and the community closer together, and can result in real-life experiences that enrich the curriculum for students, as an integral part of the instructional programs in the schools. See *School Committee Policies* [IJOA: Athletic Trips](#), [IJOA: Field Trips](#), [IJOA: Travel Abroad](#), [JJH-R: Student Travel Regulations](#), and [JJH: Domestic Late Night or Overnight Trips](#).

The Superintendent will establish procedures to assure that:

1. All students have parent/guardian permission for trips.
2. All trips are properly supervised.
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.

Please contact your building principal for the necessary procedures and forms. There are various policies and requirements based on the type of field trip. Fundraising activities for such trips will be subject to approval by the appropriate administrator (see below for more information on fundraising).

Fingerprinting – State Compliance Laws

On January 10, 2013, Massachusetts signed into law a bill that requires fingerprint-based criminal background checks on public and private school staff in Massachusetts. (Chapter 459, Acts of 2012, H.B. 4307 Mass.2013). Our district has been implementing the Statewide Applicant Fingerprint Identification Services (SAFIS) program requirement for fingerprint based criminal history record checks of all school staff and volunteers. The fee is \$55.00 for licensed educators and \$35.00 for all other school staff. Fingerprinting is a mandatory condition of employment. The nearest locations can be found [on the website here](#).

Fundraising Activities

All fundraising activities to benefit students or school organizations or held on school property must have prior approval from both the school Principal and/or Athletic Director (if applicable) and the Superintendent. The [Fundraising Approval Form](#) must be completed by the staff advisor or other organization contact and approved before any fundraising activities begin. No money collections of any kind may be held in the schools without the specific consent of the Principal. See Collection of Money.

Grading System

The district utilizes Aspen, a Student Information System (SIS), for attendance at all buildings, and for lunch counts for grades K-4. Staff in the middle and high school are expected to utilize Aspen for grade reporting. Every effort should be made to have grades posted within ten (10) school days of the date collected. Longer projects and writing assignments may take more time to grade.

Grading language for student handbooks

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.

Harassment/Non-Discrimination

[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](#)

Homework

The purpose of homework is to provide students an opportunity to practice, reinforce, and apply previously taught skills and acquired knowledge and prepare for future lessons, and is directly tied to classroom assignments. Assignments should be clearly stated, taking into consideration the time allotments stated in the student handbooks.

Identification Badges

All staff are required to wear photo identification badges on school grounds when school is in session. Temporary badges will be provided to substitute staff and visitors. Staff will direct adults not wearing badges to report to the office.

Lesson Plans

It is the responsibility of each teacher to maintain a plan for instruction. Principals may request to view a lesson plan at any time. An emergency folder of plans should be available for an emergency absence.

Lunch Fees for Staff

[Lunch Fees](#), menus, and other information can be found on the Monomoy Food Services website.

Mandated Reporting

Under Massachusetts law, the Department of Children and Families (DCF) is the state agency that receives all reports of suspected abuse and/or neglect of children under the age of 18.

The staff of the Monomoy Regional School District is mandated by law to report promptly any suspected case of child abuse or neglect.

Mandated school reporters include teachers, educational administrators, guidance or adjustment counselors, psychologists, attendance officers, social workers, daycare providers, and health care professionals.

Massachusetts General Laws c. 119, §51A requires mandated reporters to immediately make an oral report to the Department of Children and Family (DCF) at (508) 760-0200 when, in their professional capacity, they have reasonable cause to believe that a child under the age of 18

years is suffering from abuse and/or neglect; or notify the person in charge his/her/their designee, who then becomes responsible for filing the report. A written report is to be submitted to DCF within 48 hours.

In addition to filing with the Department a mandated reporter may notify local law enforcement or the Office of the Child Advocate of any suspected abuse and/or neglect.

Mandated Trainings

The District contracts with Litix Academy, an online platform for mandated training. Each staff member will be given an account and login to the site to complete the mandated trainings. Staff are responsible for completing these trainings annually unless otherwise specified (conflict of interest and suicide are biannually). The following trainings must be completed:

1. Civil Rights
2. Section 504
3. Diversity, Equity, and Inclusion
4. Bullying
5. Crisis Plans
6. IDEA
7. Suicide Awareness
8. Restraint/TO/Seclusion
9. Student Records - FERPA
10. Mandated Reporting
11. Conflict of Interest – state training
12. AnaphylaxisAllergies
13. Bloodborne Pathogens
14. Discrimination & Harassment Prevention
15. Sexual Harassment Prevention
16. Title IX
17. Education Stability - Homelessness

For questions, contact the Human Resources Coordinator.

Physical Restraint

The purpose of Massachusetts Regulation 603 CMR 46.00 is to ensure that every student participating in a Massachusetts public education program is free from the use of physical restraint that is inconsistent with 603 CMR 46.00. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

- (a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent serious, physical harm

- (b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

See School Committee Policy [File JKAA: Prevention of Physical Restraints and Requirements if Used](#).

New regulations on Seclusion

Seclusion is prohibited in a public education program except in an emergency situation as a last resort on an individual basis when student behavior poses an imminent threat of assault, or imminent serious physical harm to self or others, but only if safeguards are accounted for.

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.

Professional Development/Course Reimbursement

In order to attend a **Professional Development** opportunity, you must submit a request by logging into your Vector Solutions account ([Teachpoint](#)) and completing the online form, as well as [submitting your absence](#). It is your responsibility, within at least two school days of your absence, to verify that a substitute has been obtained for your scheduled absence. If you have attended a workshop, you will be expected to share the information that you received at a staff meeting.

To be eligible for a **course reimbursement**, staff must submit a completed online form via [Vector](#), as early as possible and prior to the commencement of the workshop or other PDP professional pursuit. You will be notified in your account of the status of your request. It is an expectation that the course is relevant to the staff member's assignment. Please refer to the collective bargaining agreement for more information: [MREA Unit A Contract, Article 6/Unit B, Article 14](#).

All District PD is recorded through [Vector Solutions](#). Please contact Faith Rushnak at frushnak@monomoy.edu or (508-945-5130) if you have any questions.

Purchasing

Utilizing the established purchase order approval process, purchases must only be made from vendors who are approved to do business with the Monomoy Regional School District. If a vendor that you wish to use is not currently an approved vendor, you should contact the Business Office (508-945-5130) and request a vendor addition form. Once we have received all

of the pertinent information for the new vendor, it will be entered into our system, allowing you to purchase goods from that vendor with a purchase order. If you purchase an item without utilizing the established purchase order procedure, you will not be reimbursed for your expenditures. You should not be making purchases on your own and then submitting a request for reimbursement, nor should we be receiving invoices from vendors without a purchase order already in place. This is applicable to all personnel of Monomoy Regional School District.

Safety Drills

Safety drills will be conducted throughout the year. In most cases, the drills will not be announced. ALL adults must leave the building during a fire drill, including volunteers who may be in your room. Under the direction of the 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 the fire/emergency drill.

If you have a child who is unable to negotiate the stairs, remain with that child during the drill and assign your class to a teacher near you. You should agree upon a location with the principal/designee. The lift/elevator should not be used for these students, since there could be a power outage during a real fire.

[PLEASE REFER TO THE BLUE EMERGENCY PREPAREDNESS MANUAL LOCATED IN EACH CLASSROOM](#)

Salaries and Payments

Staff members' annual salary will be divided into twenty-six equal payments. With adequate written notice by August 1, staff may elect to receive the summer payments at the end of the following June or will otherwise receive them biweekly over the summer.

Movement from one salary column to another will become effective either at the start of the contract year or at the salary midpoint of the year. In order to advance at the start of the contract year, staff must notify the Superintendent in writing prior to June 15 that they are likely to be advancing at the start of the new contract year, and they must submit transcripts or grade reports or supporting documentation of all completed course work relative to this advancement on or prior to August 31. In order to advance at the salary midpoint, staff must notify the Superintendent in writing prior to September 15 that they are likely to be advancing at the salary midpoint, and they must submit transcripts or grade reports or supporting documentation of all completed course work relative to this advancement on or prior to January 15.

- [MRSD Finance Portal](#)
- [Pay Dates](#)

School Calendar

The [school calendar](#) is approved every spring by the school committee. The work year of staff will begin no earlier than the Wednesday before Labor Day and end no later than June 30.

School Closings

In the event of a school closing, all staff and school families will receive a Mass Notifications message from the Superintendent, including via email, phone, text, and in the MRSD app. School closing notices will also be posted on the district's website. Information regarding school closings will be broadcast on local TV and radio stations. Staff are encouraged to sign up for texting services offered from local stations.

Social Media

In order to better reach all stakeholders and share district and school news, events, and announcements, MRSD has an official presence on the following platforms: Facebook, Instagram, Threads, and LinkedIn.

There are also other affiliated or independent social media accounts, operated by principals, parent groups, teachers, clubs, sports teams, and more.

NOTE: In order to better understand the various associated social media accounts in use, employees, coaches, club advisors, and/or student representatives who have created or want to create a social media account to represent Monomoy Regional School District as part of their role should complete the [form linked here](#). This includes accounts for classes, teams, clubs, grade levels, etc., but not personal profile accounts. If you have any questions, please email Joy Jordan at jjordan@monomoy.edu.

If you have photos, events, projects, or other information you would like shared on social media, please forward to Joy Jordan at jjordan@monomoy.edu for consideration with a brief sentence identifying the content/event/etc.

Best practices: [See more information here on best practices for managing a school-related social media account](#).

Staff Guidelines:

Staff should be aware that private postings intended for just friends are potentially seen by others in the district, including parents and community members. Staff are responsible for adhering to the School Committee's policy on Staff Conduct ([file GBEB](#)). All staff "will conduct themselves in a manner that not only reflects credit to the school systems but also sets forth a model worthy of emulation by students."

When posting online, do not post confidential student information, including name, grade, special education status, and other identifying details, including phone number and address. Staff are also responsible for knowing which of their students have opted out of all photo and media releases and working to ensure that those students are not photographed or posted on social media. This information can be found in Aspen under the Alerts column. Teachers serve as online moderators when content is contributed by students in the course of an assignment. When uploading digital pictures or avatars that represent yourself, make sure you select an appropriate image. Images reflect on your professionalism.

Staff should not post photos of students or student work to their personal social media accounts. As noted above, if you have photos you would like shared, please forward to Joy Jordan at jjordan@monomoy.edu for sharing via the official district accounts.

All communication between staff and students should be on a professional basis. Extracurricular advisors and/or coaches wishing to establish a social media platform must do so by using the [form linked here](#). In such cases, the password will be provided to the district in a manner it prescribes. All contact and messages by extracurricular advisors and/or coaches with group/team members shall be sent to more than one member (i.e., captains, officers), except messages concerning medical or academic privacy matters, in which case the messages will be copied to the school principal and/or the athletic director.

Software Programs/Online Resources

MRSD-issued staff computers will come with certain software preloaded or accessible. If a staff member wants to use a program not preloaded, they must get this approved in advance. To do so, [complete a request for online resources on our Incident IQ portal](#). [Instructions can be found on the Technology section of the Monomoy website](#).

Please avoid including, uploading, or creating any accounts with student or school information until you've completed the approval process. This applies to any freebies, trial programs, or even ones you'd like to pay for yourself.

Staff Evaluation

The Educator Evaluation System process and protocols can be found on the [Monomoy Regional School District website under Professional Development](#). All staff are to utilize their TeachPoint accounts for completing required forms during the evaluation process. Staff have the option to upload evidence into TeachPoint.

Staff Medications

Staff are encouraged to take medications at home, just as students are. Any medications needed at school should be kept secure. Staff may not share medication with students. Tylenol and Ibuprofen are available to staff in the Nurses' Offices.

Standards of Conduct

All faculty and staff serve as role models for the students with whom they work and as leaders in the community. Administrators are authorized to interpret this policy and their interpretations shall be given deference.

All staff members in the Monomoy Regional School District have a responsibility to familiarize themselves with and abide by the laws of the State as these affect their work, the policies of the School Committee, and the regulations designed to implement them. In the area of personal conduct, the district expects that teachers and other staff members will conduct themselves in a manner that not only reflects credit to the school system but also sets forth a model worthy of emulation by students. All staff members will be expected to carry out their assigned responsibilities with conscientious concern. Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities, which will be expected of all personnel:

1. Respectful interactions with students, colleagues and other constituents.
2. Faithfulness and promptness in attendance at work.
3. Support and enforcement of policies of the school committee and their implementing regulations and school rules in regard to students.
4. Diligence in submitting required reports promptly at the times specified.
5. Care and protection of school property.
6. Concern for and attention to their own and the District's legal responsibility for the safety and welfare of students.
7. Adherence to ethics as set forth by each staff

[See School Committee Policy Manual Section G](#)

Student Confidentiality & FERPA

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of personally identifiable information contained in a student's educational record. FERPA applies to all schools (K-12 and postsecondary institutions) that receive funds under various programs from the US Department of Education.

FERPA defines educational records as "records containing information in any medium (paper, electronic, microfilm, etc.) that directly relate to a student and are maintained by an educational institution or by a party acting for the institution." The information listed below is not considered

part of an educational record and thus is not regulated by FERPA. However, the information may be regulated or protected by other federal and state laws.

Items not considered part of an educational record include:

1. Records kept in sole possession of the maker that are not accessible or revealed to any other person except as a temporary substitute;
2. Certain law enforcement records;
3. Employment records that relate exclusively to the individual as staff;
4. Records that contain only information about an individual after they are no longer a student.

Anyone who handles personal information about students or other staff members has the obligation to maintain strict confidentiality. Records must be treated confidentially and professionally. They may be discussed only with individuals authorized to have access to such records.

Student Medications

Students are not to bring medication to school, including over-the-counter medicines. If you are aware of this happening, inform your building principal immediately. All medications require a pharmacy label, doctor's order, and a parental permission slip in order to be taken by students at school. Such medications are to be left by an adult in the health office to be administered by appropriate personnel only. Medications for students should not be discussed in the classroom setting. This is confidential information, and the rights of the students are to be respected. No student should be held responsible for reminding another student to take their medication

Substitute Teachers

Lesson plans should be clear and informative for the substitute. In addition to the plan and materials needed to carry out the lesson, the substitute should have the following information available: your duties for the day, safety drill procedures, class lists and seating plans, and pertinent student medical information, that will help the substitute. Plans can be included online when using the online substitute tool.

Technical Support

Monomoy's tech team uses IncidentIQ for all tech support ticketing. This system streamlines the support process and ensures quicker resolutions for any technology issues. Faculty and staff can easily submit tech support requests through the dedicated portal at [Monomoy Tech Support](#). Simply visit the link, fill out the form, and the tech team will assist you.

Textbooks

Textbooks represent a large expense in the budget of the District and proper care and accounting of them is imperative in order to support the District's investment. Staff are expected to record the assignment of textbooks using a number and/or letter system and to maintain a record of student assigned textbooks. All textbooks are expected to be returned to the classroom at the end of the school year. All uncollected texts should be reported to the building principal.

Time Sheets/Time Cards

[Time Sheets](#) are to be used for any additional before- and/or after-school hours that have previously been approved by administration and/or appointment.

Time Cards are to be submitted biweekly by all custodians to the payroll office via the Lead Custodians and/or District Facilities Director.

Tutoring

The conflict of interest law places some restrictions on teachers tutoring students in their own districts, but does not forbid it. ([See School Committee Policy GCRD: Tutoring for Pay](#)) The following are the types of situations that may violate the law, as explained further below:

- A teacher recommends that one of her own students receive private tutoring, and then is paid to do the tutoring.
- A teacher privately tutors her current students.
- A teacher conducts a private tutoring business after hours in his public school classroom.
- A teacher is paid by her own district in a second job to provide tutoring.
- A teacher is paid to provide services that the district has found to be necessary for a child, for instance under an IEP.
- A teacher tells one of his students that he is available for private instruction over the summer.

Visitors to the School Campus

The School Committee welcomes visitors to our schools, and feels strongly about protecting the safety and security of our students and staff. Therefore, all visitors and outside school personnel must be admitted to the building through the main entrance, report to the main office, sign the visitor's log book, and receive a visitor's badge. All school staff should report the presence of any unidentified person to the main office. Staff are to keep exterior doors closed if exiting the building for recess, outside physical education, or general exiting. [See School Committee Policy Manual Section K.](#)

Volunteers

If you need assistance in gathering volunteers for an event or project, [please complete this form](#). The MRSD Community Engagement Coordinator, Joy Jordan, will work to help you get the help you need!

All volunteers and visitors should have an updated [CORI](#). Any CORI questions should be directed to your school's administrative assistants.

Worker's Compensation

If you are injured at work, you should obtain an Incident Form from your school nurse. If you need to seek medical attention, you should go to the nearest urgent care center or hospital. You should not use your medical insurance but report your injury to your health care provider as a "work-related injury."

You should obtain the Incident Form from the nurse or school office, fill it out completely, have your supervisor sign it, and send it to Central Office, Attention Human Resources immediately so that a claim may be initiated. Our provider's information:

Massachusetts Education & Government Association (MEGA)
55 Walkers Brook Drive, 4th Floor
Suite 402
Reading, MA, 01867
781-683-1150

Please send all related medical bills to Central Office, Attention Human Resources. Should you require time out of work, please let your supervisor and Central Office know that it is related to the "work injury" so that time is recorded correctly.

If you are disabled more than five (5) days, please contact Human Resources immediately.

Acknowledgement Page

Please visit www.monomoy.edu/staff-resources to complete the Monomoy Regional School District Staff Handbook Acknowledgement for 2026-2027.