



**Monomoy Regional School District - Monomoy Regional School Committee
Meeting Agenda for Thursday, September 24, 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. September 10, 2026 Regular Business Meeting
- C. Student Representative**
- D. Public Comment:** Speakers are limited to three minutes; additional time is at the discretion of the Chairperson
- E. Reports and Discussions**
 - i. Special Education Tiered Focus Monitoring Report
 - ii. MASC Conference
 - iii. Docusign for School Committee
 - iv. School Committee Meeting Virtual Attendance
 - v. First Reading Policy File: ACL-Interacting with Law Enforcement Officers Engaged in Civil Law Enforcement (Protect Act)
 - vi. Second Reading Policy Files: File JKAA-Prevention of Physical Restraints and Requirements if Used and Regulations Around Time-Out, File JLCD- Administering Medicines to Students **VOTE REQUIRED**
 - vii. Massachusetts Department of Public Health Administration of Medicines **VOTE REQUIRED**
 - viii. Budget Timeline **VOTE REQUIRED**
 - ix. Prior Year Encumbrances **VOTE REQUIRED**
- F. Subcommittee, Representative, Liaison Reports**
 - i. Middle School Building Siding and Window Project Update
 - ii. Regional Agreement Working Group
- G. Superintendent's Report**
 - i. Recognitions
- H. Action Items -Vote Required**
 - i. Second Reading Policy Files: File JKAA-Prevention of Physical Restraints and Requirements if Used and Regulations Around Time-Out, File JLCD- Administering Medicines to Students
 - ii. Massachusetts Department of Public Health Administration of Medicines
 - iii. Budget Timeline
 - iv. Prior Year Encumbrances
- I. Presentation of the Warrants**
- J. Adjournment**

Authorized Posting Officer

Roberta Simmons
September 22, 2026



**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**

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Members present: Brad Schiff, Stephen Davol, Katie Cutter, Brett Fortin, Heather Morgan, Lucia Quinn, Rich Roy

Members not present: Ryan Edwards

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. August 13, 2026 Regular Business Meeting

MOTION: Lucia Quinn motioned to approve the meeting minutes from the August 13, 2026 Regular Business Meeting, seconded by Katie Cutter.

UNANIMOUS: the motion passes

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

None

D. Reports and Discussions

- i. Introduction: New Superintendent Induction Program (NSIP) mentor, Maureen LaCroix

Maureen LaCroix, a retired superintendent and coach with the Massachusetts Association of School Superintendents' New Superintendent Induction Program (NSIP), introduced herself as Dr. Millen's coach. She explained that the three-year program provides professional development and confidential coaching focused on instructional leadership, district improvement, leadership development, and equity. Dr. Millen's first-year work includes an entry plan, with findings expected to be presented to the School Committee and community in late December or early January, followed by development of a longer-term district improvement strategy. Ms. LaCroix will support Dr. Millen through meetings, school visits, and leadership-team observations throughout the program.

- ii. F27 Subcommittee Meetings and Draft Goals

The School Committee agreed that subcommittees will develop draft goals for the year to improve accountability and ensure consistent progress. Each subcommittee will propose one or two priority goals, with a total of five goals to be selected. Goals will be discussed on October 8, reviewed on October 22, and finalized by a vote on November 5. Subcommittees will provide ongoing updates on progress throughout the year.

- 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

Melissa Maguire, Director of Student Services, gave the Committee an overview of new state regulations regarding seclusion and timeout. The updated regulations strengthen safeguards, parent notification and consent requirements, data monitoring, and coordination with medical and mental health providers. The district had already implemented many of the practices and will continue focusing on reducing or eliminating the use of seclusion and restraint while prioritizing student safety and proactive behavioral supports.

An overview of updates to Policy JLCD was provided based on revised Department of Public Health and DESE regulations. The changes expand the ability to delegate medication administration, which will assist with field trips and staffing needs, while strengthening requirements for training, documentation, notification, and medication administration plans.

Both policies will move forward to a second reading at the next meeting.

iv. Principal Job Description

VOTE REQUIRED

MOTION: Brett Fortin motioned to approve the Principal Job Description as presented to the School Committee, seconded by Heather Morgan.

UNANIMOUS: the motion passes

v. Student Activity Account Approval

VOTE REQUIRED

The Committee reviewed the annual list of approved student activity accounts, which safeguard student funds used for clubs, events, field trips, and class activities. The accounts will be reviewed annually, with inactive accounts to be closed following the required process.

MOTION: Stephen Davol motioned to approve Monomoy Regional School District's existing student activities, as listed in the document provided, seconded by Katie Cutter.

UNANIMOUS: the motion passes

vi. MRMS Construction Project Borrowing - Sale of Bond Anticipation Notes

VOTE REQUIRED

The Committee reviewed a request to extend the district's bond anticipation notes for the Middle School construction project. Two short-term notes totaling approximately \$9.9 million are due September 18, 2026 and will be extended through April to allow continued funding of the project until long-term financing is completed.

MOTION: Lucia Quinn motioned 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, seconded by Rich Roy.

UNANIMOUS: the motion passes

vii. Regional Transportation - Offset to Town Assessments

VOTE REQUIRED

The Committee reviewed the FY27 regional transportation reimbursement surplus. The district received \$15,742 more than budgeted, which can be applied as an offset to the FY28 town assessments. The Committee was asked to approve using the surplus for this purpose.

MOTION: Brett Fortin motioned to approve an offset of fifteen thousand, seven hundred and forty two dollars to be applied to the FY28 Transportation portion of the Assessment, seconded by Heather Morgan.

UNANIMOUS: the motion passes

i. Prior Year Encumbrances

VOTE REQUIRED

MOTION: Brett Fortin motioned to approve the payment of six thousand, and thirty seven dollars and thirty one cents in FY26 invoices, as presented to the School Committee, seconded by Lucia Quinn.

UNANIMOUS: the motion passes

ix. MRMS School Building Roof Project

The Committee received an update on the Middle School roof replacement project, which is partially funded through the Massachusetts School Building Authority's Accelerated Repair Program. The Owner's Project Manager and architect are beginning the next phase of design documents, with procurement anticipated in the coming months. The goal is to award the project and begin construction in June, following the end of this school year.

E. Subcommittee, Representative, Liaison Reports

i. Regional Agreement Working Group Update

The Regional Agreement Working Group held its kickoff meeting in August in Chatham. The group includes representatives from both towns, the School Committee, finance committees, select boards, town managers, students, and residents. The group established meeting norms, discussed objectives, needed data, decision-making procedures, and future agenda items. The chair and vice chair were selected, and the group will meet monthly, alternating between Chatham and Harwich when possible.

ii. Middle School Building Siding and Window Project Update

The Committee received an update on the Middle School construction project. The school opening went well overall, with minor water leakage related to construction that the contractor addressed. Remaining work includes mold remediation and exterior improvements, with the project expected to continue for approximately two more months. The project remains on target, and the committee will transition to the upcoming roofing project as the work progresses.

F. Superintendent's Report

i. Recognitions

We have now welcomed all of our Sharks back to school, with Grades 1-4 and 8-12 starting last Tuesday, Kindergarten and middle school last Thursday, and preschool this past Tuesday. It has been a great start to the school year, and so wonderful to see everyone back in our buildings. It is clear that the hard work and planning done by our educators and administrators made a difference, as the transition back to school has been smooth and organized. Even on the first days back, the mood was excited but calm and everyone got right into their routines. We are looking forward to a fantastic school year.

As we announced last week, Sean Dutch has been named the new Principal of Monomoy Middle School, and I want to take this opportunity to publicly congratulate him. Throughout the process, the feedback on Dr. Dutch was enthusiastic, from the screening committee to the meet and greet attendees. I am confident our amazing middle school will thrive under his leadership.

The district's schools will hold age-appropriate 9/11 remembrance activities. Chatham Elementary students will participate in the Chatham Fire Department ceremony, high school students will share reflections, and the high school will hold a remembrance reading, moment of silence, and musical performance.

H. Action Items -Vote Required

i. Principal Job Description

MOTION: Brett Fortin motioned to approve the Principal Job Description as presented to the School Committee, seconded by Heather Morgan.

UNANIMOUS: the motion passes

ii. Student Activity Account Approval

MOTION: Stephen Davol motioned to approve Monomoy Regional School District's existing student activities, as listed in the document provided, seconded by Katie Cutter.

UNANIMOUS: the motion passes

iii. MRMS Construction Project Borrowing - Sale of Bond Anticipation Notes

MOTION: Lucia Quinn motioned 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, seconded by Rich Roy.

UNANIMOUS: the motion passes

iv. Regional Transportation - Offset to Town Assessments

MOTION: Brett Fortin motioned to approve an offset of fifteen thousand, seven hundred and forty two dollars to be applied to the FY28 Transportation portion of the Assessment, seconded by Heather Morgan.

UNANIMOUS: the motion passes

v. Prior Year Encumbrances

MOTION: Brett Fortin motioned to approve the payment of six thousand, and thirty seven dollars and thirty one cents in FY26 invoices, as presented 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 7:34 PM.

Respectfully Submitted,
Roberta Simmons
Recording Secretary

State Special Education Integrated Monitoring Review

Ensuring Compliance, Quality, and Equity in Public Schools



Compliance

Adherence to federal IDEA and state special education mandates.



Quality

High-standard educational programming and specialized services.



Equity

Equal opportunity and inclusive access for all students.

Presented by: **Melissa Maguire**, Director of Student Services
September 24, 2026

Integrated Monitoring Review

Upholding Special Education Rights & Standards and Civil Rights

State Education Agencies are federally mandated under the Individuals with Disabilities Education Act (IDEA) to monitor local school districts. The Integrated Monitoring Review system evaluates special education and civil rights compliance.

The primary goal is to safeguard the educational rights of students with disabilities, ensuring they receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).



IDEA Mandate

Evaluating district compliance for civil rights and special education



FAPE & LRE

Safeguarding access to optimal learning environments.

Multi-Year Monitoring Cycle

Districts undergo a comprehensive, multi-year monitoring cycle to ensure sustained compliance and continuous improvement. The standard timeline typically spans three to six years based on state frameworks and assigned tiers, ensuring continuous oversight rather than isolated audits.

Phase 1: Local Self-Assessment

Involves a comprehensive local self-assessment conducted internally by the district to evaluate programs, practices, and baseline compliance performance.



Phase 2: On-Site Review

Consists of an on-site review and state verification to validate self-assessment findings, inspect operations, and interview stakeholders.



Phase 3: Corrective Action

Focuses on implementing corrective action plans to address identified gaps and establish sustainable continuous improvement practices.

Phase 1: Local Self-Assessment - 2025

During Phase 1, districts conduct an internal audit of their special education policies, procedures, and student records.

The local self-assessment is a proactive evaluation. District administrators review a representative sample of Individualized Education Programs (IEPs), staff credentials, and facility accessibility. They must identify areas where they may be out of compliance with state and federal IDEA regulations.

This self-reported data is then submitted to the state Department of Education, forming the baseline for the upcoming on-site review.



Group A Universal Standards

The district was evaluated on Group A Universal Standards, which are regularly monitored on a three-year cycle. These standards are aligned with the federal Individuals with Disabilities Education Act and Massachusetts Special Education regulations. The Group A Universal Standards specifically address four key operational areas:

01		02		03		04	
Student identification	IEP development	Programming and support services	Equal opportunity				

Regulatory Alignment & Standards

Universal Standards and Targeted Standards are aligned with the following regulations:

Special Education (SE)

Selected requirements from the federal Individuals with Disabilities Education Act (IDEA-2004); the federal regulations promulgated under that Act at 34 CFR Part 300; M.G.L. c. 71B; and Massachusetts Special Education regulations (603 CMR 28.00), as amended September 20, 2022.

Civil Rights & General Education (CR)

Selected federal civil rights requirements, including ESSA; Title VI (1964); Equal Educational Opportunities Act (1974); Title IX (1972); Section 504 (1973); ADA Title II (1990); Acts of 2011 and M.G.L. c. 269 §§ 17 through 19.

Physical Restraint

603 CMR 46.00

Selected requirements from the Massachusetts Board of Education's Physical Restraint regulations.

Student Learning Time

603 CMR 27.00

Selected requirements from the Massachusetts Board of Education's Student Learning Time regulations.

Other Regulations

Federal & State Laws

Various additional compliance requirements and provisions under other applicable federal and state laws.

Phase 2: On-Site Verification

Date: April 13, 2026 | Independent State Oversight



State officials conduct on-site reviews to verify the accuracy of the district's self-assessment and observe practices.

During Phase 2, state monitors visit the school district to conduct an independent verification. Activities include:

- **Student Record Reviews:** Extensive evaluation of compliance and IEP documentation
- **Facility Walk-Throughs:** On-site inspection for Americans with Disabilities Act (ADA) compliance
- **Stakeholder Interviews:** Direct engagement with special education teachers and administrators

HANDS-ON INSPECTION

Ensures that the policies written on paper are actively and correctly implemented in the classroom environment.

Parent & Community Engagement

Parent and community feedback is a mandatory and vital component of the state monitoring process.



Parent Surveys & Service Feedback

The IMR process actively seeks input from the families of students with disabilities. States deploy parent surveys to gauge satisfaction with school communication, IEP involvement, and service delivery.

VITAL MONITORING COMPONENT

Direct feedback drives actionable state oversight and district improvement.

KEY FOCUS AREAS

Core Evaluation Metrics



School Communication

Transparent and consistent family engagement



IEP Involvement

Active collaboration in program development



Service Delivery

Effective execution of mandated accommodations

State Findings & Monitoring Report

Synthesis of monitoring results and public compliance transparency



Comprehensive Findings

Following the review, the state synthesizes comprehensive findings from the self-assessment, on-site visit, and parent feedback into a formal monitoring report.

This detailed document highlights both commendable practices and specific areas of non-compliance across the district.

SYNTHESIZED REPORTING



Public Access & Accountability

By law, these final compliance reports are public documents. They provide full transparency for parents and community members.

The reports outline exactly where the school district meets IDEA standards and where required improvements must be made.

MANDATED TRANSPARENCY

Compliance Implementation Summary

The onsite team assigned compliance ratings for each criterion reviewed. Monomoy Regional School District demonstrated strong compliance across the board, successfully implementing the vast majority of special education and civil rights criteria.

IMPLEMENTED	PARTIALLY IMPLEMENTED	NOT IMPLEMENTED
35	1	0
32 Special Education criteria and 3 Civil Rights criteria (including CR 13, CR 14, and CR 18) met all important aspects of the requirements.	Only 1 criterion (SE 7) was not entirely met.	0 criteria were found to be totally or substantially not met.

Criterion SE 7: Transfer of Parental Rights



Rating: Partially Implemented

Monitoring Finding

The Department's review of student records and staff interviews indicated that the district does not always inform the student and the parent/guardian of the special education decision-making rights that will transfer upon the student reaching age 18.



Corrective Action Mandate

Mandated Deadline

On or before 17th Birthday

Notification must occur explicitly on or before the student's 17th birthday, stating that all rights accorded to parents under special education law will transfer to the 18-year-old.

Pre-Finding Corrections & Indicator Data Resolution



VERIFIED & RESOLVED

Pre-Finding Correction Protocol

Implemented for two specific criteria:

SE 42

Programs for young children three and four years of age

SE 46

Procedures for suspension of students with disabilities

All instances of noncompliance were resolved by the district and verified by the Department prior to the report's issuance.



APPROVED & COMPLIANT

Indicator 11 Resolution

Initial Evaluation Timelines:

Corrective action for Indicator 11 was formally submitted, reviewed, and approved by the Department.

Verification Status

A second set of records was reviewed and found to be completely compliant.

Corrective Action Plan (CAP)

Districts must develop and execute a Corrective Action Plan to resolve any areas of non-compliance identified by the state.



Legal Remediation Obligations

When non-compliance is found, the district is legally required to implement a Corrective Action Plan (CAP).

The CAP outlines specific, measurable steps to fix issues, such as:

- Retraining district staff
- Revising district policies
- Providing compensatory services to affected students

TIMELINE REQUIREMENT

1 Year

Calendar Time Frame

Districts typically have up to one calendar year to demonstrate full correction of the identified regulatory violations.





Thank You

State Special Education Integrated
Monitoring Review

Monomoy Regional School District



Questions





MASSACHUSETTS
Department of Elementary
and Secondary Education

Monomoy Regional School District
INTEGRATED MONITORING REVIEW REPORT

**For Group A Universal Standards
Office of Public School Monitoring**

**Date of Onsite Visit: April 13, 2026
Date of Report: June 1, 2026
Corrective Action Plan Due: June 30, 2026**

**Department of Elementary and Secondary Education Onsite Team Members:
Winnie Koko, Chairperson
Henry Ndakalu**



**Pedro Martinez
Commissioner of Elementary and Secondary Education**

**MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION
INTEGRATED MONITORING REVIEW REPORT**

Monomoy Regional School District

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**MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF PUBLIC SCHOOL MONITORING**

INTEGRATED MONITORING REVIEW REPORT INTRODUCTION

During the 2025-2026 school year, Monomoy Regional School District participated in an Integrated Monitoring Review (IMR) conducted by the Department of Elementary and Secondary Education's (DESE or Department) Office of Public School Monitoring (PSM). The purpose of the Integrated Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights.

Components of the Integrated Monitoring Review



Integrated Monitoring is one of eight components of a state's general supervision system. One aspect of Integrated Monitoring is the Integrated Monitoring Review. Each school district, charter school, vocational school, and virtual school undergoes an Integrated Monitoring Review every three years. The Department's Office of Public School Monitoring (PSM) is responsible for conducting these reviews and works closely with offices throughout the Department including, but not limited to, the Office of Special Education Planning and Policy (SEPP), Problem Resolution System Office (PRS), and the Office of Approved Special Education Schools (OASES) to promote cohesion and collaboration across the Department's general supervision system. As set forth in the diagram above, Integrated Monitoring Review is one of the multilayered, cohesive, and formal processes employed by the Department to examine and evaluate all Local Education Agencies' (LEA) implementation of IDEA with a particular emphasis on educational results, functional outcomes, and compliance.

The monitoring cycle is posted at [Integrated Monitoring Review Three Year Cycle](#).

Regularly monitored standards are divided into two groups, known as Group A Universal Standards and Group B Universal Standards. Districts and schools are monitored on an alternate set of Universal Standards every three years.

Group A Universal Standards address:

- Student identification
- IEP development
- Programming and support services

- Equal opportunity

Group B Universal Standards address:

- Licensure and professional development
- Parent/student/community engagement
- Facilities and classroom observations
- Oversight
- Time and learning
- Equal access

The Department has also reserved a specific set of criteria, collectively known as Focused Standards, which are reviewed if the Department deems appropriate due to concerns with those particular standards. In those circumstances, the identified Focused Standards are assessed in addition to the Universal Standards.

Universal Standards and Focused Standards are aligned with the following regulations:

Special Education (SE)

- Selected requirements from the federal Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 *et seq* and accompanying regulations at 34 CFR Part 300.
- Massachusetts General Law Chapter 71B, and the Massachusetts Special Education regulations (603 CMR 28.00).

Civil Rights Methods of Administration and Other General Education Requirements (CR)

- Specific federal civil rights requirements, including requirements under the Every Student Succeeds Act (ESSA); Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990, together with select state requirements under M.G.L. c. 76, § 5 and M.G.L. c. 269 §§ 17 through 19.
- Specific requirements from the Massachusetts Physical Restraint regulations (603 CMR 46.00).
- Specific requirements from the Massachusetts Student Learning Time regulations (603 CMR 27.00).
- Specific requirements from the Massachusetts Student Records regulations (603 CMR 23.00).
- Various requirements under other federal and state laws and regulations.

Integrated Monitoring Review Process:

Discovery: During the Discovery stage, the PSM chairperson analyzes data and information to prepare for the onsite visit. The chairperson also reviews documents submitted by the LEA.

Engagement: The Engagement stage of the Integrated Monitoring Review includes all activities conducted onsite and/or virtually through the issuance of the Integrated Monitoring Review Report. Such activities may include record review, interviews, and observations.

Close-out: Once the Report is issued, the Close-out stage begins for the schools and districts with any identified findings of noncompliance. The Close-out stage includes the development of the Correction Action Plan and completion of subsequent progress reports to ensure all

instances of noncompliance are resolved within one year of the issuance of the Integrated Monitoring Review Report.

PSM Team:

Depending upon the size of a school district and the number of special education programs to be reviewed, a team of one to four Department staff members conducts onsite activities over one to five days.

Report for Integrated Monitoring Reviews:

The Integrated Monitoring Review Report will be issued within approximately 30 days of the conclusion of the onsite visit.

Pre-finding Corrections:

During the Discovery and Engagement stages of the review, PSM staff may find that the district violated an IDEA requirement prior to the issuance of a finding in the Integrated Monitoring Review Report. In such cases, PSM staff may implement the pre-finding correction protocol. If PSM staff verify that the identified noncompliance is resolved prior to the issuance of the report, no finding is made. However, a list of any pre-finding corrections will be included in the Integrated Monitoring Review Report. More information regarding the pre-finding correction protocol can be found in the PSM procedures at <https://www.doe.mass.edu/psm/procedures.docx>.

Ratings: In the Integrated Monitoring Review Report, the onsite team gives a rating for each compliance criterion it has reviewed; those ratings are “Commendable,” “Implemented,” “Implementation in Progress,” “Partially Implemented,” “Not Implemented,” “Not Applicable,” and “Prior Noncompliance - Corrective Action Under Review.”

The onsite team includes a comment in the Integrated Monitoring Review Report for each criterion that it rates “Commendable,” “Partially Implemented,” “Not Implemented,” or “Prior Noncompliance - Corrective Action Under Review,” explaining the basis for the rating.

Corrective Action: Where criteria are found “Partially Implemented” or “Not Implemented,” a corrective action plan (CAP) is developed to bring those areas into compliance with the relevant statutes and regulations. Department staff work with districts and charter schools on the development of an appropriate CAP.

PSM staff also provide ongoing technical assistance as the school or district is implementing the approved CAP. **School districts and charter schools must demonstrate effective resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department’s Final Monitoring Report.**

Where criteria are rated “Prior Noncompliance - Corrective Action Under Review,” the district/charter school will work with staff from the specific Department office that identified the noncompliance to develop a corrective action plan.

For more information regarding the Integrated Monitoring Review Process, including district and parent resources, please visit < <https://www.doe.mass.edu/psm/integrated/default.html>>.

INTEGRATED MONITORING REVIEW DETAILS

for Monomoy Regional School District

The Massachusetts Department of Elementary and Secondary Education conducted an Integrated Monitoring Review in Monomoy Regional School District during the week of April 13, 2026, to evaluate the implementation of Group A Universal Standards in the program areas of special education, civil rights, and other related general education requirements. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities, and to review the programs underway in the district.

In preparing this report, the team reviewed extensive written documentation regarding the operation of the district's programs, together with information gathered by means of the following Department program review methods:

District Civil Rights Self-Assessment Phase:

- Review of civil rights documentation for required elements including document uploads.
- Upon completion, the civil rights self-assessment was submitted to the Department for review.

Discovery Phase:

- District review of student records related to the Indicator Data Collection for Indicators 11, 12, and 13.
- Upon completion, the results of the Indicator Data Collection for Indicators 11, 12, and 13 were submitted to the Department for review.
- Review of key data points focused on educational results and functional outcomes. For more details regarding the data review, please see the PSM procedures at <https://www.doe.mass.edu/psm/procedures.docx>.

Engagement Phase:

- Interviews of administrative, instructional, and support staff consistent with those criteria selected for onsite verification.
- Interview of a special education parent advisory council (SEPAC) representative.
- Review of additional documents for special education and civil rights.
- Review of student-specific documentation to determine whether procedural requirements regarding child find have been met.
- Surveys of parents of students in special education: Parents of students in special education were sent a survey that solicited information regarding their experiences with the district's implementation of special education programs, related services, and procedural requirements.
- Review of student records for special education: The Department selected a sample of student records from the district's special education student roster. The onsite team conducted this review, using standard Department procedures, to determine whether procedural and programmatic requirements have been met.

The Integrated Monitoring Review Report includes those criteria that were found by the team to be implemented in a "Commendable" manner, as well as criteria receiving a rating of "Partially Implemented," "Not Implemented," "Implementation in Progress", and "Prior Noncompliance - Corrective Action Under Review." (Refer to the "Definition of Compliance Ratings" section of the report.) Reports do not include criteria receiving a rating of "Implemented" or "Not Applicable." This will allow the district/school and the Department to focus their efforts on those areas

requiring corrective action. Districts/schools are expected to incorporate the corrective actions into their district and school improvement plans, including their professional development plans.

DEFINITION OF COMPLIANCE RATINGS

Commendable	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
Implemented	The requirement is met in all important aspects.
Implementation in Progress	This rating is used for criteria containing new or updated legal requirements; the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year.
Partially Implemented	The requirement, in one or several important aspects, is not entirely met.
Not Implemented	The requirement is totally or substantially not met.
Prior Non-Compliance - Corrective Action Under Review	A finding of non-compliance was made by another office in the Department and the school/district is currently undergoing corrective action activities.
Not Applicable	The requirement does not apply to the school district or charter school.

Monomoy Regional School District

SUMMARY OF COMPLIANCE CRITERIA RATINGS

	Universal Standards Special Education	Universal Standards Civil Rights and Other General Education Requirements
IMPLEMENTED	SE 1, SE 2, SE 3, SE 3A, SE 5, SE 6, SE 8, SE 9, SE 9A, SE 10, SE 11, SE 12, SE 13, SE 14, SE 17, SE 18A, SE 18B, SE 19, SE 20, SE 22, SE 25, SE 26, SE 29, SE 34, SE 37, SE 38, SE 39, SE 40, SE 41, SE 43, SE 44, SE 45, SE 47, SE 48, SE 49	CR 13, CR 14, CR 18
PARTIALLY IMPLEMENTED	SE 7	
NOT IMPLEMENTED	None	
NOT APPLICABLE	None	

For descriptions of the special education and civil rights criteria, please visit [Integrated Monitoring Review Criteria](#).

SUMMARY OF PRE-FINDING CORRECTIONS

The pre-finding correction protocol was implemented for the following criteria prior to the issuance of the Integrated Monitoring Report and all instances of noncompliance were resolved by the district. Evidence of correction was reviewed and verified by the Department.

SE 42: Programs for young children three and four years of age

SE 46: Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district

SUMMARY OF INDICATOR DATA REVIEW

As part of the self-assessment process for districts or charter schools undergoing a review for Group A Universal Standards, the PSM team reviewed the results of Indicator data submissions for Indicators 11, 12, and 13. The Indicator review is completed prior to the onsite visit and helps inform the scope of the onsite review. For any Indicator data noncompliance found, the district or charter school must develop and implement corrective action that includes correcting noncompliance for the individual students affected by it, addressing the root cause and underlying reasons for the identified noncompliance, and updating policies, procedures, and oversight, as appropriate. The PSM team reviews an additional set of student records to confirm the issues are corrected and that requirements are met. The Office of Special Education Programs (OSEP) requires correction of noncompliance within one year of the finding.

The results of the Department's analysis regarding these Indicators are as follows:

	Compliant	Non-Compliant	Not Applicable
Indicator 11 – Initial Evaluation Timelines		X	
Indicator 12 – Early Childhood Transition	X		
Indicator 13 – Secondary Transition	X		

The district submitted evidence of corrective action to address the noncompliance identified for Indicator 11. The submissions were reviewed and approved by PSM staff. PSM staff also conducted a review of a second set of student records to ensure ongoing compliance. All records were found compliant; no further action is required.

SPECIAL EDUCATION

Criterion Number: SE 7

Criterion Title: Transfer of parental rights at age of majority and student participation and consent at the age of majority

Legal Standard:

1. On or before the student's 17th birthday, the district informs the student and the parent/guardian of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday. The notification provided to both the student and the parent/guardian must explicitly state that all rights accorded to parents under special education law will transfer to the 18-year-old. This notification is not required if the parent has sought and received guardianship from a court of competent jurisdiction.
2. When the student reaches the age of 18, the school district implements procedures to obtain consent from the student to continue the student's special education program unless the parent has received guardianship, or the student has delegated decision-making authority to the parent.
3. The district continues to send the parent written notices and the parent will have the right to inspect the student's records, but the parent will no longer have decision-making authority, except as provided below:
 - a. If the parent has sought and received guardianship from a court of competent jurisdiction, then the parent retains full decision-making authority. The parent does not have authority to override any decision or lack of decision made by the student who has reached the age of majority unless the parent has sought or received guardianship or other legal authority from a court of competent jurisdiction.
 - b. The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to share decision-making with his or her parent (or other willing adult), including allowing the parent to co-sign the IEP. Such choice is made in the presence of the Team and is documented in written form. The student's choice prevails at any time that a disagreement occurs between the adult student and the parent or other adult with whom the student has shared decision-making.
 - c. The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to delegate continued decision making to his or her parent, or other willing adult. Such choice is made in the presence of at least one representative of the school district and one other witness and is documented in written form and maintained in the student record.

State Requirements: 603 CMR 28.07(5)

Federal Requirements: 34 CFR 300. 320(c), 300.520

Rating: Partially Implemented

District Response Required: Yes

Department of Elementary and Secondary Education Findings:

A review of student records and staff interviews indicated that at least one year prior to the student reaching age 18, the district does not always inform the student and the parent/guardian of the special education decision making rights that will transfer from the parent/guardian to the student upon the student reaching age 18.

This Integrated Monitoring Review Report is also available at:

<https://www.doe.mass.edu/psm/tfm/reports/>.

Profile information supplied by each charter school and school district, including information for individual schools within districts, is available at

<http://profiles.doe.mass.edu/>.

WBMS IMR Report

File Name: Monomoy Regional School District

Last Revised on: 06/01/2026

Prepared by: WK, JK, AP

Monomoy Regional School District

SPECIAL EDUCATION

**LEGAL STANDARDS,
COMPLIANCE RATINGS AND
COMMENTS**

CRITERION NUMBER	SPECIAL EDUCATION I. ASSESSMENT OF STUDENTS	
	Legal Standard	
SE 1	Assessments are appropriately selected and interpreted for students referred for evaluation 1. Tests and other evaluation materials are: a. validated; b. administered and interpreted by trained individuals; c. tailored to assess specific areas of educational need and related developmental needs; d. selected and administered to reflect aptitude and achievement levels and related developmental needs; e. selected and administered so as not to be discriminatory on a racial or cultural basis; f. provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer; g. not the sole criterion for determining an appropriate educational program; h. not only those designed to provide a single general intelligence quotient; i. are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or the other factors the test purports to measure; j. technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. 2. In interpreting evaluation data and making decisions, the district: a. uses information from a variety of sources to gather relevant functional and developmental information, including information provided by the parent; b. ensures that information obtained from these sources is documented and carefully considered; c. ensures that the placement decision conforms with placement in the least restrictive environment; d. includes information related to enabling the student to be involved in and progress in the general curriculum.	
	State Requirements	Federal Requirements
	603 CMR 28.04 603 CMR 28.05	

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER					
	Legal Standard				
SE 2	Required and optional assessments 1. Required assessments: The following assessments are completed by appropriately credentialed and trained specialists for each referred student: a. Assessment(s) in all areas related to the suspected disability(ies) including consideration of any needed assistive technology devices, behavioral assessments, and services and/or instruction in Braille. b. Educational assessment by a representative of the school district, including: • A history of the student's educational progress in the general curriculum; • An assessment by a teacher(s) with current knowledge of the student's specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the district's general education curriculum; and • An assessment of the student's attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults. c. For a student being assessed to determine eligibility for services at age three (3), an observation of the student's interactions in the student's natural environment or early intervention program is strongly encouraged together with the use of current assessments from Early Intervention Teams to avoid duplicate testing. Required documentation: For a student who received general education tiered interventions prior to a referral to special education, the principal shall ensure that documentation on the use of instructional support services for the student is provided as part of the evaluation information reviewed by the Team when determining eligibility. 2. Optional assessments: The administrator of special education may recommend or the parent may request one or more of the following: a. A comprehensive health assessment by a physician that identifies medical problems or constraints that may affect the student's education. The school nurse may add additional relevant health information from the student's school health records. b. A psychological assessment by a licensed school psychologist, certified psychologist, or certified educational psychologist, including an individual psychological examination. c. A home assessment that may be conducted by a nurse, psychologist, social worker, guidance or adjustment counselor, or teacher and includes information on pertinent family history and home situation and may include a home visit, with the agreement of the parent.				
	<table border="1"> <thead> <tr> <th data-bbox="446 1713 943 1745">State Requirements</th><th data-bbox="943 1713 1430 1745">Federal Requirements</th></tr> </thead> <tbody> <tr> <td data-bbox="446 1745 943 1806">603 CMR 28.04 (1) and (2)</td><td data-bbox="943 1745 1430 1806">34 CFR 300.304; 300.305; 300.324(a)(2)(v)</td></tr> </tbody> </table>	State Requirements	Federal Requirements	603 CMR 28.04 (1) and (2)	34 CFR 300.304; 300.305; 300.324(a)(2)(v)
State Requirements	Federal Requirements				
603 CMR 28.04 (1) and (2)	34 CFR 300.304; 300.305; 300.324(a)(2)(v)				

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 3	Special requirements for determination of specific learning disability When a student suspected of having a specific learning disability is evaluated, the Team creates a written determination as to whether or not he or she has a specific learning disability, which is signed by all members of the Team, or if there is disagreement as to the determination, one or more Team members document their disagreement. The written determination must contain statements indicating: • Whether the student has a specific learning disability; • The basis for making the determination; • The relevant behavior, if any, noted during the observation of the student and the relationship of that behavior to the student's academic functioning; • The educationally relevant medical findings, if any; • Whether: (i) The student achieves adequately for the student's age; (ii) The student makes sufficient progress to meet grade-level standards; (iii) The student exhibits a pattern of strengths and weaknesses in performance, achievement, or intellectual development.	
	State Requirements	Federal Requirements
		34 CFR 300.8(c)(10); 300.311

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 3A	Special requirements for students on the autism spectrum Whenever an evaluation indicates that a student has a disability on the autism spectrum, which includes autistic disorder [autism], Asperger's disorder, pervasive developmental disorder not otherwise specified, childhood disintegrative disorder, and Rhett's Syndrome as defined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), the IEP Team shall consider and shall specifically address the following: 1. the verbal and nonverbal communication needs of the student; 2. the need to develop social interaction skills and proficiencies;	

CRITERION NUMBER		
	Legal Standard	
	3. the needs resulting from the student's unusual responses to sensory experiences; 4. the needs resulting from resistance to environmental change or change in daily routines; 5. the needs resulting from engagement in repetitive activities and stereotyped movements; 6. the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and 7. other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development.	
	State Requirements	Federal Requirements
	Chapter 57 of the Acts of 2006, amends M.G.L. c. 71B, section 3	34 CFR 300.8(c)(1)(i)

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 5	Participation in general State and district-wide assessment programs 1. All students with disabilities, including those enrolled in out-of-district placements, are included in the Massachusetts Comprehensive Assessment System (MCAS) and other district-wide assessment programs. 2. The district's IEP Teams designate how each student will participate and, if necessary, provide an alternate assessment. - For each student that is designated for the Alternate Assessment based on Alternate Academic Achievement Standards (MCAS-Alt and Alt-ACCESS for English Learners), the IEP Team documents that the student met the definition of <i>most significant cognitive disability</i> and all other eligibility criteria for an alternate assessment. <i>Students with the most significant cognitive disabilities</i> are students who demonstrate <i>all</i> four criteria: - have cognitive disabilities evidenced by significant delays in attaining age-level academic achievement standards, even with systematic, extensive individually designed instruction, related services, and modifications; and - have cognitive disabilities that significantly impact their educational performance and ability to apply learning from one setting to another; and	

CRITERION NUMBER		
	Legal Standard	
	iii. require extensive, direct individualized instruction and substantial support to achieve measurable gains on the challenging State academic content standards for the grade in which the student is enrolled; and iv. perform significantly below average in general cognitive functioning and adaptive behavior. This is defined as a student functioning two or more standard deviations below the mean on commonly accepted norm-referenced assessments in both cognitive functioning and adaptive behavior (<i>e.g., two or more adaptive skill areas such as daily living skills, communication, self-care, social skills, and academic skills</i>).	
	State Requirements	Federal Requirements
	St. 2003, c. 140, s. 119 603 CMR 30.05(2),(3),(5)	20 U.S.C. 1412(a)(16)

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 6	Determination of transition services - For eligible students aged 14-22 and also for students who are 13 and will turn 14 during this IEP period, the Team discusses the student's transition needs annually and documents its discussion and updates the IEP, as appropriate. - The IEP includes appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. In addition, the IEP includes a course of study and other transition services to assist the student in reaching their postsecondary goals. - No later than two years prior to any student approaching graduation or the age of 22, the Team determines whether the student is likely to require continuing services from adult human service agencies. In such circumstances, the administrator of special education makes a referral to the Bureau of Transitional Planning in the Executive Office of Health and Human Services in accordance with the requirements of M.G.L. c. 71B, §§12A-12C (known as Chapter 688). - In cases where the IEP included needed transition services and a participating agency other than the school district fails to provide these	

CRITERION NUMBER		
	Legal Standard	
	services, the Team reconvenes to identify alternative strategies to meet the transition objectives. 5. The district ensures that students are invited to and encouraged to attend part or all of Team meetings at which transition services are discussed or proposed. If the student does not attend the Team meeting for the purpose of postsecondary goal setting and transition, the public agency takes other steps to ensure that the student's preferences and interests are considered.	
	State Requirements	Federal Requirements
	M.G.L.c.71B, Sections 12A-C 603 CMR 28.05(4)(c)	34 CFR 300.320(b); 300.321(b); 300.322(b)(2); 300.324(c)

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 7	Transfer of parental rights at age of majority and student participation and consent at the age of majority 1. On or before the student's 17th birthday, the district informs the student and the parent/guardian of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday. The notification provided to both the student and the parent/guardian must explicitly state that all rights accorded to parents under special education law will transfer to the 18-year-old. This notification is not required if the parent has sought and received guardianship from a court of competent jurisdiction. 2. When the student reaches the age of 18, the school district implements procedures to obtain consent from the student to continue the student's special education program unless the parent has received guardianship, or the student has delegated decision-making authority to the parent. 3. The district continues to send the parent written notices and the parent will have the right to inspect the student's records, but the parent will no longer have decision-making authority, except as provided below: a. If the parent has sought and received guardianship from a court of competent jurisdiction, then the parent retains full decision-making authority. The parent does not have authority to override any decision or lack of decision made by the student who has reached the age of majority unless the parent has sought or received guardianship or other legal authority from a court of competent jurisdiction. b. The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to share decision-	

CRITERION NUMBER		
	Legal Standard	
	making with his or her parent (or other willing adult), including allowing the parent to co-sign the IEP. Such choice is made in the presence of the Team and is documented in written form. The student's choice prevails at any time that a disagreement occurs between the adult student and the parent or other adult with whom the student has shared decision-making. c. The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to delegate continued decision making to his or her parent, or other willing adult. Such choice is made in the presence of at least one representative of the school district and one other witness and is documented in written form and maintained in the student record.	
	State Requirements	Federal Requirements
	603 CMR 28.07(5)	34 CFR 300.320(c), 300.520

Department of Elementary and Secondary Education Comments:

A review of student records and staff interviews indicated that at least one year prior to the student reaching age 18, the district does not always inform the student and the parent/guardian of the special education decision making rights that will transfer from the parent/guardian to the student upon the student reaching age 18.

CRITERION NUMBER		
	Legal Standard	
SE 8	IEP Team composition and attendance The following persons are members of the IEP Team and may serve in multiple roles: 1. The student's parents. 2. A representative of the school district who acts as Chairperson and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the district. 3. A representative of the school district who has the authority to commit the resources of the district (and who may act as the Chairperson). 4. If the student may be involved in a regular education program, a general education teacher. 5. A special education teacher of the student or, if appropriate, a special education provider for the student. 6. The student, if one purpose of the meeting is to discuss transition services or if otherwise appropriate and if he/she chooses. 7. Other individuals at the request of the student's parents. 8. An individual who is qualified to interpret the instructional implications of evaluation results, who may be a person identified in part 2 above.	

CRITERION NUMBER		
	Legal Standard	
	9. Other individuals who may be necessary to write an IEP for the student, as determined by the Administrator of Special Education. 10. When one purpose of the Team meeting is to discuss transition services, with the consent of the parent(s) or student who has reached the age of majority, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services. 11. When one purpose of the Team meeting is to discuss placement, a person knowledgeable about placement options is present at the meeting. Members of the Team attend Team meetings unless: a. the parent and district agree to use alternative means, such as a video conference or a conference call, for any Team meeting; OR b. the district and the parent agree, in writing, that the attendance of the Team member is not necessary because the member's area of the curriculum or related services is not being modified or discussed; OR c. the district and the parent agree, in writing, to excuse a required Team member's participation and the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting.	
	State Requirements	Federal Requirements
	603 CMR 28.02(21). Part 1 of this criterion is related to State Performance Plan Indicator 8. Parts 5, 10, are related to Performance Plan Indicators 13 and 14. (See Massachusetts State Performance Plan (MA SPP) and Annual Performance Reports (MA APR) - Special Education.)	34 CFR 300.116(a), 300.321, 300.328. See also, in the IDEA 97 regulations, 34 CFR Part 300, Appendix A, to State Question #22

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 9	Timeline for determination of eligibility Within 45 school working days after receipt of the parent's written consent to an initial evaluation or a reevaluation, the school district determines whether the student is eligible for special education and provides to the parent either a proposed IEP and (except in cases covered by 603 CMR 28.06(2)(e)) proposed placement or a written explanation of the finding of no eligibility.	
	State Requirements	Federal Requirements

CRITERION NUMBER	
	Legal Standard
	603 CMR 28.05(1); 28.06(2)(e)

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER					
	Legal Standard				
SE 9A	Elements of eligibility determination and provision of documentation; general education accommodations and services for ineligible students - To determine whether a student is eligible for special education, the school district: - provides an evaluation or re-evaluation - convenes a Team meeting - examines the evaluative data, including information provided by the parent - determines whether the student has one or more disabilities - determines if the student is making effective progress in school - determines if any lack of progress is a result of the student's disability - determines if the student requires special education and/or related services in order to make effective progress or if the student requires related services in order to access the general curriculum - If a Team determines that a student is not eligible for special education but may be eligible for accommodation(s) for disability(ies) under Section 504, the student is referred for consideration by the district for eligibility under that general education program. - When the student does not need any direct services, the Team makes a finding of no eligibility and appropriate services are provided through the district's general education program. - When the student's lack of progress is due to a lack of instruction in reading or mathematics, limited English proficiency, social maladjustment, or is due to an inability to meet the school discipline code but is not due to a disability, the district makes a finding of no eligibility for special education and may refer the student to a more appropriate instructional program or support service.				
	<table> <tr> <th>State Requirements</th><th>Federal Requirements</th></tr> <tr> <td>603 CMR 28.05(1) and (2)</td><td>4 CFR 300.8; 300.306</td></tr> </table>	State Requirements	Federal Requirements	603 CMR 28.05(1) and (2)	4 CFR 300.8; 300.306
State Requirements	Federal Requirements				
603 CMR 28.05(1) and (2)	4 CFR 300.8; 300.306				

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 10	End of school year evaluations If consent is received between 30 and 45 school-working days before the end of the school year, the school district ensures that a Team meeting is scheduled so as to allow for the provision of a proposed IEP or written notice of the finding that the student is not eligible no later than 14 days after the end of the school year.	
	State Requirements	Federal Requirements
	603 CMR 28.05(1)	34 CFR 300.323

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 11	School district response to parental request for independent educational evaluation If a parent disagrees with an initial evaluation or re-evaluation completed by the school district, and the parent requests an independent educational evaluation, the district implements the following requirements: 1. All independent educational evaluations funded by the district are conducted by qualified persons who are registered, certified, licensed, or otherwise approved and who abide by the rates set by the state agency responsible for setting such rates. Unique circumstances of the student are to be justified when an individual assessment rate is higher than that normally allowed. 2. The school district has procedures to offer parents the option of participating in an income eligibility program for free or reduced cost independent educational evaluations that are equivalent to the types of assessments done by the school district. 3. The district extends the right to a publicly-funded independent educational evaluation (only if cost shared or funded for state wards or for students receiving free or reduced cost lunch) for 16 months from the date of the evaluation with which the parent disagrees. 4. If the parent is requesting an independent educational evaluation in an area not assessed by the school district, the student does not meet income eligibility standards, or the family chooses not to provide the financial documentation to the district establishing family income level, the school district shall respond in accordance with the requirements of federal law. Within five school days, the district shall either agree to pay for the independent educational evaluation or proceed to the Bureau of Special Education Appeals to show that its evaluation was comprehensive and appropriate. If the Bureau of Special Education Appeals finds that the school district's evaluation was comprehensive	

CRITERION NUMBER		
	Legal Standard	
	and appropriate, then the school district shall not be obligated to pay for the independent educational evaluation requested by the parent. 5. Whenever possible, the independent educational evaluation is completed, and a written report sent no later than 30 days after the date the parent requests the independent educational evaluation. If publicly funded, the report is sent to the parents and to the school district. The independent evaluator's report summarizes, in writing, procedures, assessments, results, and diagnostic impressions as well as educationally relevant recommendations for meeting identified needs of the student. The independent evaluator recommends appropriate types of placements but does not recommend specific classrooms or schools. 6. Within 10 school days from the time the school district receives the report of the independent educational evaluation, the Team reconvenes and considers the independent educational evaluation (which may be publicly or privately funded) and whether a new or amended IEP is appropriate.	
	State Requirements	Federal Requirements
	603 CMR 28.04(5) <i>Special Education Policy Memo</i> SY2024-2025 — 7: Clarification on Independent Educational Evaluations	34 CFR 300.502

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 12	Frequency of re-evaluation 1. When the student's needs warrant it or a parent or teacher requests it, the school district, with parental consent, conducts a full re-evaluation consistent with the requirements of federal law, provided that: a. a re-evaluation is conducted every 3 years unless the parent and district agree that it is unnecessary; and b. a re-evaluation is conducted no more frequently than once a year unless the parent and district agree otherwise. 2. At the re-evaluation of a student, if no additional assessments are needed to determine whether the student continues to be eligible for special education, the school district recommends to the student's parents the following: a. that no further assessments are needed and the reasons for this; and b. the right of such parents to request an assessment. 3. The district implements re-evaluation procedures in all cases where it is suspected that a student is no longer eligible for special education,	

CRITERION NUMBER		
	Legal Standard	
	except that no re-evaluation is required before the termination of eligibility because a student has graduated with a general high school diploma or exceeded the age of eligibility.	
	State Requirements	Federal Requirements
	603 CMR 28.04(3)	34 CFR 300.303; 300.305(e)

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 13	Progress Reports and content 1. Parents receive reports on the student's progress toward reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students. 2. Progress report information sent to parents includes written information on the student's progress toward the annual goals in the IEP. 3. Where a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the school district provides the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals.	
	State Requirements	Federal Requirements
	603 CMR 28.07(3)	34 CFR 300.305(e)(3); 300.320(a)(3)

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 14	Review and revision of IEPs 1. At least annually, on or before the anniversary date of the IEP, a Team meeting is held to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate.	

CRITERION NUMBER		
	Legal Standard	
	2. The IEP Team reviews and revises the IEP to address any lack of expected progress towards the annual goals and in the general curriculum. 3. Amendments to the IEP. Between annual IEP meetings the district and parent may agree to make changes to a student's IEP, documented in writing, without convening a meeting of the Team. Upon request, a parent is provided with a revised copy of the IEP with the amendments incorporated.	
	State Requirements	Federal Requirements
	603 CMR 28.04(3)	34 CFR 300.324(a)(4), (6) and (b)

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER	SPECIAL EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT	
	Legal Standard	
SE 15	Outreach by the School District (Student Find) The district has annual or more frequent outreach and continuous liaison with those groups below from which promotion or transfer of students in need of special education may be expected, or which would include students in need of special education: 1. professionals in community 2. private nursery schools 3. day care facilities 4. group homes 5. parent organizations 6. clinical /health care agencies 7. early intervention programs 8. private/parochial schools 9. other agencies/organizations 10. the school or schools that are part of the district, including Horace Mann charter schools 11. agencies serving migrant and/or homeless persons pursuant to the McKinney-Vento Education Act for Homeless Students 12. agencies serving highly mobile, including migrant, children or youth. The use of tiered interventions or screening tools may not be used to delay or deny a full and individualized evaluation of a child suspected of having a disability as required under 34 C.F.R. §§ 300.111 and 300.301. An evaluation of a student may be conducted at the same time as a student receives tiered interventions and supports.	
	State Requirements	Federal Requirements
		34 CFR 300.111; 300.131; 300.209

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER	Legal Standard	
SE 17	Initiation of services at age three and Early Intervention transition procedures - Where at all possible the school district accepts referrals from the Department of Public Health, other agencies, and individuals for young children on or before the student turns two-and-one-half years old in order to ensure continuity of services and to ensure the development and implementation of an IEP for eligible children by the date of the student's third birthday in accordance with federal requirements. - The district implements procedures to ensure the effective transition of young children with disabilities from Early Intervention Programs through participation in transition planning conferences arranged by such programs.	
	State Requirements	Federal Requirements
	603 CMR 28.06(7)(b)	34 CFR 300.101(b); 300.124; 300.323(b)

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER	Legal Standard	
SE 18A	IEP development and content - Upon determining that the student is eligible for special education, the Team, including the parent(s), utilize data obtained during the evaluation to guide development of goals and objectives to develop an IEP at the Team meeting. - The IEP is completed addressing all elements of the most current IEP format provided by the Department of Elementary and Secondary Education. - The school district ensures that the IEP will not be changed outside of the Team meeting. - For students identified with a disability on the autism spectrum, or whenever the IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, the IEP addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.	
	State Requirements	Federal Requirements

CRITERION NUMBER		
	Legal Standard	
	603 CMR 28.05(3); M.G.L. c. 71 B, section 3, as amended by Chapter 92 of the Acts of 2010	IDEA-97: 34 CFR Part 300, Appendix A, Question #22

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 18B	Determination of placement; provision of IEP to parent 1. At the Team meeting, after the IEP has been fully developed, the Team determines the appropriate placement to deliver the services on the student's IEP. 2. Unless the student's IEP requires some other arrangement, the student is educated in the school that he or she would attend if the student did not require special education. 3. The decision regarding placement is based on the IEP, including the types of related services that are to be provided to the student, the type of settings in which those services are to be provided, the types of service providers, and the location at which the services are to be provided. 4. Immediately following the development of the IEP, the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice, except that the proposal of placement may be delayed according to the provisions of 603 CMR 28.06(2)(e) in a limited number of cases.	
	State Requirements	Federal Requirements
	603 CMR 28.05(6) and (7); 28.06(2)	34 CFR 300.116; 300.325

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 19	Extended evaluation If the Team finds the evaluation information insufficient to develop an IEP, the Team, with parental consent, may agree to an extended evaluation period.	

CRITERION NUMBER		
	Legal Standard	
	1. The extended evaluation period is not used to deny programs or services determined to be necessary by the Team. If, prior to the extended evaluation, the Team determines that sufficient information is available to determine, in part, necessary annual goals and services, the Team writes a partial IEP that, if accepted by the parent, is immediately implemented by the district while the extended evaluation is occurring. 2. The extended evaluation period is not used to allow additional time to complete the required assessments. 3. If the parent consents to an extended evaluation, the Team documents its findings and determines what evaluation time period is necessary and the types of information needed to develop an IEP. The Team may decide to meet at intervals during the extended evaluation, but in all cases reconvenes promptly to develop an IEP when the evaluation is complete. 4. The extended evaluation may extend longer than one week but does not exceed eight school weeks. 5. The extended evaluation is not considered a placement.	
	State Requirements	Federal Requirements
	603 CMR 28.05(2)(b)	

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 20	Least restrictive program selected 1. The program selected is the least restrictive environment for students, with consideration given to any potential harmful effect on the student or on the quality of services that he or she needs. 2. If the student is removed from the general education classroom at any time, the Team states why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. 3. The district does not remove an eligible student from the general education classroom solely because of needed modification in the curriculum. 4. If a student's IEP necessitates special education services in a day or residential facility or an out-of-district educational collaborative program, the IEP Team considers whether the student requires special education services and support to promote the student's transition to placement in a less restrictive program.	
	State Requirements	Federal Requirements

CRITERION NUMBER		
	Legal Standard	
	M.G.L. c. 71B, § 3 603 CMR 28.06(2)	34 CFR 300.114-120 34 CFR 300.42

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 22	IEP implementation and availability 1. Where the IEP of the student in need of special education has been accepted in whole or in part by that student's parent, the school district provides the mutually agreed upon services without delay. 2. At the beginning of each school year, the district has an IEP in effect for each eligible student within its jurisdiction. 3. Each teacher and provider described in the IEP is informed of his or her specific responsibilities related to the implementation of the student's IEP and the specific accommodations, modifications, and supports that must be provided for the student under it. 4. The school district does not delay implementation of the IEP due to lack of classroom space or personnel, provides as many of the services on the accepted IEP as possible and immediately informs parents in writing of any delayed services, reasons for delay, actions that the school district is taking to address the lack of space or personnel and offers alternative methods to meet the goals on the accepted IEP. Upon agreement of the parents, the school district implements alternative methods immediately until the lack of space or personnel issues are resolved.	
	State Requirements	Federal Requirements
	603 CMR 28.05(7)(b); 28.06(2)(d)(2)	34 CFR 300.323

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 25	Parental consent 1. The school district obtains written parental consent before conducting an initial evaluation and before making an initial placement of a student in a special education program. Written parental consent is obtained before conducting a reevaluation and before placing a student in a special	

CRITERION NUMBER					
	Legal Standard				
	education placement subsequent to the initial placement in special education. 2. The school district obtains consent before initiating extended evaluation services. 3. The school district obtains consent to the services proposed on a student's IEP before providing such services. 4. A parent may revoke consent at any time. Except for initial evaluation and initial placement, and as prescribed by 603 CMR 28.00, consent may not be required as condition of any benefit to the student. 5. When the participation or consent of the parent is required, and the parent fails or refuses to participate, the school district shall make and document multiple efforts to contact the parent. Such efforts may include letters, written notices sent by certified mail, electronic mail (e-mail), telephone calls, or, if appropriate, TTY communications to the home, and home visits at such time as the parent is likely to be home. Efforts may include seeking assistance from a community service agency to secure parental participation. 6. If, subsequent to initial evaluation and initial placement and after following the procedures required by the regulations 603 CMR 28.00, the school district is unable to obtain parental consent to a re-evaluation or to placement in a special education program OR the parent revokes consent to such reevaluation or placement, subsequent to the initial placement, the school district shall consider with the parent whether such action will result in the denial of a free appropriate public education to the student. If, after consideration, the school district determines that the parent's failure or refusal to consent will result in a denial of a free appropriate public education to the student, it shall seek resolution of the dispute through the procedures provided in 603 CMR 28.08 to resolve the dispute. 7. If the parent has given consent for special education services and then, at any time following, revokes his/her consent to the student's special education services in writing, the district is obligated to discontinue all special education services and may not use mediation or request a due process hearing to obtain agreement or a ruling requiring the continuation of services, consistent with federal regulation. If a parent revokes consent in writing, the district must act promptly to provide written notice to the parent/guardian of the district's proposal to discontinue services based on the revocation of consent, as well as information on how the parent can obtain a copy of his/her right to procedural safeguards. The district must provide the notice a reasonable time before the district intends to discontinue the services.				
	<table border="1"> <thead> <tr> <th data-bbox="440 1707 938 1738">State Requirements</th><th data-bbox="938 1707 1421 1738">Federal Requirements</th></tr> </thead> <tbody> <tr> <td data-bbox="440 1738 938 1862"> 603 CMR 28.07(1) This criterion is related to State Performance Plan Indicator 8. (See Massachusetts State Performance Plan </td><td data-bbox="938 1738 1421 1862"> 34 CFR 300.300 </td></tr> </tbody> </table>	State Requirements	Federal Requirements	603 CMR 28.07(1) This criterion is related to State Performance Plan Indicator 8. (See Massachusetts State Performance Plan	34 CFR 300.300
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CRITERION NUMBER	
	Legal Standard
	(MA SPP) and Annual Performance Reports (MA APR) - Special Education.)

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER					
	Legal Standard				
SE 26	Parent participation in meetings 1. The district ensures that one or both parents of a student are members of any group that makes decisions on the educational placement of their student. 2. The administrator of special education notifies parent(s) in writing of any Team meeting early enough to ensure that they have an opportunity to attend. 3. The district schedules the meeting at a mutually agreed upon time and place and documents such efforts. 4. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls, or video conferencing. 5. In cases where the district, after reasonable efforts, is unable to obtain the parents' participation in Team meeting discussions and decisions, the district conducts the Team meeting and documents its attempts to facilitate the parents' participation.				
	<table> <tr> <th>State Requirements</th><th>Federal Requirements</th></tr> <tr> <td>603 CMR 28.02(21)</td><td>34 CFR 300.322; 300.501</td></tr> </table>	State Requirements	Federal Requirements	603 CMR 28.02(21)	34 CFR 300.322; 300.501
State Requirements	Federal Requirements				
603 CMR 28.02(21)	34 CFR 300.322; 300.501				

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER	
	Legal Standard
SE 29	Communications are in English and primary language of home 1. Communications with parents are in simple and commonly understood words and are in both English and the primary language of the home if such primary language is other than English. Any interpreter used in fulfilling these requirements is fluent in the primary language of the home and familiar with special education procedures, programs, and services. If the parents or the student are unable to read in any language or are

CRITERION NUMBER		
	Legal Standard	
	blind or deaf, communications required by these regulations shall be made orally in English with the use of a foreign language interpreter, in Braille, in sign language, via TTY, or in writing, whichever is appropriate. 2. If the native language or other mode of communication of the parent is not a written language, the district must maintain written evidence of translations for all Notices of Proposed District Action (N1). Written evidence demonstrates that the notice was translated orally or by other means to the parent in his or her native language or other mode of communication, and that the parent understands the content of the notice.	
	State Requirements	Federal Requirements
	603 CMR 28.07(8)	34 CFR 300.322(e); 300.503(c)

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 34	Continuum of alternative services and placements The district provides or arranges for the provision of each of the elements of the IEPs of students in need of special education from the ages of three through twenty-one, ensuring that a continuum of services and alternative placements is available to meet the needs of all students with disabilities, and takes all steps necessary to ensure compliance with all elements of the IEPs, including vocational education.	
	State Requirements	Federal Requirements
	603 CMR 28.05(7)(b)	34 CFR 300.109; 300.110; 300.115

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 35	Assistive technology: specialized materials and equipment Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.	

CRITERION NUMBER	
	Legal Standard
	Augmentative and alternative communication: The IEP Team must consider the communication needs of the student. Augmentative and alternative communication (AAC) is a form of assistive technology that can help students with disabilities that impede their ability to communicate to meet their education goals and participate fully alongside their nondisabled peers in all aspects of their education. AAC should be considered for those students who cannot communicate effectively through oral speech, including students with autism, cerebral palsy, intellectual disabilities, congenital disabilities, selective mutism, muscle disease, sensory impairments, and traumatic brain injury. Assistive technology service means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes: (a) The evaluation of the needs of a student with a disability, including a functional evaluation of the student in the student's customary environment; (b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities; (c) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; (d) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; (e) Training or technical assistance for a student with a disability or, if appropriate, that student's family; and (f) Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that student. In developing each student's IEP, the IEP Team must consider whether the student needs assistive technology devices and services. Each public agency must ensure that assistive technology devices and services are made available to a student with a disability if required as a part of the student's special education, related services, and/or supplementary aids and services. • If the Team recommends an assistive technology evaluation, a multidisciplinary team of professionals knowledgeable about assistive technology devices should conduct the assessment with the student and family being included in the evaluation process. • In instances when assistive technology devices and/or services are determined as required, the Team must further determine and document which settings (classroom, home or other) in which the

CRITERION NUMBER		
	Legal Standard	
	student needs access to those devices and services in order to assure provision of FAPE. The IEP Team must also consider the communication needs of the student. Augmentative and alternative communication (AAC) is a form of assistive technology that can help students with disabilities that impede their ability to communicate to meet their education goals and participate fully alongside their nondisabled peers in all aspects of their education. AAC should be considered for those students who cannot communicate effectively through oral speech, including students with autism, cerebral palsy, intellectual disabilities, congenital disabilities, selective mutism, muscle disease, sensory impairments, and traumatic brain injury.	
	State Requirements	Federal Requirements
		34 CFR 300.105; 300.324(a)(2)(v)

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER	
	Legal Standard
SE 37	Procedures for approved and unapproved out-of-district placements 1. Individual student program oversight: The school district monitors the provision of services to and the programs of individual students placed in public and private out-of-district programs. Documentation of monitoring plans and all actual monitoring are placed in the files of every eligible student who has been placed out-of-district. To the extent that this monitoring requires site visits, such site visits are documented and placed in the students' files for review. The duty to monitor out-of-district placements is not delegated to parents or their agents, to the Department of Elementary and Secondary Education, or to the out-of-district program. 2. Student right to full procedural protections: The school district retains full responsibility for ensuring that the student is receiving all special education and related services in the student's IEP, as well as all procedural protections of law and regulation. Any Team meetings conducted during the time that a student is enrolled in the out-of-district program are initiated by the school district in coordination with the out-of-district program. 3. Preference to approved programs: The school district, in all circumstances, first seeks to place a student in a program approved by the Department pursuant to the requirements of 603 CMR 28.09. Preference is given to approved programs located within the Commonwealth of Massachusetts if the choice of such program is

CRITERION NUMBER	
	Legal Standard
	consistent with the needs of the student and the choice of such program complies with LRE requirements. When an approved program is available to provide the services on the IEP, the district makes such placement in the approved program in preference to any program not approved by the Department. 4. Written contracts: The school district enters into written contracts with all public and private out-of-district placements. At a minimum, such contracts meet the content requirements of 28.06(3)(f)(1-5), and specifically include a statement that the district shall not contract with any out-of-district placement that discriminates on the grounds of race, color, religion, sexual orientation, gender identity or national origin, or that discriminates against qualified persons with disabilities. 5. Use of unapproved programs: A school district that places a student in a program that has not been approved by the Department according to the requirements under 603 CMR 28.09 ensures that such programs and services are provided in appropriate settings by appropriately credentialed staff able to deliver the services on the student's IEP. Students placed by the school district in such programs are entitled to the full protections of state and federal special education law and regulation. 6. Placement documentation: The following documentation is maintained by the school district pursuant to its placement of students in unapproved out-of-district programs: a. Search: The administrator of special education documents the search for and unavailability of a program approved by the Department. The administrator places such documentation in the student record. b. Evaluation of facility: The administrator of special education or his/her designee thoroughly evaluates the appropriateness of any unapproved facility prior to placement of the student in such program. Such evaluation determines whether the unapproved facility can appropriately implement the student's IEP in a safe and educationally appropriate environment. Such evaluation determines whether the unapproved facility can and will provide the student with all the rights that are accorded to the student under state and federal special education law. Such evaluation is documented in detail and placed in the student record for review. To the extent that this evaluation requires a site visit, such site visits are documented and placed in the student record for review. The duty to evaluate the appropriateness of any unapproved facility is not delegated to the parents or their agents or the proposed unapproved facility. c. School district approval to operate a private school in Massachusetts: If services in an unapproved program are provided in a school setting, the administrator of special education

CRITERION NUMBER					
	Legal Standard				
	ensures that such school has received approval from the school committee where the private school is located under M.G.L. c.76, §1 and a copy of such approval is retained in the student record. d. Pricing: Pursuant to the requirements for Compliance, Reporting, and Auditing for Human and Social Services at 808 CMR 1.00, the administrator obtains pricing forms required to set program prices for programs receiving publicly-funded students. Such pricing forms are completed by the proposed placement and document that the price proposed for the student's tuition is the lowest price charged for similar services to any student in that program. e. Notification of the Department of Elementary and Secondary Education: Prior to placement, if the Team determines that placement in such facility is appropriate, the administrator notifies the Department of the intent to place the student and the name and location of the proposed placement before placing the student into the program by sending a completed mandated 28M3 form titled "Notice of Intent to Seek Approval for Individual Student Program" and all the required supporting documentation (i.e., completed pricing forms, signed written contract that will govern such placement, and monitoring plan pursuant to 603 CMR 28.06(3)(b)). The district maintains copies of this documentation, as well as any documentation of the Department's objections to such placement and the steps the district has taken in regard to such objection. The district maintains documentation of the approved price for publicly-funded students as set by the state agency responsible for setting program prices. The district maintains documentation of actual monitoring of the unapproved placement, including any site visits made and other monitoring activities undertaken by the school district. f. Out of state programs: If out-of-district programs are provided in a placement outside of Massachusetts, and such school has not received approval by the Department under 603 CMR 28.09, the administrator of special education ensures that such school has received approval from the host state.				
	<table border="1"> <thead> <tr> <th data-bbox="444 1591 938 1625">State Requirements</th><th data-bbox="938 1591 1427 1625">Federal Requirements</th></tr> </thead> <tbody> <tr> <td data-bbox="444 1625 938 1755">M.G.L. c. 76, s. 1 603 CMR 18.00; 28.02(14); 28.06(2)(f) and (3); 28.09 808 CMR 1.00</td><td data-bbox="938 1625 1427 1755">34 CFR 300.2(c)</td></tr> </tbody> </table>	State Requirements	Federal Requirements	M.G.L. c. 76, s. 1 603 CMR 18.00; 28.02(14); 28.06(2)(f) and (3); 28.09 808 CMR 1.00	34 CFR 300.2(c)
State Requirements	Federal Requirements				
M.G.L. c. 76, s. 1 603 CMR 18.00; 28.02(14); 28.06(2)(f) and (3); 28.09 808 CMR 1.00	34 CFR 300.2(c)				

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 38	Special education services in institutional settings (SEIS) Department of Elementary and Secondary Education responsibility: In cases where the Department provides certain special education services to eligible students in certain facilities operated by or under contract with the Department of Mental Health, the Department of Youth Services, County Houses of Corrections, or the Department of Public Health, the Department retains the discretion to determine, based upon resources, the type and amount of special education and related services that it provides in such facilities. School district responsibility: 1. The district implements its responsibilities to students in institutional settings by acting on requests for evaluation, issuing proposed IEPs in a timely manner, and providing special education and/or related services in accordance with state and federal law. 2. Where a student's IEP requires a type or amount of service that the facility does not provide, it remains the responsibility of the parent's school district to implement the student's IEP by arranging and paying for the provision of such service(s). 3. The parent's school district coordinates with the state agency to ensure that the student receives an evaluation, an annual review, and special education services as identified at a Team meeting convened by the parent's school district.	
	State Requirements	Federal Requirements
	603 CMR 28.06(9)	

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 39	Procedures used to provide services to eligible students enrolled in private schools at private expense For all students with disabilities attending private school(s), including parentally-placed private school students, students at secular, non-secular, and independent schools located in the district's geographic boundary whose parents reside in Massachusetts or out of state and for home-schooled students the school district: 1. Conducts child find activities comparable to those for public school students, for all students enrolled at private expense in private schools located in the geographic boundary of the district and for students home-schooled in the district.	

CRITERION NUMBER	
	Legal Standard
	2. Provides or arranges for the provision of an evaluation for any private school student and home-schooled student who is referred for evaluation. The evaluation may take place in the public school, the private school, or an appropriate contracted facility. 3. Provides for ongoing timely and meaningful consultation with private school representatives and home school representatives, and representatives of parents of eligible privately enrolled students with disabilities educated in the district, prior to discuss: a. the child find process for students suspected of having a disability, and how parents, teachers, and private school officials will be informed about the child find process; b. what the determination of proportionate share funds is and the calculation on which that determination is based, including the underlying data; c. how the consultation process will occur during the school year between the district, private school representatives, and parents; d. how, where, and by whom special education and related services will be provided to eligible private school students with disabilities using proportionate share funds, including types of services, how funds will be apportioned if federal funds are insufficient to serve all eligible students, and how and when decisions about proportionate share services will be made; and e. how the district will notify private school officials, in writing, if the district does not agree with the view of the private school offices about the provision of services or specific types of services. 4. Obtains signed, written affirmation from participating private school officials and parents of students who are home-schooled that timely and meaningful consultation has occurred, and if there is no written affirmation, the district sends ESE documentation about the consultation process. 5. Calculates the proportionate share of federal special education entitlement funds (Fund Code 240 [IDEA Section 611Funds] and Fund Code 262 [IDEA Section 619 Funds]) required to be spent, based on the child count taken between October 1 and December 1 of the prior fiscal year that includes the number of all eligible private school students attending school in the district's geographic catchment area including residents, non-residents, and home school students, using the ESE form. (N.B.: A student remains eligible for 3 years following identification. Child count includes all students found eligible attending school in the district, regardless of whether they receive(d) special education services.) 6. Determines equitable services and how they will be provided to one or more students with disabilities attending private schools or home-schooled students in the district through a. a discussion of student needs and possible types of special education and related services that can be provided either directly or through alternative service delivery mechanisms;

CRITERION NUMBER					
	Legal Standard				
	b. consideration that federal grant funds can be used to provide services on the grounds of private schools, although services provided with state and local funds must be provided at a "public school facility or other public or neutral site"; c. if the amount of proportionate share grant funds are insufficient to serve every eligible student, a discussion of how the district will apportion the services among eligible students, or may choose to supplement the proportionate share of the grant funds with additional grant funds or with state or local funds; and d. if the school district disagrees with the views of the private school officials on the provision or type of services, the district must provide private school officials with a written explanation of the reasons the district chose not to provide services directly or through a contract. The school district has the final decision-making authority. 7. Creates a services plan for each eligible private school and home-school student who will receive special education or related services from the district using proportionate share funds. a. Initiates and conducts meetings to develop, review, and revise services plans for eligible students. b. Ensures a representative of each student's private school attends each meeting or is able to participate through individual or conference calls. 8. If using federal funds only, provides special education services and/or related services to private school children at the private school, and if using state funds, provides services to private school students on the grounds of the public school or another public or neutral site. 9. Collects the following data and information, and reports to ESE as necessary in the Fund Code 240 application: a. the number of private school and home school children evaluated in a school year; b. the number of private school and home school children determined to be eligible in a school year (may include evaluations conducted, or, for non-residents, evaluations provided by the district of residence and accepted as evidence of eligibility); and c. the number of private school and home school children served in a school year regardless of where they attend school.				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">State Requirements</th><th style="width: 50%; text-align: center;">Federal Requirements</th></tr> </thead> <tbody> <tr> <td style="text-align: center;">M.G.L. c. 71B, section 2 603 CMR 28.03(1)(e)</td><td style="text-align: center;">34 CFR 300.130-144; 300.300(d)(4)</td></tr> </tbody> </table>	State Requirements	Federal Requirements	M.G.L. c. 71B, section 2 603 CMR 28.03(1)(e)	34 CFR 300.130-144; 300.300(d)(4)
State Requirements	Federal Requirements				
M.G.L. c. 71B, section 2 603 CMR 28.03(1)(e)	34 CFR 300.130-144; 300.300(d)(4)				

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER					
	Legal Standard				
SE 40	Instructional grouping requirements for students aged five and older 1. The size and composition of instructional groupings for eligible students receiving services outside the general education classroom shall be compatible with the methods and goals stated in each student's IEP. 2. Instructional grouping size requirements are maximum sizes, and the school districts are expected to exercise judgment in determining appropriate group size and supports for smaller instructional groups serving students with complex special needs. 3. When eligible students are assigned to instructional groupings outside of the general education classroom for 60% or less of the students' school schedule, group size does not exceed a. 8 students with a licensed (certified) special educator; b. 12 students if the licensed (certified) special educator is assisted by 1 aide; or c. 16 students if the licensed (certified) special educator is assisted by 2 aides. 4. For eligible students served in settings that are substantially separate, serving solely students with disabilities for more than 60% of the students' school schedule, the district provides instructional groupings that do not exceed a. 8 students to 1 licensed (certified) special educator; or b. 12 students to 1 licensed (certified) special educator and 1 aide. 5. After the school year has begun, if instructional groups have reached maximum size as delineated in parts 3 and 4 of this criterion (603 CMR 28.06 (6) (c) and (d)), the administrator of special education and the licensed (certified) special educator(s) providing services in an instructional group may decide to increase the size of an instructional grouping by no more than 2 additional students if the additional students have compatible instructional needs and then can receive services in their neighborhood school. 6. In such cases, the administrator provides written notification to the Department and the parents of all group members of the decision to increase the instructional group size and the reasons for such decision. Such increased instructional group sizes are in effect only for the year in which they are initiated. 7. The district takes all steps necessary to reduce the instructional groups to the sizes outlined in part 3 or 4 of this criterion (603 CMR 28.06 (6) (c) and (d)) for subsequent years. Such steps are documented by the district.				
	<table border="1"> <thead> <tr> <th data-bbox="444 1644 941 1686">State Requirements</th><th data-bbox="941 1644 1430 1686">Federal Requirements</th></tr> </thead> <tbody> <tr> <td data-bbox="444 1686 941 1707">603 CMR 28.06(6)</td><td data-bbox="941 1686 1430 1707"></td></tr> </tbody> </table>	State Requirements	Federal Requirements	603 CMR 28.06(6)	
State Requirements	Federal Requirements				
603 CMR 28.06(6)					

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 41	Age span requirements The ages of the youngest and oldest student in any instructional grouping do not differ by more than 48 months. A written request for approval of a wider age range is submitted to the Department of Elementary and Secondary Education in cases where the district believes it is justified. Such requests are implemented only after approval of the Department of Elementary and Secondary Education.	
	State Requirements	Federal Requirements
	603 CMR 28.06(6)(f)	

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 42	Programs for young children three and four years of age 1. The school district ensures programs are available for eligible students three and four years of age. Such programs shall be developmentally appropriate and specially designed for students ages three and four years. 2. Where appropriate, the school district elects, consistent with federal requirements, to use the format and services of the Individualized Family Service Plan (IFSP), if appropriate, for an additional year as a means of transitioning eligible students to public school services. 3. Where appropriate the Team allows a student to remain in a program designed for three- and four-year-old students for the duration of the school year in which the student turns five years old (including the summer following the date of the student's fifth birthday). 4. Inclusionary programs for young students are located in a setting that includes students with and without disabilities and meet the following standards: a. Services in such programs are provided in the home, the public school, Head Start, or a licensed childcare setting. b. For public school programs that integrate students with and without disabilities, the class size does not exceed 20 with 1 teacher and 1 aide and no more than 5 students with disabilities. If the number of students with disabilities is 6 or 7 then the class size does not exceed 15 students with 1 teacher and 1 aide. 5. Substantially separate programs for young students are located in a public school classroom or facility that serves primarily or solely students with disabilities. Substantially separate programs adhere to the following standards:	

CRITERION NUMBER		
	Legal Standard	
	a. Substantially separate programs are programs in which more than 50% of the students have disabilities. b. Substantially separate programs operated by the district limit class sizes to 9 students with 1 teacher and 1 aide.	
	State Requirements	Federal Requirements
	603 CMR 28.06(7)	34 CFR 300.101(b); 300.124(b); 300.323(b)

Department of Elementary and Secondary Education Comments:

The Pre-finding Correction protocol was implemented for this criterion. The district submitted evidence demonstrating resolution of noncompliance that was reviewed and verified by Department staff. No further action is required for this criterion.

CRITERION NUMBER	SPECIAL EDUCATION V. STUDENT SUPPORT SERVICES	
	Legal Standard	
SE 43	Behavioral interventions For a student whose behavior impedes their learning or the learning of others, the Team considers the use of positive behavioral interventions and supports, and other strategies, to address that behavior.	
	State Requirements	Federal Requirements
		34 CFR 300.324(a)(2)(i)

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 44	Procedure for recording suspensions The district has a procedure to record the number and duration of suspensions from any part of the student's program, including suspensions from special transportation prescribed by the IEP. This includes students placed in out-of-district setting.	
	State Requirements	Federal Requirements
		34 CFR 300.530 IDEA 2004 Final Regulations, Analysis of Comments and Changes, Federal Register 71 (14 August 2006): 46715

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 45	Procedures for suspension up to 10 days and after 10 days 1. Any eligible student may be suspended up to 10 days in any school year without implementation of procedures described in criterion SE 46 below. 2. After a student with special needs has been suspended for 10 days in any school year, during any subsequent removal the public school provides sufficient services for the student to continue to receive a free and appropriate public education. 3. The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year.	
	State Requirements	Federal Requirements
	M.G.L. c. 76, §§ 16-17	34 CFR 300.530-300.537

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 46	Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district 1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement. 2. When a suspension constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP—"a manifestation determination." 3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies	

CRITERION NUMBER					
	Legal Standard				
	applied to any student without disabilities, except that the district must still offer: a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur. 4. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or b. on the authority of a hearing officer if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others. 5. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior. 6. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise, or the hearing officer orders a new placement. 7. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.				
	<table border="1"> <tr> <th data-bbox="444 1711 938 1745">State Requirements</th><th data-bbox="938 1711 1427 1745">Federal Requirements</th></tr> <tr> <td data-bbox="444 1745 938 1774"></td><td data-bbox="938 1745 1427 1774">34 CFR 300.530-537</td></tr> </table>	State Requirements	Federal Requirements		34 CFR 300.530-537
State Requirements	Federal Requirements				
	34 CFR 300.530-537				

Department of Elementary and Secondary Education Comments:

Pre-finding Correction in process (issued 4/3/2026): A review of documents indicated that the district's discipline procedures for students with disabilities do not address the following:

- If the student's behavior is a direct result of the district's failure to implement the IEP, the district must take immediate steps to remedy those deficiencies.

CRITERION NUMBER		
	Legal Standard	
SE 47	Procedural requirements applied to students not yet determined to be eligible for special education 1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if: a. The parent had expressed concern in writing; or b. The parent had requested an evaluation; or c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student. 2. The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility. 3. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility. 4. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.	
	State Requirements	Federal Requirements
		34 CFR 300.534

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 48	Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education All students receiving special education, regardless of placement, shall have an equal opportunity to participate in and, if appropriate, receive credit for the vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and	

CRITERION NUMBER		
	Legal Standard	
	extracurricular programs of the school. Programs, services, and activities include, but are not limited to: 1. art and music; 2. vocational education, industrial arts, and consumer and homemaking education; 3. work study and employment opportunities; 4. counseling services available at all levels in the district; 5. health services; 6. transportation; 7. recess and physical education, including adapted physical education; 8. athletics and recreational activities; 9. school sponsored groups or clubs; and 10. meals.	
	State Requirements	Federal Requirements
	603 CMR 28.06(5)	34 CFR 300.101 - 300.113

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER		
	Legal Standard	
SE 49	Related services For each student with special education needs found to require related services, the school district provides or arranges for the provision of transportation and such developmental, corrective, and other supportive services as are required to assist a student to benefit from special education or to access the general curriculum, and includes: 1. speech-language pathology and audiology services 2. psychological services 3. physical therapy 4. occupational therapy 5. recreation, including therapeutic recreation 6. early identification and assessment of disabilities in children 7. counseling services, including rehabilitation counseling 8. orientation and mobility services (peripatology) 9. medical services for diagnostic or evaluation purposes 10. school health services, including school nurse services 11. social work services in schools 12. parent counseling and training 13. interpreting services 14. transportation.	
	State Requirements	Federal Requirements

CRITERION NUMBER	
	Legal Standard
	603 CMR 28.02(18) CFR 300.34; 300.323(c)

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

**CIVIL RIGHTS
METHODS OF ADMINISTRATION (CR)
AND
OTHER RELATED GENERAL EDUCATION
REQUIREMENTS**

**LEGAL STANDARDS,
COMPLIANCE RATINGS AND
COMMENTS**

CRITERION NUMBER	
	Legal Standard
CR 13	Availability of information and academic counseling on general curricular and occupational/vocational opportunities Students in grades 7-12 all receive the same information and academic counseling on the full range of general curricular opportunities and any occupational/vocational opportunities available to them. Race, color, sex, gender identity, religion, national origin, or sexual orientation are not presented as limiting factors in career determination. The district ensures that English learners are taught to the same academic standards and curriculum as all students and provides the same opportunities to master such standards as other students, including the opportunity to enter academically advanced classes, receive credit for work done, and have access to the full range of programs. The district uses grade appropriate content objectives for English learners that are based on the district curricula in English language arts, history and social science, mathematics, and science and technology/engineering, taught by qualified staff members.
	Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.36; Section 504: 29 U.S.C. 794; 34 CFR 104.4, 104.37(b); Title II: 42 U.S.C. 12132; 28 CFR 35.130; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 721; Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.03

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER	
	Legal Standard
CR 14	Counseling and counseling materials free from bias and stereotypes To ensure that any materials, tests, or procedures employed for guidance or counseling purposes are free from bias and stereotypes on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, and homelessness, all counselors: 1. encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills; 2. communicate effectively with limited-English-proficient and disabled students and facilitate their access to all programs and services offered by the district;

CRITERION NUMBER	
	Legal Standard
	- ensure that ELs and disabled students have the opportunity to receive support services, such as guidance and counseling, in a language the student understands; - support students in educational and occupational pursuits that are nontraditional for their gender.
	IDEA 97; Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.36; Section 504: 29 U.S.C. 794; 34 CFR 104.4, 104.37; Title II: 42 U.S.C. 12132; 28 CFR 35.130, 35.160; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 721; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.04, 26.07(8)

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
CR 18	Responsibilities of the school principal <u>Instructional support</u>. The principal in each of the district's schools promotes instructional practices responsive to student needs and ensures that adequate instructional support is available within the general education program for students and teachers. Instructional support includes remedial instruction for students, consultative services for teachers, availability of reading instruction at the elementary level, appropriate services for linguistic minority students, and other services consistent with effective educational practices and the requirements of M.G.L. c. 71B, §2. The principal consults with the administrator of special education regarding accommodations and interventions for students. Such efforts and their results are documented and placed in the student record. Additionally, when an individual student is referred for an evaluation to determine eligibility for special education, the principal ensures that documentation on the use of instructional support services for the student is provided as part of the evaluation information reviewed by the Team when determining eligibility. The school district does not limit a parent's, educator's, or any other person in a caregiving or professional position concerned with the student's development, right to refer a student for timely special education evaluation because the district has not fully explored and/or attempted some or all of the available instructional support programs or other interventions available in general education that may be described in the district's curriculum accommodation plan, including any pre-referral program. Evaluations cannot be denied or delayed after a referral from a parent, educator, or other person with knowledge of the child to determine eligibility for

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
	special education; however, evaluations can be conducted at the same time as MTSS or other tiered interventions, screening tools, or “pre-referral” services. 2. <u>Curriculum Accommodation Plan.</u> The principal implements a curriculum accommodation plan developed by the district's general education program to ensure that all efforts have been made to meet the needs of diverse learners in the general education program. The plan assists the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the general education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning. The plan includes provisions encouraging teacher mentoring and collaboration and parental involvement. <i>(The plan may be part of a multi-year strategic plan.)</i> 3. <u>Early Literacy Screening.</u> Effective July 31, 2023, each school district shall at least twice per year assess each student's reading ability and progress in literacy skills, from kindergarten through at least third grade, using a valid, developmentally appropriate screening instrument approved by the Department. Consistent with M.G.L. c. 71B, sec. 2 and the Department's dyslexia and literacy guidelines, if such screenings determine that a student is significantly below relevant benchmarks for age-typical development in specific literacy skills, the school shall determine which actions within the general education program will meet the student's needs, including differentiated or supplementary evidence-based reading instruction and ongoing monitoring of progress. Within 30 school days of a screening result that is significantly below the relevant benchmarks, the school shall inform the student's parent or guardian of the screening results and the school's response and shall offer them the opportunity for a follow-up discussion. The use of tiered interventions or screening tools may not be used to delay or deny a full and individualized evaluation of a child suspected of having a disability as required under 34 C.F.R. §§ 300.111 and 300.301. 4. <u>Coordination with special education.</u> The principal, with the assistance of the administrator of special education, coordinates the delivery and supervision of special education services within each school building. 5. <u>Educational services in home or hospital.</u> Upon receipt of a physician's written order verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal arranges for provision of educational services in the home or hospital. Such services are provided with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. The principal coordinates such services with the

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
	Administrator for Special Education for eligible students. Such educational services are not considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP. If, in the opinion of the student's physician, and eligible student is likely to remain at home, in a hospital, or in a pediatric nursing home for medical reasons and for more than 60 school days in any school year, the Administrator of Special Education shall, without undue delay, convene a Team to consider evaluation needs and, if appropriate, to amend the existing IEP or develop a new IEP suited to the student's unique circumstances.
	M.G.L. c. 71, § 38Q 1/2; 603 CMR 28.03(3); 603 CMR 28.03(1)(f)

Department of Elementary and Secondary Education Comments:

There are no issues identified for this criterion.



Annual Conference

November 4-6, 2026

DoubleTree by Hilton Hotel Boston North Shore | Danvers, MA

Navigating Complex Times: Centering on Students

The three information-packed days will be focused on the challenges (and uncertainties) that schools districts are facing, with an emphasis on sharing solutions to manage the changes and ensure that all students are prepared to succeed: academically, socially, and emotionally. **Check out the draft agenda** (https://whova.com/embedded/event/EbdpbqCxWP4crrzlhzz-G0ob1W20DMQt-HC8Z1nNbXY%3D/?utc_source=ems) to get an early look at the sessions, speakers, and programming planned for this year's conference.

New opportunities and enhancements this year made possible by our new venue, including an expanded exhibit hall and updated scheduling based on attendee feedback: earlier program start time on Wednesday (10:30am); Wednesday box lunch and interactive General Session available for a nominal \$25 fee; expanded exhibit hours; Thursday evening free to dine on your own or with your team; and the conference concludes following the Awards Dinner on Friday evening. We are also excited to continue using the conference app introduced last year, giving attendees even more opportunities to connect, engage, and network throughout the conference.

Contact us directly at reg@masc.org (mailto:reg@masc.org) or at 617-523-8454 if you have any questions about the conference.

Featured Speakers



Joe Sanfelippo

Superintendent (Retired), Author



Scott Levy

Educator, Author



Sponsors & ExhibitorsJon Keller

Political Analyst

We are excited to officially invite you to participate as an exhibitor and/or sponsor at the 2026 MASC/MASS Annual Conference! The new venue has allowed us to expand our offerings and bring together even more school committee members, superintendents, district administrators, education professionals, and industry partners from across the Commonwealth. Checkout our 2026 Sponsor & Exhibitor Prospectus below and then fill out the application form.

View the 2026 Prospectus here 

Apply to Exhibit or Sponsor here (<https://form.jotform.com/261326034808151>)

If you have any questions or would like to discuss sponsorship options that best align with your organization's goals, please reach out to us at reg@masc.org (<mailto:reg@masc.org>).

Hotel Accommodations

Conference attendees have **two hotel options** for the 2026 MASC/MASS Joint Conference. A block of rooms has been reserved at the **DoubleTree by Hilton Boston North Shore** (the conference venue), and an overflow block is available at the **Best Western Plus North Shore Hotel**, approximately a 5–10 minute drive from the conference venue.

DoubleTree by Hilton Boston North Shore

Guest rooms are available for stays **November 3–6, 2026** at the group rate of **\$149 per night, plus tax**, for a Standard King or Two Double Beds.

Hotel Phone: 978-777-2500

Group Code: 94R

Group Rate: \$149 per night, plus tax

Room Block Deadline: October 11, 2026, at 11:59 p.m.

Book Online: MASC/MASS 2026 Room Block (<https://www.hilton.com/en/attend-my-event/bosnsdt-94r-a2fc3855-1647-441f-a4cd-feecc6d56526/>)

Best Western Plus North Shore Hotel – Overflow Hotel

A limited number of rooms are available at the **Best Western Plus North Shore Hotel** for stays **November 3–6, 2026**. The room rate is **\$119 per night, plus tax**, and **breakfast is included**.

The hotel is approximately a **5–10 minute drive from the conference venue**, depending on traffic and direction of travel.

Hotel Phone: 978-777-1700

Room Rate: \$119 per night, plus tax, including breakfast

Room Block Deadline: October 11, 2026, at 11:59 p.m.

Book Online: **MASC/MASS 2026 Room Block** (https://www.bestwestern.com/en_US/book/hotel-rooms.22065.html?groupId=J86HS2S6&utm_source=chatgpt.com)

2026 Delegate Assembly

The Report of the Resolutions Committee may be found here (<https://www.masc.org/report-of-the-resolutions-committee-2026/>). In order for your school committee to have a vote at the annual MASC business meeting, it is necessary that an official delegate be designated. An official delegate is only that delegate whose school committee has formally voted to make them so. ***Delegates do not need to be registered for the conference in order to attend the Delegate Assembly.*** The Delegate Assembly will take place on Friday, November 6 at 3pm at the DoubleTree by Hilton Boston North Shore (conference location) – there is no charge to attend the Delegate Assembly. **The Delegate Appointee form may be found here (<https://form.jotform.com/250705481321146>).** Submissions are due by October 20, 2026.

Attendee Registration

If the form below is not loading, click here (<https://form.jotform.com/261535535142150>). If you are looking to register for the COSCAP (Council of School Committee Administrative Personnel) Conference, click here (<https://form.jotform.com/261536038104147>).

File BE: School Committee Meetings



File BE

Monomoy Regional School District School Committee Meetings

GENERAL OVERVIEW

The School Committee will transact all business at official meetings of the Committee. These may be either regular or special meetings, defined as follows:

1. Regular meeting: the usual meeting, held regularly, on the second and fourth Thursdays of the month as of March of 2023 (this provision shall not preclude the School Committee from changing the timing of its regular meetings).
2. Special meeting: a meeting called between scheduled regular meetings or to consider specific topics.

Every meeting of the Committee, regular or special, will be open to the public. The public is not able to attend executive sessions held in accordance with state law.

EXECUTIVE SESSIONS

1. All meetings of the School Committee are open to attendance by the public and media representatives. However, the Committee has the right to convene in a closed executive session when it meets the following procedural conditions imposed by state law:
 1. The Committee will first convene in an open session for which due notice has been given.
 2. The Chair (or, in their absence, the presiding member) will state the purpose for the executive session by stating all subjects that may be revealed without compromising the purpose for which the executive session was called to the extent required by law.
 3. A majority of the members must vote to enter the executive session, with the vote taken by roll call and recorded in the official minutes.

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4. The Chair or presiding member will state before entering the executive session whether the Committee will reconvene in open session after the executive session.
1. The law puts specific limitations on the purposes for which executive sessions may be convened. The Committee may enter executive sessions only to deliberate:
 1. The reputation, character, physical condition or mental health, rather than the professional competence, of an individual, or the discipline or dismissal, including the hearing of charges against, a member of the committee, a school department employee or student, or other individual. The individual has certain rights enumerated in the law including requiring the Committee to hold an open session should the individual so request.
 2. Strategy with respect to non-union negotiations, to conduct collective bargaining sessions or to negotiate with non-union personnel.
 3. Strategy with respect to collective bargaining or litigation if an open meeting might have a detrimental effect.
 4. The deployment of security personnel or devices.
 5. To investigate allegations of criminal misconduct or to discuss the filing of criminal complaints.
 6. Transactions of real estate, if an open meeting might be detrimental to the negotiating position of the committee or another party.
 7. To comply with the provisions of any general or specific law of federal grant-in-aid requirements.
 8. And to consider and interview applicants for employment by a preliminary screening committee.
 9. To meet or confer with a mediator with respect to any litigation on public business.
 10. To discuss trade secrets or confidential competitively-sensitive or other proprietary information conducted by a governmental body as an energy supplier.
 1. Accurate minutes of the proceedings conducted in the executive session will be kept and may remain secret only for so long as their public release would defeat the purpose of the session.

The School Committee Chair and Vice-Chair, whenever possible, and the Superintendent will review executive session minutes for possible declassification on, at least, a quarterly basis and, if necessary, will consult with legal counsel. The School Committee Chair will bring minutes recommended for declassification to the School Committee, generally in executive session, for a vote either as part of a consent agenda or for individual action. In either case, there shall be an announcement of the declassification of minutes.

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When a specific set of executive session minutes, not yet declassified, is requested by a member of the public, the School Committee shall render a decision on declassification at its next meeting or within 30 days after the request, whichever occurs first.

All votes taken in executive session will be recorded roll call votes and will become part of the minutes of executive sessions.

NOTIFICATION OF SCHOOL COMMITTEE MEETINGS

As required by law, a minimum of 48 hours' advance notice (excluding Saturdays, Sundays, and legal holidays) will be given for any meeting of the School Committee, including all subcommittee meetings. The only exception permitted is in case of emergency, which the law defines as "a sudden, generally unexpected occurrence or set of circumstances demanding immediate action."

Notification of the dates, times, and places of regular meetings may be accomplished by periodic publication of the schedule for the ensuing months. However, a minimum of 48 hours prior to each meeting the Committee (except emergency meetings) shall cause to be posted a listing of each subject the Chair reasonably anticipates will be discussed at the meeting (the agenda).

Notification of a change in a regular meeting time, place, or agenda and notification, including agenda, of a special meeting will be filed with the town clerk at least 48 hours in advance, as required by law.

As an alternative method of notice, a regional school district committee may, by majority vote, adopt the regional school district's website as its official notice posting method.

1. A copy of each meeting notice shall be kept by the secretary of the regional school district committee or the secretary's designee in accordance with the applicable records retention schedules.
2. The regional school committee shall file and post all notices on the school district's website.

AGENDA FORMAT

The Chair and Vice-Chair whenever possible of the School Committee will confer with the Superintendent to arrange the order of items on meeting agendas so that the Committee can accomplish its business as expeditiously as possible. The particular order may vary from meeting to meeting in keeping with the business at hand.

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- The Committee will follow the order of business established by the agenda except as it votes to rearrange the order for the convenience of visitors, individuals appearing before the Committee, or to expedite Committee business.

Any School Committee member, staff member, or person may suggest items of business. The inclusion of such items, however, will be at the discretion of the Chair of the Committee. A staff member who wishes to have a topic scheduled on the agenda should submit the request through the Superintendent.

The agenda for regular meetings will also provide for time when any person who wishes may speak briefly before the School Committee.

The agenda, together with supporting materials, will be distributed to School Committee members no less than three business days prior to the meeting to permit adequate time to prepare for the meeting.

Agendas will be posted and made available to the press.

PUBLIC COMMENT and GUIDELINES AT SCHOOL COMMITTEE MEETINGS

Massachusetts General Laws Chapter 30A Section 20

(<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleIII/Chapter30a/section20>)(f) governs public participation at open meetings covering all public bodies.

MGL: Chapter 30A:20 [Notice, Remote Participation, Public Participation, Certification]

(f) No person shall address a meeting of a public body without permission of the chair, and all persons shall, at the request of the chair, be silent. No person shall disrupt the proceedings of a meeting of a public body. If, after clear warning from the chair, a person continues to disrupt the proceedings, the chair may order the person to withdraw from the meeting and if the person does not withdraw, the chair may authorize a constable or other officer to remove the person from the meeting.

The School Committee believes that the school district community should have an opportunity to comment to the Committee on issues that affect the school district and are within the scope of the Committee's responsibilities. Therefore, the Committee has set aside a period of time at each regular School Committee meeting to hear from the public. In addition, if the Committee believes that an issue requires a dialogue with the school district community, the Committee may schedule a separate public hearing or forum on that issue.

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Any person who wishes to make a presentation to the School Committee on an item which is of interest to them and within the scope of the Committee's responsibilities may request to be placed on the agenda for a particular meeting. Such requests should be in writing and should be received by the Superintendent of Schools and the School Committee Chair at least one week prior to the date of the meeting. Such requests should contain background statements which would explain the scope and intent of the agenda item. The Chair and Vice-Chair, whenever possible, of the Committee works with the Superintendent to formulate the meeting agendas. Together they will determine whether or not to place an item on the agenda, and if the item is to be taken up, they will also determine when to place an item on the agenda and all parameters to be required of the presenter. The final approval will be made by the Chair.

The School Committee desires individuals to attend its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to hear public comments.

Public comment is not a discussion, debate, or dialogue between individuals and the School Committee. It is an individual's opportunity to express an opinion on issues within the School Committee's authority. If the public has a question about an upcoming agenda item, they can contact the Chair and Vice-Chair, whenever possible, of the School Committee or the Superintendent of Schools.

To ensure the ability of the School Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted:

1. There shall be at least one public comment period during each regular meeting for a period of up to 15-minutes and, at the discretion of the Chair, the public comment period can be extended.
2. Any person wishing to speak before the Committee will identify themselves by name and address and shall speak for no longer than three minutes or at the discretion of the Chair. No person may speak more than once without permission of the Chair. All persons shall speak to the full Committee through the Chair and shall not address individual members or administrators.
3. Topics for discussion should be limited to those items within the School Committee's scope of authority. The authority of the School Committee primarily concerns the review, inquiry, input and approval of the budget of the District's public schools, the performance of the Superintendent, and the educational goals and policies of the District's public schools.

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Comments and complaints regarding school personnel (apart from the Superintendent) or students are generally prohibited unless those comments and complaints concern matters within the scope of School Committee authority.

4. Any Committee member may direct questions to the speaker through the Chair in order to clarify comments of the speaker. However, Committee members should refrain from engaging with speakers during public comment except for the purpose of clarification.
5. The Chair of the meeting, after a warning, reserves the right to terminate speech which constitutes true threats that may provoke a violent reaction and cause a breach of the peace, or incitement to imminent lawless conduct, or contains obscenities.

REMOTE PARTICIPATION

The School Committee has adopted remote participation pursuant to 940 CMR 29.10. Remote participation in meetings will not be used in a way that would defeat the purposes of the M.G.L. c. 30A, §§ 18 through 25, namely promoting transparency with regard to deliberations and decisions on which public policy is based.

The law and regulations allow members of the School Committee to participate remotely under limited circumstances. Specifically, a School Committee member may only participate remotely if physical attendance would be unreasonably difficult, e.g., due to geographic proximity, illness. Generally, other professional or personal commitments are not sufficient to make physical attendance unreasonably difficult.

A quorum of the body, including the chair or, in the chair's absence, the person authorized to chair the meeting, shall be physically present at the meeting location, as required by M.G.L. c. 30A, § 20(d) (<https://malegislature.gov/laws/generallaws/parti/titleiii/chapter30a/section20>).

Members of public bodies who participate remotely may vote and shall not be deemed absent for the purposes of M.G.L. c. 30A (<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleVII/Chapter39/Section23d>).

When a School Committee member's physical attendance would be unreasonably difficult, the following procedures will be followed:

1. Any member of a public body who wishes to participate remotely due to the expectation that physical attendance would be unreasonably difficult shall, as soon as reasonably possible prior to a meeting, notify the chair or, in the chair's absence, the person chairing the meeting, of his or her desire to do so and the reason for and facts supporting his or her request.

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2. The Chair shall determine whether the School Committee member's circumstances make physical attendance unreasonably difficult.
3. If one or more members are participating remotely, the chair must announce the name of the member or members who are participating remotely at the start of the meeting and direct that such information be recorded in the meeting minutes.
4. All votes must be taken by roll call.
5. Members of the public body must be clearly audible to each other and to members of the public at all times by Adequate, Alternative Means as defined below.
6. When holding an executive session remotely, the public body must still take all required procedural steps for entering into the executive session in open session. At the beginning of the executive session, each public body member participating remotely must state that no other person is present or able to hear the discussion at the remote location unless the public body has approved the presence of that individual.
7. When feasible, the chair or, in the chair's absence, the person chairing the meeting, shall distribute to remote participants, in advance of the meeting, copies of any documents or exhibits that he or she reasonably anticipates will be used during the meeting. If used during the meeting, such documents shall be part of the official record of the meeting and shall be listed in the meeting minutes and retained in accordance with M.G.L. c. 30A, § 22.

Should the public body encounter technical problems while meeting remotely, the person chairing the meeting may decide how to address the technical difficulties but is encouraged whenever possible to suspend discussion while reasonable efforts are made to correct any problem that interferes with a remote participant's ability to hear or be heard clearly. If technical difficulties result in a remote participant being disconnected from the meeting, that fact and the time at which the disconnection occurred must be noted in the meeting minutes.

For the purposes of this policy, "Adequate, Alternative Means" may include, without limitation, telephone or internet or satellite enabled audio or video conferencing or any other technology that enables the member to participate in the meetings. By way of example, Adequate, Alternative Means could include Zoom, Meets, WebEx or similar virtual meeting platform or a conference line.

Legal references: M.G.L. 30A:18-25; 30A:21; 30A:22; 940 CMR 29.10; Open Meeting Law Guide and Educational Materials

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Adopted: 3/27/2013

Revised: 11/5/2020, 4/13/2023

Section B: Board Governance and Operations



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[RETURN TO ALL POLICIES \(/FS/PAGES/3933\)](#)

MONOMOY REGIONAL SCHOOL COMMITTEE
INTERACTING WITH LAW ENFORCEMENT OFFICERS ENGAGED IN CIVIL LAW ENFORCEMENT (PROTECT ACT) - DRAFT

In Monomoy Regional School District, we recognize the importance of all students being known and valued, and we promote a safe, inclusive, and welcoming learning environment for all students. All of our students have a right to a free public education regardless of race, color, sex, gender identity, religion, national origin, immigration or citizenship status, disability, or sexual orientation.

The PROTECT Act states, except as required by state or federal law or as required for the Commonwealth or its subdivisions to administer a state or federally supported or funded program, civil arrests for civil law enforcement, including federal immigration enforcement, **are not allowed** on school grounds during school hours, student drop off and pick up windows, before- and after-school programming and school-sponsored events without a Judicial Warrant or Judicial Order.

The Superintendent shall implement PROTECT Act procedures consistent with the Model Procedures and the Guidance for K-12 Schools Related to Interacting with Civil Law Enforcement issued by the Governor's Office, the Executive Office of Education, and the Department of Elementary and Secondary Education.

The procedures shall be implemented, wherever applicable, in alignment with District Emergency Operations Plans, Medical and Behavioral Health Emergency Response Plans, and the School Resource Officer Memorandum of Understanding.

These procedures will be designed in accordance with the guidance provided and promote schools that are safe and accessible for students, staff and residents, and shall include, but not be limited to:

- (i) Procedures for identifying and designating a senior administrator at the district's superintendent's office as the case may be, to serve as the individual responsible for having primary contact with law enforcement agents engaged in civil law enforcement for the school system and the central point of contact for schools on interactions with civil law enforcement;
- (ii) Procedures for identifying and designating an administrator at each school to serve as the individual responsible for having primary contact with law enforcement agents engaged in civil law enforcement who arrive on site at the school or request information about students, employees, or other persons affiliated with the school;
- (iii) Procedures for contacting the school district's attorney;

- (iv) Procedures for contacting the administrator at the school and the district superintendent's office in the event law enforcement agents engaged in civil law enforcement arrive on school grounds or request information about students, employees, or other persons affiliated with the school;
- (v) Procedures for documenting all interactions with law enforcement agents engaged in civil law enforcement while on school grounds;
- (vi) Procedures for notifying a student's parents or guardian or the student directly if the student is 18 years or older or emancipated, if a law enforcement agent engaged in civil law enforcement requests access to a student or student's information for any civil law enforcement purpose;
- (vii) Procedures following the confirmation of law enforcement agents engaged in civil law enforcement on school grounds, including notifying parents and guardians, teachers, administrators, and school personnel;
- (viii) Procedures to confirm and update students' emergency contacts, with allowance for more than one person to be listed, and alternative caregiver plans; and
- (ix) A plan to share these procedures with students and families on the school district's website.

Once adopted by a school district, this policy and the accompanying procedures shall constitute the written emergency response plan required by the Act.

CROSS REFS.: EBC, EMERGENCY PLANS
 ECA, BUILDINGS AND GROUNDS SECURITY
 ECAF, SECURITY CAMERAS IN SCHOOLS
 JIH, SEARCHES AND INTERROGATIONS
 JRA, STUDENT RECORDS
 KI, VISITORS TO THE SCHOOLS
 KLG, RELATIONS WITH POLICE AUTHORITIES

LEGAL REFS.: PROTECT Act, August 2026

SOURCE: MASC adapted from Massachusetts Department of Elementary and Secondary Education
-August 2026

NOTE: The Department of Elementary and Secondary Education, in consultation with the Office of Refugees and Immigrants and the Attorney General's Office, will release a model training relating to the implementation of these procedures. Schools are encouraged to share this training, once released, with managers and other staff.

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

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: Melissa Maguire, Director of Student Services and Special Education
Date: 9/24/2026
Re: Massachusetts Department of Public Health Administration of Medicines - Vote Required

MOTION

To approve and adopt the policies and procedures governing the administration of prescription medications as defined by statute and regulation (MGL 94C and 105 CMR 210). The School Committee understands the Medication Program Manager role as registered nurse and manager of the medication program in the school.

Massachusetts Department of Public Health (MDPH) School Health Services
Massachusetts Controlled Substance Registration (MCSR) Signature Page

Medication Program Manager (Registered Nurse)

I hereby attest that as the Medication Program Manager (RN), I have completed this application and understand my roles as manager and supervisor of the medication storage, handling, delegation, and training program for the applicant school entity. I will act as the MDPH contact on all matters relating to the administration of medications for this school entity. I have developed and/or reviewed the policies and procedures in compliance with regulations 105 CMR 210 in consultation with the school physician and have recommended to the School Committee/Governing Body adoption of the policies. I understand that my name will remain on the school entity's MCSR until I notify MDPH School Health Services otherwise.

Cheryl A. Dufault BSN, RN, NCSN
Medication Program Manager Signature/Credentials (RN)

Cheryl Dufault BSN, RN, NCSN
Medication Program Manager Print Name

9/11/2026
Date MM/DD/YY

Monomoy Regional School District
School/District Applying for MCSR
RNs assigned a school but applying for the district, put district name here

Chatham, MA 02633
City, State, Zip

508-430-7200 x 3
Telephone

cdufault@monomoy.edu
Email

#RNA13406
RN License #

School Physician (MD/DO)

I hereby attest that as School Physician (MD/DO), I have consulted with the Medication Program Manager (RN) in the preparation of this application. I have reviewed the regulations, policies and procedures and have recommended to the School Committee/Governing Body adoption of the policies.

[Signature]
School Physician Signature/Credentials (MD/DO)

Kelly King
School Physician Print Name

9/14/26
Date MM/DD/YY

508-432-1400
Telephone

kking@outerscape.org
Email

Superintendent or Administrator of School

I hereby attest that as Superintendent of Schools or Administrator of the School, I agree with the intent of the regulations and with the policies as specified in this application. I thus acknowledge the Medication Program Manager role and responsibility as registered nurse and manager of the medication program as defined in regulation 105 CMR 210. I have reviewed the regulations, policies and procedures and have recommended to the School Committee/Governing Body adoption of the policies.

Superintendent/Administrator Signature

Superintendent/Administrator Print Name

Date MM/DD/YY

Telephone

Email

Chair of School Committee or Governing Body

I hereby attest that as Chair, School Committee or Chair, Governing Body, the Committee/Body has agreed to adopt the policies and procedures governing the administration of prescription medications as defined by statute and regulation (M.G.L. 94C and 105 CMR 210). The School Committee/Governing Body understands the Medication Program Manager role as registered nurse and manager of the medication program in the school.

Chair of School Committee/Governing Body Signature

Chair of School Committee/Governing Body Print Name

Date MM/DD/YY

Telephone

Email

MA DPH School Health

Health Office Staffing Spreadsheet

Per 105CMR210.004(B)(3):

Instructions: Complete the following staffing spreadsheet, including the credentials and FTEs* worked by all school health office personnel

Day Schools: An RN will be on call and available for consultation at all times when medication administration via delegation occurs, including during the school day, Before & After School Programming, Field Trips, and during school sponsored events that occur outside of normal school hours

Residential Schools: An RN will be on call and available 24 hours per day, 7 days per week for consultation related to medication administration via the delegation model.

☒	Check this box to confirm on-call coverage as described above for	☐	Check this box to confirm on-call coverage as described above for
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RESIDENTIAL SCHOOLS

RESIDENTIAL SCHOOLS

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Chobanian & Avedisian School of Medicine
Barry M. Manuel Center for Continuing Education

Boston University Chobanian & Avedisian School of Medicine certifies that

Cheryl Dufault RN, BSN, NCSN

participated in the enduring activity titled

Medication Administration for Unlicensed Assistive Personnel

On

June 3, 2026

This activity was designated for 1.00 *AMA PRA Category 1 Credit(s)*[™]



In support of improving patient care, Boston University Chobanian & Avedisian School of Medicine is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

Daniel Alford, MD, MPH, FACP, DFASAM
Associate Dean and Professor of Medicine
Boston University Chobanian & Avedisian School of Medicine



Chobanian & Avedisian School of Medicine
Barry M. Manuel Center for Continuing Education

Boston University Chobanian & Avedisian School of Medicine certifies that

Cheryl Dufault RN, BSN, NCSN

participated in the enduring material titled

**Managing a Medication Administration and Delegation
Program in MA Schools**

On

October 8, 2025

and is awarded 2.25 ANCC Contact Hour(s).

of which 2.25 are ANCC Pharmacology worthy



In support of improving patient care, Boston University Chobanian & Avedisian School of Medicine is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

Daniel Alford, MD, MPH, FACP, DFASAM
Associate Dean and Professor of Medicine
Boston University Chobanian & Avedisian School of Medicine

**Monomoy Regional School District
FY28 Budget Timeline**

Phas	Task/Milestone	Start	Finish/ Deadline	Forum
Phase 1: Develop Budget Guidance and Finalize Capital Plan		Sep 7, 2026	Oct 13, 2026	
	Budget shared with Monomoy Admin Team	Sep 18, 2026	Sep 18, 2026	District (MAT)
	Develop capital plan	Sep 7, 2026	Sep 25, 2026	District (facilities)
!	Approve budget timeline	Sep 24, 2026	Sep 24, 2026	MRSD School Committee
	Review budget timeline and budget guidance	Sep 29, 2026	Sep 29, 2026	District (MAT)
	Review Capital Plan	Sep 28, 2026	Sep 28, 2026	MRSD Finance Sub Committee
!	Approve Capital Plan	Oct 8, 2026	Oct 8, 2026	MRSD School Committee
!	Submit Capital Plan	Oct 13, 2026	Oct 13, 2026	Town Admin, SB & CPCs
Phase 2: Develop Draft Budget		Sep 30, 2026	Dec 10, 2026	
	Principals/Administrators Develop Budget Requests	Sep 30, 2026	Oct 22, 2026	District (MAT)
	Principals/Administrators Enter Budgets into Accounting Software	Sep 30, 2026	Nov 20, 2026	District (MAT)
	Interntal budget meetings begin	Oct 13, 2026	Oct 20, 2026	Principals/Admin Budget Meetings
!	Review budget context and five year fiscal projections	Oct 22, 2026	Oct 22, 2026	MRSD School Committee
	Review Budget Requests	Oct 22, 2026	Oct 22, 2026	Review Draft Budget Request
	Develop Budget Workshop Presentations	Oct 22, 2026	Nov 6, 2026	District (MAT)
!	District Demographics Report	Nov 5, 2026	Nov 5, 2026	MRSD School Committee
!	Approve Subsitute Rates and District Facility Rental Fees	Nov 5, 2026	Nov 5, 2026	MRSD School Committee
!	Presentation of proposed PEG funds request.	Nov 5, 2026	Nov 5, 2026	MRSD School Committee
!	Budget Workshop	Nov 12, 2026	Nov 12, 2026	MRSD School Committee
	Review draft FY28 Budget	Dec 3, 2026	Dec 3, 2026	MRSD Finance Sub Committee
	Budget presentation, including line item budget, sent to School Committee	Dec 4, 2026	Dec 4, 2026	MRSD School Committee
!	Draft Budget Presentation	Dec 10, 2026	Dec 10, 2026	MRSD School Committee
Phase 3: Finalize Budget and Submit to Towns		Dec 11, 2026	May 6, 2027	
	Update budget with School Committee feedback and updated information	Dec 11, 2026	Jan 6, 2027	
	Vote to approve draft budget to be shared with Towns	Jan 7, 2027	Jan 7, 2027	MRSD Finance Sub Committee
!	Vote to approve draft budget to be shared with Towns	Jan 14, 2027	Jan 14, 2027	MRSD School Committee
!	Submit Draft Budget to both Towns	Jan 15, 2027	Jan 15, 2027	Town Select Boards & Officials
!	Treasurer's economic and investment outlook report.	Jan 28, 2027	Jan 28, 2027	MRSD School Committee
	State releases draft budget and Chapter 70 Spreadsheets	Jan 30, 2027	Jan 30, 2027	MA DESE
	Health insurance cost increase approved	Feb 9, 2026	Feb 9, 2026	Cape Cod Municipal Health Group
!	Public hearing of MRSD Budget	Feb 11, 2027	Feb 11, 2027	MRSD School Committee
!	Possible vote of budget with updated state and health insurance figures	Feb 11, 2027	Feb 11, 2027	MRSD School Committee
	Presentation of Budget to Town Committees/Boards	Feb 11, 2027	Mar 11, 2027	Presentation of draft FY26 Budget.
	Vote of final budget	Mar 4, 2027	Mar 4, 2027	MRSD Finance Sub Committee
!	Vote of final budget	Mar 11, 2027	Mar 11, 2027	MRSD School Committee
	Presentation of Food Service budget	May 6, 2027	May 6, 2027	MRSD School Committee
Phase 4: Annual Town Meetings		Mar 15, 2027	May 10, 2027	
	Town Of Harwich Select Board to close and sign ATM Warrant	Mar 15, 2027	Mar 15, 2027	Town of Harwich
	Town Of Chatham Select Board to close and sign ATM Warrant	Mar 17, 2027	Mar 17, 2027	Town of Chatham
	Town of Harwich 2027 ATM	May 4, 2027	May 4, 2027	Town of Harwich
	Town of Chatham 2027 ATM	May 10, 2027	May 10, 2027	Town of Chatham
Phase 5: Implementation		Mar 4, 2027	May 28, 2027	
	Scheduling/procurement of facility projects	Mar 4, 2027	Apr 30, 2027	District (facilities)
	Final line item budget shared with MAT	May 17, 2027	May 17, 2027	District (MAT)
	Budget implementation meetings with Principals/Administrators	May 17, 2027	May 28, 2027	District (MAT)

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: 9/22/2026
Re: Prior Year Encumbrances – Vote Required

MOTION

To approve the payment of one thousand, six hundred and ninety one dollars and thirty four 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 \$1,691.34 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 \$14,198.91.

Tr	PO	Vendor	Reason for Change	Amount
270815		Amanda L Newcomb	No Prior Year Encumbrance	\$476.34
270694		Casey Mecca	No Prior Year Encumbrance	\$1,215.00
				\$1,691.34

Monomoy Regional School District

FY27 Draft Budget Detailed Report

Fiscal Year: 2025-2026

From Date: 7/1/2026 To Date: 6/30/2027

- ☐ Print accounts with zero balance
- ☐ Exclude inactive accounts with zero balance
- Definition: FY27 Budget Detail
- ☒ Round to whole dollars
- ☒ Account on new page

Account	FY27 Budget	FTE	FY26 Budget	FY26 FTE	FY25 Exp	FY25 Budget	FY24 Exp
Grand Total:	\$812,458	5.0000	\$699,571	5.0000	\$696,100	\$713,752	\$696,100

End of Report