



**Monomoy Regional School District - Monomoy Regional School Committee  
Meeting Agenda for Thursday, September 10, 2026 at 6:30 PM  
Monomoy Regional High School Library, 75 Oak Street, Harwich, MA 02645**

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

**AGENDA**

- A. Call to Order**
- B. Approval of Meeting Minutes**
  - i. August 13, 2026 Regular Business Meeting
- C. Public Comment:** Speakers are limited to three minutes; additional time is at the discretion of the Chairperson
- D. Reports and Discussions**
  - i. Introduction: New Superintendent Induction Program (NSIP) mentor, Maureen LaCroix
  - ii. F27 Subcommittee Meetings and Draft Goals
  - iii. First Reading Policy Files: File JKAA-Prevention of Physical Restraints and Requirements if Used and Regulations Around Time-Out, File JLCD- Administering Medicines to Students
  - iv. Principal Job Description **VOTE REQUIRED**
  - v. Student Activity Account Approval **VOTE REQUIRED**
  - vi. MRMS Construction Project Borrowing - Sale of Bond Anticipation Notes **VOTE REQUIRED**
  - vii. Regional Transportation - Offset to Town Assessments **VOTE REQUIRED**
  - viii. Prior Year Encumbrances **VOTE REQUIRED**
  - ix. MRMS School Building Roof Project
- E. Subcommittee, Representative, Liaison Reports**
  - i. Regional Agreement Working Group Update
  - ii. Middle School Building Siding and Window Project Update
- F. Superintendent's Report**
  - i. Recognitions
- H. Action Items -Vote Required**
  - i. Principal Job Description
  - ii. Student Activity Account Approval
  - iii. MRMS Construction Project Borrowing - Sale of Bond Anticipation Notes
  - iv. Regional Transportation - Offset to Town Assessments
  - v. Prior Year Encumbrances
- I. Presentation of the Warrants**
- J. Adjournment**

**Authorized Posting Officer**

Roberta Simmons  
September 8, 2026



**Monomoy Regional School District - Monomoy Regional School Committee  
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**Members present:** Brad Schiff, Stephen Davol, Katie Cutter, Brett Fortin, Heather Morgan, Lucia Quinn

**Members not present:** Ryan Edwards, Rich Roy

**Administrators present:** Dr. Robin Millen, Michael MacMillan, Melissa Maguire, Joy Jordan

**Student Representative Present:** Dan Morgan

## **AGENDA**

### **A. Call to Order**

Brad Schiff called the meeting to order at 6:30 PM.

### **B. Approval of Meeting Minutes**

- i. July 15, 2026 Regular Business Meeting

**MOTION:** Stephen Davol motioned to approve the meeting minutes from the July 15, 2026 Regular Business Meeting, seconded by Brett Fortin.

**The motion passes with 5 ayes and 1 abstain.**

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

None

### **D. Reports and Discussions**

- i. Student Handbooks - Updates for the 2026-2027 School Year

#### **VOTE REQUIRED**

Joy Jordan, Community Engagement Coordinator, provided an overview of updates to the district's online student handbooks. The handbooks were moved online several years ago to improve accessibility and user-friendliness. Global updates across all four schools included new, consistent bus transportation procedures; revisions to health services language to align with state requirements; a districtwide opt-out option for social-emotional learning surveys; added links to the public safety MOU and student/parent tutoring responsibilities; updated references from "guidance counselors" to "school counselors"; and updated links to School Committee policies following improvements to the district's website policy format and searchability.

- **Chatham Elementary School:** Updated staff information, room numbers, and extensions, and welcomed new staff members.
- **Harwich Elementary School:** Updated staff information, room numbers, and extensions, and welcomed several new staff members.
- **Middle School:** Updated the unified arts rotation, including reducing fifth-grade library time and adding Spanish; also updated trimester dates and staff information.
- **Grades 8–9:** Clarified eligibility requirements for dually enrolled student-athletes, requiring them to take and pass four courses; added smelling salts to chemical health violations; addressed wearable technology such as Meta glasses when used without others' knowledge; clarified the loss-of-credit process and inclusion of relevant stakeholders in attendance meetings; and refined midterm/final exam and exemption language. The changes clarify that exam exemptions generally apply to qualifying seniors and certain AP/PLTW courses, rather than grades 8–11 broadly.

The Committee discussed and clarified the new provisions regarding wearable technology and smelling salts.

**MOTION:** Lucia Quinn motioned to approve the student handbook changes as presented to the School Committee, seconded by Brett Fortin.

**UNANIMOUS: the motion passes**

ii. MRHS Field Trip to Washington DC

**VOTE REQUIRED**

**MOTION:** Stephen Davol motioned to approve the MRHS Field Trip to Washington DC, seconded by Katie Cutter.

**UNANIMOUS: the motion passes**

i. Subcommittee Assignments

**VOTE REQUIRED**

**MOTION:** Heather Morgan motioned to approve the Subcommittee Assignments as presented to the School Committee, seconded by Brett Fortin.

**UNANIMOUS: the motion passes**

iv. Regional Agreement Working Group - Student Members

v. Regional Agreement Working Group Members

The Committee discussed the formation of a Regional Working Group involving representatives from Chatham and Harwich, including two non-voting student representatives, Dan Morgan and Nico Silvester. The group will also include town representation from Chatham and Harwich as well as two School Committee representatives, Brad Schiff and Ryan Edwards, along with two additional non-voting town members, Melissa Bohannon and Charles Gruszka. The first public meeting will be held Thursday, August 20, 2026 from 5:30–7:30 p.m. at the Town Hall Annex in Chatham and will also be available virtually. The initial meeting will focus on procedures, norms, and how the group will proceed. The group will also begin the five-year review of the regional agreement.

vi. Prior Year Encumbrances

**VOTE REQUIRED**

**MOTION:** Brett Fortin motioned to approve the payment of six thousand, four hundred and seventy dollars and twenty six cents in FY26 general fund invoices not previously encumbered, as presented to the School Committee, seconded by Stephen Davol.

**UNANIMOUS: the motion passes**

vii. FY26 End of Year Report and Budget Transfers

**VOTE REQUIRED**

The Committee received a FY26 year-end budget update. The district ended the year with approximately 0.5% of the budget unencumbered and unspent. School Choice funds were fully covered by revenues received, allowing the district to preserve its existing balance, while additional Circuit Breaker reimbursements helped offset special education costs. Excess and Deficiency is estimated at \$1.6 million, approximately \$500,000 less than FY25, which may affect the amount available to offset future town assessments. Key budget pressures included special education/out-of-district tuition, athletics, utilities, benefits, and retiree health insurance, while additional grants and reimbursements helped offset costs. Regional transportation reimbursement was lower than budgeted.

The Committee also reviewed FY26 Quarter 4 budget transfers to reconcile surpluses and deficits among major accounts and close the fiscal year without deficits.

**MOTION:** Brett Fortin motioned to approve the FY26 quarter four budget transfers as listed in the memorandum provided to the School Committee, seconded by Lucia Quinn.

**UNANIMOUS: the motion passes**

**viii. MRMS Construction Project Borrowing – Sale of Bond Anticipation Notes**

Middle School Siding Project – Short-Term Borrowing: The committee was informed that approval will be requested in September to renew the district's short-term borrowing for the middle school siding project. The district has issued two short-term bonds totaling \$9 million. Due to continued uncertainty regarding the project's final cost, the district, in consultation with its financial advisors, plans to extend the short-term borrowing for an additional six months before pursuing long-term financing. Bond counsel will provide the necessary vote language and paperwork. Approval is needed by September 10 to allow the district to repay the existing short-term borrowing.

**E. Subcommittee, Representative, Liaison Reports**

**i. MRMS Building Committee**

The Building Committee provided an update on the middle school renovation project. Mold remediation between the gymnasium and original building is expected to cost approximately \$380,000, with final change-order costs to be approved soon. Most classrooms are expected to be ready for the start of school, although several classrooms in the older section require additional mold and potential asbestos remediation and will be reassigned as needed. The cafeteria will be usable but will have some remaining work. The large gym is expected to remain closed until approximately December, while the smaller gym will be available for physical education.

**F. Superintendent's Report**

**i. Recognitions**

Monomoy has been awarded a grant of \$197,500 by the Commonwealth of Massachusetts as part of the Partnership for Reading Success - Massachusetts II program, which focuses on early reading instruction. The PRISM grant program was launched to strengthen literacy instruction through curriculum and materials selection, educator professional development, and focused coaching. Monomoy is in the PRISM II cohort, with the funding positioned to support early literacy through the implementation of high-quality instructional materials in pre-kindergarten through third grade. This grant funding follows an initial award to Monomoy last year of \$97K.

Monomoy Regional High School students in Mandarin classes with teacher Melinda Jones recently took the HSK, which is China's official, standardized Mandarin Chinese proficiency exam for non-native speakers. Of the 21 Monomoy students who took the exam, 19 passed with scores high enough to earn certificates. Congratulations to the following MRHS students for this impressive achievement: Sabrina Bassett; Ella Baum; Daniel Belkarian; Davion Dawkins; Isabelle Ferron; Sean Garland; Jacob Gould; Madison Gray; Riley Hesse; Gianna Larocco; Tyler Layton; Ryder Long; Henry Metters; Sophia Saunders; Cooper Snell; Madison Staniels; Jake Terrio; Alexa Vermaak; and Jeffrey Viera. For these Monomoy students, earning an HSK certificate provides an internationally recognized measure of their Chinese proficiency in the language skills needed to pursue future academic, study-abroad, and professional opportunities.

We released our bus routes earlier this week, giving families plenty of time to plan their routines around the return to school. Many thanks to Faith Rushnak and the Cape Cod Collaborative team for their hard work in putting this together in such a timely fashion.

We also want to thank our incredible facilities team, who have been working hard all summer to clean, organize, and maintain our buildings to make sure everything is in excellent shape for the return to school.

As part of my transition activities, we've created a series of videos with questions from our students and my response - I appreciate the students' engagement in sharing such thoughtful questions. The videos created to date can be found on the Superintendent's Page of the website, with more to come.

#### **H. Action Items -Vote Required**

- i. Student Handbooks - Updates for the 2026-2027 School Year

**MOTION:** Lucia Quinn motioned to approve the student handbook changes as presented to the School Committee, seconded by Brett Fortin.

**UNANIMOUS: the motion passes**

- ii. MRHS Field Trip to Washington DC

**MOTION:** Stephen Davol motioned to approve the MRHS Field Trip to Washington DC, seconded by Katie Cutter.

**UNANIMOUS: the motion passes**

- iii. Subcommittee Assignments

**MOTION:** Heather Morgan motioned to approve the Subcommittee Assignments as presented to the School Committee, seconded by Brett Fortin.

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- iv. Prior Year Encumbrances

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- v. FY26 End of Year Report and Budget Transfers

**MOTION:** Brett Fortin motioned to approve the FY26 quarter four budget transfers as listed in the memorandum provided to the School Committee, seconded by Lucia Quinn.

**UNANIMOUS: the motion passes**

#### **I. Presentation of the Warrants**

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

#### **J. Adjournment**

Brett Fortin moved to adjourn the meeting, seconded by Lucia Quinn.  
The meeting was adjourned at 7:19 PM.

Respectfully Submitted,  
Roberta Simmons  
*Recording Secretary*

# New Superintendents Induction Program



*Supporting new Massachusetts superintendents during their first three years*

## Participation Guidelines - Year 1

Welcome to the New Superintendent Induction Program (NSIP). We are excited to partner with you as you begin your superintendency. The following outlines how you can make the most of your experience throughout the program.

### ★ Engage in Monthly Content Sessions

We'll gather monthly beginning in July:

- 6 full in-person days, 5 remote sessions = 66 hours of Content Sessions
- In-person sessions are 8:30-2:30
- Remote Sessions are 8:30-12:00 with a 30-minute break at 10:00

To ensure sessions are meaningful for all, please:

- Complete assigned readings and pre-work in advance
- Stay for the full duration of the session
- Minimize distractions to support full engagement

### ★ Stay Engaged with Coaching

Plan to engage in up to **6 hours of coaching each month**. You and your coach will coordinate a schedule and commit to honoring appointments, rescheduling promptly if needed.

Coaching will involve **on-site coaching and observation of practice**, and at times may include virtual conferencing, phone and e-mail communication. Examples of coaching include the following:

- Virtually or in person, attending school committee meetings to observe you and debrief with you afterward.
- Accompanying you on school and classroom visits with a principal to observe instruction to support you in deepening your skills at providing focused, actionable feedback to principals.
- Observing leadership team meetings and then reflecting with you to support your ongoing leadership development.

The NSIP coaching strategy positions coaches to serve as your “thought partner” as you continue to develop your leadership skills and knowledge as a superintendent. NSIP coaches will ask questions much more than provide advice or answers. Coaches focus on NSIP concepts and tools shared during monthly content sessions adapted to your context.

## ★ Introduce Your Coach to the School Committee, District Leaders and Principals

- Superintendents typically introduce their NSIP coach by the September School Committee meeting, where the coach offers a brief overview of the induction program in which the Committee has invested.
- Superintendents often invite their coach to leadership team meetings, convocation, school learning walks, retreats and professional development opportunities to see the work of the district in action.
- By making their own coaching experiences visible, superintendents help normalize and model the value of reflective practice and continuous learning for staff.

## ★ Center Equity in Your Leadership

As you engage in Entry work, develop guiding questions that help you and your leadership team gather information and data to do a careful analysis of possible achievement and opportunity disparities in all areas of the student experience. The M.A.S.S. [Guide to Getting Started with Racial Equity, Diversity, and Inclusion](#) is designed to guide and support superintendents to start, intensify, and/or sustain the urgently important work of building “cultures of belonging” in their districts and schools. Report your findings related to issues of equity in your *Report of Entry Findings*, and incorporate them into your Strategy - specific strategic objectives and initiatives that hold promise for addressing the findings effectively.

## ★ Complete and Reflect on Key Leadership Milestones

- Entry Plan (Year 1)
- Report of Entry Findings (Year 1)
- Theory of Action (Year 2)
- A 1-2 page District Strategy for Improvement that prioritizes improving teaching and learning (Year 2)
- Action Plans to support Strategy implementation (completed after Strategy is completed and adopted by your school committee, and are updated annually thereafter)

You'll review and refine these documents with your coach and colleagues throughout the year.

## ★ Use NSIP Tools and Frameworks in Your Practice

- *Frameworks*: Adaptive Leadership (Heifetz), Leading Strategically (City and Curtis), Principles of Improvement (Byrk), Planning for Success (MA DESE), Bolman and Deal's Four Frames
- *Rubrics*: Entry Plan, Entry Plan Process and Report of Entry Findings, Strategy, Leadership Team
- *Protocols and Tools*: Root Cause Analysis; SWOT Analysis; Ease/Impact Grid, Complex Change
- *360° Surveys*: Leadership Skills Survey (March)

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*Professional Development Points (PDPs): Superintendents who complete the three-year NSIP Program and submit an Entry Plan, Report of Entry Findings, and Strategy will be awarded PDPs.*

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Mass. BESE Regulatory Update (603 CMR 46.00 & 18.00)

# New Seclusion & Time-Out Regulations in MA Presented to Monomoy Regional School District Faculty 8/27/2026

Comprehensive overview of the amended safety standards, emergency safeguards, parental notice requirements, and implementation guidelines for Massachusetts schools.



Authority  
MA Dept. of Elementary &  
Secondary Education



Timeline  
Effective Date: August 17, 2026

# Remember the why – Strategic Goal 3



## Being and Wellness

Cultivate a safe, inclusive, and supportive environment that promotes the mental, emotional, and physical well-being of students and staff



## Comprehensive Wellness Programs

1. Assess and implement holistic wellness programs that address mental, emotional, and physical well-being
2. Expand collaborations with health professionals and community organizations to enhance wellness initiatives



## Safe and Inclusive School Environment

1. Foster authentic integration of inclusivity, belonging, and acceptance with discrete teaching across content areas
2. Strengthen relationships and connections to support students through proactive measures

# Regulatory Background

Official Adoption

## June 2025

Adopted by the Board of Elementary and Secondary Education.

Establishing a unified, state-wide regulatory framework to implement higher safety standards, robust oversight, and enhanced student protection across all Massachusetts schools.



### Safer Environments

Focused on creating safe spaces by drastically reducing restrictive practices and protecting student health.



### More Supportive Spaces

Prioritizing emotional and physical well-being, fostering growth in supportive, caring educational settings.



### Greater Transparency

Enforcing rigorous reporting, parent notification standards, and accountability systems across MA schools.

# Key Changes & August 2026 Mandate

## Strategic Objectives

The updated rules establish clear regulatory targets focused on student welfare and federal alignment:

- **Eliminate Seclusion:** Support the complete removal of non-emergency seclusion practices.
- **OCR Alignment:** Align state definitions directly with the U.S. Office for Civil Rights.
- **Well-being First:** Ensure all core standards protect and prioritize student health.

## Rigorous Safeguards

New compliance and monitoring frameworks to prevent inappropriate behavioral practices:

- **Procedural Oversight:** Establish strict safeguards and protocols for accountability.
- **Parent Notification:** Mandate immediate and proactive notification for transparency.
- **Data-Driven Reviews:** Enforce weekly and monthly audits to catch and correct anomalies.

# Redefining Seclusion & Time-Out – **NEW**

## Clear Distinction in Practice



### Time-Out

#### Voluntary & Unlocked

A behavioral support strategy in an *unlocked setting* from which the student is permitted to leave voluntarily for self-regulation and calming.

### Seclusion

#### Involuntary & Restricted

Involuntary confinement of a student alone in a room or area from which they are physically prevented from leaving. **Strictly restricted to emergency situations.**

# Core Pillars of the New Framework

## Prohibited Disciplinary Use

Seclusion is strictly forbidden as a discipline measure, punishment, or convenience for staff. It cannot be written into standard behavior management plans.



## Mandatory Adult Presence

If emergency seclusion is ever initiated, a trained adult staff member must remain present, actively monitoring and immediately available to the student at all times.



## Prior Written Consent

**Emergency seclusion requires prior written consent alongside explicit documentation from a licensed mental health professional and physician.**

## 24-Hour Mandatory Parental Notice – **NEW**

### Immediate Transparency Mandate

Under the new section **603 CMR 46.07**

**(Safeguards)**, Principals and program administrators are legally required to inform parents or guardians within **24 hours** whenever an emergency seclusion occurs.

This mirrors the strict reporting requirements already governing physical restraints, ensuring full accountability and continuous communication with families.



**24h**  
MAXIMUM NOTICE WINDOW

# Emergency Seclusion Requirements – **Our rooms passed the state audit**

|                                                                                                                                                        |                                                                                                                               |                                                                                                                                            |                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
|                                                                     |                                            |                                                           |                                                 |
| <b>Imminent Danger</b>                                                                                                                                 | <b>Clinical Clearance</b>                                                                                                     | <b>Room Safety</b>                                                                                                                         | <b>Solitary Ban</b>                                                                                                              |
| Allowed only as an absolute last resort during an emergency involving an imminent threat of assault or serious physical harm to the student or others. | Must be supported by official written documentation from both a licensed physician and a licensed mental health professional. | Rooms used for time-out or emergency response must be clean, safe, properly ventilated, and entirely free of inherently dangerous objects. | Lock mechanisms that prevent egress without staff assistance are restricted, ensuring no child is abandoned in locked isolation. |

## Time-Out vs Emergency Seclusion

| Regulatory Feature    | Standard Time-Out Practice                                   | Emergency Seclusion (603 CMR 46.07)                      |
|-----------------------|--------------------------------------------------------------|----------------------------------------------------------|
| Door Status / Freedom | Unlocked; student permitted to leave voluntarily             | Physically prevented from leaving; continuous monitoring |
| Primary Purpose       | Voluntary self-regulation and calming support                | Emergency intervention for imminent physical danger      |
| Parental Consent      | Standard school behavioral support (No prior consent needed) | <b>Mandatory prior consent from parent/guardian</b>      |
| Parent Notification   | Follows regular classroom practice                           | <b>Mandatory within 24 hours</b> by Principal            |
| Data Tracking         | General school oversight                                     | <b>Weekly &amp; monthly administrative audits</b>        |

# Administrative & Principal Role

## Leadership Oversight Mandate

School Principals and program directors hold direct oversight responsibility for implementing the new regulations effectively.

1 **Conduct weekly and monthly reviews** of all time-out room usage and emergency seclusion data.

2 **Identify patterns** and proactively provide multi-tiered behavioral supports to eliminate seclusion risks.

3 **Ensure all staff complete** required de-escalation and positive behavioral intervention training.



## Questions & Discussion



**Contact & Support:**  
mmaguire@monomoy.edu |  
Administrative Oversight

Principals and Assistant Principals

Mollie Whiting, BCBA

**Monomoy Regional School District**  
**Prevention of Physical Restraints and Requirements if Used and Regulations Around Time-Out**

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## **1.0 General Information (46.01)**

1.1 Monomoy Regional School District provides a safe environment for both students and staff and shall abide by the provisions of the Department of Elementary and Secondary Education (hereinafter "DESE") regulations governing the use of physical restraint, which can be found at 603 CMR 46.00, which regulates the use of physical restraint on students in publicly funded elementary and secondary education programs. The Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property.

1.2 Monomoy Regional School District has developed restraint prevention and behavior support procedures, in compliance with 603 CMR 46.04, which shall be annually reviewed, provided to school staff, and made available to parents. Additional information, including a copy of the regulations, can be obtained from the Director of Student Support Services Office or obtained at [603 CMR 46.00: Prevention of Physical Restraint and Requirements If Used - Education Laws and Regulations](#).

1.3 Physical restraint shall be used only in emergency situations of last resort, and with extreme caution 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; and
- b. To prevent or minimize any harm to the student as a result of the use of physical restraint.

1.4 A person performing physical restraint shall discontinue such restraint as soon as the student is no longer an immediate danger to himself or others; or if the student indicates trouble breathing or is in severe distress such as sustained or prolonged crying or coughing.

1.5 Further, nothing in 603 C.M.R. 46.00, or this policy, shall be construed to limit the protection afforded to publicly funded students under other federal and state laws, including those laws that provide for the rights of students who have been found eligible to receive special education services.

1.6 Nothing in the regulations or this Policy precludes any teacher, employee or agent of a public education program from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm.

## 2.0 Use Of Restraint (46.03)

### 2.1 REQUIREMENTS FOR THE USE OF PHYSICAL RESTRAINT (603 CMR 46.03):

Physical restraint is an emergency procedure of last resort. It may be used only when the student's behavior poses a threat of assault or imminent, serious, physical harm to self and/or others, and the student is not responsive to directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

2.2 Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm. The staff member administering physical restraint shall use the safest method available and appropriate to the situation, subject to the safety requirements set forth in 603 CMR 46.05.

**2.3 Prohibitions:** Mechanical restraint, medication restraint, and seclusion shall be prohibited in Monomoy Regional School District.

- a. Prone restraint shall be prohibited except on an individual student basis, and only under the following circumstances:
  1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
  2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
  3. There are no medical contraindications as documented by a licensed physician;
  4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
  5. MRSD has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,
  6. MRSD has documented 603 CMR 46.03(1)(b) 1 - 5 in advance of the use of prone restraint and maintains the documentation.
  7. The only staff authorized to administer a prone restraint are staff who have received in-depth restraint training in accordance with the regulations at 603 C.M.R. 46.00.

**2.4 Physical restraint shall not be used:**

1. As a means of discipline or punishment;
2. When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
3. As a response to property destruction, disruption of school order, a student's refusal to comply with a rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
4. As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

**2.5 Limitations on use of restraint.** Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

**2.6 Referral to law enforcement or other state agencies.** Nothing in the regulations or this Policy prohibits:

- a. The right of any individual to report to appropriate authorities a crime committed by a student or other individual;

- b. Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
- c. The exercise of an individual's responsibilities as a mandated reporter pursuant to G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

### 3.0 Seclusion

**3.1 Definition:** defined as the involuntary confinement of a student alone in a room or area, with or without adult supervision, from which the student is not permitted to leave. The term does not include: a classroom or school environment where, as a general rule, all students need permission to leave the room or area, such as to use the restroom; a behavior support technique that is part of the district's, school's or program's designated procedures for behavior support which involves the monitored separation of a student in an unlocked setting, from which the student is allowed to leave and it is implemented for the purpose of calming; or placing a student in a separate location within a classroom with others or with an instructor, so long as the student has the same opportunity to receive and engage in instruction.

**3.2** 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. The following safeguards are required prior to the use of seclusion:

- a. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff.
- b. The student is not responsive to directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.
- c. Other forms of interventions have failed to ensure the safety of the student and/or the safety of others.
- d. There are no medical contraindications as documented by a licensed physician.
- e. There is a psychological or behavioral justification for the use, and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional.
- f. The program has obtained consent to use seclusion from the student's parent or guardian and, if appropriate, the student, and such use has been approved in writing by the principal.
- g. Any individual using it has received training about alternative behavior interventions and management techniques.
- h. The program has documented compliance with the provisions above in advance of its use and maintains the documentation.
- i. Emergency Seclusion is a last resort intervention of involuntary confinement of a student when a student poses a serious and imminent threat to themselves or others
- j. No written individual behavior plan or individualized education program (IEP) may include use of seclusion as a standard response to any behavior. At all times during the use of seclusion, a staff member will continuously monitor and observe the student, be immediately available to the student, and continue to use calming and deescalation strategies with the student, unless it is unsafe or counterproductive to do so. The emergency use of seclusion will cease as soon as the student's behavior no longer poses a threat of assault or imminent serious physical harm or if the

student is observed to be in severe distress. The Principal's approval must be obtained if seclusion is used for a period longer than 30 minutes.

- k. If Monomoy Regional School District uses seclusion, consistent with the requirements above, alternatives and strategies will be examined for reducing and eliminating its use no later than 3 years from the effective date of the Regulations.

### 3.3 No Medical Contraindications

Before an emergency intervention of seclusion is used, a licensed physician must confirm that no medical conditions make its use unsafe. This includes considering respiratory, seizure, cardiac, or other physical health conditions. The physician must document that no medical contraindications exist.

### 3.4 Behavioral or Psychological Justification

Before an emergency intervention of seclusion is used, a licensed mental health professional must confirm that seclusion is psychologically appropriate for this student. The licensed mental health professional should review the student's trauma history, behavior patterns, and mental health needs to determine whether seclusion would be harmful. The clinician must provide written documentation affirming the justification and lack of psychological contraindications.

### 3.5 Physical Space Inspection

To provide for the safety and well-being of students, any room or space used for the purposes of emergency seclusion must meet the same physical space requirements required for a room or space used for time-out. Any space used for seclusion must be inspected by the public education program at least once per week during any period of use to verify ongoing compliance. The inspection must confirm that the environment is clean, safe, and sanitary; appropriately designed for student age and needs; properly lit and ventilated; free of dangerous objects; and compliant with all applicable fire and building codes. The checklist below supports programs in conducting and documenting these weekly inspections.

- a. Inspection Checklist Definitions
  - i. Clean, Safe, Sanitary: Free of spills, clutter, sharp objects, or contaminants.
  - ii. Age-Appropriate Design: Size, materials, and aesthetics suitable for students using the room.
  - iii. Lighting/Ventilation: Functional lights, windows or vents for airflow, appropriate heating or cooling.
  - iv. No Dangerous Objects: No furniture or equipment that poses a risk of harm (e.g., loose wires, electrical outlets, broken ceiling tiles, hard corners).
  - v. Fire & Building Code Compliant: Exits, alarms, and structural components meet local laws, which may be demonstrated through up to date certificates from proper local authorities.

## 4.0 Use of Restraint (46.04)

### 4.1 Methods for Preventing Student Violence, etc.

- a. Methods For Preventing Student Violence, Self-Injurious Behavior, And Suicide, Including Individual Crisis Planning And De-Escalation Of Potentially Dangerous Behavior Occurring Among Groups Of Students Or With An Individual Student:

#### School-Level Supports

- i. Each school will provide school-wide professional development focused on identifying and preventing student violence, self-injurious behavior and suicide, including individual behavior crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.
- ii. The school-level crisis team will participate in professional development focused on preventative measures to prevent student violence, self-injurious behavior and suicide, including individual behavior crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.
- iii. The crisis team along with teachers and other school personnel will identify students who are potentially at-risk and review student social, emotional and behavior progress monthly at the Student Support Team Meeting (SST) and/or leadership team meeting to plan interventions and supports for students. The monthly meetings will include school counselors, school nurse, administration and if necessary the school psychologist as a resource to plan appropriate interventions and supports for the students.
- iv. Each school has a crisis team, which includes the administrative team, school counselors, nurse(s) and school psychologist when necessary.
- v. All members of the school's crisis team are trained in SOLVE - Strategies of Limiting Violent episodes.
- vi. For any student with a history of significant emotional/ behavior including at risk behavior (harm to self and/or others) and/or a student who required a physical restraint, a safety/behavior intervention plan or crisis plan will be developed.
- vii. The plan will include strategies and supports which may include specific de-escalation strategies, counseling services, monitoring protocol, data collection, and frequent review meetings (at least 2x monthly), etc. for the purpose of assessing progress and making necessary adjustments.
- viii. A functional behavioral assessment (FBA) or Safety Assessment may be requested.
- ix. Referral to outside agencies can be made if needed.
- x. School staff can access the clinical teams in the buildings as well as consulting clinicians (BCBA, LICSW, MHC) to help students who are exhibiting aggressive behavior.

### **District Level Supports**

- i. Staff can access the following district-level clinical supports:
- ii. BCBA
- iii. Mental Health Coordinator
- iv. Director of Student Services
- v. District Crisis Team - includes first responders, administrators, nurses, counselors, and administrators

## **4.2 General De-Escalation Guidelines**

- a. General guidelines for de-escalating potentially dangerous behavior occurring among groups of students or with an individual student include the following:

- b. Remain calm -To possibly help prevent the likelihood of a student experiencing distress from escalating his/her behavior use a neutral and level tone of voice, control one's facial expressions and use a supportive non-threatening body language.
- c. Obtain Assistance - Whenever possible, school personnel should immediately take steps to notify school administrators, the school's administrative response team and/or other school personnel of a potentially dangerous situation and to obtain additional assistance.
- d. One Person Speaks - In order to minimize the likelihood of confusion and/or the likelihood of a student experiencing distress from escalating his/her behavior having one person providing overall direction to the response and the follow-up procedures is advisable. This often may be either the first trained staff person on the scene or the staff person with the most information about the particular situation.
- e. Remove Student If Possible - The feasibility of having a student experiencing distress leave an area with other students and move to another more private and safe area in order to de-escalate should be considered.
- f. Remove Other Students - If it is not feasible to have a student experiencing distress move to a more private and safe area in order to de-escalate, consider the feasibility of having other staff assist and monitor the removal of other students to another area within the school until the student de-escalates.

#### **4.3 Methods For Engaging Parents/Guardians And Youth In Discussions About Restraint Prevention And Use Of Restraint Solely As An Emergency Procedure.**

- a. The Principal will provide all families and students with information about behavior supports and restraint prevention efforts that are utilized within their school annually.
- b. The Principal will follow these administrative procedures with respect to identifying students who may be at risk of restraint and work with the student and their family along with the school counselor to identify and work on behavioral supports to prevent restraint from occurring.
- c. If a student is restrained, the Principal will follow these administrative procedures for notifying and engaging the student and their family about the use of the restraint, the report regarding the restraint, any disciplinary sanctions that may be imposed and/or any other related matters.
- d. The Principal will immediately notify the family following the restraint and discuss the incident and the plan
- e. If the parent is not available, notification will be sent home and followed up within 24-hours
- f. The school counselor may follow up with the student and their family regarding behavioral supports.

#### **4.4 Alternatives to Physical Restraint**

- a. There are a variety of appropriate responses to student behavior that may require immediate intervention.
- b. These alternative methods should be used first when seeking to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student.
- c. Physical restraints should only be used as a last resort in emergency situations after these other, less intrusive alternatives have failed or been deemed inappropriate.

**4.5 Examples of interventions and less intrusive methods that may preclude the need for the use of physical restraint include but are not limited to, the following:**

1. Active listening
2. Collaborative Problem Solving
3. Restorative Practices
4. Check In- Check Out
5. Clear routines and visual schedules
6. Use of a low, non-threatening voice
7. Movement or sensory break
8. Breathing exercises
9. Access to a preferred, tangible item
10. Reducing the demands/amount of work expected
11. Reminding student of the reinforcers available for engaging appropriately
12. Quiet space
13. Limiting the number of adults providing direction to the student
14. Offering the student a choice of activities
15. Not blocking the student's access to an escape route
16. Suggesting possible resolutions to the student
17. Avoiding dramatic gestures (waving arms, pointing, blocking motions, etc.)
18. Verbal prompt - A verbal prompt is communicating what is expected behavior by clearly stating instructions and expectations.
19. Prompting the student to use functional language to communicate their feelings or needs (e.g. if you are frustrated you can tell me "I need a break")
20. Offering opportunities to speak with professionals (e.g. teacher, administrator, nurse, or guidance counselor)
21. Working in small groups outside classroom on academic related work
22. Whenever there is a behavior support plan in place for a student, staff should defer to the specific interventions outlined in the behavior plan.
23. Full or partial physical cue - A full or partial physical cue is anytime an adult needs to temporarily place their hands on a student or physically redirects a student without force. These are used at increasing levels as needed to return a student safely back to task. See Physical Redirection and Physical Escort below.
24. Physical Escort - A physical escort is a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder or back, for the purpose of inducing a student who is agitated to walk to a safe location.
25. Physical Redirection - A physical redirection is done by temporarily placing one hand on each of the student's shoulders, without force, and redirecting the student to the learning activity, classroom or safe location.
26. Time-Out for calming- A time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or classroom, either by choice or by direction from staff, for the purpose of calming. During time-out a staff member must continuously observe a student. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary and appropriate for the purpose of calming.

Time-out shall cease as soon as the student is calmed.

## **5.0 Required training for all staff**

### **5.1 Procedure**

- a. Each building principal has identified staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint.
- b. These staff members have participated in an in depth training program in the use of physical restraint.
- c. The District shall satisfy all training requirements and monitor all incidents of physical restraint, with program staff reporting incidents in compliance with local policy and DESE reporting requirements and state regulations.
- d. Only school personnel who have received training pursuant to 603CMR 46.00 may administer physical restraint on students.
- e. 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.
- f. A person administering physical restraint shall only use the minimum amount of force necessary to protect the student or others from imminent injury or harm.
- g. 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 the commencement of employment.
- h. Training includes the following information:
  - i. The program's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
  - ii. Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
  - iii. When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
  - iv. Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
  - v. Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.

### **5.2 Content of in-depth training.**

- a. Staff designated by the Principal as school-wide resources shall participate in in-depth training of a length and duration consistent with the recommendations of the DESE, including annual refresher training.
  - i. Designated staff are trained in S.O.L.V.E. - Strategies of Limiting Violent Episodes. There are trained staff in all four schools. All staff trained are recertified annually.

- b. In-depth training in the proper administration of physical restraint includes the following, but not limited to:
  - a. Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
  - b. A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
  - c. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
  - d. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
  - e. Demonstration by participants of proficiency in administering physical restraint; and,
  - f. Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

## **6.0 Proper Administration Of Physical Restraint**

6.1 All physical restraints, including seclusion and prone restraint, where permitted, shall be administered in compliance with the regulations at 603 CMR 46.00.

6.2 Trained personnel. Only public education program personnel who have received training pursuant to 603 CMR 46.04(2) or 603 CMR 46.04(3) shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint.

6.3 Use of force. A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm.

6.4 Safest method. A person administering physical restraint shall use the safest method available and appropriate to the situation, subject to the safety requirements set forth in 603 CMR 46.05(5)..

6.5 Duration of restraint. All physical restraints must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

## **7.0 Safety requirements. Additional requirements for the use of physical restraint:**

7.1 No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.

7.2 Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress, including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

7.3 If a student is restrained for a period longer than 20 minutes, program staff will obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint, justifying the need for continued restraint.

7.4 Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

7.5 After the release of a student from a restraint, the following procedures will be implemented:

- a. Reviewing the incident with the student to address the behavior that precipitated the restraint
- b. Reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed
- c. consideration of whether any follow-up is appropriate for students who witnessed the incident.

## 8.0 Reporting Requirements

8.1 Staff shall report the use of any physical restraint, including seclusion where permitted, as specified in this Policy and the regulations.

8.2 Informing the principal.

- a. The program staff member who administered the restraint shall verbally inform the principal of the restraint as soon as possible, and by written report no later than the next school working day.
- b. The written report shall be provided to the principal for review of the use of the restraint.
- c. If the principal has administered the restraint, the principal shall prepare the report and submit it to an individual or team designated by the superintendent for review.
- d. The principal or his/her designee shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department upon request.

8.3 Informing parents.

- a. The principal or designee shall make reasonable efforts to inform the student's parent of the restraint within 24 hours of the event
- b. shall notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint.
- c. If the school customarily provides a parent of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language.

- d. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

#### 8.4 Contents of report. The written report shall include:

- a. The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes.
- b. A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
- c. A description of the administration of the restraint, including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
- d. Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
- e. Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

#### 8.5 Individual student review.

- a. The principal shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week.
- b. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs.
- c. The assessment shall include at least the following:
  - i. Review and discussion of the written restraint reports and any comments provided by the student and parent about such reports and the use of the restraints;
  - ii. analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;
  - iii. consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
  - vi. agreement on a written plan of action by the program.

- d. If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent shall lead the review team's discussion.
- e. The principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.

#### 8.6 Administrative review.

- a. The principal shall conduct a monthly review of school-wide restraint data.
- b. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint.
- c. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

#### 8.7 Report all restraint-related injuries to the Department of Elementary and Secondary Education (DESE).

- a. When a physical restraint has resulted in an injury to a student or program staff member, the school shall send a copy of the written restraint report to the Department postmarked no later than three school working days of the administration of the restraint.
- b. The school shall also send the Department a copy of the record of physical restraints maintained by the principal for the 30-day period prior to the date of the reported restraint.
- c. The Department shall determine if additional action by the school is warranted and, if so, shall notify the program of any required actions within 30 calendar days of receipt of the required written report(s).

#### 8.8 Report all physical restraints to the Department.

- a. Every school shall collect and annually report data to the Department regarding the use of physical restraints.
- b. Such data shall be reported in a manner and form directed by the Department.

### 9.0 Procedure For The Use Of Time-Out

#### 9.1 Procedures

- a. Time out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming.
- b. During time-out, a student must be continuously observed by a staff member.
- c. Staff shall be with the student or immediately available to the student at all times and will continuously observe the student during time-out.

- d. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming.
- e. Time-out shall cease as soon as the student has calmed **based on staff observation of the student's physical cues, tone of voice, and demeanor.**
- f. **The student shall not be required to complete any specific task or checklist to demonstrate that he/she has calmed.**
- g. Approval must be sought by the Principal or designee if time-out is to exceed 20 minutes. **Any such approval will be based on careful consideration of the individual student's presentation and level of agitation. If, in the opinion of the Principal or designee, the student has calmed, then the time-out will cease. For any time-out approaching or exceeding 20 minutes duration, staff will also consider the need to follow-up and debrief the incident with the student at a later time and/or whether the student's behavior warrants convening a Team meeting; modifying an existing behavior plan; or creating a new behavior plan. Staff will attempt to contact the student's parent(s) within 24 hours and offer an opportunity to discuss the circumstances of the extended time-out.**
- h. **Time-out does not include time spent meeting with administrators; visits to nurse; performing an errand in another part of the school building; or working in small groups outside the classroom. Students may also take space for calming while remaining fully aware of the learning activities in the classroom. For example, "planned ignoring;" asking students to put their heads down; or placing a student in a different location within the classroom are alternatives to time-out.**

#### 9.2 The following documentation will be kept:

- a. For each instance of time-out, staff should record the student's name, date, location, time the time-out began, duration, behavior prior to time-out, person initiating the time-out, alternative behavior management strategies attempted, name of the staff present during time-out, strategies used to calm the student during the time-out, the written approval of the principal or designee if the time-out lasted longer than 20 minutes, and the attempts to notify the student's parent(s) if time-out lasted longer than 20 minutes. Such documentation of time-out shall be kept and reviewed by the Principal or designee, in a manner similar to the Physical Restraint Log.

## 10.0 COMPLAINT PROCEDURES

### 10.1 Informal Resolution of Concern about Use of Physical Restraint

- a. Before initiating a formal complaint procedure, a student or his/her parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by raising the issue with the principal of the school.
- b. The student and/or his/her parent/guardian should direct their concerns regarding a specific use of a physical restraint to the principal within ten (10) school days of the parent/guardian's receipt of the written report from the school.
- c. The principal shall attempt, within his/her authority, to work with the individual to resolve the complaint fairly and expeditiously.

- d. If the student and/or his/her parent/guardian/caregiver are not satisfied with the resolution, or if the student and/or his/her parent/guardian/caregiver does not choose an informal resolution, then the student and/or his/her parent/guardian/caregiver may proceed with the formal complaint process detailed below.

## 10.2 Formal Resolution of Concern about Use of Physical Restraint

- a. A student or his/her parent/guardian/caregiver, who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by submitting a written complaint to the Office of the Superintendent.
- b. The student and/or his/her parent/guardian/caregiver should submit this letter to the Office of the Superintendent within twenty (20) school days of the parent/guardian/caregiver's receipt of the written report from the school.
- c. The written complaint shall include (a) the name of the student; (b) the name of the school where the physical restraint allegedly occurred; (c) the name of the individuals involved in the alleged physical restraint; (d) the basis of the complaint or concern; and (e) the corrective action being sought.
- d. The Office of the Superintendent, through its designees, shall conduct an investigation into the complaint promptly after receiving the complaint.
- e. In the course of its investigation, the Office of the Superintendent and/or its designees shall contact those individuals that have been referred to as having pertinent information related to the complaint.
- f. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different.
- g. The Office of the Superintendent and/or its designees will make sure that the complaint is handled as quickly as is feasible.
- h. After completing the formal investigation, the Office of the Superintendent shall contact the individual who filed the complaint regarding the outcome of its investigation and its determination as to whether any corrective action is warranted.

## 10.3 Other Complaint Processes Also Available

- a. Nothing in this Policy precludes a student from using the complaint process set forth in the District's Anti-Harassment and Sexual Harassment Policies to seek resolution of any complaints of discrimination or harassment that is based on a characteristic protected by law such as sex, race, color, gender, ancestry, national origin, ethnicity, religion, age, disability, marital status, sexual orientation, homelessness, gender identity or genetic information traits historically associated with race, including, but not limited to, hair texture, hair type, hair length, and protective hairstyles. Protective hairstyles includes but is not limited to, braids, locks, twists, bantu knots, hair coverings, and other formations.
- b. It also should be noted that the provisions of this section does not preclude a student from using the complaint process set forth in the Monomoy Regional School District Student Handbooks to seek resolution of any complaints regarding a student's deprivation of rights set forth in the school handbook.

## 11.0 Appendices

### 11.1 Definitions (46.02)

As used in 603 CMR 46.00, the following terms shall have the following meanings:

1. *Commissioner* shall mean the commissioner of the Department of Elementary and Secondary Education appointed in accordance with G.L. c.15, §1F, or his or her designee.
2. *Consent* shall mean agreement by a parent who has been fully informed of all information relevant to the activity for which agreement is sought, in his or her native language or other mode of communication, that the parent understands and agrees in writing to carrying out of the activity, and understands that the agreement is voluntary and may be revoked at any time. The agreement describes the activity and lists the records (if any) which will be released and to whom. In seeking parental consent, a public education program shall not condition admission or continued enrollment upon agreement to the proposed use of any restraint.
3. *Department* shall mean the Department of Elementary and Secondary Education.
4. *Mechanical restraint* shall mean the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.
5. *Medication restraint* shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.
6. *Parent* shall mean a student's father, mother, or legal guardian or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.
7. *Physical escort* shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.
8. *Physical restraint* shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.
9. *Principal* shall mean the instructional leader or headmaster of a public education school program or his or her designee. The board of directors of a charter school or virtual school, or special education school or program approved under 603 CMR 28.09, shall designate in the restraint prevention and behavior support policy who will serve as principal for purposes of 603 CMR 46.00.

10. *Prone restraint* shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.
11. *Public education programs* shall mean public schools, including charter schools, virtual schools, collaborative education programs, and the school day of special education schools approved under 603 CMR 28.09, as provided in 603 CMR 18.05(5)(h), and school events and activities sponsored by such programs. The term "programs" may be used in 603 CMR 46.00 to refer to "public education programs." For purposes of 603 CMR 46.00, public education programs shall not include the educational services provided within the Department of Youth Services, Department of Mental Health, Department of Public Health, and County Houses of Correction operated or contracted facilities.
12. *School Working Day* shall mean a day or partial day that students are in attendance at the public education program for instructional purposes.
13. *Seclusion* shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02.

The following are not seclusion:

- A classroom or school environment where, as a general rule, all students need permission to leave the room or area, such as to use the restroom;
  - Placing a student in a separate location within a classroom with others or with an instructor, so long as the student has the same opportunity to receive and engage in instruction;
  - Time-out (as defined below)
14. *Time-out* shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member **in an unlocked setting from which the student is permitted to leave**. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. **A time-out shall cease as soon as the student has calmed. Staff supervising the student should support co-regulation and closely monitor the student's physical cues, tone of voice, and demeanor to determine whether the student has calmed. Students should not be required to complete a specific task to demonstrate that they have calmed if their physical body, tone, and demeanor demonstrate regulation**

## Legal references:

M.G.L. 71:37G; 603 CMR 46.00

Adopted by the MRSC March 27, 2013

Approved by the MRSC January 27, 2016

Revised: December 22, 2022



**Monomoy Regional School District  
Administering Medicines to Students**

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician. When the school nurse is not present, a student who needs medication during the school day may be called to the office at the scheduled hour and reminded by the nurse designee to take the medicine. This provision only applies when the correct dosage of the medication has been placed in an individual container clearly marked with the student's name, the dosage to be administered, and the time and/or conditions under which the medicine is to be taken. In addition, the student must be able to recognize the medicine that he/she or she is taking. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

**Exceptions:**

The School Committee, consulting with the Board of Health where appropriate, shall adopt policies and procedures governing the administration of medications and self-administration of medications within the school system, following development of a proposal by medication program manager, in consultation with the school physician. Review and revision of such policies and procedures shall occur as needed but at least every two years. At a minimum, these policies shall include:

1. Designation of a medication program manager supervisor of the medication administration program in a school;
2. Documentation of the administration of medications including the requirement that each school maintain a medication administration record for each student who receives medication during regular school activities; The school nurse shall document in the medication administration record significant observations of the prescription medication's effectiveness, as appropriate, and any adverse reactions or other harmful effects, as well as any action taken. All documentation shall be recorded in a manner that prevents alteration or destruction of the record. Documentation shall include but not be limited to a daily log and a medication administration plan.
  - a. The daily log shall contain:
    - i. the dose or amount of medication administered;

- ii. the date and time of administration or omission of administration, including the reason for omission and action taken post omission;
  - iii. mechanism for identifying the person administering each dose. including the medication order and caregiver authorization.
- b. The medication administration plan shall include:
  - i. the name of the student;
  - ii. a medication order from a licensed prescriber, which meets the requirements of 105 CMR 210.005(D)(1);
  - iii. the signed authorization of the caregiver, which meets the requirements of 105 CMR 210.005(D)(3);
  - iv. any known allergies to food or medications;
  - v. the diagnosis, unless a violation of confidentiality or the caregiver or student requests that it not be documented;
  - vi. any possible side effects, adverse reactions or contraindications.
  - vii. the quantity of prescription medication to be received by the school from the caregiver;
  - viii. the required storage conditions;
  - ix. the duration of the medication order;
  - x. the designation of unlicensed school personnel, if any, who will administer the prescription medication to the student in the absence of the school nurse, and plans for back-up if the designated personnel are unavailable;
  - xi. plans, if any, for teaching self-administration of the medication;
    - 1. with caregiver permission, other persons, including teachers, to be notified of medication administration and possible adverse effects of the medication; (m) when appropriate, the location where the administration of the prescription medication will take place;
  - xii. a plan for monitoring the effects of the medication;
  - xiii. the school nurse has final decision-making authority for the provision of medication administration in the case of field trips and other short-term special school events, which may include nursing staffing, delegation of medication administration, or a combination of nursing staffing and delegation of medication administration.
- 3. response to a medication emergency;
- 4. storage of medications;
- 5. reporting and documentation of medication errors;
- 6. dissemination of information to parents/guardians Such information shall include an outline of a school's medication policies and shall be available to parents upon request;
- 7. procedures for resolving questions between the school and a parent/guardian regarding administration of medications. Such procedures shall provide for and encourage the participation of the parents/guardians. Existing procedures for resolution of differences may be used whenever appropriate.

The School Committee shall submit these policies and procedures to the Department of Public Health upon request.

The School Nurse/Medication Program Manager, in consultation with the School Physician, may train and delegate responsibility to unlicensed school personnel for medication administration.

1. Neither prescription medication nor over-the-counter medications can be administered by delegation by unlicensed school personnel without student-specific medication orders from a licensed prescriber.
2. The School Nurse/Medication Program Manager has final decision-making authority for the provision of medication administration in the case of field trips and other short-term special school events, which may include nursing staffing, delegation of medication administration, or a combination of nursing staffing and delegation of medication administration.
3. The unlicensed school personnel shall be listed on the medication administration plan, shall be selected by the school nurse, and trained, if they meet criteria established by regulation in the administration of emergency medication to a specific student.

All unlicensed school personnel administering medication must be properly trained and supervised by a school nurse.

If epinephrine is administered by unlicensed school personnel, the school nurse, and other individuals as warranted and deemed appropriate by the school nurse, must also be notified.

If an emergency rescue opioid antagonist is administered there shall be immediate notification of the local emergency medical services (911), followed by notification of a student's parent/guardian as appropriate, and the school nurse.

The school district may, in conjunction with the School Physician and the School Nurse Leader, stock emergency rescue opioid antagonist and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life threatening opiate overdose in a school setting.

If the school district wishes medical personnel to train non-medical staff in the administration of emergency rescue opioid antagonist the School Committee shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol which complies with medical directives and regulations from the Department of Public Health.

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of Epi-pens.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.

2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.

The school nurse may permit self-carry and self-administration of medication by a student provided that the following requirements are met:

1. the student, school nurse and caregiver, where appropriate, enter into an agreement which specifies the conditions under which medication may be self-administered, which may include the conditions under which a student may self-carry medication for the purpose of administration by another, or whether the medication being self-administered is being taken or applied by the student themselves or with an FDA-approved medical device;
2. the school nurse, as appropriate, develops a medication administration plan pursuant to 105 CMR 210.005(E) which contains only those elements necessary to ensure safe self-administration of medication;
3. the school nurse evaluates the student's health status and abilities and deems self--administration safe and appropriate. As necessary, the school nurse shall observe initial self-administration of the medication;
4. the school nurse is reasonably assured that the student is able to identify the appropriate medication, knows the frequency and time of day for which the medication is ordered, and follows the school self--administration protocols;
5. there is written authorization from the student's caregiver that the student may self-administer medication, unless the student has consented to treatment under M.G.L. c. 112, § 12F or other authority permitting the student to consent to medical treatment without caregiver permission
6. if requested by the school nurse, the licensed prescriber provides a written order for self-administration;
7. the school nurse establishes a plan for the safe storage of self-administered medication and, as necessary, consults with teachers, the student and caregiver, if appropriate, to determine a safe place for storing the medication for the individual student, while providing for accessibility if the student's health needs require it. This may include self-carry of the medication and this information shall be included in the medication administration plan. In the case of an inhaler or other preventive or emergency medication, whenever possible, a backup supply of the medication shall be kept in the health room or a second readily available location;
8. the school nurse develops and implements a plan to monitor the student's self-administration, based on the student's abilities and health status. Monitoring may include teaching the student the correct way of taking the medication, and notifying the caregiver or licensed prescriber of any side effects, variation from the plan, or the student's refusal or failure to take the medication;
9. with caregiver and student permission, if required by law, as appropriate, the school nurse may inform appropriate teachers and administrators that the student is self-administering and/or self-carrying a medication.

All schools/districts where medication is stored or where medication administration is delegated to unlicensed school personnel must obtain a Massachusetts Controlled Substances Registration by registering with the Department of Public Health. At minimum, schools/districts may accomplish this by registering for emergency medication training.

Schools/districts are not authorized to make use of 105 CMR 700.003(C) for the administration of emergency rescue medications during regular school activities.

This policy will be available to caregivers and staff in the MRSD Policy Manual found on the Monomoy Regional School District website. Information on the medication administration requirements will be included in the medication packet given to requesting parents.

SOURCE: MASC - Updated 2026

LEGAL REF.: M.G.L. 71:54B

Dept. of Public Health Regulations:

105 CMR 210.00 & 700.003; 244 CMR 3.0

MDPH Advisory on Application of 105 CMR 210.00 to Field Trips, 2/4/2025

Adopted: 3/27/2013

Revised:





## MONOMOY REGIONAL SCHOOL DISTRICT

### Principal

#### **PRIMARY PURPOSE:**

The Principal serves as the educational and administrative leader of the school. They promote high-quality instructional practices, manage school operations, resources, and personnel, and create a safe, inclusive, and welcoming learning environment. The Principal is responsible for fostering strong relationships among students, staff, families, and the community to support every student in achieving their full potential.

#### **RECOMMENDED MINIMUM QUALIFICATIONS:**

##### *Education, Training, and Experience:*

- Master's Degree or higher in Educational Leadership, Educational Administration, or a related field from an accredited institution
- Valid Massachusetts DESE Certification/Licensure as a School Principal/Assistant Principal (appropriate grade level)
- Minimum of 3–5 years of successful classroom teaching experience
- Demonstrated administrative or leadership experience in a public school setting is preferred
- SEI (Sheltered English Immersion) Endorsement required

##### *Knowledge, Skills & Abilities:*

- **Instructional Leadership:** Deep knowledge of MA Curriculum Frameworks, evidence-based pedagogy, assessment design, and data-driven instruction
- **Communication & Interpersonal Skills:** Excellent verbal and written communication skills with the ability to engage collaboratively with students, caregivers, staff, and community partners
- **Management & Problem Solving:** Strong organizational, decision-making, and conflict-resolution abilities under pressure
- **Equity & Inclusion:** Demonstrated commitment to fostering diversity, equity, and inclusion across all aspects of the school culture
- **Tech Literacy:** Proficiency with school management software, student information systems (SIS), and evaluation tools

**SUPERVISION:**

*Reports to: Superintendent of Schools*

**ESSENTIAL FUNCTIONS:**

*The essential functions or duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.*

- **Instructional Leadership:** Multifaceted responsibilities connected to improving student learning by setting clear visions for teaching and learning, providing pedagogical supports and expectations, aligning curriculum, and monitoring student progress
- **Instructional Supervision & Evaluation:** Observe, support, and evaluate teachers and certified staff using the MA Educator Evaluation Framework; provide actionable feedback to improve instructional practices
- **School Climate & Safety:** Maintain a safe, orderly, and positive school environment; implement student conduct policies, anti-bullying plans, and proactive restorative practices
- **Staffing & Personnel Management:** Lead the recruitment, hiring, assignment, professional development, and retention of highly qualified teaching and support staff
- **Operational & Financial Management:** Develop and oversee the school budget; manage facility maintenance, scheduling, and resource allocation in compliance with district policies
- **Family & Community Engagement:** Communicate regularly with families; collaborate with school councils, parent-teacher organizations, and local community entities to support student learning and well-being
- **Data Analysis & Strategic Planning:** Analyze student achievement data to drive continuous school improvement, curriculum adjustments, and targeted student support services
- **Compliance:** Ensure adherence to state/federal laws, district policies, IEP/504 accommodation requirements, and civil rights regulations

**TERMS OF EMPLOYMENT:** Full-time, 12-month position. Work schedule, vacation, and benefits established in accordance with the individual administrator employment contract with the Monomoy Regional School Committee

**EVALUATION:****WAGES AND BENEFITS:**

# Monomoy Regional School District

***Robin A. Millen, Ed.D.***  
***Superintendent***



***Michael MacMillan***  
***Assistant Superintendent of***  
***Finance and Strategic Alignment***

***Melissa Maguire***  
***Director of Student Services***

***Jacob Voelker***  
***Treasurer***

**To:** Monomoy Regional School Committee  
**From:** Michael MacMillan  
**Date:** 09/08/2026  
**Re:** Annual Review and Approval of Student Activity Accounts.

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## **MOTION**

**To approve Monomoy Regional School District's existing student activities, as listed in the document provided.**

## **BACKGROUND**

Massachusetts General Law allows school districts to receive, deposit and expend funds on behalf of students in connection with student activities (MGL c.71 § 47) . The district has bank accounts set up for this purpose and a number of recognized activities. Each activity should be approved by the School Committee at the time it is created and MA Department of Elementary and Secondary Education recommends that School Committees approve each student activity annually.

A list of all the current student activity accounts is attached which includes a description of the activity's objective, its funding sources, and this year's starting balance, with revenue, expenditure to date and, balance at the end of August.

Student Activity Accounts  
Annual Approval - FY27

| Row Labels                   | Objective                                                                                                                                                                       | Funding Sources                                                          | AUGUST<br>Starting Budget | Revenue and<br>Transfers | Expenses | Current Balance |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------|--------------------------|----------|-----------------|
| Chatham Elementary School    |                                                                                                                                                                                 |                                                                          | \$ 4,653                  | \$ -                     | \$ -     | \$ 4,653        |
| Field Trips                  | Process field trip revenue & expense                                                                                                                                            | Field Trip payments                                                      | \$ 159                    | \$ -                     | \$ -     | \$ 159          |
| Lighthouse Fund              | Assist students in need                                                                                                                                                         | Donations/Life Touch funds/Store donations                               | \$ 3,405                  | \$ -                     | \$ -     | \$ 3,405        |
| Yearbook                     | Process yearbook transactions                                                                                                                                                   | Yearbook purchases                                                       | \$ 1,089                  | \$ -                     | \$ -     | \$ 1,089        |
| Harwich Elementary School    |                                                                                                                                                                                 |                                                                          | \$ 4,105                  | \$ -                     | \$ -     | \$ 4,105        |
| Field Trips                  | Process field trip revenue & expense                                                                                                                                            | Bus fees                                                                 | \$ 80                     | \$ -                     | \$ -     | \$ 80           |
| Garden Club                  | Process revenue & expenses for garden upkeep                                                                                                                                    | Grants & Donations                                                       | \$ 142                    | \$ -                     | \$ -     | \$ 142          |
| Kindergarten                 | Kindergarten events and field trips                                                                                                                                             | Fundraising / Donations                                                  | \$ 764                    | \$ -                     | \$ -     | \$ 764          |
| Lighthouse Fund              | Assist students in need                                                                                                                                                         | Donations/Life Touch funds/Store donations                               | \$ 3,120                  | \$ -                     | \$ -     | \$ 3,120        |
| Monomoy Regional High School |                                                                                                                                                                                 |                                                                          | \$ 160,407                | \$ 8,861                 | \$ 2,798 | \$ 166,470      |
| Animal Welfare               | Fund field trips/conferences to local wildlife organizations and make donations to these organizations                                                                          | Donations                                                                | \$ 1,929                  | \$ -                     | \$ -     | \$ 1,929        |
| Art                          | Art related field trips                                                                                                                                                         | Fundraisers, art & bake sales                                            | \$ 221                    | \$ -                     | \$ -     | \$ 221          |
| Best Buddies                 | Pay for supplies for annual fundraiser of selling jarred baked good and recipes. Proceeds are used to take a large field trip every couple of years for students in the program | T-shirt fundraiser /craft fair/car wash/donations                        | \$ 5,928                  | \$ -                     | \$ -     | \$ 5,928        |
| Class of 2026                | Process grade specific revenue & expenses, including class trips and graduation events.                                                                                         | Car wash/ go cart fundraiser/sales of water bottles, towels and t-shirts | \$ (100)                  | \$ 100                   | \$ -     | \$ -            |
| Class of 2027                | Process grade specific revenue & expenses, including class trips and graduation events.                                                                                         | Car wash/ go cart fundraiser/sales of water bottles, towels and t-shirts | \$ 23,127                 | \$ -                     | \$ -     | \$ 23,127       |
| Field Trips                  | Process field trip revenue & expense                                                                                                                                            | Registration/Fundraiser/Donation                                         | \$ 4,071                  | \$ 220                   | \$ 198   | \$ 4,093        |
| Gay Straight Alliance        | Purchase Pride related items to decorate the school and purchase GSA T-shirts                                                                                                   | Sock sale                                                                | \$ 332                    | \$ -                     | \$ -     | \$ 332          |
| Guidance (Exam Fees)         | To pay exam fees on behalf of students.                                                                                                                                         | AP Exams/PSAT Exams/Rebate                                               | \$ 1,319                  | \$ -                     | \$ -     | \$ 1,319        |
| Interact Club                | To fund field trips & spread joy and positivity throughout the local and school communities                                                                                     | Donation & Valentine Flower Sales & sale of Monomoy chargers             | \$ 593                    | \$ -                     | \$ -     | \$ 593          |
| Key Club                     | Fund community & school-wide events & the annual Kiwanis International trip                                                                                                     | Dues/Donations/Bake sale                                                 | \$ 6,904                  | \$ -                     | \$ -     | \$ 6,904        |
| Lighthouse Fund              | Assist students in need                                                                                                                                                         | Donations/Life Touch funds/Store donations                               | \$ 53,305                 | \$ -                     | \$ -     | \$ 53,305       |
| National Art Honor Society   | Fund field trips/conferences, supplies for Graduation & Induction ceremonies                                                                                                    | Bake Sale                                                                | \$ 1,089                  | \$ -                     | \$ -     | \$ 1,089        |
| National Honor Society       | Fund field trips/conferences, supplies for Graduation & Induction ceremonies                                                                                                    | Ornament and bake sales                                                  | \$ 754                    | \$ -                     | \$ -     | \$ 754          |
| Other Student Activities     | Give back to the students at MRHS in a positive way                                                                                                                             | Dues/donations                                                           | \$ 3,035                  | \$ -                     | \$ -     | \$ 3,035        |
| Political Action Group       | Discuss politics, run election simulation during election years                                                                                                                 | Donations, fundraisers                                                   | \$ 98                     | \$ -                     | \$ -     | \$ 98           |
| School Store                 | Sell school merchandise & snacks/drinks                                                                                                                                         | Sales of merchandise                                                     | \$ 19,295                 | \$ 1,392                 | \$ -     | \$ 20,687       |
| Softball                     | Revenue and expenses for the Softball team                                                                                                                                      | Student fundraising                                                      | \$ 888                    | \$ -                     | \$ -     | \$ 888          |

| Row Labels                     | Objective                                                                                                                                                              | Funding Sources                                                                                                                                | Starting Budget | Revenue and Transfers | Expenses | Current Balance |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------|----------|-----------------|
| Spirit Club                    | Host a number of annual school events including dances, FinFest, Spirit Week, Pep Rally, etc                                                                           | Homecoming & other dances, T-shirt sales                                                                                                       | \$ 9,180        | \$ -                  | \$ 600   | \$ 8,580        |
| STAND                          | Field trips/ conferences, etc                                                                                                                                          | Fundraisers and donations                                                                                                                      | \$ 3,780        | \$ -                  | \$ -     | \$ 3,780        |
| Student Council                | Help fund fundraisers that give directly to MRHS students & help fund student elections & club specific graduation regalia                                             | Valentine candy & carnation sales                                                                                                              | \$ 68           | \$ -                  | \$ -     | \$ 68           |
| Yearbook                       | Process yearbook transactions                                                                                                                                          | Yearbook purchases                                                                                                                             | \$ 3,375        | \$ 190                | \$ -     | \$ 3,565        |
| Young Women's Club             | Donations to local community organizations that positively influence the lives of women. Also fund field trips                                                         | Bake sale                                                                                                                                      | \$ 651          | \$ -                  | \$ -     | \$ 651          |
| SAIL Café                      | The purpose of the SAIL café is to build vocational and functional academic skills for students within the SAIL program.                                               | Funds will be raised by selling coffee, tea, and hot chocolate to MRHS faculty.                                                                | \$ 191          | \$ -                  | \$ -     | \$ 191          |
| Class of 2028                  | Process grade specific revenue & expenses, including class trips and graduation events.                                                                                | Car wash/ go cart fundraiser/sales of water bottles, towels and t-shirts                                                                       | \$ 13,148       | \$ 17                 | \$ -     | \$ 13,165       |
| Class of 2029                  | Class of 2029 fundraising account class based activities such as the prom, senior year activities, etc.                                                                | Various fundraisers throughout 5 years at MRHS                                                                                                 | \$ 3,785        | \$ 225                | \$ 2,000 | \$ 2,010        |
| MRHS Robotics                  | To explore the field of robotics, build robots, and compete in local and national robotics competitions.                                                               | Organize bake sales, attend local Harwich and Chatham events (and ask for support), and ask parents for support. Other fundraising activities. | \$ 3,440        | \$ 6,000              | \$ -     | \$ 9,440        |
| Hope Squad                     | Hope Squad aims to foster genuine human connection, a positive community, and hope by elevating mental well-being through peer-to-peer suicide prevention programming. | Bake sale, Pickleball Tournament, Breakfast for a Cause, Sale of various items during Hope Week.                                               | \$ 1            | \$ -                  | \$ -     | \$ 1            |
| Class of 2030                  | Class of 2030 fundraising account class based activities such as the prom, senior year activities, etc.                                                                | Various fundraisers throughout 5 years at MRHS                                                                                                 | \$ -            | \$ 717                | \$ -     | \$ 717          |
| Monomoy Regional Middle School |                                                                                                                                                                        |                                                                                                                                                | \$ 22,197       | \$ 275                | \$ -     | \$ 22,472       |
| Best Buddies                   | Field trips and shell program events                                                                                                                                   | Coffee sales                                                                                                                                   | \$ 730          | \$ 120                | \$ -     | \$ 850          |
| Empty Bowls Full Hearts        | Homeless population                                                                                                                                                    | Fundraisers                                                                                                                                    | \$ 2,212        | \$ -                  | \$ -     | \$ 2,212        |
| Field Trips                    | Process field trip revenue & expense                                                                                                                                   | Field Trip payments                                                                                                                            | \$ 131          | \$ -                  | \$ -     | \$ 131          |
| Golf - Boys                    | Process revenue & expense for MRMS boys golf team                                                                                                                      | Student fees for First Tee Program                                                                                                             | \$ 505          | \$ -                  | \$ -     | \$ 505          |
| Grade 6                        | Process grade specific revenue & expenses                                                                                                                              | Field Trip payments                                                                                                                            | \$ 98           | \$ -                  | \$ -     | \$ 98           |
| Lighthouse Fund                | Assist students in need                                                                                                                                                | Donations/Life Touch funds/Store donations/Dance Proceeds/book fair                                                                            | \$ 827          | \$ -                  | \$ -     | \$ 827          |
| Monomoy Cares                  | Recycling/Science events                                                                                                                                               | Fundraisers                                                                                                                                    | \$ 437          | \$ -                  | \$ -     | \$ 437          |
| Newspaper                      | Publish a student driven newspaper                                                                                                                                     | Donations/advertising                                                                                                                          | \$ 25           | \$ -                  | \$ -     | \$ 25           |
| School Store                   | Sell school merchandise                                                                                                                                                | Sales of merchandise                                                                                                                           | \$ 2,787        | \$ -                  | \$ -     | \$ 2,787        |
| Shark Tank Cafe                | Process revenue & expenses for MRMS library café                                                                                                                       | Café sales                                                                                                                                     | \$ 1,806        | \$ -                  | \$ -     | \$ 1,806        |
| Student Council                | School wide events funding                                                                                                                                             | Coin drive                                                                                                                                     | \$ 1,907        | \$ -                  | \$ -     | \$ 1,907        |
| Writer's Retreat               | Process revenue & expenses for annual writer's retreat weekend event                                                                                                   | Grants and Student fees                                                                                                                        | \$ 8,377        | \$ -                  | \$ -     | \$ 8,377        |
| Yearbook                       | Process yearbook transactions                                                                                                                                          | Yearbook purchases                                                                                                                             | \$ 1,288        | \$ 155                | \$ -     | \$ 1,443        |
| Robotics                       | To explore the field of robotics, build robots, and compete in local and national robotics competitions.                                                               | Organize bake sales, attend local Harwich and Chatham events (and ask for support), and ask parents for support. Other fundraising activities. | \$ 1,068        | \$ -                  | \$ -     | \$ 1,068        |
| Grand Total                    |                                                                                                                                                                        |                                                                                                                                                | \$ 191,363      | \$ 9,136              | \$ 2,798 | \$ 197,700      |

# Monomoy Regional School District

**Robin A. Millen, Ed.D.**  
**Superintendent**



**Michael MacMillan**  
**Assistant Superintendent of**  
**Finance and Strategic Alignment**

**Melissa Maguire**  
**Director of Student Services**

**Jacob Voelker**  
**Treasurer**

**To:** MONOMOY REGIONAL SCHOOL COMMITTEE  
**From:** Michael MacMillan  
**Date:** 9/8/2026  
**Re:** MRMS Construction Project Borrowing – Sale of Bond Anticipation Notes

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## MOTION

To approve the various votes prepared by Bond Counsel for the District and presented to the meeting, which votes approve the sale of nine million four hundred and six thousand, one hundred and five dollars of General Obligation Bond Anticipation Notes to the successful bidder, establish the terms of the notes and make other determinations as required by the General Laws, federal tax law and federal securities law.

## VOTES

To approve the sale of \$9,406,105 4.00 percent General Obligation Bond Anticipation Notes (the "Notes") of the District dated September 18, 2026 and payable April 30, 2027 to Huntington Securities, Inc. at par and accrued interest, if any, plus a premium of \$71,392.33.

Further: that in connection with the marketing and sale of the Notes, the preparation and distribution of a Notice of Sale and Preliminary Official Statement dated August 25, 2026 and a final Official Statement dated September 2, 2026, each in such form as may be approved by the District Treasurer, be and hereby are ratified, confirmed, approved and adopted.

Further: that the District Treasurer and the Chair of the Committee be, and hereby are, authorized to execute and deliver a significant events disclosure undertaking in compliance with SEC Rule 15c2-12 in such form as may be approved by bond counsel to the District, which undertaking shall be incorporated by reference in the Notes for the benefit of the holders of the Notes from time to time.

Further: that we authorize and direct the District Treasurer to establish post issuance federal tax compliance procedures and continuing disclosure procedures in such forms as the District Treasurer and bond counsel deem sufficient, or if such procedures are currently in place, to review and update said procedures, in order to monitor and maintain the tax-exempt status of the Notes and to comply with relevant securities laws.

Further: that any certificates or documents relating to the Notes (collectively, the "Documents"), may be executed in several counterparts, each of which shall be regarded as an

original and all of which shall constitute one and the same document; delivery of an executed counterpart of a signature page to a Document by electronic mail in a “.pdf” file or by other electronic transmission shall be as effective as delivery of a manually executed counterpart signature page to such Document; and electronic signatures on any of the Documents shall be deemed original signatures for the purposes of the Documents and all matters relating thereto, having the same legal effect as original signatures.

Further: that each member of the Committee, the District Secretary and the District Treasurer be and hereby are, authorized to take any and all such actions, and execute and deliver such certificates, receipts or other documents as may be determined by them, or any of them, to be necessary or convenient to carry into effect the provisions of the foregoing votes.

### **BACKGROUND**

The District has been approved to borrow funds of up to \$11,507,030 to fund the siding and window replacement project at the Monomoy Regional Middle School. This approval was given at previous School Committee meetings, at Chatham and Harwich Town Meetings, and through Town of Harwich ballot vote.

The District has borrowed \$9,406,105 through ‘Bond Anticipation Notes<sup>1</sup>’ for this project and expenditure has been ongoing. See the attached expenditure report through to the end of August.

The current short term debt is due to end on September 18, 2026. At this point the District has the option to either issue the final long term debt or to issue short term debt now and long term debt once the project is complete. Working with the District’s Financial Advisors, Hilltop Securities, we have determined that in light of the uncertainty in the project’s final costs the best course of action is to issue another short term loan now and then the final long term debt in spring 2027.

Hilltop Securities conducted the bid process for the BAN on September 2, 2026 on behalf of the district. See the attachment with the results of the bid process.

The wording of the School Committee vote was provided by the district’s Bond Counsel, Richard Manley, and paralegal Diane Pagliuca, of Troutman Pepper Locke.

Once this vote has been approved several other documents must be signed by the School Committee Chair, the Secretary, and the Treasurer to ensure that the district complies with all state and federal laws and regulations. The documents will be available at the School Committee meeting for review.

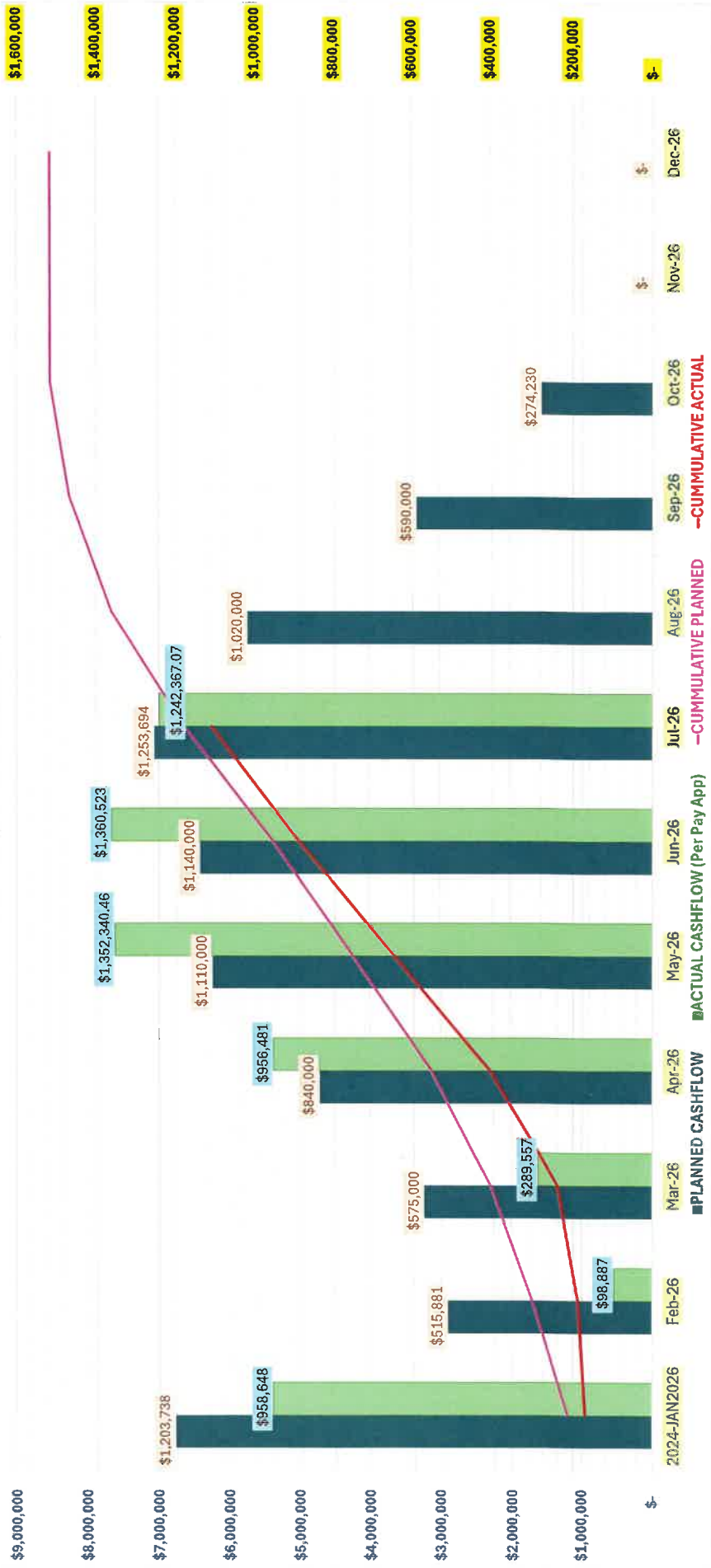
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<sup>1</sup> A Bond Anticipation Note is type of short-term loan used by governments, cities, and school districts to finance a large project, before full, long-term funding is in place

# MONOMOY REGIONAL SCHOOL DISTRICT - SIDING & WINDOW REPLACEMENT PROJECT - CASH FLOW

| MONTH                         | 2024-JAN-2026 | Feb-26       | Mar-26       | Apr-26       | May-26          | Jun-26          | Jul-26          | Aug-26       | Sep-26       | Oct-26       | Nov-26       | Dec-26       | TOTAL           | CONTINGENCY   | TOTAL PROJECT COST |
|-------------------------------|---------------|--------------|--------------|--------------|-----------------|-----------------|-----------------|--------------|--------------|--------------|--------------|--------------|-----------------|---------------|--------------------|
| PLANNED CASHFLOW              | \$ 1,203,738  | \$ 515,881   | \$ 575,000   | \$ 840,000   | \$ 1,110,000    | \$ 1,140,000    | \$ 1,253,684    | \$ 1,020,000 | \$ 590,000   | \$ 274,230   | \$ -         | \$ -         | \$ 8,522,542.79 | \$ 837,960.00 | \$ 9,360,502.79    |
| ACTUAL CASHFLOW (Per Pay App) | \$ 958,648    | \$ 98,887    | \$ 289,557   | \$ 956,481   | \$ 1,352,340.46 | \$ 1,360,523    | \$ 1,242,367.07 |              |              |              |              |              | \$ 6,258,803.27 |               |                    |
| CUMULATIVE PLANNED            | \$ 1,203,738  | \$ 1,719,619 | \$ 2,294,619 | \$ 3,134,619 | \$ 4,244,619    | \$ 5,384,619    | \$ 6,638,313    | \$ 7,658,313 | \$ 8,248,313 | \$ 8,522,543 | \$ 8,522,543 | \$ 8,522,543 |                 |               |                    |
| CUMULATIVE ACTUAL             | \$ 958,648    | \$ 1,057,535 | \$ 1,347,092 | \$ 2,303,573 | \$ 3,655,913.46 | \$ 5,016,436.20 | \$ 6,258,803.27 |              |              |              |              |              |                 |               |                    |

TOTAL PROJECT BUDGET CASHFLOW



# Monomoy Regional School District, Massachusetts

\$9,406,105 General Obligation Bond Anticipation Notes

**Sale Date:** 9/2/2026  
**Dated Date:** 9/18/2026  
**Delivery Date:** 9/18/2026  
**Due Date:** 4/30/2027  
**Days Per Year:** 360  
**Day Count:** 222  
**Bank Qualified:** Yes  
**Rating:** SP-1+



| Bidder                      | Underwriter | Principal   | Coupon Rate | Premium     | Interest     | Net Interest | NIC     | Prorata Premium | Prorata Interest | Award       | Reoffering Yield |
|-----------------------------|-------------|-------------|-------------|-------------|--------------|--------------|---------|-----------------|------------------|-------------|------------------|
| Huntington Securities, Inc. | •           | \$9,406,105 | 4.00%       | \$71,392.33 | \$232,017.26 | \$160,624.93 | 2.7692% | \$71,392.33     | \$232,017.26     | \$9,406,105 |                  |
| Truist Securities, Inc.     | •           | \$9,406,105 | 4.00%       | \$68,476.45 | \$232,017.26 | \$163,540.81 | 2.8195% |                 |                  |             |                  |
| TD Financial Products LLC   | •           | \$9,406,105 | 4.50%       | \$95,848.21 | \$261,019.41 | \$165,171.20 | 2.8476% |                 |                  |             |                  |
| Jefferies LLC               | •           | \$9,406,105 | 4.00%       | \$62,738.72 | \$232,017.26 | \$169,278.54 | 2.9184% |                 |                  |             |                  |
| Oppenheimer & Co., Inc.     | •           | \$9,406,105 | 4.00%       | \$56,624.75 | \$232,017.26 | \$175,392.51 | 3.0238% |                 |                  |             |                  |
| Award Totals                |             |             |             | \$71,392.33 | \$232,017.26 | \$232,017.26 |         | \$71,392.33     | \$232,017.26     | \$9,406,105 |                  |

Weighted Average Net Interest Cost: 2.7692%

# Monomoy Regional School District

**Dr. Scott Carpenter**  
Superintendent

**Dr. Robin Millen**  
Director of Curriculum, Instruction and Assessment

**Melissa Maguire**  
Director of Student Services



**Michael MacMillan**  
Business Manager

**Paul G. Donlan**  
Treasurer

**To:** Monomoy Regional School Committee  
**From:** Michael MacMillan  
**Date:** 9/8/2026  
**Re:** Regional Transportation Offset to Assessments

## MOTION

**To approve an offset of fifteen thousand, seven hundred and forty two dollars to be applied to the FY28 Transportation portion of the Assessment.**

## BACKGROUND

Each year Monomoy Regional School District receives state transportation reimbursements. The estimated reimbursement is used in the budget to offset the town assessments for that year.

If the actual state reimbursement received is greater than the estimated amount used in the budget, the school committee can vote to use the excess to offset future assessments.

The table below show the history of these transactions. In FY26, the district received **\$15,742** more than was estimated for regional aid.

These funds can be used to offset the FY28 assessments. This is around \$149,000 less than was available to offset the FY27 town assessments.

| Fiscal Year | Prior Year Offset | Budgeted Regional Transportation Aid | Actual Aid    | Amount To be Used to offset future Assessment | Year of assessment to be offset | Date SC Vote Taken |
|-------------|-------------------|--------------------------------------|---------------|-----------------------------------------------|---------------------------------|--------------------|
| FY15        |                   | \$ 339,520.00                        | \$ 365,817.00 | \$ 26,297                                     | FY17                            | 8/26/2015          |
| FY16        |                   | \$ 301,086.00                        | \$ 381,598.00 | \$ 80,512                                     | Fy18                            | 7/14/2016          |
| FY17        | \$ 26,297.00      | \$ 329,310.00                        | \$ 418,129.00 | \$ 88,819                                     | FY19                            | 7/13/2017          |
| FY18        | \$ 80,512.00      | \$ 413,986.00                        | \$ 427,930.50 | \$ 13,945                                     | FY20                            | 7/12/2018          |
| FY19        | \$ 88,819.00      | \$ 387,175.00                        | \$ 516,123.00 | \$ 128,948                                    | FY21                            | 7/11/2019          |
| FY20        | \$ 13,944.50      | \$ 494,065.50                        | \$ 671,595.00 | \$ 177,530                                    | FY22                            | 6/25/2020          |
| FY21        | \$ 128,948.00     | \$ 512,412.00                        | \$ 711,760.00 | \$ 199,348                                    | FY23                            | 6/24/2021          |
| FY22        | \$ 177,529.50     | \$ 553,996.00                        | \$ 771,294.34 | \$ 214,694                                    | FY24                            | 7/14/2022          |
| FY23        | \$ 199,348.00     | \$ 635,963.00                        | \$ 655,486.00 | \$ 19,523                                     | FY25                            | 7/12/2023          |
| FY24        | \$ 214,694.34     | \$ 611,197.00                        | \$ 823,901.00 | \$ 212,704                                    | FY26                            | 7/11/2024          |
| FY25        | \$ 19,523.00      | \$ 758,197.00                        | \$ 892,241.00 | \$ 134,044                                    | FY27                            | 7/10/2025          |
| FY26        | \$ 212,704.00     | \$ 792,462.00                        | \$ 808,204.00 | \$ 15,742                                     | FY28                            |                    |

# Monomoy Regional School District

**Robin A. Millen, Ed.D.**  
**Superintendent**



**Michael MacMillan**  
**Assistant Superintendent of**  
**Finance and Strategic Alignment**

**Melissa Maguire**  
**Director of Student Services**

**Jacob Voelker**  
**Treasurer**

**To:** Monomoy Regional School Committee  
**From:** Michael MacMillan  
**Date:** 9/8/2026  
**Re:** Prior Year Encumbrances – Vote Required

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## **MOTION**

To approve the payment of six thousand, and thirty seven dollars and thirty one cents in FY26 invoices, as presented to the School Committee.

## **BACKGROUND**

The district's general fund is funded primarily from the assessments to the Towns of Chatham and Harwich and from state educational funding. As these funds are raised for a specific financial year they should be expended within that year.

If the appropriation from the current year's general fund is required to pay for costs relating to the previous year, the School Committee's approval is required.

The district has received a further \$6,037.31 in invoices from FY26 for amounts that were not previously encumbered. A list of the amounts and vendors is provided below. This takes the total amount in FY26 invoices approved by the School Committee from FY27 to \$12,507.57.

| PO     | Vendor               | Reason for Change         | Amount            |
|--------|----------------------|---------------------------|-------------------|
| 270668 | Limbach              | No Prior Year Encumbrance | \$4,867.31        |
| 270691 | Target Inspections   | No Prior Year Encumbrance | \$839.00          |
| 270671 | Associatied Elevator | No Prior Year Encumbrance | \$331.00          |
|        |                      |                           | <b>\$6,037.31</b> |