



**School Committee
Meeting**

**October 9, 2013
7:00 pm**

**Town Hall
Selectmen's Meeting Room**



SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING
AGENDA
October 9, 2013 7:00pm
Town Hall—Selectmen's Meeting Room



<u>Items</u>	<u>Suggested time allotments</u>
I. Public Participation	7:00 – 7:10
II. Chairperson's Report & Members' Reports	
III. Superintendent's Report	
IV. Time Scheduled Appointments	
A. SHS Student Advisory Council: Report	7:10 – 7:25
B. SHS Class of 2013 Post-High School Plans: Report	7:25 – 7:45
C. SHS Accreditation: Update	7:45 – 7:55
D. Athletics: Annual Report	7:55 – 8:15
V. Curriculum	
VI. Policy	
A. FY 2015 Budget Guidelines & Priorities: Vote	8:15 – 8:25
B. Bullying Prevention and Intervention Update: First Reading	8:25 – 8:30
VII. Budget	
A. Fiscal Year 2014 Budget: Update	8:30 – 8:40
VIII. Old Business	
IX. New Business	
A. Assabet Valley Collaborative: Quarterly Update	8:40 – 8:45
B. Assabet Valley Collaborative Representative: Vote	8:45 – 8:50
X. Approval of Minutes	8:50 – 8:55
XI. Executive Session	8:55 – 9:30
XII. Information Enclosures	
XIII. Adjournment	9:30

Next meeting: October 23, 2013



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE**



ITEM NO: I. Public Participation

MEETING DATE: 10/9/13

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear thoughts and ideas from the public regarding the operations and the programs of the school system?

BACKGROUND INFORMATION:

Copies of the policy and procedure for Public Participation are available to the public at each School Committee meeting.

ITEM NO: II. Chairperson's Report/Members' Reports

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from Ms. Sandra Fryc, Chairperson of the School Committee, and other members of the School Committee who may wish to comment on school affairs?

BACKGROUND INFORMATION:

This agenda item provides an opportunity for the Chairperson and members of the Shrewsbury School Committee to comment on school affairs that are of interest to the community.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandra Fryc, Chairperson
Mr. John Samia, Vice Chairperson
Mr. Jason Palitsch, Secretary
Ms. Erin Canzano, Committee Member
Dr. B. Dale Magee, Committee Member

ITEM NO: III. Superintendent's Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from Dr. Joseph M. Sawyer, Superintendent of Schools?

BACKGROUND INFORMATION:

This agenda item allows the Superintendent of the Shrewsbury Public Schools to comment informally on the programs and activities of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

ACTION RECOMMENDED FOR ITEMS I, II, & III:

That the School Committee accept the report and take such action as it deems in the best interest of the school system.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE**



**ITEM NO: IV. Time Scheduled Appointment
A. SHS Student Advisory Committee: Report**

MEETING DATE: 10/9/13

Will the School Committee hear a report from the Shrewsbury High School Student Advisory Committee?

BACKGROUND INFORMATION:

1. Under the Massachusetts Education Reform Act, school districts are required to have a Student Advisory Committee (SAC), consisting of five high school students who are elected by the student body. The SAC is required to meet with the School Committee during the year to review various issues of concern to the student body. Mr. Andrew Smith, SHS social sciences teacher, serves as the faculty advisor to the SAC. This will be the initial presentation for the 2013-2014 school year.
2. The agenda for the SAC report is attached.
3. Mr. Palitsch is the School Committee liaison to the SAC.

ACTION RECOMMENDED:

That the School Committee accept the report and take such action as it deems in the best interest of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Barbara Malone, Director of Human Resources
Mr. Andrew Smith, Faculty Advisor to the Student Advisory Committee
Mr. Todd Bazydlo, Principal, Shrewsbury High School
Kira Sommer, Chairperson, Class of 2014
Kayla Freeman, Class of 2015
Nithya Pathalam, Class of 2015
Emily Taylor, Class of 2015

Student Advisory Committee
Agenda for the School Committee Meeting on October 9, 2013

I. Start to the School Year

On August 27, Shrewsbury High School students returned to school for the 2013-2014 school year. Mr. Bazydlo was pleased with the smooth start to the school year. The transition back to school included the addition of new computers in the labs, a great turn out for Spirit Week, and a visit from high school students from China.

- a. Technology in computer labs
- b. Spirit Week activities
- c. Students visiting from China

II. Classes

Despite the smooth start to the school year, challenges still remain in terms of class sizes and class offerings. Class sizes remain large and students have found difficulty changing classes.

- a. Class sizes
- b. Class offerings
- c. Schedule changes

Thank you for your continuous support of the SAC

Respectfully submitted,

Kira Sommer
Chairperson

Kayla Freeman, Nithya Pathalam, Emily Taylor
SAC Members



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE**



ITEM NO: IV. Time Scheduled Appointment MEETING DATE: 10/9/13
B. SHS Class of 2012 Post High School Plans: Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report on the future plans of members of the Shrewsbury High School graduating class of 2013?

BACKGROUND INFORMATION:

1. Each year the high school administration provides data regarding the post-high school plans of the most recent graduating class.
2. Mr. Bazydlo and Ms. Huynh will present an overview of the attached report, which provides information regarding what students planned to do after graduating. Given that the vast majority of students go on to post-secondary education, the report focuses on the colleges and universities where students were accepted, where they matriculated, and the characteristics of these colleges and universities.

ACTION RECOMMENDED:

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Nga Huynh, Director of Guidance
Mr. Todd Bazydlo, Shrewsbury High School Principal

Shrewsbury High School Future Plans Report

Class of 2013



**presented to the School Committee
October 9, 2013**

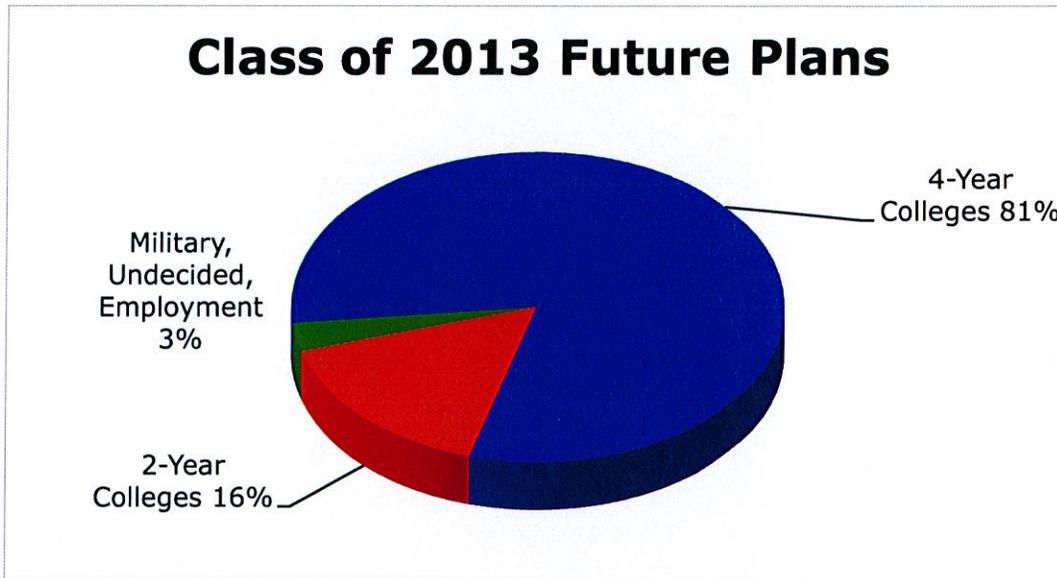
**Todd Bazydlo, Principal
Nga Huynh, Director of Guidance**

Future Plans

The Class of 2013 enjoyed a successful post-secondary planning year.

- 393 students graduated in the Class of 2013 with the following plans:
 - 81% attended 4-year colleges
 - 16% attended 2-year colleges or technical schools
 - 3% entered the employment field, enlisted in the military, or were undecided

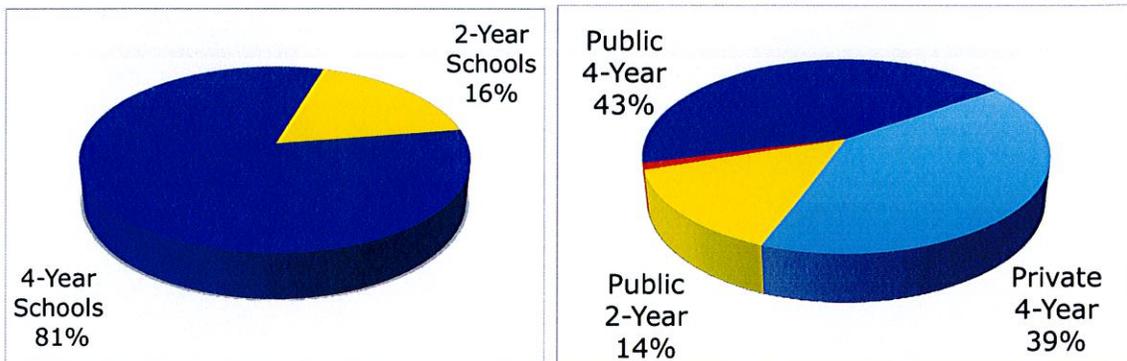
*This number does not include 10 students who were granted a Certificate of Attainment (rather than a high school diploma).



- **The Guidance Department processed over 2,400 college applications to 326 different colleges and universities.**

Public and Private 2- and 4-Year Matriculations

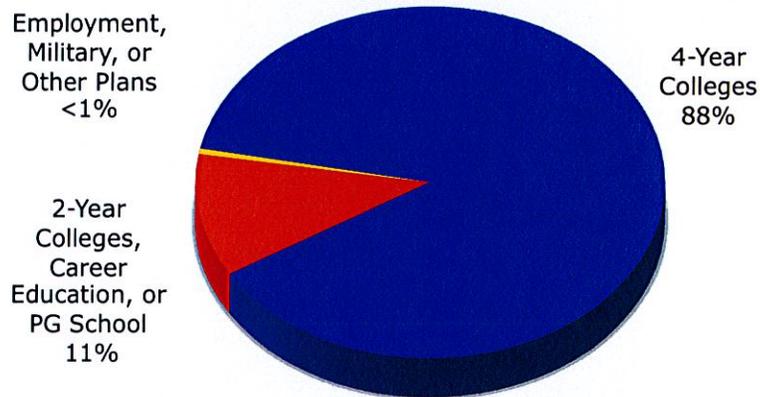
- Of the 393 students graduating in the Class of 2013, a total of 381 (97%) students continued their education at 2- and 4-year colleges and universities.
- Of these 393 students, 81% attended 4-year colleges and 16% attended 2-year colleges or technical schools.
- Of these 393 students, 56% attended public colleges and universities; 41% attended private colleges and universities.



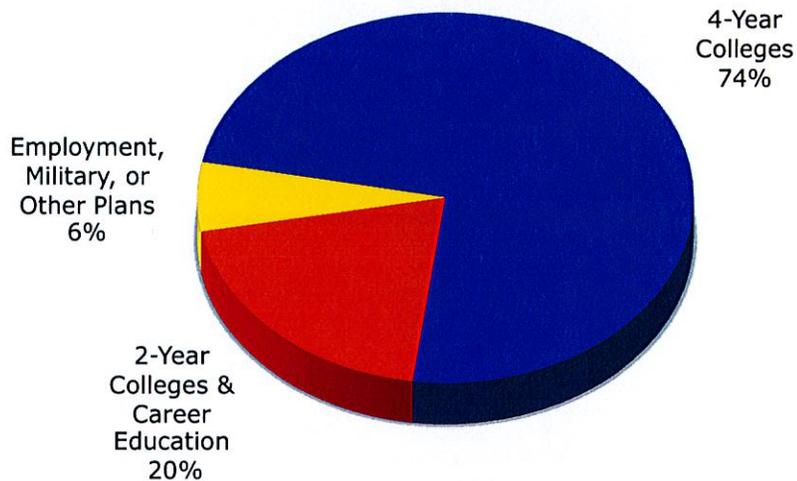
Future Plans by Gender

	Male	Female	Total
4-Year Colleges	133	187	320
2-Year Colleges	34	19	53
Career Education	3	5	8
Employment	2	0	2
Military	4	0	4
Other Plans	5	1	6
Totals	181	212	393

2013 Future Plans--Females

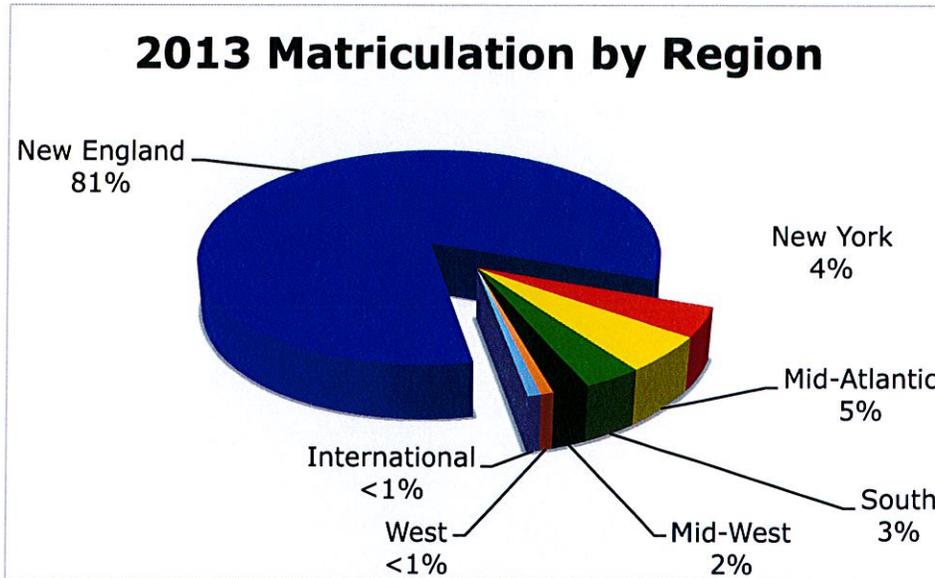


2013 Future Plans--Males



Geographic Breakdown by Matriculation

- Seniors in the Class of 2013 were accepted to 248 different colleges and universities in 28 different states and Canada, the United Kingdom, and Australia.
- Seniors in the Class of 2013 enrolled in 128 different colleges and universities in 28 different states, Canada, the United Kingdom, and Australia.



2013 Matriculation by Region

	Private		Public	
	2-Year & Technical	4-Year	2-Year	4-Year
New England				
Maine	-	5	-	5
Massachusetts	5	79	50	98
Rhode Island	1	16	-	10
Connecticut	1	3	-	10
New Hampshire	-	10	-	18
Vermont	-	-	-	6
New York	-	15	-	1
Mid-Atlantic				
District of Columbia	-	3	-	-
Virginia	-	1	-	2
New Jersey	-	-	-	1
Pennsylvania	-	6	-	-
Maryland	-	3	-	3
West Virginia	-	-	-	1
(continued)				

South				
Alabama	-	-	-	1
Florida	-	1	1	-
Georgia	-	1	-	-
North Carolina	-	3	-	-
South Carolina	-	1	-	3
Texas	1	-	-	1
Midwest				
Illinois	-	1	-	2
Michigan	-	-	-	1
Ohio	-	2	-	-
Wisconsin	-	1	-	1
West				
California	-	1	1	-
Colorado	-	-	-	1
Canada	-	-	-	1
Scotland	-	-	-	1
Australia	-	-	-	1
Totals	8	152	53	168

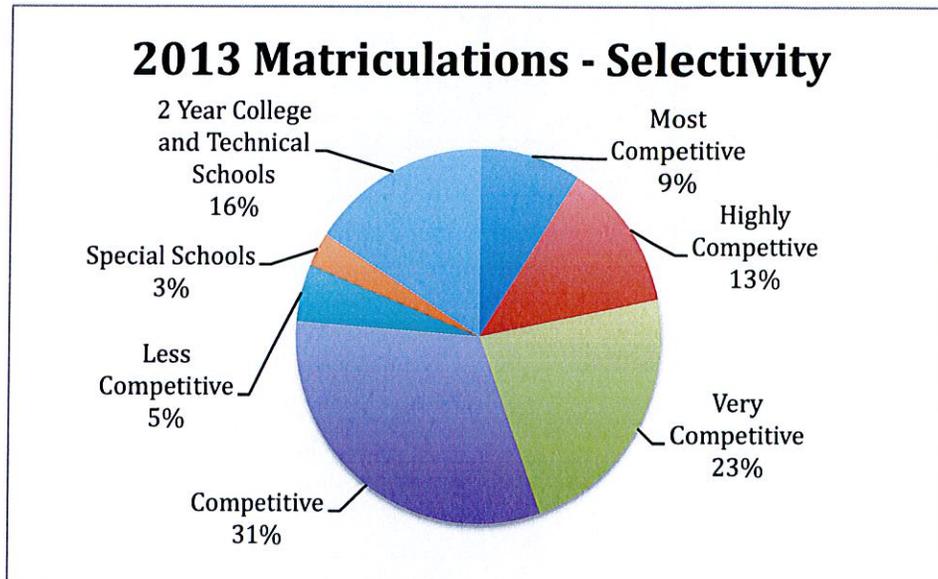
Geographic Breakdown—Acceptances 2011 - 2013



Geographic Breakdown—Matriculations 2011 - 2013



2013 Matriculations - Selectivity



Barron's Selectivity Categories Class of 2013 Students Enrolled at the Following Colleges & Universities

Most Competitive:

Even superior students will encounter a great deal of competition for admissions to the colleges in this category. In general, these colleges require high school rank in the top 10% to 20% and grade averages of A to B+. Median freshman test scores at these colleges are generally between 655 and 800 on the SAT I and 29 and above on the ACT. In addition, many of these colleges admit only a small percentage of those who apply.

Boston College (4)
 Brandeis University
 Brown University
 California Institute of Technology
 Case Western Reserve University
 Colby College
 College of the Holy Cross
 Cornell University (3)
 Emory University
 George Washington University
 John Hopkins University
 Lafayette College
 Massachusetts Institute of Technology
 McGill University
 Oberlin College
 Rensselaer Polytechnic Institute (5)
 Smith College (2)
 Tufts University
 University of Chicago
 University of Pennsylvania
 Villanova University
 Wellesley College (2)

Highly Competitive:

Colleges in this group generally look for students with grade averages of B+ to B and accept most of their students from the top 20% to 35% of the high school class. Median freshman test scores at these colleges generally range from 620 to 654 on the SAT I and 27 or 28 on the ACT. These schools generally accept between one third and one half of their applicants. To provide for finer distinctions within this admissions category, a plus (+) symbol has been placed before some entries. These are colleges with median freshman scores of 645 or more on the SAT I or 28 or more on the ACT, and colleges that accept fewer than one quarter of their applicants.

+American University
 Bentley University (3)
 +Boston University (6)
 Bryant University (3)
 Clemson University
 Elon University
 Emerson College (2)
 Furman University
 Hampshire College
 Lehigh University
 Northeastern University (7)
 Stonehill College (2)
 University of Connecticut (10)
 University of Illinois at Urbana-Champaign (2)
 University of Maryland, College Park (2)
 +University of Michigan
 University of Wisconsin, Madison
 Wheaton College
 +Worcester Polytechnic University (4)

Very Competitive:

The colleges in this category generally admit students whose averages are no less than B- and who rank in the top 35% to 50% of their graduating class. They generally report median freshman test scores in the 573 to 619 range on the SAT I and from 24 to 26 on the ACT. These schools generally accept between one half and three quarters of their applicants. The plus (+) has been placed before colleges with median freshman scores of 610 or higher on the SAT I or 26 or higher on the ACT, and colleges that accept fewer than one third of their applicants.

Catholic University of America
 Colorado State University
 Drexel University
 +Hofstra University
 Ithaca College
 James Madison University (2)
 Loyola University of Maryland
 New York Institute of Technology
 Pace University
 Quinnipiac University (2)
 Rochester Institute of Technology
 State University of New Jersey, Rutgers
 Saint Joseph's University
 Salve Regina University
 Simmons College
 State University of New York at Albany
 Townson University
 University of Alabama
 University of Massachusetts at Amherst (41)
 University of Massachusetts at Dartmouth (6)
 University of New Hampshire (11)
 +University of South Carolina, Columbia (2)
 University of Vermont (6)

Competitive:

This category is a very broad one, covering colleges that generally have median freshman test scores between 500 and 572 on the SAT I and between 21 and 23 on the ACT. Some of these colleges require that students have high school averages of B- or better, although others state a minimum of C+ or C. Generally, these colleges prefer students in the top 50% to 65% of the graduating class and accept about 75% of their applicants. Colleges with a plus (+) are those with median freshman SAT I scores of 563 or higher or median freshman ACT scores of 24 or higher, and those that admit fewer than half of their applicants.

Assumption College (5)
 Bridgewater State University (3)
 Colby-Sawyer University
 College of Saint Rose
 Curry College (2)
 Daniel Webster College
 Emmanuel College
 +Endicott College (3)
 Fitchburg State University
 Framingham State University (10)
 Franklin Pierce University (2)
 Hampton University
 High Point University (2)
 Johnson and Wales University (2)
 Keene State College (4)
 Lasell College (2)
 Massachusetts College of Liberal Arts
 Merrimack College (3)
 Plymouth State University (3)

Ripon College
 Roger Williams University (8)
 Saint Anselm College
 Southern New Hampshire University (5)
 Suffolk University (3)
 University of Hartford
 +University of Maine (3)
 University of Maine at Farmington
 University of Massachusetts at Boston (2)
 University of Massachusetts at Lowell (8)
 University of New England (2)
 University of North Texas
 University of Rhode Island (9)
 University of Southern Maine
 University of Tampa
 Wentworth Institute of Technology (2)
 West Virginia University
 Westfield State University (5)
 Wheelock College
 Worcester State University (17)

Less Competitive:

Included in this category are colleges with median freshman test scores generally below 500 on the SAT I and below 21 on the ACT; some colleges that require entrance examinations but do not report median scores; and colleges that admit students with averages generally below C who rank in the top 65% of the graduating class. These colleges usually admit 85% or more of their applicants.

Becker College (4)
 Dean College
 Husson University
 Nichols College (5)
 Regis College
 Rhode Island College (2)
 Salem State University (4)
 Unity College

Special Schools:

Listed here are colleges whose program of studies are specialized—professional schools of art, music, health fields, the military, etc. In general, the admissions requirements are not based primarily on the academic criteria, but on evidence of talent or special interest in the field.

Maryland Institute College of Art
 Massachusetts College of Pharmacy & Health Sciences (5)
 Pratt Institute
 Melbourne Institute of Technology (Australia)
 New England Institute of Art
 University of Edinburgh (United Kingdom)

2-Year Colleges and Technical Schools:

Cape Cod Community College
 Career Technical Education
 Connecticut School of Broadcasting
 Daytona State College
 Fisher College
 Gavilan College
 Massachusetts Bay Community College (2)
 New England Institute of Technology
 Porter & Chester Institute (3)
 Quinsigamond Community College (47)
 Rob Roy Academy
 Toni & Guy Hairdressing Academy

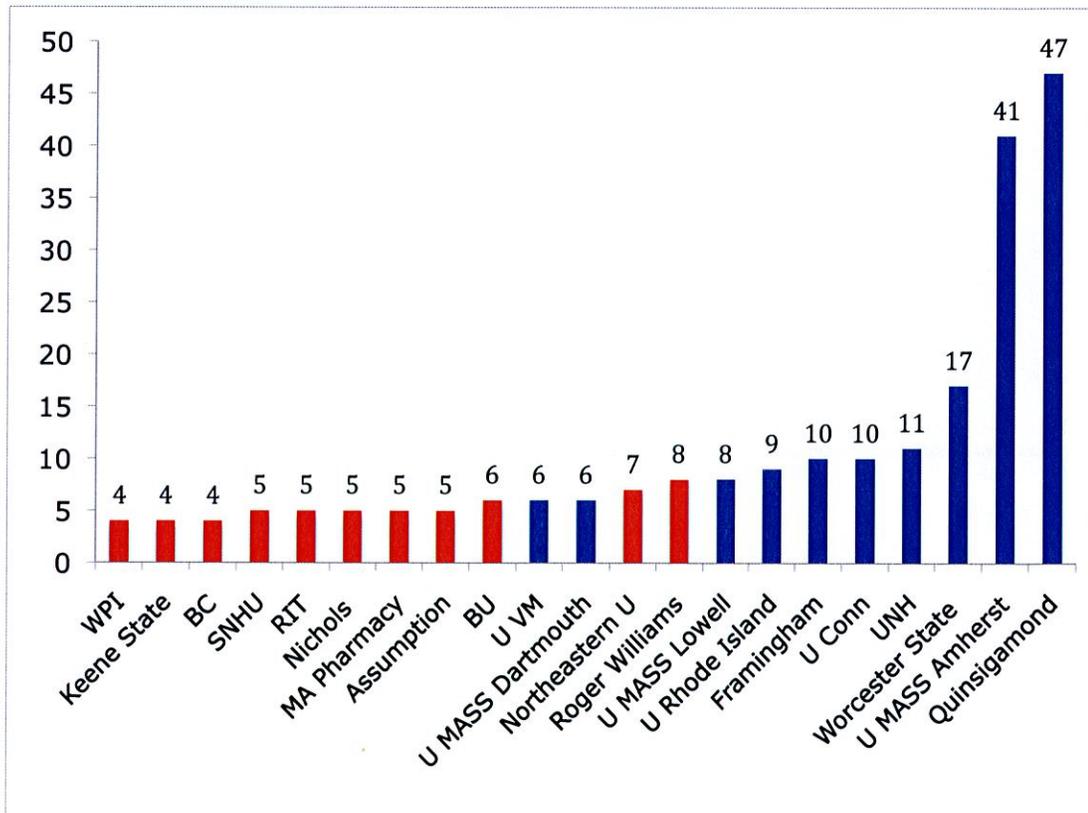
Top 11 Most Popular Schools Enrolled—Private

1. Roger Williams—8
2. Northeastern University—7
3. Boston University—6
4. Assumption College—5
Massachusetts College of Pharmacy—5
Nichols College—5
Rensselaer Institute of Technology—5
Southern New Hampshire University—5
5. Boston College—4
Keene State College—4
Worcester Polytechnic Institute—4

Top 10 Most Popular Schools Enrolled—Public

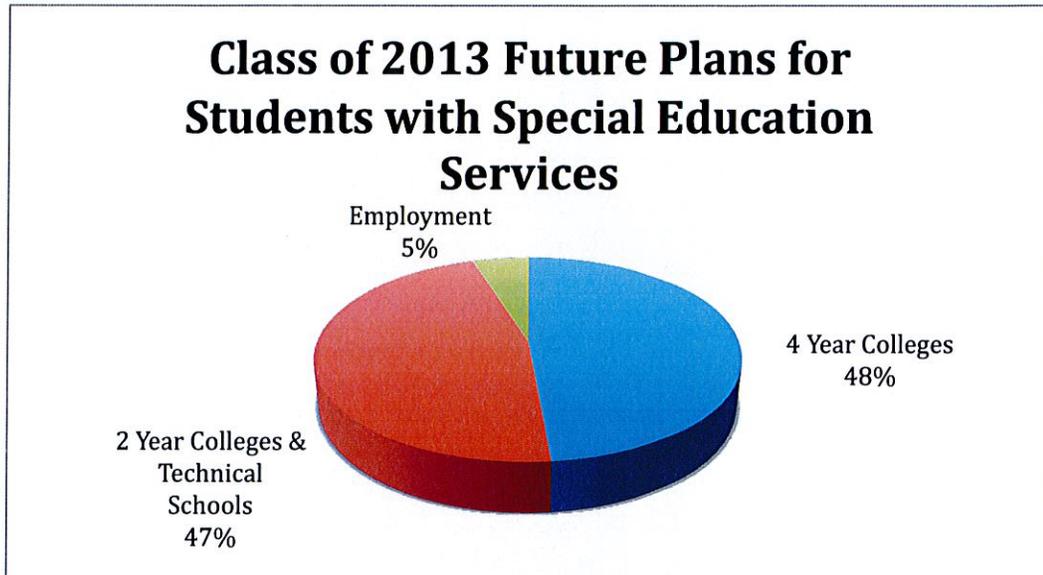
1. Quinsigamond Community College—47
2. Massachusetts, University of—Amherst—41
3. Worcester State University—17
4. New Hampshire, University of—11
5. University of Connecticut—10
Framingham State University—10
6. University of Rhode Island—9
7. Massachusetts, University of Lowell—8
8. University of Vermont—6
Massachusetts, University of—Dartmouth—6

Top 10 Private and Public Enrollments

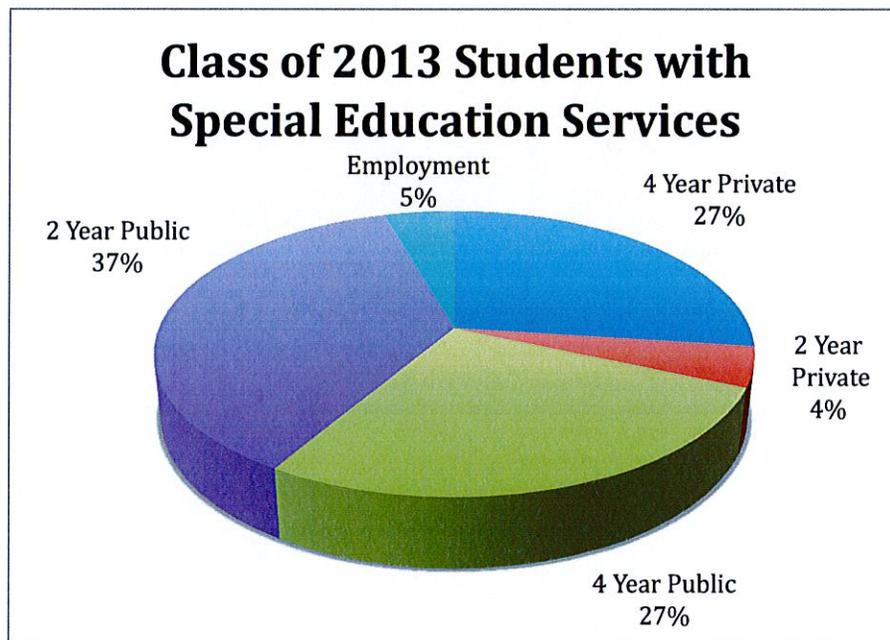


Class of 2013
Students with Special Education Services

- Thirty-seven students (9%) in the Class of 2013 received special education services. Of these 37 students:
 - 48% attended 4-year colleges
 - 47% attended 2-year colleges & technical schools
 - 5% entered the employment field



- Of these 37 students, 60% attended public colleges and universities; 35% attended private colleges and universities.





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE**



**ITEM NO: IV. Time Scheduled Appointment
C. SHS Accreditation: Update**

MEETING DATE: 10/9/13

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report on NEASC accreditation process for the high school?

BACKGROUND INFORMATION:

1. Mr. Todd Bazydlo, Principal Shrewsbury High School, will provide an update on the NEASC accreditation process.
2. A memo explaining the process and schedules for the NEASC visit is included.

ACTION RECOMMENDED:

That the School Committee accept the report and take whatever steps action as it deems necessary in the best interest of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Todd Bazydlo, Shrewsbury High School Principal

Shrewsbury High School
64 Holden Street
Shrewsbury, Massachusetts 01545
Office of the Principal



Memorandum

To: School Committee
From: Todd Bazydlo
Date: October 1, 2013
Re: SHS NEASC Accreditation Process Update

On April 6-April 9, 2014, Shrewsbury High School will host a team of evaluators for our decennial accreditation review. The visiting team of professional educators will assess how our school measures in comparison to the New England Association of School and Colleges Seven Standards for Accreditation of public secondary schools. The Standards for Accreditation are a research-based set of practices and concepts that provide guidance to schools on all aspects of students' education and are categorized in three broad areas: academic, civic, and social expectations for all students. The specific Seven Standards of Accreditation are: Core Values, Curriculum, Instruction, Assessment of and for Student Learning, School Culture and Leadership, School Resources for Learning, and our Community Resources for Learning.

During the 2012-2013 school year the high school staff worked to complete our self-study, or our own reflection of how Shrewsbury High School meets the Standards set forth by the NEASC. The faculty has completed and voted on four of the seven Standards of Accreditation Reports and Executive Summaries. The faculty is scheduled to hear the findings from the final three Standard Committee co-chairs at the end of this month. At this point in time the vast majority of the faculty work regarding the accreditation self-study report is complete. The staff will continue to work on collecting student assessment data and evidence related to instruction to share with the NEASC visiting team. Additionally, each Standard Committee has identified the school's critical strengths and needs and the High School Leadership Team will begin to identify the two-year and five-year targeted areas for strategic school planning.

The Steering Committee will continue to plan all logistics for the visit including accommodations, meals, and the schedule for each day including a Panel Presentation; Welcome Reception; meetings with teachers, school committee members, central office staff, and town officials; Student Shadowing; and classroom visitation schedule.

Attached to this memo is a tentative schedule for our visit and I am requesting that School Committee members be available on Sunday, April 6 from 1 pm to 4 pm and Wednesday, April 9 from 2:10pm to 3:10pm for the summary and closing remarks from the visiting team chairperson.

Shrewsbury High School Mission Statement

The Shrewsbury High School community provides challenging, diverse learning opportunities; promotes creativity and independent thinking; and empowers students to become capable, caring, active contributors to the world in which they live.

The tentative schedule for the April 6-April 9 is:

Sunday, April 6

- 1:00 pm to 2:00pm Panel Presentation-SHS Auditorium
- 2:15 pm to 3:00pm Concurrent Meetings
 - Group 1: School Committee members
 - Group 2: Parents
- 3:15pm to 4:10pm Welcome Reception-Largess Commons
- 4:15pm to 5:15pm Teacher interviews
- 5:15pm Visiting Team returns to hotel

Monday, April 7

- 7:40am to 8:30am School Tour
- 8:30am to 9:15am Small Group meetings
 - Group 1: District Administration
 - Group 2: Buildings, Grounds, Food Services
 - Group 3: Library, Media, Information Resources
- 9:30am to 10:15am Small Group Meetings
 - Group 1: District Administration
 - Group 2: Buildings, Grounds, Food Services
 - Group 3: Library, Media, Information Resources
- 10:15am to 1:15pm Student Shadowing and Small group meetings with teachers
- 1:15pm to 2:00pm Parent Forum meeting
- 2:10pm to 3:10pm Meetings with Standards Committees
- 3:15pm to 4:15pm Meeting with SHSLT
- 5:00 pm Visiting Team returns to hotel

Tuesday, April 8

- 7:15am to 7:30am Visiting Team organizational meeting
- 7:35am to 11:30am Classroom Visitation and Student Shadowing
- 7:35am Small Group meetings
 - Group 1: Office Support Staff
 - Group 2: Student Support Staff
- 10:45 am to 11:30am Small Group Meetings with Students
- 11:30 am to 12:30pm Working Lunch –Class of '02 Room
- 12:30 pm to 1:30pm Classroom Visitation and Student Shadowing
- 1:30 pm to 4:00pm Visiting Committee meetings – Class of '02 Room
- 4:00 pm Visiting team returns to hotel

Wednesday, April 9

- 7:15am to 7:30am Visiting Team organizational meeting
- 7:35am to 8:45am Classroom Visitation and Student Shadowing
- 9:00am to 12:00pm Visiting Team work time on reports
- 12:00pm to 12:45pm Working Lunch
- 12:45pm to 2:15pm Visiting Team votes on Standards and Accreditation Recommendation
- 2:20 pm to 3:00pm Closing Remarks to School Community-Bent Presentation Room



SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE



ITEM NO: **IV. Time Scheduled Appointment**
D. Athletics: Annual Report

MEETING DATE: 10/9/13

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear an annual report on Shrewsbury Athletics for 2012-2013?

BACKGROUND INFORMATION:

1. Each fall the athletic director presents a report to the School Committee that summarizes athletic participation and achievements during the previous year.
2. The 2012-2013 year was highly successful as 29 of 31 teams qualified for post-season play. More importantly, the athletics program provided a variety of outstanding experiences that helped student-athletes develop their athletic, teamwork, and leadership skills.

ACTION RECOMMENDED:

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Jay Costa, Athletic Director
Mr. Todd Bazydlo, Shrewsbury High School Principal
Ms. Devan Michael, Senior - MIAA Ambassador
Mr. Will Shipman, Senior - MIAA Ambassador



To: The Shrewsbury School Committee
Dr. Joseph Sawyer, Superintendent of Schools

From: Jason Costa, Athletic Director
Date: October 2, 2013
Re: Annual Athletic Report

It is a pleasure to present you with this report. The report is an effort to highlight the many exciting sporting events that took place during the 2012-2013 school year. We are very proud of the program of excellence that is offered to our student athletes.

I appreciate the opportunity to speak to the school committee and would welcome any and all questions, suggestions, and comments from you.

Thank you!

Overview of 2012-13

Programming

Shrewsbury High School continues to offer a diverse range of sports for the student body averaging 350-400 athletes per season. We support 34 different sports, which account for 60 teams and approximately 750 contests played this past year. In 2012-2013, our coaching staff maintained 67 positions at the high school level. Our middle school program, consisting of 7 coaches, continued to offer boys' and girls' cross-country and boys' and girls' basketball that serviced approximately 180 students.

Highlights

Fortunately, we were able to provide the same quality programming in our seventh year with athletic fees. This was made possible by combined financial support from the school budget as well as the SHS Boosters Association, Friends of Shrewsbury Crew, various organizations and the new sponsorship program. The community support for athletics continues to be strong. Sports highlights this past year included our golf; field hockey, softball, cheerleading, girls' ice hockey, and boys' and girls' tennis teams winning league championships, The cheerleaders, along with winning fall and winter league championships, won the regional and state championships for the first time in schools' history. The golf, field hockey and girls' tennis teams won District Championships during the 2012-2013 seasons. Shrewsbury High School had a tremendous athletic year as 29 out of 31 teams qualified for postseason play.

Shrewsbury High School Annual Athletic Report – October 2013

In the 2012-13 school year, Shrewsbury High School provided a total of 34 competitive sports to the student body. From those 34 sports, there were 60 teams that participated at various levels of competition ranging from freshman level to junior varsity to varsity level. Their competition accounted for some 750 contests throughout the school year. Our coaching staff totaled 67 positions (with an additional 16 volunteer positions). Fortunately, for the 2012-13 school year there was a part-time trainer for each of the three seasons.

Sports Breakdown/Levels of competition (Varsity, Junior Varsity, and Freshmen)

Fall Season

Boys' Sports

Football (V, JV, FR)
Soccer (V, JV)
Golf-Coed (V, JV Club)
Cross Country (V)
Crew (V, Novice)

Girls' Sports

Cheering (V, JV)
Soccer (V, JV)
Golf-Coed (V, JV Club)
Cross Country (V)
Crew (V, Novice)
Field Hockey (V, JV)
Volleyball (V, JV)

Winter Season

Basketball (V, JV, FR)
Swimming-Coed (V)
Track (V)
Ice Hockey (V, JV)
Skiing-Coed (V)

Basketball (V, JV, FR)
Swimming-Coed (V)
Track (V)
Ice Hockey (V, Club))
Skiing-Coed (V)
Gymnastics (V)
Cheering (V, JV)

Spring Season**Boys' Sports****Girls' Sports**

Track (V)
 Tennis (V)
 Baseball (V, JV)
 Crew (V, Novice)
 Lacrosse (V, JV)

Track (V)
 Tennis (V)
 Softball (V, JV)
 Crew (V, Novice)
 Lacrosse (V, JV)

Shrewsbury High Athletics Comparative Data Information Sheet

The following tables show trends in programming and participation. (**Note:** numbers in brackets indicate the number of girls on a co-ed team.)

<u>Number of sports offered:</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>
Boys	15	15	15	15	15
Girls	19	19	19	19	19

<u>Number of teams offered:</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>
Boys	26	26	26	26	26
Girls	31	31	31	31	31

<u>Number of athletes per season:</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>
Fall	422 (+3)	439 (+17)	451 (+28)	458 (+8)	450 (-8)
Winter	349 (+61)	447 (+98)	368 (-79)	376 (+8)	325 (-51)
Spring	<u>322 (-45)</u>	<u>447 (+125)</u>	<u>425 (-22)</u>	<u>401 (-24)</u>	<u>384 (-17)</u>
Total	1093(+19)	1333(+240)	1244 (-89)	1235 (-9)	1159 (-76)

<u>Participation numbers by sport:</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>
Football - Boys	93	101	95	103	95
Fall Crew - Boys	41	30	41	35	38
Fall Crew - Girls	44	38	53	43	48
Soccer - Boys	43	45	39	42	44
Soccer - Girls	42	48	49	46	44
X-Country - Boys	25	38	31	34	29
X-Country - Girls	21	24	26	32	32
Golf - Co-Ed	19 [1]	18	21	21 [1]	18 [2]
Fall Cheering - Girls	44	27	27	31	27
Field Hockey -Girls	41	39	37	37	31
Volleyball - Girls	28	31	32	33	42
Basketball - Boys	38	40	44	44	45
Basketball - Girls	27	38	37	36	38
Indoor Track - Boys	91	82	58	65	53
Indoor Track - Girls	46	91	66	66	50
Swimming - Co-Ed	35	20 [50]	8 [24]	10 [21]	10 [17]

Ice Hockey - Boys	44	41	51	54	41
Ice Hockey - Girls	16	23	19	22	25
Skiing - Co-Ed	6 [5]	8 [12]	12 [11]	8 [6]	6 [7]
Gymnastics - Girls	21	16	11	13	10
Winter Cheering	20	26	27	31	23
Spring Track - Boys	75	101	83	70	79
Spring Track - Girls	54	98	95	75	69
Tennis - Boys	13	16	16	14	11
Tennis - Girls	12	12	12	12	12
Baseball - Boys	31	37	32	37	32
Softball - Girls	23	27	28	29	29
Lacrosse - Girls	30	35	34	39	34
Lacrosse - Boys	39	47	42	45	38
Spring Crew - Boys	21	36	41	41	36
Spring Crew - Girls	24	38	42	39	44

Season records by sport:

	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>
Golf	13-3	16-1-1	15-3	15-3	14-4
Football	8-4	5-7	4-7	5-7	9-3
Fall Crew- Boys	Top25%	Top25%	Top25%	Top25%	Top25%
Fall Crew - Girls	Top25%	Top25%	Top25%	Top25%	Top25%
Soccer - Boys	7-7-5	4-10-4	7-10-1	10-7-2	7-10
Soccer - Girls	15-1-4	11-5-3	15-4-2	12-3-2	10-6-4
X-Country - Boys	8-1	6-3	7-2	8-0	5-2
X-Country - Girls	7-2	7-2	7-2	7-0	3-3
Field Hockey	17-1-3	18-2-1	11-4-5	10-4-6	18-4
Volleyball	12-9	16-5	14-8	9-10	12-8
Basketball - Boys	9-11	17-5	17-4	4-16	7-13
Basketball - Girls	18-5	17-6	19-4	18-4	11-10
Indoor Track - Boys	6-0	7-3	7-3	5-3	6-1
Indoor Track - Girls	4-2	6-3	7-2	6-2	5-1
Swimming	1-7	4-7	2-8	4-8	8-3
Ice Hockey-Boys	18-4-3	13-4-5	11-9-2	10-10-1	14-5-2
Ice-Hockey-Girls	10-8	19-2-1	13-7-2	9-6-5	11-9-1
Skiing-Boys	N/A	7-17	6-19	N/A	TBD
Skiing-Girls	N/A	12-13	22-8	N/A	TBD
Gymnastics	7-3	10-4	11-3	9-5	6-6
Spring Track - Boys	8-0	6-3	6-3	4-4	5-2
Spring Track - Girls	6-2	6-2	7-1	5-3	5-1
Tennis - Boys	16-6	15-3	16-3	14-4	13-4
Tennis - Girls	14-6	10-9	11-6	13-5	17-3
Baseball	11-10	9-11	10-11	13-9	14-8
Softball	14-8	16-6	16-6	16-5	13-8
Spring Crew - Boys	Top 25%	Top 25%	Top 25%	Top25%	Top25%
Spring Crew - Girls	Top 25%	Top 25%	Top 25%	Top25%	Top25%
Lacrosse - Girls	14-6	15-6	14-8	12-8	17-6
Lacrosse - Boys	12-8	7-13	13-9	11-9	17-6

Numbers of athletes selected to All Stars:

	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>
League / Conference [MVP's]	82	96	90	99	95 [5]
T&G	28	25	25	20	34
Central Mass	27	8	20	17	23
All State	2	3	2	3	1
All New England	1	0	1	1	1
All American	1	1	0	0	1

2012-13 Championship Teams:

Fall

- Golf Midland-Wachusett League "A" Champions, District Champions
- Field Hockey Midland-Wachusett League "A" Champions, District Champions, State Finalists
- Cheerleading Midland-Wachusett League "A" Champions

Winter

- Girls' Ice Hockey CMASS/GEMIHL League Champions
- Cheerleading Midland-Wachusett League "A" Champions, Regional Champions, State Champions
- Boys' Ice Hockey Auburn Tournament Champions

Spring

- Boys' Tennis Midland-Wachusett League "A" Champions
- Girls' Tennis Midland-Wachusett League "A" Champions, District Champions
- Softball Midland-Wachusett League "A" Champions
- Baseball Hudson-John Ahearn Tournament Champions

Athletic Administration, Parent and Student Support

Athletic Administration

- **Middle School Program-** Last year Oak Middle School provided cross-country in the fall for both boys and girls. Both teams had a successful season and had in excess of 150 runners participating in the program competing in a 6 meet schedule. During the winter season, basketball was offered for boys and girls with each program averaging 24 athletes. They continue to be very competitive and completed an 18 game schedule. The excitement and energy generated on the cross-country course and on the basketball court was great. Additional programming will be considered as funding becomes available.
- **Coaches Education-** New Shrewsbury coaches take the state coaches' education course that has become required for new coaches by the MIAA. We feel this is essential as it covers the expectations and responsibilities of coaches.
- **Athletic Internship-** The athletic program operates with no dedicated clerical support. As a result, student interns are assigned throughout the day to assist the athletic director in the Athletic Office. Students receive 2.5 credits per semester for their work. This has been a great benefit to the athletic department and creates a more enjoyable atmosphere for athletes each day.

Shrewsbury High School Support Groups

Shrewsbury High School Athletic Booster Association- This past year has been a very active year for our parent-run booster organization. Their primary function has been to try and foster overall spirit for SHS sports teams. Parent volunteers provide support for contests, post contest-refreshments for athletes and end of the season banquets for individual teams to bring formal closure to their season. The Athletic Boosters Association also provides funding for replacement uniforms and equipment. The athletic program is very appreciative for the parental support it receives. As we look at the lean years ahead, there will be a continued need for their willingness to volunteer their time and energy in our efforts to maintain a quality athletic program.

- The SHS Athletic Boosters Association held monthly meetings during year. 2012-2013 marked the seventh year in which all athletic teams at Shrewsbury High School became members of the SHS Boosters Association. Their main task is to raise money in order to help offset budget shortfalls. They continue to provide funding for uniforms, equipment, senior scholarships, athletic fee scholarships, athletic awards, and other athletic needs by holding three major fundraisers each year. In the fall, the annual "Gold Card" fundraiser brings in approximately \$30,000 each year. Between their seasonal fundraisers and the annual golf tournament, they were able to assist with the provisions needed to maintain a complete athletic program. They are the main parent group who tries to oversee the fundraising plans set forth by all our athletic teams.
- Last year the athletic department received several large donations to the athletic department through corporate sponsors and other fundraising activities. These donations were made in an effort to re-establish funds to the athletic program that were cut through the budget process. As a result, Shrewsbury did not suffer a loss of its athletic programs and the athletic department was able to maintain a complete program of offerings for our student athletes.

Friends of Shrewsbury Crew- Financial need and increased participation led to a need for an additional source of funding for the crew program. The Friends of Shrewsbury Crew purchases specific pieces of equipment, including costly shells. The athletic program is very appreciative of all that FOOSC does to benefit the athletes within the crew program.

Athletic Fees 2012-13

The fall of 2012 marked the seventh year of athletic fees. The fee structure and registration process was explained to the parents of eighth grade through twelfth grade students at the *Athletic Registration Night* held in June 2012 and continued each season for the 2012-13 school year. Athletes and parents were informed that all fees, medical and permission forms were due to the Athletic Department on a specified date. This process seemed to work well for the athletic department and evaluation of the process is still on going. There were **13 athletes** who were unable to pay the athletic fee due to financial hardships. This was an increase from 8 the year before. The Booster's Association and private donations sponsored these ten students. Students who decided not to participate or were cut from a sport had checks mailed back to them when rosters were turned into the Athletic Office.

Athletic Fee Totals

Year	Grand Total
2009-10	\$338,610
2010-11	\$298,425
2011-12	\$317,405
2012-13	\$299,445



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE**



ITEM NO: V. Curriculum

MEETING DATE: 10/9/13

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE



ITEM NO: VI. Policy

MEETING DATE: 10/9/13

A. FY 2015 Budget Guidelines & Priorities: Vote

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee vote to approve the recommendation regarding the FY 2015 Budget Guidelines & Priorities?

BACKGROUND INFORMATION:

1. The School Committee has expressed the desire to set guidelines for the administration to follow in the development of the initial budget proposal.
2. Mr. Samia and Mr. Palitsch, members of the Subcommittee on Fiscal Guidelines, met with Dr. Sawyer and Mr. Hurley to review an initial draft, and then again to review feedback from the School Committee that was provided at the September 11 meeting.
3. At the September 25 meeting Mr. Palitsch and Mr. Samia outlined the revisions of the draft and the committee discussed the contents and next steps, including the opportunity for public comment.
4. A final set of guidelines is enclosed for approval.

ACTION RECOMMENDED:

That the School Committee vote to approve the recommendation regarding the FY 2015 Budget Guidelines & Priorities.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Liam Hurley, Director of Business Services
Dr. Joseph M. Sawyer, Superintendent of Schools



Shrewsbury School Committee

Fiscal Priorities & Guidelines for FY 2015 Budget Development

Submitted for Approval at October 9, 2013 School Committee Meeting

Overview

The School Committee wishes to provide the community with information about its priorities for the Fiscal Year 2015 School Department Budget. The School Committee also wants to provide specific guidance to the Superintendent of Schools and the School Department administration regarding the development of the initial Fiscal Year 2015 School Department Budget proposal.

Priorities

The School Committee's fiscal priorities for Fiscal Year 2015 are, in order of priority:

1. To bring as many sections as possible within School Committee guidelines for class size. These guidelines are: Preschool: 15; Kindergarten: 17-19; Grades 1 & 2: 20-22; Grades 3-8: 22-24; Grades 9-12: 18-20.
2. To provide sufficient resources to update curriculum so that it is in alignment with state expectations, including instructional materials and staff professional development.
3. To implement the School Committee's adopted Strategic Priorities and Goals to the greatest extent possible.

Assumptions

It is assumed that the initial FY15 School Department Budget proposal will:

1. Meet all legal mandates required of the school district.
2. Reflect the terms of collective bargaining agreements and other contractual obligations.
3. Provide sufficient resources to a) continue the current education program, and b) restore personnel and provide needed resources per the guidance below.
4. Utilize the best available information to project changes in costs (such as tuitions) and revenues (such as grants and state reimbursements), while assuming similar levels of funding from existing fees.
5. Consider ways to reduce or shift costs in order to achieve district priorities without additional funding allocations wherever possible.

Guidance

The School Committee recommends that the administration's initial FY15 Budget proposal should reflect the School Committee's fiscal and strategic priorities so that there are sufficient allocations for the following (categorized by strategic priority in no particular order):

Strategic Priority: Engaging & Challenging All Students

1. Additional teachers to bring all classes within class size guidelines, while presenting alternate scenarios that consider the potential need for phasing over multiple budget cycles.
2. Curriculum materials necessary to align the district's curriculum with the updated Massachusetts Curriculum Frameworks.
3. Professional development for educators to successfully adapt to new curriculum and assessment requirements and initiatives, technology initiatives, and state mandates.
4. Administrative capacity to implement mandated changes in curriculum, assessment, and educator evaluation.

Strategic Priority: Promoting Health & Wellbeing

1. Equipment and training necessary to further enhance safety and security.
2. Increased support for students with mental and behavioral health issues.

Strategic Priority: Enhancing Learning Through Technology

1. Expansion of the personal iPad program to Grade 8 in FY15 and preparation for expansion to SHS in FY16.
2. Completion of installation of interactive whiteboards in all core classrooms in Preschool – Grade 4.
3. Increased capacity to implement technology to provide cost-effective, in-district supports for special education.
4. Investments to increase opportunities for quality online learning and to improve operational efficiencies.

Strategic Priority: Increasing Value to the Community

1. Restructuring of the special education administrative model to build additional capacity for creating innovative and cost-effective in-district programs, as well as to provide adequate support and supervision of staff.
2. Adjustments to administrator compensation that reflect both market and performance factors, in order to retain and attract high performing leaders.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE**



ITEM NO: VI. Policy

MEETING DATE: 10/9/13

B. Bullying Prevention and Intervention Update: First Reading

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a first reading of an updated policy on Bullying Prevention and Intervention and the mandated Bullying Prevention and Intervention Plan?

BACKGROUND INFORMATION:

1. The Massachusetts Legislature recently passed an amendment to the anti-bullying law that requires school district anti-bullying policies and plans to specifically indicate that they apply to staff members as well.
2. Enclosed are an updated policy and plan that address the requirements of this new amendment to the anti-bullying law.

ACTION RECOMMENDED:

That the School Committee hear a first reading of an updated policy on Bullying Prevention and Intervention and the mandated Bullying Prevention and Intervention Plan.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

**School Committee Policy on Bullying Prevention and Intervention
Draft of Update
Presented to the School Committee on October 9, 2013**

The Shrewsbury Public Schools holds a core value of "respect and responsibility" and, as such, is committed to the continuous improvement of learning environments. In order to achieve these aspirations, the Shrewsbury Public Schools is committed to providing school environments where students are not subject to bullying and cyberbullying and the effects of such actions. Acts of bullying and cyberbullying are prohibited:

- (i) on school grounds; on property immediately adjacent to school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by the school district; or through the use of technology, including use of the school district's network for World Wide Web/internet/intranet access; use of a personal electronic device when present at the locations cited above; or use of an electronic device owned, leased or used by the school district, and
- (ii) at a location, activity, function or program that is not school-related, or through the use of technology, including through the World Wide Web/internet or use of an electronic device that is not owned, leased or used by the school district, if the acts create a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, or who provides information during an investigation of bullying, or who witnesses or has reliable information about bullying, also is prohibited.

Incidents of bullying may, in addition to being a violation of this policy, constitute a violation of civil rights laws including but not limited to Title II, Title VI, Title IX, and Section 504. Please see the anti-discrimination/harassment policies of the Shrewsbury Public Schools for further information.

A. Definitions

Aggressor is a student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

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

- (i) causes physical or emotional harm to the target or damage to the target's property;

- (ii) places the target in reasonable fear of harm to himself or of damage to his property;
- (iii) creates a hostile environment at school for the target;
- (iv) infringes on the rights of the target at school; or
- (v) materially and substantially disrupts the education process or the orderly operation of a school.

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Cyberbullying, as defined in M.G.L. c.71, s. 37O is bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying also includes:

- (i) the creation of a web page or blog in which the creator assumes the identity of another person;
- (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying; and
- (iii) the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying.

Cyberbullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites or posting comments on websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

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

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

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

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

B. Bullying and Retaliation Are Prohibited and Will Lead to Discipline

The Shrewsbury Public Schools absolutely prohibits bullying, cyberbullying and retaliation as defined above. Students who engage in bullying or retaliation will be subject to disciplinary action; however, disciplinary action taken must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, reflective writing assignments intended to educate the student aggressor, detentions, Saturday school, short-term or long-term suspensions, or expulsions from school as determined by the school administration, subject to applicable procedural requirements. Nothing in this policy is intended to prevent the school administration from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyberbullying, as defined above, but nevertheless is inappropriate for the school environment. Disciplinary actions will be in accordance with administrative disciplinary policies and applicable state and federal laws.

C. Reporting Obligations and Methods

A. **Reporting by Staff:** A member of school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall promptly report any instance of bullying or retaliation s/he has witnessed or become aware of to the school principal or designee. As with other situations requiring behavior management, staff members will intervene as needed to stop the problematic behavior and then communicate the behavior to the administration utilizing the process in place for reporting. If a school staff member is an alleged aggressor, the principal or designee shall investigate; if the alleged aggressor is the principal, the superintendent or designee shall investigate; if the alleged aggressor is the superintendent, the School Committee or designee shall investigate.

B. **Reporting by Students, Parents/Guardians, and Others:** The district expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the school principal or designee. An individual may make an anonymous report of bullying or retaliation; however, no disciplinary action may be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action. If a school staff member is an alleged aggressor, the principal or designee shall investigate; if the alleged aggressor is the principal, the superintendent or designee shall investigate; if the alleged aggressor is the superintendent, the School Committee or designee shall investigate.

Reporting to Parents/Guardians: Upon determining that bullying or retaliation has occurred, the principal or designee will notify the parent/guardian of the target and of the student aggressor of this finding and of the school's procedures for responding to it. If the alleged target and alleged student aggressor attend different schools, the principal receiving the report shall

inform the principal of the other student's school, and that principal or designee shall notify the student's parents of the report and procedures. See also section H below.

Reporting to Local Law Enforcement: At any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the school principal or designee has a reasonable basis to believe that the incident may involve criminal conduct, the school principal or designee will notify the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the Superintendent of the Shrewsbury Public Schools or designee will notify local law enforcement if s/he believes that criminal charges may be pursued. See also section H below.

Reporting to Administrator of Another School District or School: If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school and the Shrewsbury Public Schools is the first to be informed of the bullying or retaliation, then the Superintendent of the Shrewsbury Public Schools or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.

Reporting Methods: Each school shall have a reporting procedure in place for staff members to utilize. Each school shall communicate, through its handbook, the ways in which students and parents/guardians may report suspected bullying or cyberbullying, including anonymous reporting.

D. Investigation

The school principal or designee shall investigate promptly a report of bullying or retaliation, giving consideration to all the circumstances at hand, including the nature of the allegations and the ages of the students involved. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

Pre-Investigation: Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action, however, the rights of both the alleged target and **alleged** student aggressor must be considered.

Written statement of the complaint: The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred.

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

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

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

E. Determination

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

If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation:

- holding parent conferences;
- transferring student's classroom or school;
- limiting or denying student access to a part, or area, of a school;
- enhancing adult supervision on school premises;
- excluding from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities;
- providing relevant educational activities for individual students or groups of students (guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may be helpful in providing such programs);
- student action plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately (it is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student);
- arranging for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them (such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power); and
- providing counseling (or other appropriate services) or referral to such services outside of school for the target and/or the student aggressor and/or for appropriate family members of said students. The cost of outside counseling or other social services will not be the responsibility of the school district.

F. Closing the Complaint and Possible Follow-Up

If a complaint is substantiated, school staff will promptly provide notice to the parent/guardian of the target and the **student** aggressor. Notice will indicate what action is being taken to prevent any further acts of bullying or retaliation. Specific information about disciplinary action taken generally will not be released to the target's parents or guardians—unless it involves a "stay away" or other directive that the target must be aware of in order to report violations (see section H below).

If appropriate, within a reasonable time period following closure of the complaint, the administrative staff or designee will contact the target to determine whether there has been any recurrence of the prohibited conduct.

The district will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

G. Bullying Prevention Plan

Pursuant to M.G.L. c.71, s. 37O, the Shrewsbury Public Schools administration will develop a bullying prevention and intervention plan that will address the various provisions within the law. The plan will be developed in accordance with the requirements of the law and will be reviewed and updated if necessary at least biennially by the administration per the law. The plan will be communicated to parents and students annually. The plan will also include a provision for the ongoing professional development of all staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, and paraprofessionals, to prevent, identify, and respond to bullying.

The principal is responsible for the implementation and oversight of the bullying prevention and intervention plan within his or her school.

H. Communication

The principal or a designee will communicate findings to the parents/guardians of both the target and the **student** aggressor when an investigation determines that bullying or retaliation has occurred; communication of a complaint and investigation may occur prior to the investigation/determination if, in the principal or designee's judgment, such communication is in the best interests of the students and the school. All communications related to bullying complaints, investigations, and findings will take into consideration individual privacy concerns as well as state and federal law related to confidentiality of student records.

Pursuant to Department of Elementary and Secondary regulations (603 CMR 49.00) related to M.G.L. c. 71, s. 37O, pursuant to the Massachusetts Student Record Regulations (603 CMR 23.00), and pursuant to the Federal Family Educational Rights and Privacy Act regulations (34 CFR Part 99) school personnel may not disclose information from a student record to a parent except for the parent/guardian's own child. Therefore, specific information regarding disciplinary actions that become part of the aggressor's record may not be shared with the target or the parents/guardians of the target, unless it involves a "stay away" or other directive that the target must be aware of in order to report violations. School personnel may, however, share information with the family of the target regarding the process that was followed to investigate and determine whether bullying occurred; what general measures are being taken to protect the target from further acts of bullying or retaliation; and what is being

done to ensure that the target is reassured, receives help, and is provided with appropriate ways to communicate ongoing concerns.

The principal or designee will notify the Shrewsbury Police Department if he/she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor. The principal or designee may consult with the school resource officer or any other individuals deemed appropriate in order to make such a determination. Notification of law enforcement is not required in situations where bullying and retaliation can be handled appropriately within the school.

If, in the principal or designee's judgment, there is an immediate threat to the health and/or safety of a student or other individuals, information in the student record may be disclosed to appropriate parties during the period of emergency.

I. Reporting

The superintendent or a designee shall report annually to the School Committee regarding the frequency of bullying behaviors during the prior school year and to update the Committee regarding steps being taken in the schools to minimize such behaviors while promoting the continuous improvement of learning environments.

J. Response to a report of bullying by school staff

M.G.L. c. 71, § 37O, as amended in 2013, indicates that a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, is prohibited from bullying a student. If a report of a school staff member allegedly bullying a student is received, it shall be investigated in a manner consistent with the human resources practices of the Shrewsbury Public Schools. Investigations and responses to allegations of bullying of a student by a staff member shall respect the rights and responsibilities of staff members under all applicable laws, regulations, district policies, and/or collective bargaining agreements.

**Shrewsbury Public Schools
Bullying Prevention and Intervention Plan
Update – October 2013**

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I. PURPOSE

The Shrewsbury Public Schools Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying. The district is committed to working with students, staff, families, Shrewsbury Youth and Family Services, the Shrewsbury Police Department, and the community at large to prevent bullying and cyberbullying and to intervene appropriately and effectively when these behaviors do occur. In consultation with these constituencies, this Plan has been established in order to better prevent and respond to incidents of bullying, cyberbullying, and retaliation. It is the intention of the Shrewsbury Public Schools to go beyond basic compliance with the law in order to achieve its aspirational goal of "continuous improvement of learning environments" in order to honor its core value of "respect and responsibility."

II. RESPONSIBILITY FOR IMPLEMENTATION

The superintendent of schools is responsible for ensuring that the district's plan is communicated and implemented consistently throughout all schools. The principal of each school is responsible for the coordination and oversight of the Plan in his or her school; he or she may designate authority to an assistant principal or other appropriate staff to carry out elements of his/her responsibilities. All employees of the Shrewsbury Public Schools are responsible for helping to implement the plan by understanding the role they play in bullying prevention and intervention and acting in accordance with the Plan's expectations.

III. TRAINING AND PROFESSIONAL DEVELOPMENT

M.G.L. c. 71, § 37O requires the school district to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

- A. Annual staff training on the Plan. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district, once established pursuant to the law. This training may be conducted online, and staff members will acknowledge receiving this information through electronic sign-off. Staff members hired after the start of the school year will participate in this training as soon as possible after they are hired, or they may be exempted if they can demonstrate participation in an acceptable and comparable program within the last two years.
- B. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of schoolwide and districtwide professional development will be informed by research and will include information on:
- (i) developmentally (or age-) appropriate strategies to prevent bullying;
 - (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to

- stop bullying incidents;
- (iii) information regarding the complex interaction and power differential that can take place between and among a student aggressor, target, and witnesses to the bullying;
- (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- (v) information on the incidence and nature of cyberbullying; and
- (vi) Internet safety issues as they relate to cyberbullying.

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

Additional areas may be identified by the district or by a school for professional development in order to meet the district's goal of *continuous improvement of learning environments* and honor the district's core value of *respect and responsibility*.

- C. Written notice to staff. The school or district will provide all staff with an annual written notice of this Plan by publishing information about it, including sections related to staff duties and the legal mandate that students must never be bullied by staff, through the use of the district web site.

IV. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, student aggressors, families, and others are addressed. In order to meet these needs and enhance the district's capacity to prevent, intervene early, and respond effectively to bullying, the school district must provide services that respond to the dynamics of bullying and provide approaches to address the needs of targets and student aggressors. This includes a strategy for providing counseling or referral to appropriate services for student aggressors, targets, and family members of those students.

- A. Accessing counseling and other resources. While disciplinary action is a necessary element of bullying intervention as well as a deterrent, the state law specifies that the need for accountability must be balanced with the need to teach appropriate behavior and to provide supports to assist both the target and the student aggressor. Each school will develop a process for determining when a student or students, including the target and/or the student aggressor, shall have access to counseling from a school psychologist or school adjustment counselor. Interactions between school-based psychologists or counselors and students may occur as part of the routine engagement of staff to informally assist students with difficulties and problem solving during the school day, while longer term counseling services will involve notification of the parents/guardians of the student(s). It is important to note that school-based counseling services are limited in scope and are related to school-related issues, while more intensive or long term counseling for social-emotional issues should be provided by resources outside the school district. The school district may engage the services of individuals with expertise, such as social workers, counselors, psychologists or psychiatrists, to assist families with accessing appropriate outside counseling and mental health services.

When a school becomes aware of a problematic situation involving bullying that may require a coordinated response to provide intervention, support, and follow up for the students involved,

the school will convene a team will include representation from the school administration, school psychologist and/or adjustment counselor, school nurse, and other education professionals as deemed appropriate by the principal. This consultation team may also include the school resource officer. The intervention team will make recommendations for access to resources and services within the school to assist students who are having difficulties related to bullying issues.

- B. Community supports. The school district is fortunate to have strong existing relationships with community supports such as Shrewsbury Youth and Family Services and the Shrewsbury Police Department. When situations involving bullying occur, the school district may reach out to these organizations for assistance in developing a comprehensive action plan to remedy the situation. Further, the district may help families with students who are Medicaid-eligible to access community service agencies, or assist families in accessing wraparound programs that provide a variety of social services. The district will develop a protocol for schools to use to determine whether community supports may be appropriate and to ensure timely access to the proper resources.
- C. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the Individual Education Plan (IEP) Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.
- D. Referral to outside services. The school district will use its referral protocol for referring students and families to outside services. Clear protocols will help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies. Personnel who may assist with such referrals may include administrators, psychologists, counselors, clinical coordinators, and/or consulting psychiatrist.

V. INSTRUCTION IN BULLYING PREVENTION

The law requires each school or district to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. These curricula must be "evidence-based." Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development, per guidelines published by the Department of Elementary and Secondary Education (DESE) The district considers the following suggested guidelines from the DESE:

- A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:
 - using scripts and role plays to develop skills;
 - empowering students to take action by knowing what to do when they witness or become aware of other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
 - helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
 - emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;

- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

B. Instructional programming currently in place. The Shrewsbury Public Schools will continue to utilize a variety of instructional approaches already in place to teach students how to prevent bullying and how to report or intervene appropriately. These include:

- Health instruction that occurs at the elementary, middle, and high school levels which includes specific instruction in anti-bullying, ways to empower bystanders or those who become aware of bullying, strategies for responding to bullying situations, etc.
- Instruction regarding the district's technology acceptable use policy that includes learning about appropriate and inappropriate use of the Internet.
- The use of social curricula, including elements from *Responsive Classroom* in the elementary grades and early middle school grades.
- The use of all school meetings or student assemblies where staff emphasize expectations regarding bullying prevention, students present information or act out scenarios, guest speakers address the topic, etc.

C. Communication of the Bullying Prevention and Intervention Plan to students. After this plan is adopted, schools will communicate the student-related elements of the plan to students using methods and language that are developmentally and age appropriate, and will do so each year during the initial phase of the school year. This communication may be through classroom activities, all school meetings or student assemblies, and through written documents, such as handbooks.

D. General teaching approaches that support bullying prevention efforts. The DESE suggests that the following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students that respect human differences, including differences related to disability, gender, sexual orientation, ethnicity or race, religion, appearance, socioeconomic status (including homelessness) or other characteristics or traits of an individual;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and co-curricular activities, particularly in their areas of strength.

VI. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report promptly to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Each school will utilize a procedure for staff to provide such reports by use of a written form and/or an online tool. In accordance with the law, reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously, with the understanding that no student shall be subject to discipline based solely on an anonymous report. Each school will make a variety of reporting resources available to the school community which may include, but is not limited to, a web-based reporting tool, a voice mail box, a dedicated mailing address, and/or an email address. The school will communicate the availability of these tools and the policies for reporting when they are established and then at the beginning of each school year thereafter and will be included in student handbooks and on the district and school web sites. This information will also be provided in other prevalent languages other than English used by families in the school district.

1. Reporting by staff

B. A staff member will report promptly to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. As is the case with any inappropriate behavior, staff members will intervene as needed to stop the problematic behavior and then communicate the behavior to the administration. It is important that situations that raise concern or suspicion regarding potential bullying be reported, as multiple reports from different sources may alert the administration to a pattern of which individual staff members would be unaware. If a school staff member is an alleged aggressor, the principal or designee shall investigate; if the alleged aggressor is the principal, the superintendent or designee shall investigate; if the alleged aggressor is the superintendent, the School Committee or designee shall investigate.

2. Reporting by students, parents or guardians, and others

C. The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged student aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee. If a school staff member is an alleged aggressor, the principal or assistant principal shall investigate; if the alleged aggressor is the principal, the superintendent or designee shall investigate; if the alleged aggressor is the superintendent, the School Committee or designee shall investigate.

D. Responding to a report of bullying or retaliation by a student.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the **student** aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the **student** aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations in 603 CMR 49.00.
- b. Notice to another school or district. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to law enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the **student** aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

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

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged **student** aggressor, target, and witnesses **of the importance of the investigation, their obligation to be truthful, and that retaliation against someone who reports bullying or provides information during a bullying investigation** is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

- F. Determination and notification. The principal or designee will make a determination based upon all of the facts and circumstances. School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. Courts have determined that, when applied to children, the "reasonable person" standard is that of a reasonable person of like age, intelligence, and experience under like circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or **student** aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the **student** aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations. School personnel may, however, share information with the family of the target regarding the process that was followed to investigate and determine whether bullying occurred; what general measures are being taken to protect the target from further acts of bullying or retaliation; and what is being done to ensure that the target is reassured, receives help, and is provided with appropriate ways to communicate ongoing concerns.

- E. Responses to bullying. This section enumerates strategies for building students' skills and other individualized interventions that the school or district may take in response to remediate or prevent further bullying and retaliation.

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and/or
- making a referral to the school's intervention team, or for a formal evaluation.

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct.

The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, reflective writing assignments intended to educate the **student** aggressor, detentions, Saturday school, short-term or long-term suspensions, or expulsions from school as determined by the school administration, subject to applicable procedural requirements. Nothing in this plan is intended to prevent the school administration from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyberbullying, as defined above, but nevertheless is inappropriate for the school environment. Disciplinary actions will be in accordance with administrative disciplinary policies and applicable state and federal laws.

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

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. It is up to the

principal or designee's judgment as to what steps may be taken to promote a safe school environment, and the administrator may consult with the target, counselor or psychologist, teachers, etc. in determining what approaches might be used (such as providing a regular adult contact for check-ins for the target, providing increased supervision of a certain location, etc.).

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct so that the administrator may determine whether additional supportive measures are needed.

F. Responses to a report of bullying by school staff. The law, as amended, indicates that a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, is prohibited from bullying. If a report of bullying by a school staff member is received, it shall be investigated in a manner consistent with the human resources practices of the Shrewsbury Public Schools. Investigations and responses to allegations of bullying by staff shall respect the rights and responsibilities of staff members under all applicable law, regulation, district policy, and/or collective bargaining agreements.

VII. COLLABORATION WITH FAMILIES

- A. Parent education and resources. The school or district will offer education programs for parents and guardians that are focused on ways that families can support bullying prevention and intervention efforts related to school-based bullying as well as cyberbullying. The programs will be offered in collaboration with PTOs, School Councils, Special Education Parent Advisory Council, Shrewsbury Youth and Family Services, local law enforcement agencies, and other appropriate organizations. The district will provide resources on its web site, including information and tips regarding how to monitor students' use of communication technology (texting, social networking, web posting, etc.).
- B. Notification requirements. Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice through the handbook each year about the student-related sections of the Plan and the school's or district's Internet safety policy and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

VIII. PROHIBITION AGAINST BULLYING AND RETALIATION

The law requires this Plan to include a statement prohibiting bullying, cyberbullying, and retaliation. The statement must be included in the Plan and included in the student code of conduct, the student handbook, and in yearly staff communication.

A. Statement prohibiting bullying, cyberbullying, and retaliation: The Shrewsbury Public Schools holds a core value of "respect and responsibility" and, as such, is committed to the continuous improvement of learning environments. In order to achieve these aspirations, the Shrewsbury Public Schools is committed to providing school environments where students are not subject to bullying and cyberbullying and the effects of such actions. Acts of bullying and cyberbullying are

prohibited:

- (i) on school grounds; on property immediately adjacent to school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by the school district; or through the use of technology, including use of the school district's network for World Wide Web/Internet/intranet access; use of a personal electronic device when present at the locations cited above; or use of an electronic device owned, leased or used by the school district, and
- (ii) at a location, activity, function or program that is not school-related, or through the use of technology, including through the World Wide Web/Internet or use of an electronic device that is not owned, leased or used by the school district, if the acts create a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, or who provides information during an investigation of bullying, or who witnesses or has reliable information about bullying, also is prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

IX. DEFINITIONS

The following definitions are provided by the DESE and are utilized by the Shrewsbury Public Schools:

Aggressor is a student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

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

- (i) causes physical or emotional harm to the target or damage to the target's property;
- (ii) places the target in reasonable fear of harm to himself or of damage to his property;
- (iii) creates a hostile environment at school for the target;
- (iv) infringes on the rights of the target at school; or
- (v) or materially and substantially disrupts the education process or the orderly operation of a school.

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Cyberbullying, as defined in M.G.L. c.71, s. 37O is bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying also includes:

- (i) the creation of a web page or blog in which the creator assumes the identity of another person;
- (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying; and
- (iii) the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying.

Cyberbullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites or posting comments on websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

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

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

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

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

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE**



ITEM NO: VII. Budget
A. Fiscal Year 2014 Budget: Update

MEETING DATE: 10/9/13

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report on the 2014 year-to-date budget status?

BACKGROUND INFORMATION:

1. Mr. Hurley will present an update on the 2014 Fiscal Year operating budget.

ACTION RECOMMENDED:

That the School Committee hear the report and take such action as it deems in the best interest of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Liam Hurley, Director of Business Services

**FY 2014 OPERATING BUDGET STATUS REPORT
AS OF 9 OCTOBER 2013**

	FY14 Budget	Expended & Encumbered	Percent Exp./Enc.	Year End Projection	Dollar Variance	Percent Variance
Admin. Sal. (CO, Principals & Unit B)	\$ 2,596,066	\$ 683,050	26.3%	\$ 2,596,066	\$ -	0.0%
Unit A Salaries (Teachers, Nurses, etc.)	\$ 28,833,540	\$ 3,513,997	12.2%	\$ 28,858,540	\$ (25,000)	-0.1%
Aides/ABA/Para. Wages	\$ 4,347,432	\$ 664,291	15.3%	\$ 4,413,432	\$ (66,000)	-2.2%
Secretarial Wages & Non- Represented	\$ 1,591,839	\$ 284,053	17.8%	\$ 1,591,839	\$ -	0.0%
Substitutes (daily & long-term)	\$ 603,000	\$ 49,251	8.2%	\$ 700,000	\$ (97,000)	-18.3%
Other Wages/Sal. (See Note 1)	\$ 889,177	\$ 139,330	15.7%	\$ 889,177	\$ -	0.0%
In-district & Vocational Transport	\$ 2,173,889	\$ 2,129,438	98.0%	\$ 2,198,889	\$ (25,000)	-1.4%
SPEED Transportation & Monitors	\$ 1,371,515	\$ 1,250,000	91.1%	\$ 1,371,515	\$ -	0.0%
Vocational Tuition	\$ 2,244,040	\$ 2,101,240	93.6%	\$ 2,101,240	\$ 142,800	6.2%
SPEED Tuition (see Note 2)	\$ 4,815,477	\$ 6,357,566	132.0%	\$ 4,770,277	\$ 45,200	1.6%
Other Expenses (See Note 3)	\$ 2,574,671	\$ 1,686,303	65.5%	\$ 2,549,671	\$ 25,000	1.1%
TOTALS	\$ 52,040,646	\$ 18,858,519	36.2%	\$ 52,040,646	\$ -	0.0%

Format Notes:

Note 1. Other Wages/Sal. include custodian & police details, extra duty & mentoring stipends, Summer Special Education salaries, crossing guards , tuition reimbursement and

Note 2. SPED Tuition projection year ending is net Special Education Circuit Breaker Reimbursement funding

Note 3. Other expenses include (but are not limited to) contracted services, Site Based Management (SBM) funds, office supplies, text books and education supplies, technology, equipment leasing & repairs, custodial supplies, travel, postage etc...

Note 4. Salary projections subject to change based on collective bargaining agreements



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE**



ITEM NO: VIII. Old Business

MEETING DATE: 10/9/13

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE**



ITEM NO: IX. New Business

MEETING DATE: 10/9/13

A. Assabet Valley Collaborative: Quarterly Update

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a quarterly update on the status of the Assabet Valley Collaborative?

BACKGROUND INFORMATION:

1. The new state law governing educational collaboratives requires quarterly updates to member school districts.
2. The report will provide information regarding AVC's programs and services, utilization by Shrewsbury students, and AVC Board agenda topics.
3. Further information will be provided under separate cover.

ACTION RECOMMENDED:

That the School Committee hear a quarterly update on the status of the Assabet Valley Collaborative and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



Assabet Valley Collaborative

57 Orchard Street

Marlborough, MA 01752

Phone: 508-481-3611 Fax: 508-481-0379

Cathy Cummins

Executive Director

ccummins@assabet.org

www.avcollaborative.org

Assabet Valley Collaborative FY14 Quarterly Report #1 (of 4) to Member School Committees October 2013

Highlights:

- **Collaborative Law Implementation – [Chapter 43 of the Acts of 2012](#)**
 - DESE Appointment of Representative to Board continues to be delayed
 - Board Member Training complete
 - Amended Collaborative Agreement in development (revision #3) – projected for School Committee Action December-February.
 - [Commission Report](#) recommends increased capacity at collaboratives along with more regulatory and statutory compliance
 - Legislation filed & under revision to address Commission's recommendations - [House, No. 458](#)

- **[AVC Board Meeting Dates & Tentative Topics for year](#)**

- **FY13 Accomplishments**
 - Facilities – 25-year lease at Bigelow School; Expansion Satellite classroom Evolution
 - [Website](#) -- [Board meeting postings](#) and Multi-district PD/Course Sharing
 - Chapter 43 Compliance – Website, Annual Report, Audits, Agreement, Reporting
 - New Evaluation phase in – SMART goals
 - Multi-district Paraprofessional Training
 - Transition to new special education transportation vendor
 - Adoption of Collaborative Improvement and Program Improvement Goals aligned to Educator Evaluation System

- **Major priorities & challenges for AVC in FY13**
 - Peer Review – Role of School Psychologist
 - Cultural Proficiency, Student & Family Engagement, Technology Integration
 - Full Implementation of New Educator Evaluation System
 - Support to Districts in Addressing Continuing Mandates
 - Virtual Learning
 - Amendments to Collaborative Agreement
 - Collaboration with DESE and other collaboratives to expand capacity
 - Needs Assessment and Strategic Planning with Member Districts
 - Continue to integrate new Members – Grafton & Millbury
 - Historical enrollment data – view of organizational viability

Providing joint programs and services for school districts of:

Assabet Valley Region . Berlin/Boylston Region . Berlin, Boylston, Grafton, Hudson . Marlborough . Maynard . Millbury. Nashoba Region . Northborough . Northborough / Southborough Region . Southborough . Shrewsbury . Westborough



2013-2014 Board of Directors Schedule for Tentative Topics and Timelines*

*These topics are listed for planning purposes and are subject to change.
 AVC Board Agendas and Minutes are posted in compliance with Open Meeting Law at www.avcollaborative.org

<p>September 27 2:00-4:00 Location: AVC</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Executive Director and Organizational Goal Setting • Implementation of educator evaluation regulations • Board Priorities for year • Financial Audit/Year End FY13 (update) • New Hires • Enrollment Update • Construction/Renovation Updates • Representatives for Standing Committee meetings – Finance, Policy & Regional • Treasurer’s Report • Legislative and DESE updates – regulations, Collaborative Agreement, Regionalization
<p>October 25 2:00-4:00 Location: Trotter Middle, Southborough 49 Parkerville Rd Southborough, MA 01772</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Program Highlight – REACH • Educator Impact conversation – John D’Auria • HB 458 (Act Relative to Education Collaboratives) • Amended Collaborative Agreement and associated policies – first reading • FY13 Audit update • FY14 Financial Report • Preliminary FY15 Budget process • Building Updates • Materials for Superintendent’s Quarterly Report (1 of 4) to School Committees
<p>November 15 2:00-4:00 Location: AVC</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Committee Highlight – Operating Committee • Draft FY13 Audit Report • Draft of FY13 Annual Report • Amended Collaborative Agreement – second reading and vote to adopt • Update from policy committee on drafting of policies • Approach to negotiating Administrator contracts expiring FY14 – Executive Director, Director of Finance, Director of Satellite Programs • Employee Compensation for FY15 • Update on building/capital projects for FY15+ • Update from Central Massachusetts regional meeting
<p>December 19 2:00-4:00 Location: AVC</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Program Highlight – FSP & Consultation Services • FSP Cost-Avoidance Study presentation • Final FY14 Audit report – acceptance • Final FY14 Annual Report - acceptance • Draft FY15 Budget • Annual Report & Audit need to be submitted to School Committees, DESE & State Auditor by January 1 • Materials for Superintendent’s Quarterly Report (2 of 4) to School Committees

Providing joint programs and services for school districts of:

Assabet Valley Region . Berlin/Boylston Region .Berlin. Boylston. Grafton. Hudson . Marlborough . Maynard . Millbury. Nashoba Region . Northborough . Northborough / Southborough Region . Southborough . Shrewsbury . Westborough



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE**



ITEM NO: IX. New Business

MEETING DATE: 10/9/13

B. Assabet Valley Collaborative Representative: Vote

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee vote to appoint the superintendent as the district's representative on the AVC Board of Directors?

BACKGROUND INFORMATION:

1. Each year, the School Committee must vote to appoint the superintendent as the district's representative on the AVC Board of Directors.

ACTION RECOMMENDED:

That the School Committee vote to appoint Dr. Joseph M. Sawyer as the Shrewsbury Public Schools' representative on the Assabet Valley Collaborative Board of Directors.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE**



ITEM NO: X. Approval of Minutes

MEETING DATE: 10/9/13

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee approve the minutes of the School Committee meetings on September 25, 2013?

BACKGROUND INFORMATION:

The minutes will be provided under separate cover.

ACTION RECOMMENDED:

That the School Committee vote to approve the minutes of the School Committee meeting on September 25, 2013.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandy Fryc, Chairperson
Mr. Jason Palitsch, Secretary



SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE



ITEM NO: XI. Executive Session

MEETING DATE: 10/9/13

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee enter into executive session for the purpose of discussing negotiations where discussion in open session may have a detrimental effect on the bargaining position of the public body?

BACKGROUND INFORMATION:

That the School Committee discuss the information presented and take such action as it deems to be in best interests of Shrewsbury Public Schools.

ACTION RECOMMENDED:

That the School Committee enter into executive session.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Barbara A. Malone, Director of Human Resources
Mr. Mary Beth Banios, Superintendent of Schools



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE**



ITEM NO: XII. Information Enclosures
ITEM NO: XIII. Adjournment

MEETING DATE: 10/9/13

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION: