



**School Committee
Meeting Book**

**January 20, 2021
7:00 pm**

**Town Hall -100 Maple Avenue
Selectmen's Meeting Room**



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

AGENDA

January 20, 2021 7:00pm
Remote Meeting

THIS MEETING IS NOT OPEN TO PHYSICAL PARTICIPATION BY THE PUBLIC. TOWN HALL IS CLOSED TO THE PUBLIC FOR MEETINGS. THIS MEETING WILL BE BROADCAST LIVE ON LOCAL CABLE CHANNELS 29 & 329 AND STREAMED LIVE ON THE SHREWSBURY MEDIA CONNECTION WEBSITE AT <https://videoplayer.telvue.com/player/iE0p5N2b-Se5BhxS-3KDrHfUWzLHfku2/stream/722>. SEE BELOW FOR INFORMATION ON CONTACTING THE CHAIR OF THE SCHOOL COMMITTEE RE: PUBLIC PARTICIPATION.

On March 12, 2020, Governor Baker issued an Executive Order modifying certain requirements of the Open Meeting Law, to enable public bodies to carry out their responsibilities while adhering to public health recommendations regarding social distancing.

The Executive Order relieves public bodies from the requirement in the Open Meeting Law that meetings be conducted in a public place that is open and physically accessible to the public, provided that the public body makes provision to ensure public access to the deliberations of the public body through adequate, alternative means. "Adequate, alternative means" may include, without limitation, providing public access through telephone, internet, or satellite enabled audio or video conferencing or any other technology that enables the public to clearly follow the proceedings of the public body in real time. A municipal public body that for reasons of economic hardship and despite best efforts is unable to provide alternative means of public access in real time may instead post on its municipal website a full and complete transcript, recording, or other comprehensive record of the proceedings as soon as practicable afterwards.

In addition, all members of a public body may participate in a meeting remotely; the Open Meeting Law's requirement that a quorum of the body and the chair be physically present at the meeting location is suspended.

All other provisions of the Open Meeting Law, such as the requirements regarding posting notice of meetings and creating and maintaining accurate meeting minutes, as well as the limited, enumerated purposes for holding an executive session, remain in effect.

While for this meeting the School Committee and members of the School Department administrative team will physically meet at the location listed above, members of the public may not attend in person. If a member of the public wishes to participate remotely in the Public Participation portion of the meeting, they should contact the Committee Chair, Ms. Sandra Fryc, by sending an email to schoolcommittee@shrewsbury.k12.ma.us.

Items

Suggested time allotments

- | | |
|---|--|
| I. Public Participation | <div style="border: 1px solid black; padding: 10px; text-align: center;">7:00-7:05</div> |
| II. Chairperson's Report & Members' Reports | |
| III. Superintendent's Report | |
| IV. Time Scheduled Appointments: | |
| A. Update on Reopening of the 2020-2021 School Year: Report | 7:05 – 7:30 |
| B. SHS Program of Studies for 2021-2022 School Year: Report | 7:30 – 7:50 |
| C. Elementary Redistricting Project: Recommended Options | 7:50 – 8:50 |
| V. Curriculum | |
| VI. Policy | |
| A. Updated Policy on Title IX Requirements: First Reading | 8:50 – 9:00 |



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

- VII. Finance & Operations
- VIII. Old Business
- IX. New Business
- X. Approval of Minutes 9:00 – 9:05
- XI. Executive Session 9:05 – 9:30
 - A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes.
 - B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association.
- XII. Adjournment 9:30

Next regular meeting: January 27, 2021



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: **01/20/21**

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 the 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:

School Committee Members
Ms. Sandra Fryc, Chairperson
Mr. Jon Wensky, Vice Chairperson
Dr. B. Dale Magee, Secretary
Ms. Lynsey Heffernan, Committee Member
Mr. Jason Palitsch, 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 MEETING**

ITEM NO: **IV. Time Scheduled Appointments:** MEETING DATE: **01/20/21**
A. Update on Reopening of the 2020-2021 School Year: Report

BACKGROUND INFORMATION:

Dr. Sawyer and members of the leadership team will provide an update on the reopening of schools for students for the 2020-2021 school year.

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:

Dr. Joseph M. Sawyer, Superintendent of Schools
District Administrators



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: IV. Time Scheduled Appointments: **MEETING DATE: 01/20/21**
B. SHS Program of Studies for 2021-2022 School Year: Report

BACKGROUND INFORMATION:

Each year, the high school leadership team makes recommendations for adjustments to the course offerings based on a variety of factors. Mr. Todd Bazydlo and Ms. Maureen Monopoli will highlight the proposed changes for 2021- 2022, which are articulated in the enclosed memo. After hearing questions and feedback from the Committee, proposed changes will be incorporated into the complete draft of the proposed Program of Studies, which will be included in materials for the next meeting, when the Committee will be asked to vote to approve the document.

ACTION RECOMMENDED:

That the School Committee hear the report, ask questions and provide feedback, and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Todd Bazydlo, Principal, Shrewsbury High School
Ms. Maureen Monopoli, Assistant Principal, Shrewsbury High School

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



Memorandum

To: Dr. Joseph Sawyer
From: Todd Bazydlo
Date: December 23, 2020
Re: Proposed Changes to the 2021-2022 HS Program of Studies

I am pleased to present proposed changes and additions to the *Program of Studies* for the 2021-22 school year. The majority of the changes presented within this document are in response to the growing demands of our diverse school population and align with current educational research. I look forward to providing the School Committee more detail regarding the revisions listed below at the January meeting.

Thank you for your consideration and support.

English Language Education Department

1. Change the name of the courses *ELE American Culture & History I* and *II* to *ELE US Culture & History I* and *ELE US Culture & History II* to better align with the Social Science Department course offerings.

Family and Consumer Sciences Department

1. *Mediterranean Cuisine* will be offered during the 2021-2022 school year; *Foods of the World* will not be offered during the 2021-2022 school year.
2. *Baking and Pastry Arts* will be offered during the 2021-2022 school year; *Culinary Methods for Nutritious Foods* will not be offered during the 2021-2022 school year.

Foreign Language to World Languages

1. Change the name of the department from *Foreign* to *World Languages* as this terminology is more inclusive and preferred by Department of Elementary and Secondary Education.
2. Change Mission Statement to: The World Language Program at Shrewsbury High School believes that all students are capable of learning a language. Our goals are to move students along the proficiency ladder in Modern Languages and for our Classical Languages, students will be provided with the skills to interpret and develop an understanding and appreciation of Latin Literature while learning how this language connects to Modern English.

3. Add Course: *Foundations of Linguistics 1* This course will explore the methods and findings in the field of modern linguistics, the study of language. The curriculum will address each branch of linguistics: phonology, morphology, syntax, and semantics. Students will gain and demonstrate knowledge of the precepts of each of these disciplines, read and explore the relevant body of research in each field, and design and complete a project or experiment that demonstrates an understanding of the material and its relevance.
4. Add course (aligns with district work on equity and diversity): *Heritage Spanish 1* This course is designed specifically for students whose first language may be Spanish or who are bilingual. The course will focus on contemporary issues in the US and Hispanic worlds and how one's language forms one's identity. Students will be assessed on points of view in spoken and written Spanish.
5. Add course (aligns with district work on equity and diversity): *Heritage Portuguese 1* This course is designed specifically for students whose first language is Portuguese or who are bilingual. The course will focus on contemporary issues in the US and Lusophone worlds and how one's language forms one's identity. Students will be assessed on points of view in spoken and written Portuguese.
6. Drop course: *Spanish 2 Language and Culture*
7. Change the name of *French 1* to *Introductory French 1* with the following description change: This course is designed for students at the novice level of language proficiency. Focus will be on the acquisition of thematic vocabulary and the incorporation of appropriate grammatical structures essential for basic communicative skills at the novice level. Students will learn to speak, read, and write at a beginning level on topics such as school, family, hobbies, etc. They will be able to produce and understand simple conversations. The target for this course is novice mid. The course will be taught 50-75% in the target language.
8. Change the name of *Accelerated French 1* to *Introductory French 2* with the following description change: Prerequisite: Introductory French 1 or Prior Course at Novice Level This course is the second year of the two year novice sequence and satisfies the second year of language study for college entry. It is designed specifically for students who need a modified pace but wish to complete two years of French. Focus will be on thematic vocabulary and reinforcement of novice grammatical structures. Students will continue to learn to speak, read, and write about topics pertinent to their lives and will reinforce their knowledge of the present tense from Intro 1 (or equivalent) and build on those skills. The target for this course is novice high. The Course will be taught 50-75% of the target language.
9. Change the name of *Spanish 1* to *Introductory Spanish 1* with the following description change: This course is designed for students at the novice level of language proficiency.

Focus will be on the acquisition of thematic vocabulary and the incorporation of appropriate grammatical structures essential for basic communicative skills at the novice level. Students will learn to speak, read, and write at a beginning level on topics such as school, family, hobbies, etc. They will be able to produce and understand simple conversations. The target for this course is novice mid. The course will be taught 50-75% in the target language.

10. Change the name of *Accelerated Spanish I* to *Introductory Spanish 2* with the following description change: Prerequisite: Introductory Spanish 1 or Prior Course at Novice Level and teacher recommendation. This course is the second year of the two year novice sequence and satisfies the second year of language study for college entry. It is designed specifically for students who need a modified pace but wish to complete two years of Spanish. Focus will be on thematic vocabulary and reinforcement of novice grammatical structures. Students will continue to learn to speak, read, and write about topics pertinent to their lives and will reinforce their knowledge of the present tense from Intro 1 (or equivalent) and build on those skills. The target for this course is novice high. The Course will be taught 50-75% of the target language.
11. Change the names of intermediate modern language courses (*French, Chinese, and Spanish Levels 2/2H through 5/5H*) to include the intermediate level terminology used by American Council on Teaching the Foreign Languages (ACTFL):
 - i. *Chinese 2/2H to Intermediate Chinese 2/2H*
 - ii. *Chinese 3/3H to Intermediate Chinese 3/3H*
 - iii. *Chinese IV/IVH to Intermediate Chinese IV/H*
 - iv. *Chinese V/VH to Intermediate Chinese V/VH*
 - v. *French 2/2H to Intermediate French 2/2H*
 - vi. *French 3/3H to Intermediate French 3/3H*
 - vii. *French IV/IVH to Intermediate French IVH*
 - viii. *French V/VH to Intermediate French V/VH*
 - ix. *Spanish 2/2H to Intermediate Spanish 2/2H*
 - x. *Spanish 3/3H to Intermediate Spanish 3/3H*
 - xi. *Spanish IV/IVH to Intermediate Spanish IVH*
 - xii. *Spanish V/VH to Intermediate Spanish V/VH*

Instructional Technology and Media Services (ITAMS)

1. Add a new course: *Financial Literacy*. Do you want to feel more confident with your finances and learn how to plan for your financial success? Financial Literacy will provide students with an overview of financial concepts, focusing on skills and information needed to manage one's own finances. This course will enable students to make informed personal financial decisions by learning about topics such as budgeting and money management, savings and investment strategies, consumer credit, and types of loans. Students will develop and analyze financial plans and scenarios, enabling them to understand how to achieve short and long term financial goals. The understanding of financial literacy that students develop in this course will help them to become financially responsible individuals.

2. Adjust the titles of the Television Production courses by adding “and Film” to each course title. Introduction to Television Production will become *Introduction to Television Production and Film*. Television II will become *Television Production and Film II*. Advanced Television will become *Advanced Television Production and Film*.
3. Split the full-year Television Production II course into two semester courses, *Television Production and Film II* and *Television Production and Film III* to enable more students to take the courses.
4. *Computer Programming with JAVA* will not be offered during the 2021-2022 school year to enable us to run our new *Financial Literacy* course.
5. *Multimedia Applications* will not be offered during the 2021-2022 school year to enable us to offer more sections of our television production and film courses.
6. *Advanced Multimedia Design* will not be offered during the 2021-2022 school year to enable us to offer more sections of our television production and film courses.

Science & Engineering

1. Postpone implementation of new course: *Human Body Systems* for a 2nd time
NOTE: This is the 2nd of 3 courses that will need to be introduced as a result of receiving a \$50,000 grant related to implementing a PLTW Biomedical pathway. For a second time, The One8Foundation has agreed to allow us to postpone implementation of the grant and pathway as we navigate through our current situation. We have received \$30,000 of the \$50k, the remaining \$20k will be on hold for a second year with hopes of course implementation for the start of the 22-23 school year.

Social Sciences

1. Eliminate *Exploring Family History* as this course has historically been under-enrolled.
2. Minor language change to reflect current practice related to prerequisites for *AP Psychology*, *AP Human Geography* and *AP US History*.
 Prerequisite: Course placement is based on the teacher’s recommendation and past academic performance.
3. Change the name of *Law & Order* to *Law* to more accurately reflect course content.
4. Update the units of study listed in the course description for *World Civilizations*, *US History I* and *US History II* to reflect curriculum shifts that will be implemented as a result of the revisions to the Massachusetts History and Social Science Frameworks.
 - a. *World Civilizations:* In the first semester, students will investigate world history from 1500 until 1900 through the following units of study: World Religions, Power & Wealth, Revolution, Nationalism, Industrialization, and Imperialism. The second semester will include an examination of world events from the 1900s

through the late 20th century through the following units of study: the Great War and its aftermath, Rise of Facism and World War II, the Cold War, and the Global Age.

- b. *US History I*: Students will study the causes and consequences of the American Revolution, as well as the development of the U.S. Constitution. Other units of study will include Federal vs. State power, Economic & Social Change, Civil War, Reconstruction, and the West.
 - c. *US History II*: Units of study will include US foreign policy, the 1920s and 1930s, the World War II Era, Cold War Abroad, Rebellion & Reaction including the Civil Rights Movement and Modern America.
5. Add language to *US History II*, *US History II: American Studies* and *AP US History* identifying where students will engage in the Civics Action Project required by the Massachusetts State Legislature.
- During the second semester of the course, students will engage in the six stages of a Civics Action Project as identified by the Massachusetts Department of Elementary & Secondary Education.

Visual Arts

1. Course title change - Drop the word Sculpture from Ceramics II and III. While students in those ceramics courses will still be exposed to the elements of three-dimensional design, there is a separate Sculpture and Installation course for those interested in exploring other sculptural materials.
2. Add a new course *Darkroom Photography II* offered Semester II during the 2021/2022 school year adding the following description:
Prerequisite: *Traditional & Digital Photography* *Teacher signature required
Do you love to take photos and want to learn even more about film photography? This class will expand on your use of the 35mm film camera. Students will be using the darkroom to create traditional black and white prints and will be experimenting with a variety of techniques to enhance images. Students will shoot a variety of subjects including portraits, landscapes, still life, candids, close-ups and will work towards developing a cohesive body of work in their own distinct style. Students will continue to learn about composition and the history of photography. *A materials fee of \$35.00 is assessed for paper and film. Offered Semester 2 only.*



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: IV. Time Scheduled Appointments: **MEETING DATE: 01/20/21**
C. Elementary Redistricting Project: Recommended Options

BACKGROUND INFORMATION:

At the meeting on January 6, the School Committee was presented with a summary of redistricting options that the consulting team created based on the School Committee's guiding principles and feedback from the Redistricting Committee. A Community Forum on redistricting was held January 12, and the Redistricting Committee met again on January 14th to continue reviewing options. Members of the Redistricting Committee and representatives from AppGeo will present two recommended options for review by the Committee and another option that was focused on socio-economic parity that the Redistricting Committee wants to highlight, but was not recommended by a majority of the committee members. Members of the Redistricting Committee will be available to answer questions.

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 & OTHERS AVAILABLE FOR PRESENTATION:

Ms. Kate Hickey, Principal in Charge, AppGeo

Ms. Priya Sankalia, Project Manager, AppGeo

Ad hoc Redistricting Committee Members

Sandra Fryc (Chair) and Jon Wensky (Vice Chair), School Committee

Tiffany Ostrander, Principal, Calvin Coolidge School

Bryan Mabie, Principal, Spring Street School

Sanam Zaer, Parent, Spring Street School

Shannon Creedon, Parent, Walter J. Paton School

Rajesh Velagapudi, Parent, Floral Street School

Christine Jasinski, Parent, Calvin Coolidge School

Terrick Andey, Parent, Beal Early Childhood Center

Patrick Collins, Assistant Superintendent for Finance & Operations

Dr. Joseph M. Sawyer, Superintendent of Schools



Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

15 January 2021

To: School Committee

Subj: ELEMENTARY SCHOOLS REDISTRICTING PROJECT: RECOMMENDED OPTIONS

Background

We are very pleased that the new Major Howard W. Beal Elementary School will open on time [and under budget] this coming August 2021. It has a design capacity of 790 students for grades kindergarten through grade 4. The school size anticipates future enrollment growth in the K-4 student population and provides space for those projected students in the coming years.

This project also plans for intentionally drawing down and shifting the enrollment at existing elementary schools all of whom are far above their design capacities. These decreased enrollments at Coolidge, Floral, Paton, and Spring will allow current core classrooms to be re-purposed for dedicated space for Music, Art, Special Education, and English Language Learner spaces so we achieve a parity of space across all elementary schools.

Further, the construction of the new Beal School, this enrollment drawdown, and the decision to permanently change our grade configuration for all elementary schools to a K-4 model will finally allow us enough space to provide full-day kindergarten to all students.

All of these goals necessarily require the design of new elementary school attendance zones for each school.

Process

The elementary redistricting process began in January 2020 with a kickoff meeting of our committee. Our consulting partner, AppGeo, was awarded a contract in February 2020 for services after a competitive procurement process. While our work began in earnest in March, it was disrupted and delayed by Covid-19.

During the spring and summer we provided AppGeo with a series of data inputs they required in order to devise mapping scenarios with a multitude of data points. We picked up process in the fall with a series of meetings to discuss initial options. Regular updates were provided to the School Committee on our progress and we held two Community Forums via the Zoom platform.

Community members have provided input via dedicated email address and also to their school representative on the Redistricting Committee.

We know it is critically important to have a decision made in February 2021 so that we can continue with refined planning at the school level and also communicate the details to our parent community. We typically

open up school bus registration in early April each year, so parents need to know their child's school assignment prior to this in order to make that decision.

Information Resources

This process inherently comes with the requirement of creating and analyzing an enormous amount of data. Our consultant partner, AppGeo, has done an excellent job of assisting us in this endeavor and creating digital maps so everyone can visualize clearly the various data components and different scenario maps.

Early in the process, we created a **webpage dedicated to this process** and you can find that [here](#). The website summarizes the process, provides links to videos of the Community Forums, and a “storyboard” that provides the five scenarios we presented most recently to the community at large. Parents who want a short summary of the process and be able to zoom into a scenario to **see their specific street in each scenario** can click [here](#).

Finally, if you wish to view a map of each neighborhood “component” and **how many current students are in that neighborhood by grade level**, you can click [here](#).

Recommended Options

The full Redistricting Committee fully supports sending two options for your consideration. We believe these two options best match the collective intent of the Guiding Principles fulfilling them individually to varied degrees of success. We are labeling these two as Scenario 18 and Scenario 19 with the “19” signifying it is the 19th iteration of scenarios the committee evaluated as part of this process. Scenario 19 is essentially Scenario 18 with adjustments made based upon community input that could be tolerated while remaining within the context of the Guiding Principles.

Scenario 16 is also presented but is not one that received majority support of the committee. This option was developed to drive as much socio-economic parity as possible across all elementary schools. Socio-economic classification of students was derived by using their eligibility for free/reduced lunch as a proxy indicator. This information is routinely used as a broad indicator in educational research as it is readily and universally available to all school districts. However its use as an indicator has some limitations as it is a binary measurement [eligible v. not eligible] looking only at a household's income. It ignores any stratification of household income and also does not take into other factors like assets [including home values], debt load, or parent educational attainment.

There was consensus on the committee to show this map in order to convey the importance of this topic, the amount of time investment we made discussing it, and to demonstrate due diligence in exploring possible options that emphasized it. However, the outcome of better balancing free/reduced eligible students comes at the cost of not fulfilling other Guiding Principles. Scenario 16 has the greatest number of students making a school change, does not fulfill the goal of creating neighborhood schools, and will cause greater transportation costs and longer bus rides [or parent transportation] for students.

Remaining Decision-making Timeline

As we near the end of this process, we want to reiterate the key upcoming dates leading up to your vote on the new elementary zones.

January 20, 2021: Redistricting Committee Recommendation

January 27, 2021: School Committee Hearing on Recommended Scenarios

February 10, 2021: Superintendent's Recommendation and School Committee Vote



Elementary School Redistricting: Recommended Scenarios

Presented by the
Redistricting Committee
January 20, 2021

The Redistricting Team

Shrewsbury School Committee Representatives

- Sandra Fryc, School Committee, Chairperson
- Jon Wensky, School Committee, Vice Chairperson

Parent Representatives

- Terrick Andey, Parent, Beal Early Childhood Center
- Shannon Creedon, Parent, Walter J. Paton School
- Christine Jasinski, Parent, Calvin Coolidge School
- Rajesh Velagapudi, Parent, Floral Street School
- Sanam Zaer, Parent, Spring Street School

The Redistricting Team

Shrewsbury Public Schools Staff

- Joe Sawyer, Superintendent of Schools
- Patrick Collins, Asst. Superintendent for Finance & Operations
- Tiffany Ostrander, Principal, Calvin Coolidge School
- Bryan Mabie, Principal, Spring Street School

AppGeo (Consultant)

- Kate Hickey, Principal in Charge
- Priya Sankalia, Project Manager
- Ashley Tardif, Geospatial Analyst

RLS Demographics (Consultant)

- Bob Scardamalia



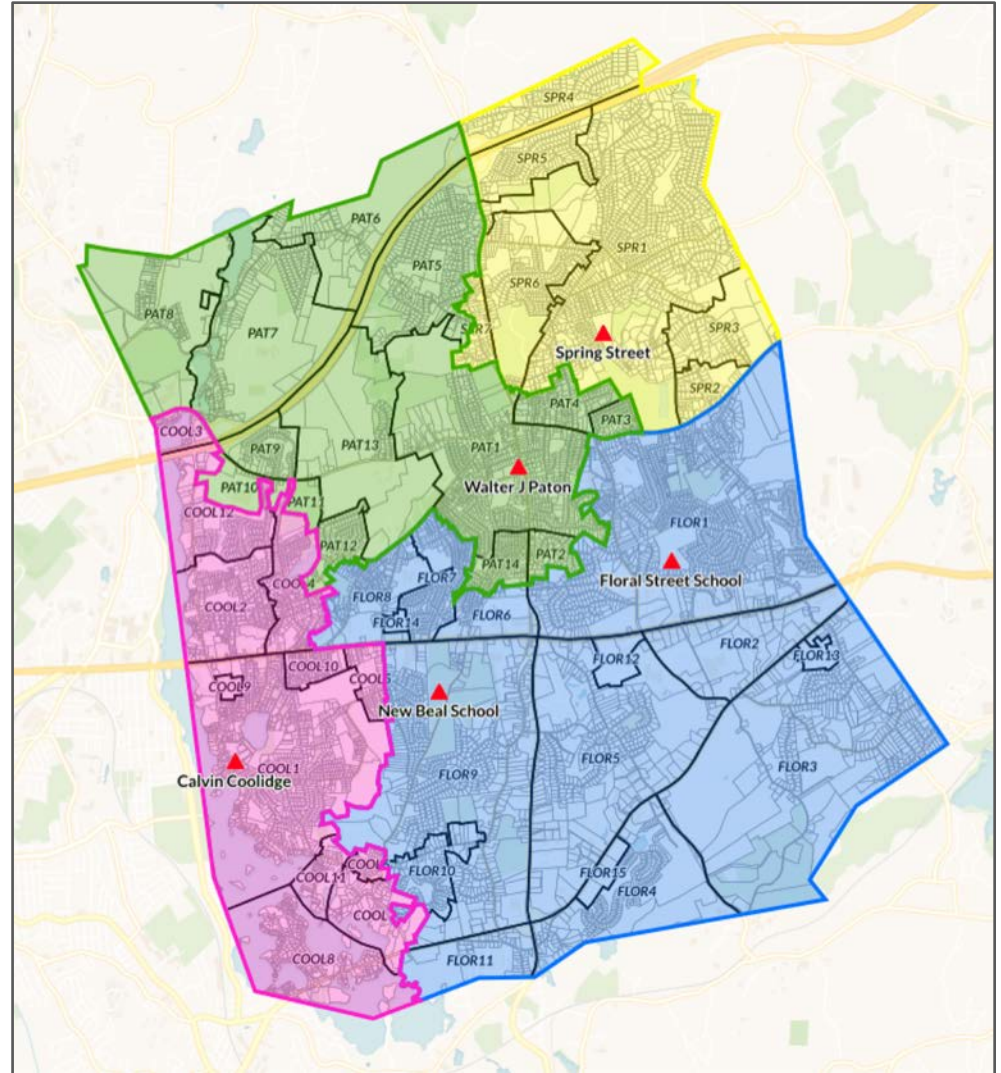
Covered Today

1. Current Elementary Zones and Demographics
2. Recommended Scenarios
 - a. Scenario 18
 - b. Scenario 19
3. Scenario with focus on Socio-Economic Parity
4. Timeline/Next Steps
5. Questions/Feedback

Current Elementary Zones

School	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
"Old" Beal	244	68	0	0	0
Coolidge	39	82	97	118	76
Floral	0	121	174	206	221
Paton	38	82	92	70	88
Spring	41	80	70	79	80

School	K Thru 4	% Reduced Lunch	% White	% Non White	% Mixed Race
"Old" Beal	312	16%	37%	60%	4%
Coolidge	412	32%	53%	39%	8%
Floral	722	15%	42%	54%	4%
Paton	370	11%	72%	24%	3%
Spring	350	7%	65%	29%	6%



Current & Projected (2030) Students

School	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Total
"Old" Beal	244	68	0	0	0	312
Coolidge	39	82	97	118	76	412
Floral	0	121	174	206	221	722
Paton	38	82	92	70	88	370
Spring	41	80	70	79	80	350
Total	362	433	433	473	465	2166

School	Projected K	Projected Grade 1	Projected Grade 2	Projected Grade 3	Projected Grade 4	Totals
New K						454
Coolidge		95	94	95	93	377
Floral		206	201	196	196	799
Paton		83	90	91	94	358
Spring		75	76	77	78	306
Total	454	459	461	459	461	2294



Recommended Scenarios

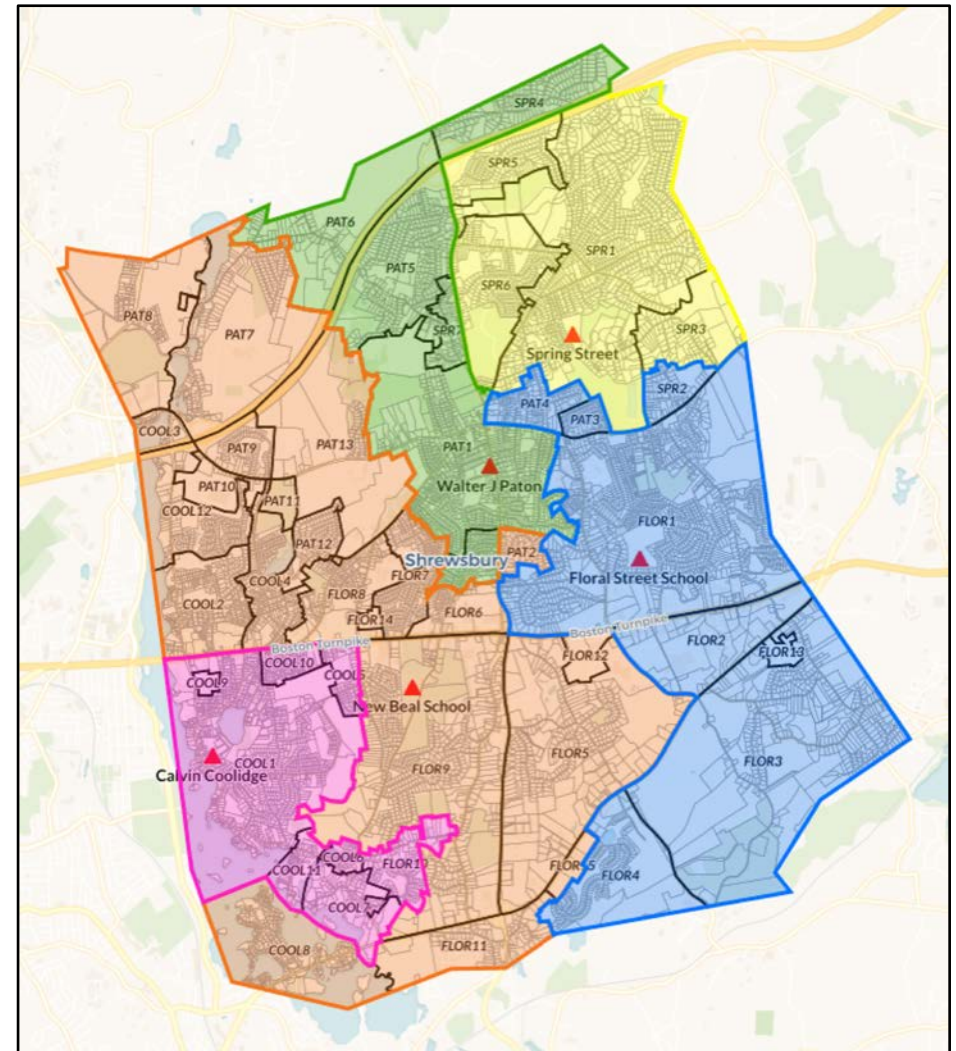
Brief Overview of Scenario 18

- Scenario 18 was one of the five scenarios presented to you and at the Community Forum as part of the “balanced options”. It was described as “balanced” as it strived to fit as many of the Guiding Principles as best as possible.
- In addition to being attentive to all the Guiding Principles to varying degrees, it attempts to allocate students in a way that stays as close as possible to the overall school Target Enrollment both now and when assuming future enrollment growth.

Scenario 18

School	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
Coolidge	46	52	61	76	51
Floral	121	134	114	125	131
Paton	37	62	66	51	75
Spring	50	68	61	71	66
New Beal	108	117	131	150	141

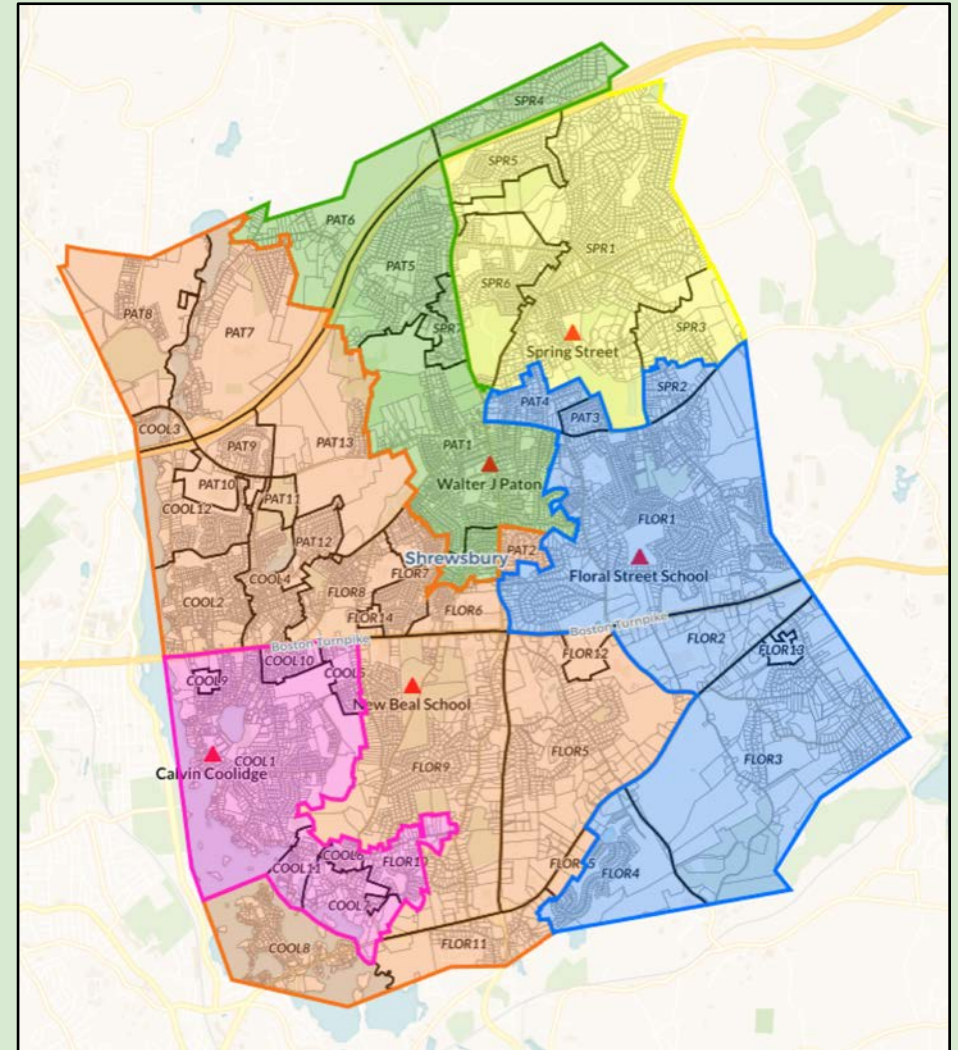
School	Target Enrollment	K Thru 4	% Target Enrollment	% Reduced Lunch	% White	% Non White	% Mixed Race
Coolidge	308	286	93%	34%	55%	37%	8%
Floral	608	625	103%	12%	34%	62%	4%
Paton	308	291	94%	10%	74%	22%	4%
Spring	308	316	103%	7%	65%	29%	6%
New Beal	790	647	82%	20%	52%	43%	5%



Scenario 18

School	Projected Grade K	Projected Grade 1	Projected Grade 2	Projected Grade 3	Projected Grade 4
Coolidge	58	58	61	64	57
Floral	152	145	130	120	117
Paton	46	62	65	63	79
Spring	63	64	66	70	65
New Beal	137	129	140	141	140

School	Target Enrollment	K Thru 4	Projected K Thru 4	% Target Enrollment (+/-10%)	% Projected Target Enrollment (+/-10%)
Coolidge	308	286	298	93%	97%
Floral	608	625	664	103%	109%
Paton	308	291	315	94%	102%
Spring	308	316	328	103%	106%
New Beal	790	647	687	82%	87%



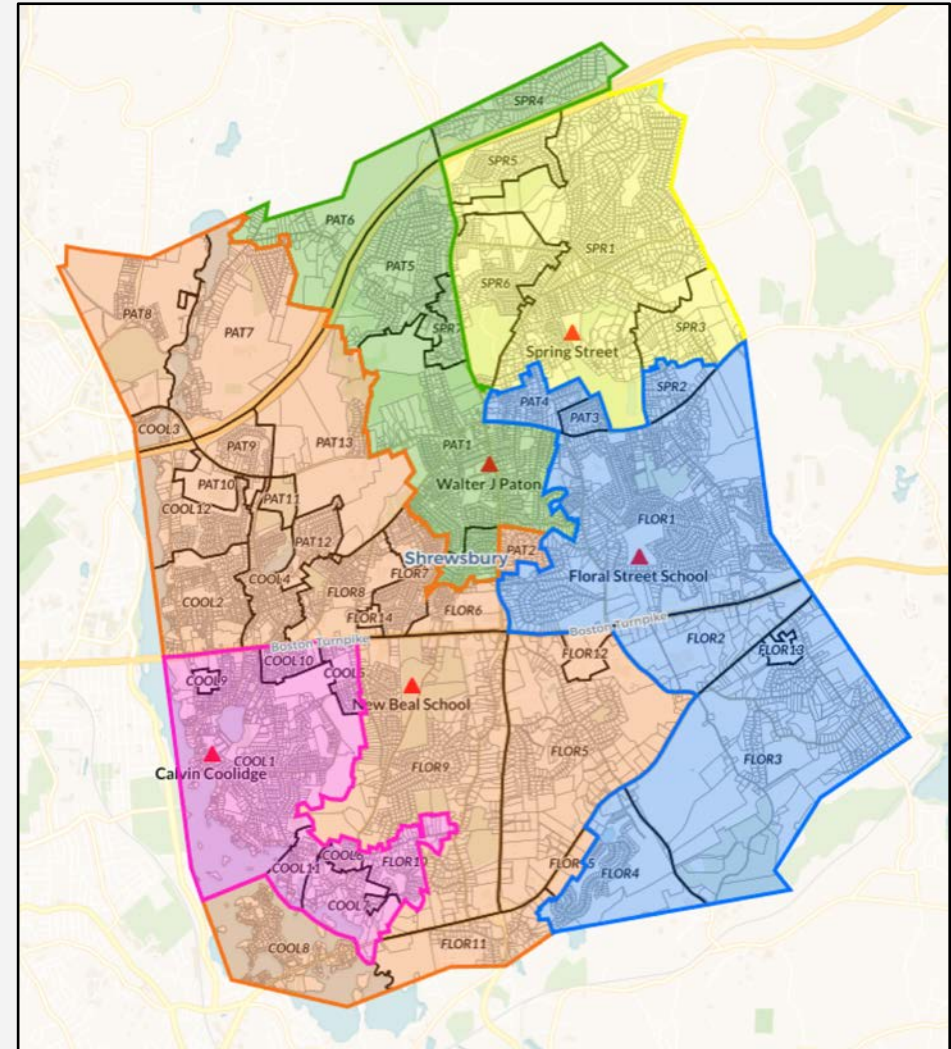
Scenario 18 - Pros & Cons

Pros

- **Minimize Change:** This scenario has one of the least count of students displaced (669) of all scenarios considered
- **Enrollment:** Stays within +/-10% Target Enrollment and leaves room for projected growth in Beal zone
- **Future Development:** Capacity available at New Beal and components with expected developments directed to New Beal
- **Neighborhoods** closest to school generally remain in that school
- **Demographics** more balanced than some other scenarios

Cons

- To achieve enrollment balance some walkers might have to go further to get to school (PAT4 & PAT2)
- Potential longer commute for NW Paton students



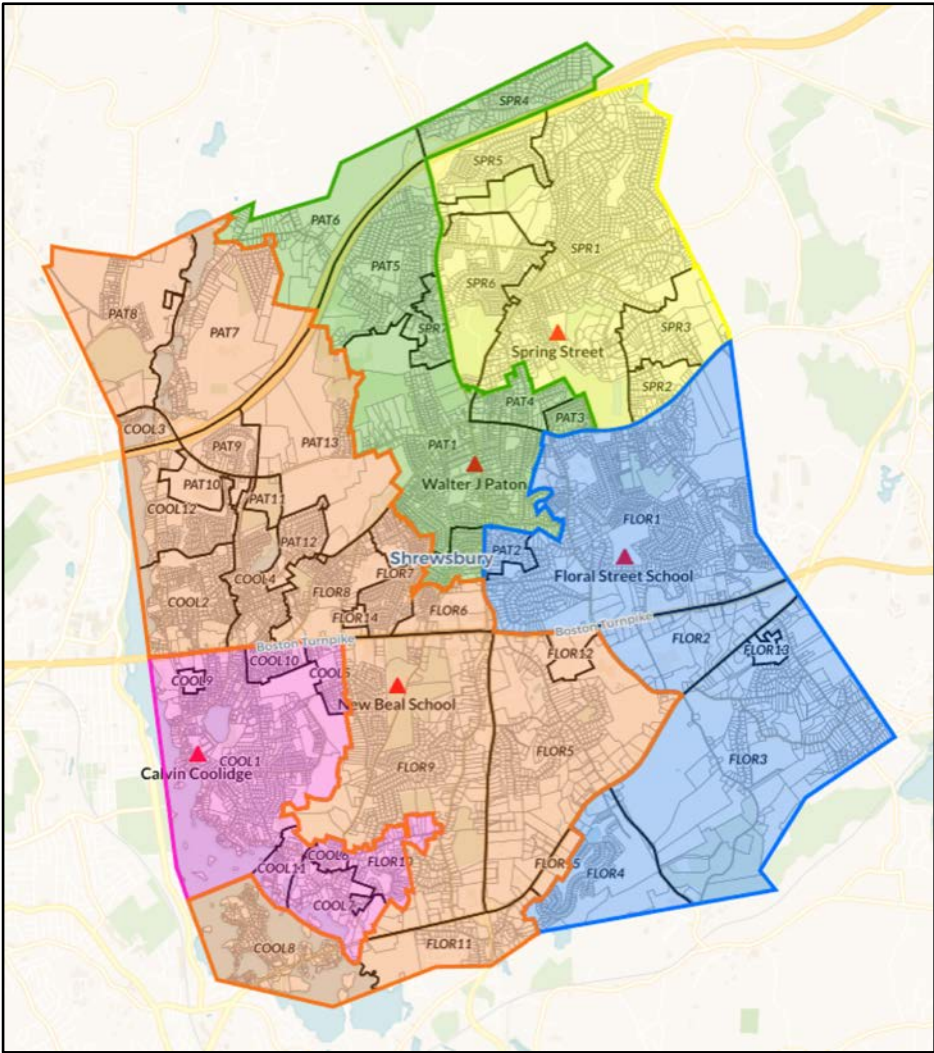
Brief Overview of Scenario 19

- Scenario 19 is an iteration of Scenario 18 and incorporates adjustments based on input from parents who studied the options and made suggestions for improvement.
- Scenario 19 allows more students/neighborhoods to stay in their current elementary zone thereby further “minimizing change.”
- Total current and future school enrollments at Paton and Spring slightly increase and push the enrollment a bit further beyond Target Enrollment.
- Total current and future enrollments at Floral decrease driving it closer to Target Enrollment.

Scenario 19

School	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
Coolidge	46	52	61	76	51
Floral	116	126	107	122	125
Paton	44	66	74	56	81
Spring	51	74	63	73	70
New Beal	105	115	128	146	137

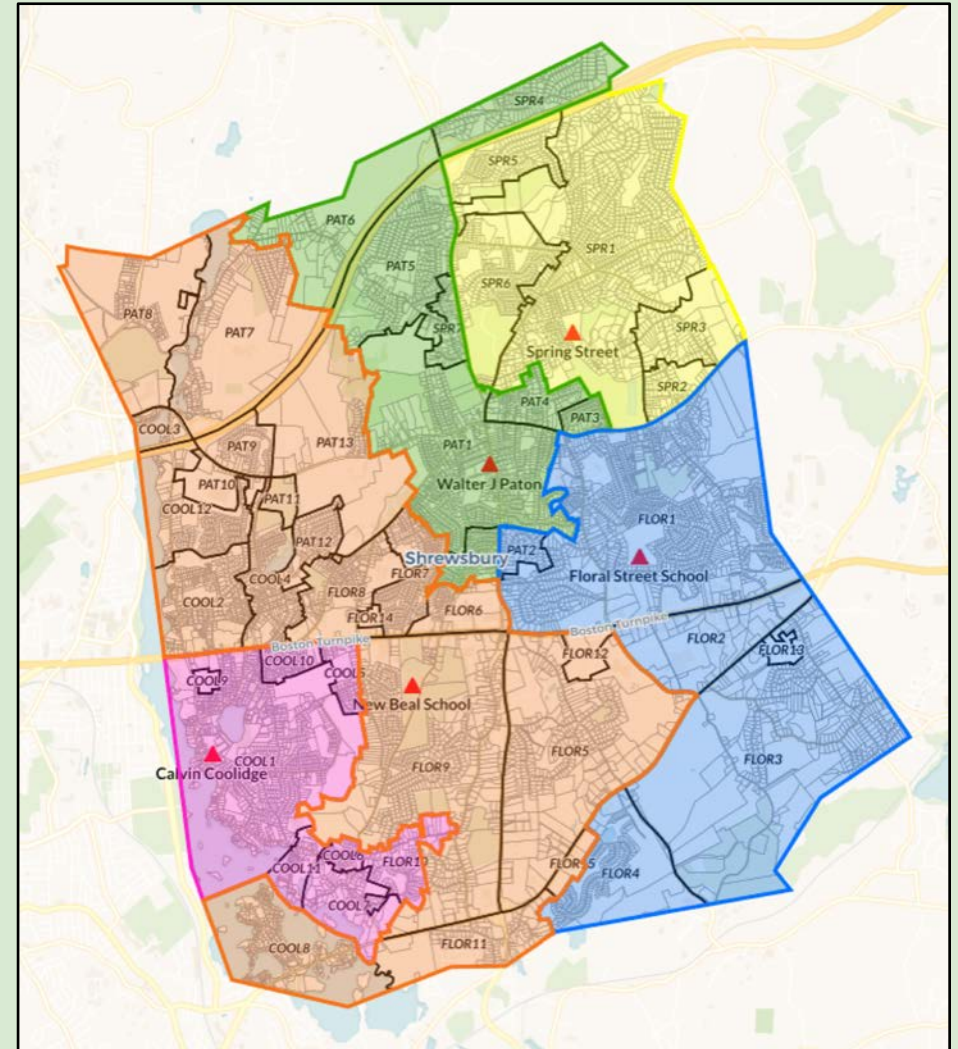
School	Target Enrollment	K Thru 4	% Target Enrollment	% Reduced Lunch	% White	% Non White	% Mixed Race
Coolidge	308	286	93%	34%	55%	37%	8%
Floral	608	596	98%	12%	31%	65%	3%
Paton	308	321	104%	10%	75%	21%	4%
Spring	308	331	107%	6%	65%	29%	6%
New Beal	790	631	80%	20%	52%	43%	5%



Scenario 19

School	Projected Grade K	Projected Grade 1	Projected Grade 2	Projected Grade 3	Projected Grade 4
Coolidge	58	58	61	64	57
Floral	146	137	123	117	111
Paton	55	66	73	69	85
Spring	64	70	68	72	69
New Beal	133	127	137	136	136

School	Target Enrollment	K Thru 4	Projected K Thru 4	% Target Enrollment (+/-10%)	% Projected Target Enrollment (+/-10%)
Coolidge	308	286	298	93%	97%
Floral	608	596	634	98%	104%
Paton	308	321	348	104%	113%
Spring	308	331	343	107%	111%
New Beal	790	631	669	80%	85%



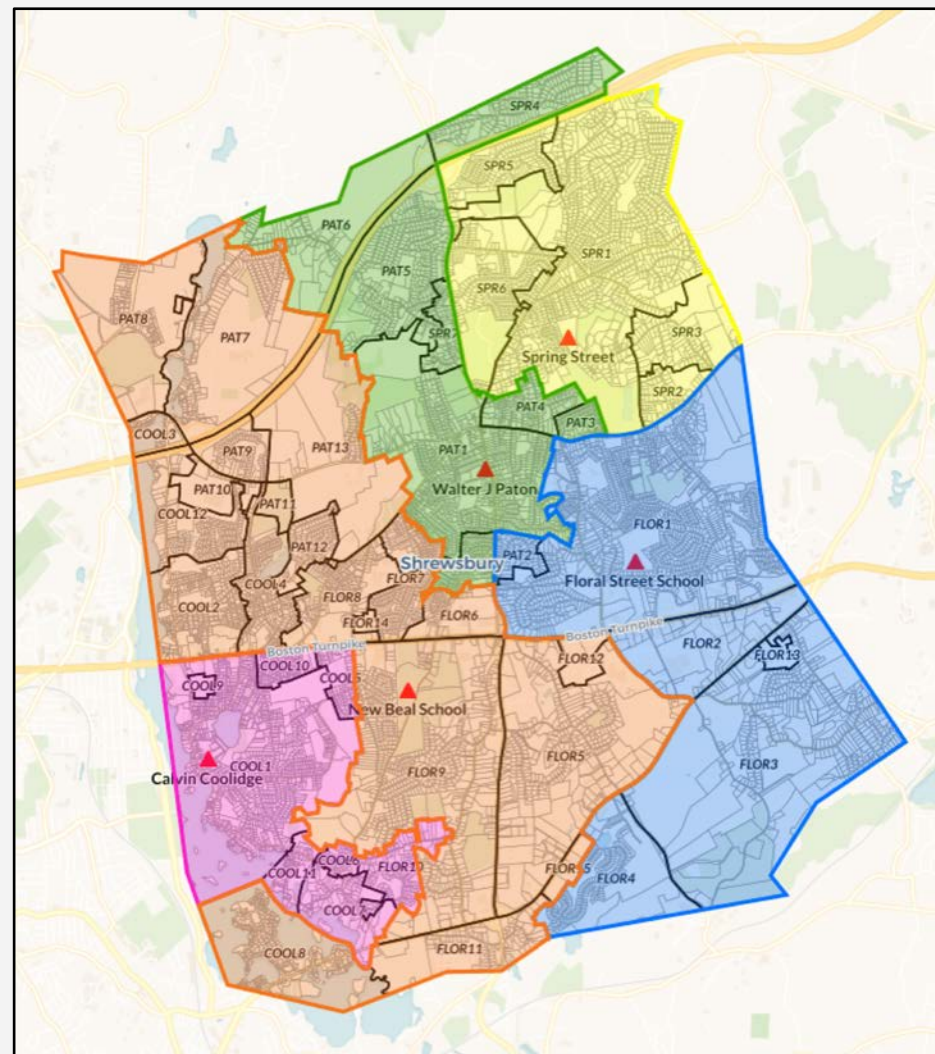
Scenario 19 - Pros & Cons

Pros

- **Minimize Change:** This scenario has the least count of students displaced (**627**) of all scenarios considered
- **Neighborhood:** Accommodated Spring & Paton components closest to the two schools (PAT3 & PAT4 and SPR2) and connects PAT2 more logically to contiguous neighborhood
- **Enrollment:** Allows for growth in Beal and Floral
- **Future Development:** Capacity available at New Beal and components with expected developments directed to New Beal
- **Demographics** more balanced than some other scenarios

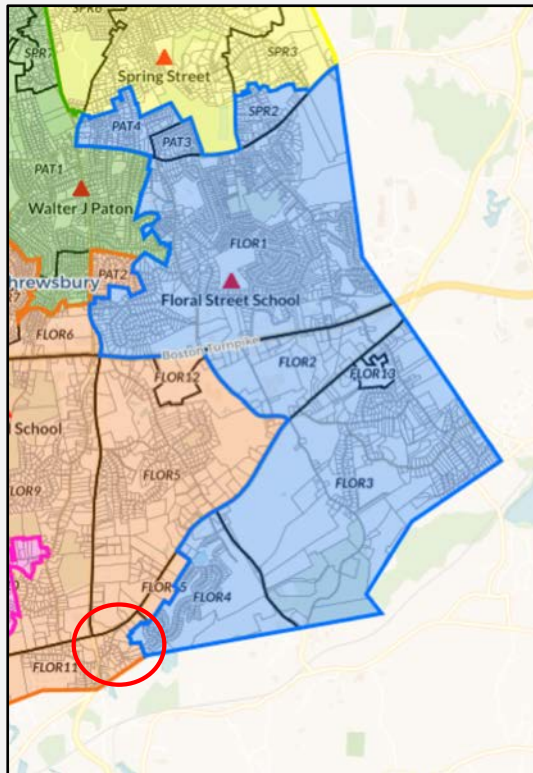
Cons

- Paton & Spring enrollment a little high
- Potential longer commute for NW Paton students



Differences in the Recommended Scenarios

Scenario 18



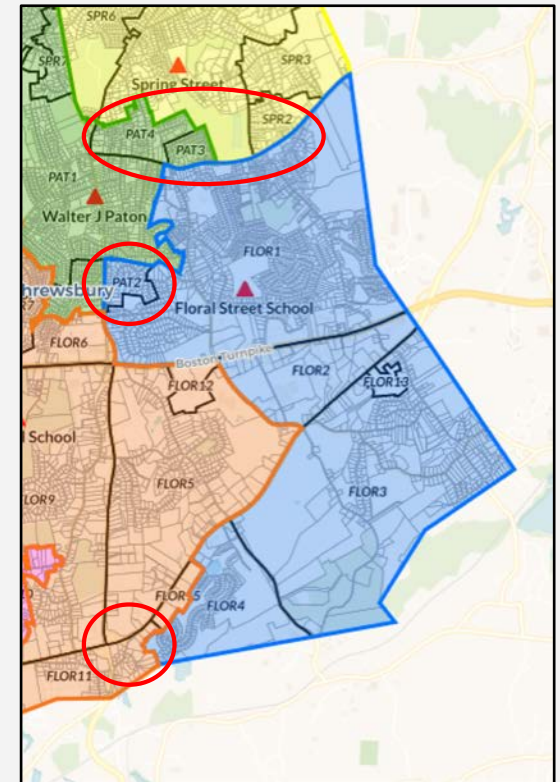
Scenario 18

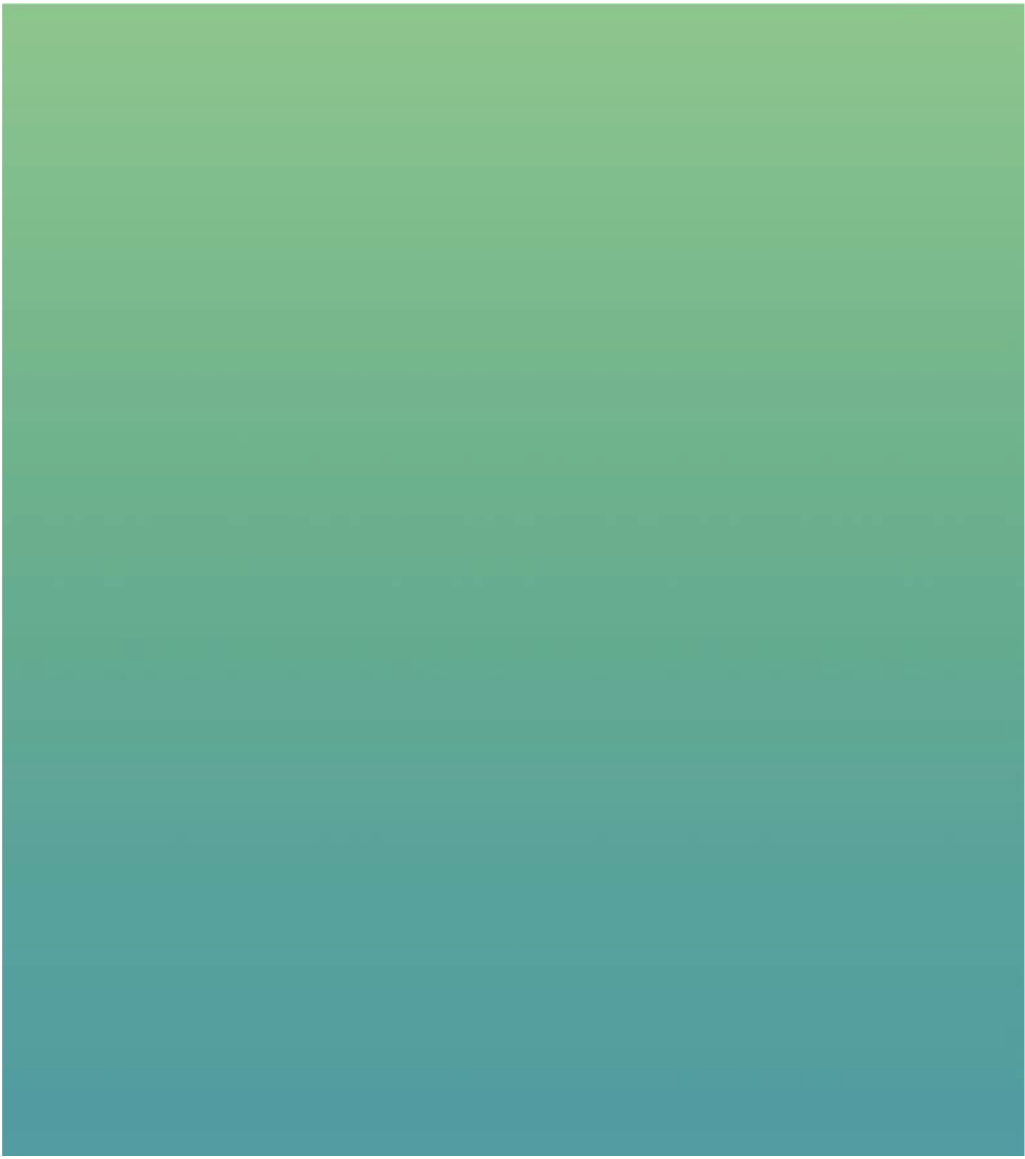
School	% Target Enrollment (+/-10%)	% Projected Target Enrollment (+/-10%)
Coolidge	93%	97%
Floral	103%	109%
Paton	94%	102%
Spring	103%	106%
New Beal	82%	87%

Scenario 19

School	% Target Enrollment (+/-10%)	% Projected Target Enrollment (+/-10%)
Coolidge	93%	97%
Floral	98%	104%
Paton	104%	113%
Spring	107%	111%
New Beal	80%	85%

Scenario 19



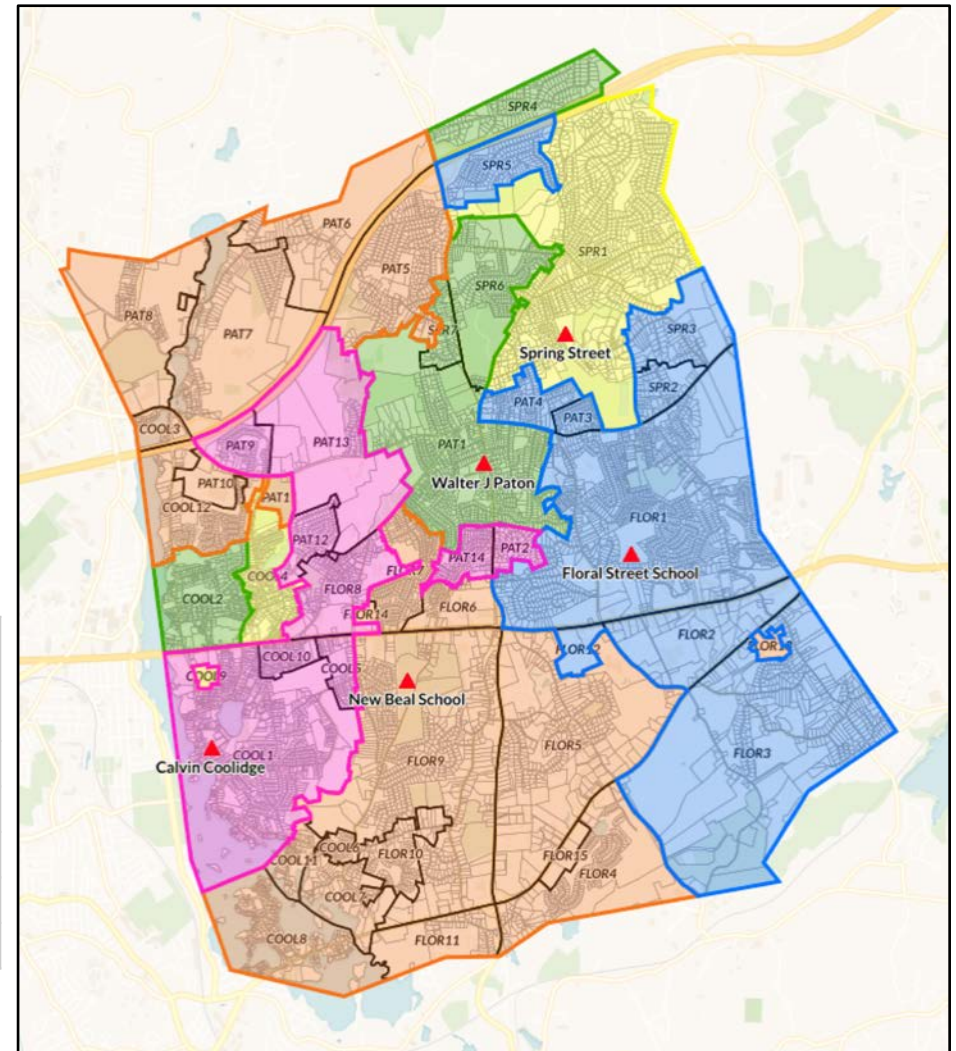


Scenario with
Focus on Socio-
Economic Parity

Scenario 16 with focus on Socio-Economic Parity

School	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
Coolidge	48	58	69	68	61
Floral	121	130	112	119	133
Paton	41	59	60	76	64
Spring	58	69	63	69	62
New Beal	94	117	129	141	144

School	Target Enrollment	K Thru 4	% Target Enrollment	% Reduced Lunch	% White	% Non White	% Mixed Race
Coolidge	308	304	99%	24%	61%	33%	6%
Floral	608	615	101%	12%	40%	56%	4%
Paton	308	300	97%	18%	66%	29%	5%
Spring	308	321	104%	15%	60%	33%	7%
New Beal	790	625	79%	16%	49%	47%	4%

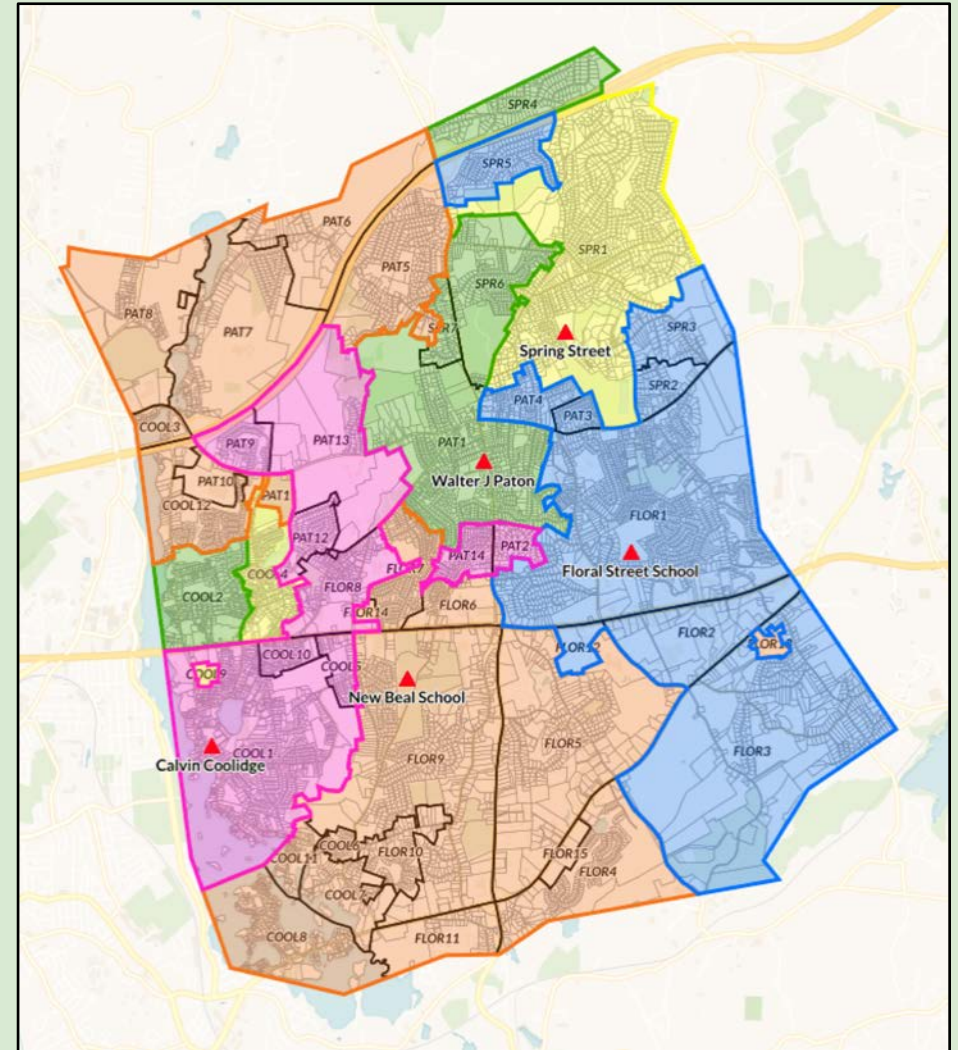


Scenario 16: Focus on Socio-Economic Parity

Projected 2030

School	Projected Grade K	Projected Grade 1	Projected Grade 2	Projected Grade 3	Projected Grade 4
Coolidge	61	63	68	63	68
Floral	152	139	127	114	120
Paton	52	61	59	80	69
Spring	73	70	66	64	64
New Beal	118	125	142	136	137

School	Target Enrollment	K Thru 4	Projected K Thru 4	% Target Enrollment (+/-10%)	% Projected Target Enrollment (+/-10%)
Coolidge	308	304	323	99%	105%
Floral	608	615	652	101%	107%
Paton	308	300	321	97%	104%
Spring	308	321	337	104%	109%
New Beal	790	625	658	79%	83%



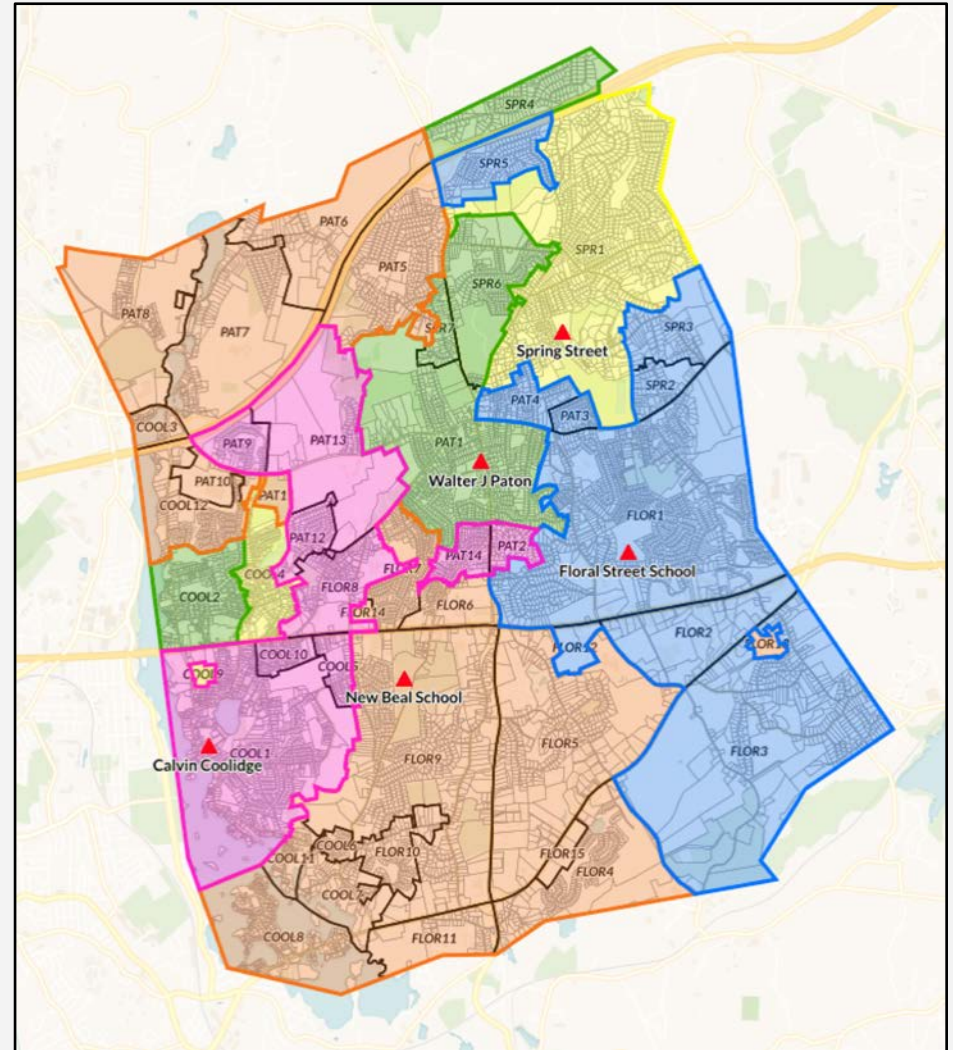
Scenario 16 - Pros & Cons

Pros

- Provides greatest degree of socio-economic parity across elementary schools as measured by students eligible for free/reduced price lunch

Cons

- Creates the largest number of students having to change schools
- Causes longer bus/car rides. May require additional bus assets on annual basis.
- A least fit solution for maintaining neighborhood schools
- Does not have majority support of Redistricting Committee



Comparison of Student Displacement

Scenario	Displaced Students
Scenario 16	965
Scenario 18	669
Scenario 19	627

**Displaced students are defined as those who would be attending a different school than currently. Current 312 Beal students have been excluded from the count as they would be changing schools regardless.*

Additional Comments

- The Redistricting Committee recommends that the School Committee consider Scenarios 18 & 19 as part of your deliberations, leading up to the adoption of one of them as the redistricted elementary school attendance zone assignments upon the opening of the new Beal School.

Timeline/Meeting Schedule

January

- 1/20 Redistricting Committee final recommendation to the School Committee
- 1/27 School Committee public hearing

February

- 2/10 School Committee vote final plan

March-June

- Communicate plan to our parent community

August

- Implement plan as part of 2021-2022 school year re-opening

Questions & Discussion

AppGeo



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **01/20/21**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **VI. Policy**

MEETING DATE: **01/20/21**

A. Updated Policy on Title IX Requirements: First Reading

BACKGROUND INFORMATION:

This is the first reading of a draft of an updated policy on Title IX requirements that updates and consolidates elements of existing School Committee Policy 316 - Harassment, and Policy 645 - Sexual Harassment, into a single policy. The policy draft and an explanatory memo from Ms. Malone are enclosed.

ACTION RECOMMENDED:

That the School Committee hear the first reading of the policy and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandy Fryc, School Committee Chair, Member of Policy Subcommittee

Mr. Jason Palitsch, School Committee, Member of Policy Subcommittee

Dr. Joseph M. Sawyer, Superintendent of Schools

Ms. Barbara Malone, Executive Director of Human Resources



Shrewsbury Public Schools

Barbara A. Malone
Director of Human Resources

To: Shrewsbury School Committee
CC: Shrewsbury School Committee Sub-Committee for Policy
From: Barbara A. Malone
Re: Title IX & Anti-Harassment Policy Draft
Date: January 21, 2021

There are two major reasons for introducing a new policy draft of the Title IX & Anti-Harassment Policy at this time.

1. Federal guidance changed during this past year and the final rule was established at the federal level in late September 2020.
2. Our attorney has recommended combining the previously separate policies for staff (Policy #316) and students (Policy #645) into a single policy statement for both groups.

The School Committee Policy Subcommittee met to discuss the attached draft, which has been reviewed by legal counsel. Thank you to Ms. Sandra Fryc, Mr. Jason Palitsch, and Dr. Joseph Sawyer for their contributions.

After establishment of a new policy by the School Committee, we will take the following next steps to operationalize the policy change:

1. Engage our attorney to train all potential investigators, which includes all members of the Central Office Leadership Team, as well as all Principals and Assistant Principals.
2. Post the training materials on our website, per the regulation.
3. Update other handbooks and documents which may reference Title IX or harassment investigations.

DRAFT

Title IX Policy Change (Impacts Policy 316/staff and Policy 645/student)

Policy 316/645: Title IX and anti-Harassment Policy Adopted 6/16/93 Amended 5/4/94 Revised 4/2/97 Revised 3/28/18 Revised 1/20/21

Statement

Shrewsbury Public Schools strives to meet the intellectual, emotional, cultural, physical and social needs of the entire school community. Students are encouraged to develop to their maximum potential and to demonstrate critical thinking and content mastery, leadership, global citizenship and engagement, innovation, resilience and focus, collaboration and communication. Faculty and staff work together in a professional environment to help students fulfill these goals. We strive to create and maintain a work **and school** environment in which people are treated according to our core values of respect and responsibility, collaboration and communication, commitment to high standards and expectations, and equity.

It is the goal of Shrewsbury Public Schools to promote a workplace **and school environment** that is free of sexual and other forms of harassment. Harassment of employees occurring in the workplace or other settings in which employees may find themselves in connection with their employment (including interaction with contractors and third party vendors) is unlawful and will not be tolerated by this organization. Harassment which occurs on social media, in emails, or in texts, which may be seen by colleagues or other members of our school community, is included in this policy. (Please refer to School Committee policy #312 for more information.)

Harassment of students is similarly unlawful and will not be tolerated.

Definitions

In the employment context, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment under Massachusetts law when:

- **Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's advancement (quid pro quo harassment);**
- **Submission to or rejection of such conduct by an individual is used as the basis for employment decisions;**
- **Such conduct interferes with an individual's job duties; or**
- **The conduct creates an intimidating, hostile or offensive work environment.**

In the educational context, sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct ("quid pro quo harassment");
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity ("hostile environment harassment"); or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30)

The District will promptly investigate all allegations of sexual harassment of which it has actual knowledge and which are alleged to occur in the school's programs and activities, including locations, events, and/ or circumstances in which the school district exercises substantial control, in a way that is not deliberately indifferent.

The following additional definitions apply:

"Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to any employee of the district, except that this standard is not met when the only official of the district with actual knowledge is the respondent (where the respondent is an employee). Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. Complaints will be addressed whenever the district has actual knowledge of the allegation.

"Administrative leave" means placing an employee on leave pursuant to state law. Nothing in the Title IX regulations precludes a recipient from placing a non-student employee respondent on administrative leave during the pendency of a grievance process, provided that Massachusetts laws are followed.

"Consent" means cooperation in act or attitude pursuant to an exercise of free will of a conscious person with informed knowledge of the nature of the act or actions. A current or previous relationship shall not be sufficient to constitute consent. Consent will not be found when submission to the act or actions is undertaken due the influence of fear, fraud, forcible compulsion, threats, and/ or the complainant possessed any legal incapacity to consent at the time of the act or actions. Consent is a defense to all types of sexual harassment.

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Deliberate indifference” means a response to sexual harassment that is clearly unreasonable in light of the known circumstances.

“Emergency removal” means the suspension or expulsion of a student on an emergency basis, consistent with state law. Nothing in the Title IX regulations precludes a district from removing a respondent from the district’s education program or activity on an emergency basis, provided that the district follows all procedures under Massachusetts law, undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

“Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting that the district investigate the allegation of sexual harassment.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures

~~Further, any retaliation against an individual who has complained about harassment, asserted or advocated for protected rights, or any retaliation against individuals for cooperating with an investigation of a harassment complaint is unlawful and will not be tolerated. To achieve our goal of providing a workplace free from sexual and other forms of harassment, the conduct that is described in this policy will not be tolerated and we have provided a procedure by which inappropriate conduct will be dealt with, if encountered by employees.~~

~~Because Shrewsbury Public Schools takes allegations of sexual or other forms of harassment seriously, administration will respond promptly to complaints of harassment and where it is determined that such inappropriate conduct has occurred, administration will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate. Based upon the seriousness of the offense, corrective and disciplinary action could include training or retraining, verbal counseling, written warning, paid or unpaid suspension, and/or termination of employment.~~

Please note that while this policy sets forth our goals of promoting a workplace **and school environment** that is free of sexual and other forms of harassment, this policy is not designed or intended to limit the school district's authority to investigate, discipline, or take remedial action for conduct which is deemed unacceptable, regardless of whether that conduct satisfies the legal definitions of harassment.

Definition of Sexual Harassment

~~In Massachusetts, the legal definition for sexual harassment is this: "sexual harassment" means sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:~~

- ~~● submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or,~~
- ~~● such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.~~

~~Under these definitions, direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment constitutes sexual harassment.~~

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct (including harassment based upon gender stereotypes, perceived gender roles, or one's gender identity), whether it is intended or not, that is unwelcome and has the effect of creating a workplace environment that is hostile, offensive, intimidating, or humiliating to workers may also constitute sexual harassment. Harassers and the targets of harassment need not be of opposite genders. It is possible that the harasser and the harassment target belong to the same protected group or are of the same gender.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which, if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances -- whether they involve physical touching or not
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life, comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess
- Displaying sexually suggestive objects, images, cartoons, videos, or other media
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments
- Inquiries into one's sexual experiences, and
- Discussion of one's sexual activities

All employees should take special note that, as stated above, retaliation against an individual who has complained about sexual harassment, asserted or advocated for protected rights, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated by this organization.

Complaints of Sexual and other Forms of Harassment

~~These individuals are also available to discuss any concerns you may have and to provide information to you about this policy and our complaint process.~~

Complaints and Reports of Sexual Harassment

Upon receiving actual notice of alleged sexual harassment without a formal complaint, staff members must notify the Title IX Coordinator. The Title IX Coordinator must then contact the complainant within two school days of receiving the complaint and do the following:

- Discuss and offer supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Explain that supportive measures may be received with or without filing a formal complaint;
- Determine whether the complainant wishes to file a formal complaint; and
- Explain to the complainant the purpose of filing a formal complaint.

The Title IX Coordinator must document in writing the supportive measures offered/provided or why no supportive measures were offered/provided. Complainant and respondents must be offered supportive measures even if they do not file a formal complaint.

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign a formal complaint and start an investigation despite the complainant's preferences. This decision may be appropriate when safety or similar concerns lead the district to conclude that a non-deliberately indifferent response to actual knowledge of Title IX sexual harassment could reasonably require the school district to investigate and potentially sanction a respondent. A Title IX Coordinator's decision to override the complainant's decision not to file a formal complaint must be documented in writing along with an explanation of why this decision was necessary in order to avoid deliberate indifference.

Formal complaints may also be filed directly with the Title IX Coordinator by a complainant in person, by mail, by email, or by telephone at any time, including during non-business hours. The contact information for the Title IX Coordinator is:

BARBARA A. MALONE
EXECUTIVE DIRECTOR OF HUMAN RESOURCES AND TITLE IX COORDINATOR
SHREWSBURY PUBLIC SCHOOLS
100 MAPLE AVENUE
SHREWSBURY, MA 01545
508 841 8443

The complaint may be written by the complainant, or it will be reduced to writing by either the school employee who receives the complaint, the building Principal, or the Title IX Coordinator. Whether the complaint is reduced to writing by a student, parent, or staff member, the written complaint should include the name of the complainant, the name of the alleged victim (if different), the name of the respondent, the location of the school/department where the alleged discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the complainant is seeking. This information will be made on or transferred to a discrimination/ harassment complaint form maintained by the District.

There is no time limit or statute of limitation on timing to file a formal complaint. However, at the time of filing a formal complaint, an alleged victim must be participating or attempting to participate in a program or activity of the school district. Additionally, the district has discretion to dismiss a formal complaint where the passage of time would result in the district's inability to gather evidence sufficient to reach a determination regarding responsibility, or when the district loses responsibility for the respondent (e.g., the respondent no longer attends or is employed by the district).

If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in the school district's education program or activity, or did not occur against a person in the United States, then the school district must dismiss the formal complaint under these procedures, but could investigate it under other policies and procedures. The school district must send written notice of any dismissal.

Investigations to allegations of sexual harassment will be prompt and the formal process will be completed within a sixty day timeframe where feasible. There may be a temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Written Notice

Before any investigation can begin, the district must send written notice to both parties including sufficient details. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice

must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties that the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If additional allegations are added during the course of the investigation, additional written notice must be provided.

Informal Resolution

Where appropriate, after notice has been issued, the Title IX Coordinator should also consider offering the parties an option for informal resolution (e.g., mediation). Informal resolution may only be offered after a formal complaint is filed, and the parties must give written consent to engage in this process. Informal resolution may not be used if the allegation is against an employee respondent. Facilitators of informal resolution will be designated by the Title IX Coordinator and must not be biased against any of the parties.

Informal resolution is entirely voluntary. Complainants may elect to pursue formal procedures at any step in the process of making their complaint, even if informal resolution has already begun. Similarly, respondents may elect to follow formal procedures and decline informal resolution.

If the complainant and the respondent feel that their grievances have been sufficiently addressed via informal resolution, then no further action needs to be taken. This voluntary conversation must occur within five (5) school days after receiving the complaint of discrimination or harassment, unless both parties agree otherwise. The results of an informal resolution shall be maintained by the facilitator, in writing.

If the complainant is not satisfied with the resolution from the informal process, or if he/she does not choose informal resolution, then he/she can begin the formal complaint procedure described below.

Investigation

If informal resolution is not offered to or accepted by the parties, the Title IX Coordinator will designate an investigator and a decision maker, who may not be the same person. The Title IX Coordinator is free to cast himself/ herself in either role, where appropriate.

The investigator must not be biased against any of the parties at the outset of the investigation. The investigator will be responsible for interviewing parties and witnesses, finding facts, and

making determinations related to credibility, all of which will go into a written report. The investigator must avoid all questions that are protected by legal privilege, unless the privilege has been waived, and should avoid asking about the complainant's sexual history unless it is directly relevant to prove consent to the conduct at issue or to prove that the conduct was committed by someone other than the respondent.

Prior to completion of the investigative report, the school district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

The investigator must avoid making any final determinations of responsibility for sexual harassment.

Findings should be written in a factual way in an investigative report. Credibility determinations may not be based on an individual's status as complainant, witness, or respondent.

During the investigative process and any further hearings, complainants and respondents have a right to have advisors of their choice participate in all aspects of the proceedings. The district will provide both parties with written notice of investigative interviews, meetings, and hearings, with sufficient time to prepare.

The investigation will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Findings of Responsibility

After the investigator has completed the investigation, the designated decision-maker will be assigned to determine final responsibility or lack thereof for violating Title IX. The decision-maker must not be biased against any of the parties at the outset of this process.

Before the district can determine responsibility, an investigative report will be sent to the parties and the decision-maker will offer both the complainant and respondent the opportunity to submit proposed relevant, written questions to ask of any party or witness, to respond to questions posed by another party, and to offer additional limited follow-up. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not

relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

After this process is complete, the decision-maker will create a written determination regarding whether sexual harassment has occurred using a preponderance of the evidence standard.

A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred. The decision-maker shall further recommend what action, if any, is required. If it is determined that sexual harassment occurred, the District will take steps to prevent the recurrence of the harassment and correct its discriminatory effect on the complainant and others if appropriate.

The written determination must be issued to both parties simultaneously and must include:

- (A) Identification of the allegations potentially constituting sexual harassment;
- (B) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- (C) Findings of fact supporting the determination;
- (D) Conclusions regarding the application of the recipient's code of conduct to the facts;
- (E) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
- (F) The district's procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).

If there is a finding that sexual harassment occurred, the school district will provide remedies to the complainant designed to restore or preserve equal access to the school district's education program or activity. Such remedies may include supportive measures.

Formal disciplinary actions may be imposed in the event that the preponderance of the evidence indicates a violation of this policy, up to and including expulsion or termination. Any

disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

As indicated above, these procedures do not limit the District from removing a student or employee from a program or activity on an emergency basis based on immediate threats to people's physical health or safety or placing an employee on administrative leave during the pendency of the investigation.

Records

A record will be maintained for a period of seven years of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment and district staff will document the basis for the district's conclusion that its response was not deliberately indifferent.

Training

The district will ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the recipient's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The district will ensure that decision-makers receive training on any technology to be used in interviews and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

The district also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

These training materials will be posted on the school district's website.

Appeals

Any party may appeal the decision in writing to the Superintendent within fifteen (15) school days of receipt of the findings of the formal procedure or a dismissal on the following bases:

(A) Procedural irregularity that affected the outcome of the matter;

(B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

(C) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The school district will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Both parties will have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The Superintendent or designee, as a further impartial decision-maker, will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

Contact information for the Superintendent:

Superintendent Joseph M. Sawyer, Ed.D.

1 508 841 8400

100 Maple Avenue

Shrewsbury, MA 01545

Other Forms of Harassment

Employees are also protected from harassment on the basis of their race, color, religion, national origin, ancestry, sex, gender identity and expression, disability, participation in discrimination complaint-related activities, sexual orientation, genetics, pregnancy and pregnancy-related medical conditions, or active military or veteran status.

While it is not possible to list all those additional circumstances that may constitute other forms of harassment or discrimination, the following are some examples of conduct which may

constitute harassment or discrimination. It is also possible that the harasser and the harassment target belong to the same protected group or are of the same gender. Examples include:

- Epithets, jokes, and/or demeaning references, whether written or oral, to one's race, color, religion, national origin, ancestry, sex, gender identity and expression, perceived gender roles or stereotypes, disability, participation in discrimination complaint-related activities, sexual orientation, genetics, pregnancy and pregnancy-related medical conditions, or active military or veteran status
- Displaying offensive objects, images, cartoons, videos, or other media
- Asking if or implying that someone would belong to a particular organization or take specific actions based on their perceived ancestry, religion, or national origin
- Making jokes about the pronunciation of someone's name
- Comments on an individual's body of a derogatory nature

All employees should take special note that, as stated above, retaliation against an individual who has complained about harassment, asserted or advocated for protected rights, and retaliation against individuals for cooperating with an investigation of a harassment complaint is unlawful and will not be tolerated by Shrewsbury Public Schools.

Complaints of Other Forms of Harassment:

When a complaint of harassment other than sexual harassment is received, an administrator will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. The investigation will include an interview with the person filing the complaint and with witnesses. The person alleged to have committed harassment will also be interviewed.

The investigation will include review of the alleged harasser's employment file and applicable policies. When the investigation is complete, the investigator will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

If it is determined that inappropriate conduct has occurred, the school district will act promptly to eliminate the offending conduct, and where it is appropriate the school district will also impose disciplinary action.

Based upon the seriousness of the offense, corrective and disciplinary action could include training or retraining, verbal counseling, written warning, paid or unpaid suspension, and/or termination of employment.

If any employee believes that **they** have been subjected to harassment, the employee has the right to file a complaint with Shrewsbury Public Schools. This may be done in writing or verbally. It is the goal of Shrewsbury Public Schools to promote a workplace that is free of sexual and other forms of harassment, and even if an employee believes that they *may* have a concern, **they** are encouraged to report it.

If you would like to file a complaint you may do so by contacting the Director of Human Resources:

Barbara Malone

Shrewsbury Public Schools

100 Maple Avenue

Shrewsbury, MA 01545

bmalone@shrewsbury.k12.ma.us

Ph 508-841-8443

Complaints may also be filed with any School Principal, any Assistant Principal, or any Assistant Superintendent for Shrewsbury Schools, or with the Superintendent of Schools.

External Grievance Procedure

Any student, parent or employee who chooses not to use the District's internal grievance procedures or who is not satisfied with the District's internal grievance procedures may file a complaint of discrimination or harassment with an appropriate state or federal agency.

For complaints related to discrimination/harassment of students:

The Office for Civil Rights, US Department of Education

5 Post Office Square, 8th Floor

Boston, MA 02109-3921

Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination

One Ashburton Place

Sixth Floor, Room 601

Boston, MA 02108

Phone 617-994-6000, TIY: 617-994-6196

For complaints related to discrimination/harassment of parents:

The Office for Civil Rights, US Department of Education

5 Post Office Square, 8th Floor

Boston, MA 02109-3921

Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

For complaints related to discrimination/harassment of employees:

The Office for Civil Rights, US Department of Education

5 Post Office Square, 8th Floor

Boston, MA 02109-3921

Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination

One Ashburton Place

Sixth Floor, Room 601

Boston, MA 02108

Phone 617-994-6000, TTY: 617-994-6196

OR

The Equal Employment Opportunities Commission

John F. Kennedy Federal Building

475 Government Center

Boston, MA 02203

Phone: 1-800-669-4000

Referral to Law Enforcement, Other Agencies

Some alleged conduct may constitute both a violation of District policies and criminal activity.

The building Principal, coordinator, Superintendent, or designee will refer matters to law enforcement and other agencies as appropriate under the law or District policy, and inform the complainant/ alleged victim of the right to file a criminal complaint.

Retaliation

Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are protected from retaliation by law and District policy. The coordinator or designee will inform all involved individuals that retaliation is prohibited, and that anyone who feels that they have experienced retaliation for filing a complaint or participating in the resolution process should inform the coordinator. The coordinator will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

This policy will be reviewed within five years of adoption.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VII. Finance & Operations**

MEETING DATE: **01/20/21**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VII. Finance & Operations**

MEETING DATE: **01/20/21**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **01/20/21**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **01/20/21**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **X. Approval of Minutes**

MEETING DATE: **01/20/21**

BACKGROUND INFORMATION:

The minutes from the School Committee Meeting held on January 6, 2021 will be provided under separate cover.

ACTION RECOMMENDED:

That the Committee accept the minutes from the School Committee Meeting held on January 6, 2021.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandra Fryc, Chairperson

Dr. B. Dale Magee, Secretary



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **XI. Executive Session**

MEETING DATE: **01/20/21**

A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes.

B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association.

BACKGROUND INFORMATION:

Executive session is warranted for these purposes.

ACTION RECOMMENDED:

That the School Committee enter into executive session:

A. for the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes, and

B. for the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body; and return to Open Session only for the purpose of adjourning for the evening.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Ms. Barbara A. Malone, Executive Director of Human Resources

Mr. Patrick C. Collins, Assistant Superintendent for Finance and Operations



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XII. Adjournment**