



**School Committee
Meeting Book**

**March 27, 2019
7:00 pm**

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



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

AGENDA

March 27, 2019 7:00pm
Town Hall—Selectmen's Meeting Room
100 Maple Avenue

Items

Suggested time allotments

I.	Public Participation	7:00-7:10
II.	Chairperson's Report & Members' Reports	
III.	Superintendent's Report	
IV.	Time Scheduled Appointments:	
A.	School Start Time Research: Student Report & Discussion	7:10 – 7:30
B.	UMass-Boston Collins Center for Public Management: Report	7:30 – 8:00
C.	Beal School Building Project: Update & Vote on Proprietary Items	8:00 – 8:20
V.	Curriculum	
VI.	Policy	
A.	Crowdfunding Policy: Presentation & First Reading	8:20 – 8:40
B.	Update to Physical Restraint Policy: First Reading or Potential Vote	8:40 – 8:45
C.	Update to Bullying Policy: First Reading or Potential Vote	8:45 – 8:50
VII.	Finance & Operations	
A.	Fees & Tuitions for 2019-2020 School Year: Vote	8:50 – 9:00
VIII.	Old Business	
IX.	New Business	
A.	Collective Bargaining Agreement with Shrewsbury Cafeteria Workers Association: Vote to Ratify	9:00 – 9:10
X.	Approval of Minutes	9:10 – 9:15
XI.	Executive Session	9:15 – 9:45
A.	For the purpose of collective bargaining with the Shrewsbury Education Association	
B.	For the purpose of reviewing, approving, and/or releasing executive session minutes	
XII.	Adjournment	9:45

Next regular meeting: April 10, 2019



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: 3/27/19

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
Mr. Jason Palitsch, Chairperson
Ms. Erin Canzano, Vice Chairperson
Ms. Sandra Fryc, Secretary
Dr. B. Dale Magee, Committee Member
Mr. Jon Wensky, 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: **3/27/19**

A. School Start Time Research: Student Report & Discussion

BACKGROUND INFORMATION:

Last spring, a group of SHS students met with Dr. Sawyer to present information they learned as part of a school project about the potential benefits of a later school start time for adolescents. Two of these students have requested to present this information to the School Committee. This topic is also a goal under the strategic priority of “enhanced wellbeing of all”: Investigate, recommend, and plan for potential changes to school start times to better align with adolescent health needs for adequate sleep . The students’ report is enclosed.

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
Mr. Todd Bazydlo, SHS Principal
Joseph Andrews, Student
Ajan Prabakar, Student

Later Start Times at Shrewsbury High School

February 27, 2019

Presented by Joseph Andrews, SHS Class of 2019, and Ajan Prabakar, SHS Class of 2019

OVERVIEW

Current start times at SHS may cause reductions to the attendance and in-class performance of students in first-period classes and should be delayed. This document will discuss the scientific research and potential community impact for this change.

Scientific Justification

Dopamine, associated with positive emotions is usually used to elevate the body's consciousness or to awaken. This chemical is usually released in the morning and has been linked with sunrise. In teenagers this chemical is released quite later compared to adults, usually around 8:00 AM again with the rising sun. Serotonin has a comparably opposite effect, allowing the body to relax and triggering the onset of the rapid eye movement (REM) or deep stage of sleep. This chemical is also released later, usually around 11pm as a result of hormonal shifts during puberty. An alteration to student sleep schedules may result in lasting hormonal imbalances that can contribute to increased drug usage or susceptibility to mental illness. This is primarily due to a need for a positive release that would normally be accomplished through dopamine dispensation in the morning. In addition, the lack of dopamine during the morning commute for teenagers can cause decreased situational awareness or an inability to practice defensive driving techniques leading to car accidents.

In fact, 57% of licensed teens report being too drowsy to drive but drive anyway, which leads to a disproportionately large number of youth drowsy-driving accidents every year. These effects and biological justification for later start times have been extensively researched and justified by studies carried out by both international organizations such as the World Health Organization and national organizations such as the American Academy of Pediatrics.

Predicted Community Impact/Student Response

So far, the student body at large has expressed overwhelming support for later start times. This was demonstrated in the survey our group ran during homeroom at the high school last spring.

The questions were as follows:

Survey For Later Start Time



Do you think that our school should start later?

Yes ☐

No ☐

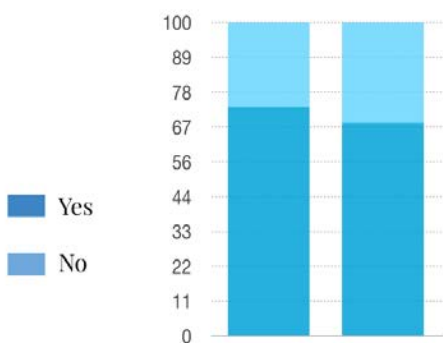
If yes, would you support a plan that implements a rotating schedule in order to dismiss athletes early for sports, and ends the school day around three?

Yes ☐

No ☐

The results were as follows:

106 Students Surveyed Across Home Rooms



Do you think school should start later?

73% Yes

27% No

If yes, would you support a plan that implements a rotating schedule in order to dismiss athletes early for sports and ends the school day around three?

68% Yes

32% No

The results demonstrate strong support for later start times and to a lesser extent a rotating schedule with athlete early dismissal. We expect the percentages to increase if a plan to mitigate impact on athletics and extracurricular activities is created. In addition we spoke to several key members of school administration including Mr. Bazydlo, SHS Principal; Mr. Nevader, SHS Assistant Principal; and Dr. Sawyer, Superintendent of Schools, who expressed general support for starting school later. The effects of such a change may include: later start times for athletic events (practices, games, booster), a requirement for longer elementary daycare after school (an estimated increase of 45 minutes) which would contribute to an increased cost, changes to teenage workplace scheduling, and potential issues with busing schedules.

Local Attempts

Several schools within Massachusetts have already made the change including Hingham, Westborough, and Concord-Carlisle. Hingham High School, in particular, is a prime example of a school within Central Massachusetts that was successful in its attempt to institute later start times. Similarly to this proposal, Hingham High School switched their elementary and high school start times, 7:30 and 8:30, respectively, during the 2003-2004 school year. The former principal, Mrs. Paula McCann who was present during the change stated, “That change was received very positively when we made it years ago. No one has ever suggested we go back. It actually was a relatively easy change to make because the research is so supportive of later start times for high schools.” According to a report published by their principal and school committee, some academic and discipline statistics correlated positively with this change at Hingham High School:

<u>SAT Results</u>			
Year	Verbal	Math	Combined
2002	564	565	1129
2003	560	572	1132
2004	573	587	1160

Suspensions

02-03

51 incidents; 39 students; enrollment 946

03-04

43 incidents; 32 students; enrollment 967

04-05

43 incidents; 30 students; enrollment 1043

CONCLUSION

Research carried out and published within the last decade provide overwhelming support for later start times. Due to a combination of genetic, hormonal, and social factors teenagers must wake up later to ensure a healthy sleeping schedule and subsequently healthy development. Schools that have taken these studies to heart have seen great increases in student performance, mental health, and decreases in disciplinary incidents. This applies to schools within Massachusetts as well as those around the country. Student input also ensures that such a change is supported by the group who would be affected by it the most. Later start times would effectively make Shrewsbury High School a stronger, safer learning community and push it ahead of the curve locally and nationally.

We look forward to presenting this information and answering questions at the February 27, 2019 School Committee meeting.

SOURCES

CDC:

<https://www.cdc.gov/features/school-start-times/index.html>

American Academy of Pediatrics:

<https://www.aap.org/en-us/about-the-aap/aap-press-room/Pages/Let-Them-Sleep-AAP-Recommendations-Delaying-Start-Times-of-Middle-and-High-Schools-to-Combat-Teen-Sleep-Deprivation.aspx>

World Health Organization:

https://www.who.int/maternal_child_adolescent/topics/adolescence/development/en/

(p. 38 - 55) http://www.euro.who.int/_data/assets/pdf_file/0008/114101/E84683.pdf

National Sleep Foundation:

<https://www.sleepfoundation.org/articles/teens-and-sleep>

<https://www.sleepfoundation.org/articles/how-atypical-work-schedules-affect-performance>

National Institute of Health (National Institute of Neurological Disorders and Stroke):

<https://www.ninds.nih.gov/Disorders/Patient-Caregiver-Education/Understanding-Sleep>



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: IV. Time Scheduled Appointments:

MEETING DATE: 3/27/19

B. UMass-Boston Collins Center for Public Management: Report

BACKGROUND INFORMATION:

The School Department engaged the Collins Center for Public Management at UMass-Boston to do an organizational study of the district's Central Office positions and functions. Beginning in January, the members of the Collins Center project team have interviewed district administrators, support staff, principals, and School Committee members. They also gathered information regarding comparable school districts' central office personnel and functions. Representatives from the Collins Center will present a report on their initial findings and recommendations and listen to feedback from the Committee and administration in advance of finalizing their report. Additional information will be provided in advance of the meeting under separate cover.

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/INDIVIDUALS AVAILABLE FOR PRESENTATION:

Mr. Patrick C. Collins, Assistant Superintendent for Finance & Operations
Dr. Joseph M. Sawyer, Superintendent of Schools
Edward Gotgart, Ed.D., Associate, Collins Center for Public Management
Ray Shurtleff, Ed.D., Associate, Collins Center for Public Management
Anne Wilson, Ph.D., Associate, Collins Center for Public Management



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: IV. Time Scheduled Appointments:

MEETING DATE: 3/27/19

C. Beal School Building Project: Update & Vote on Proprietary Items

BACKGROUND INFORMATION:

Ms. Crockett and Mr. Hartley will provide a brief project update and information regarding proprietary specification information for the Beal Project, including why a vote is required and how these specifications came to be recommended as proprietary items. The report and letters of recommendation for the proprietary specifications written on behalf of the project representatives by the designer's consultants are enclosed.

ACTION RECOMMENDED:

That the Committee vote to approve that the following items be included in the Beal Project bid specifications as proprietary items as it is in the best interest of the School Department, Town, and public to have these specific items in the Beal School for integration of systems across all schools and/or to match existing systems and allow for seamless and cost-effective maintenance and repairs in the future:

- Aerohive wireless access devices
- Brivo access control devices
- Apple TV set boxes and Carousel signage system
- Sargent door hardware
- Flushometer Valves for the Water Closets and Urinals
- Bosch intrusion detection devices
- Cisco network switches
- Epson classroom projectors
- Rauland Telecenter U public address system
- NEC telephone system
- ExacqVision video surveillance system

AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools
Mr. Patrick C. Collins, Assistant Superintendent for Finance & Operations
Ms. Kathryn Crockett, President, Lamoureux Pagano Associates
Mr. Walter Hartley, Project Manager, PMA Associates

Beal Elementary School

SCHOOL COMMITTEE MEETING



PMA Consultants



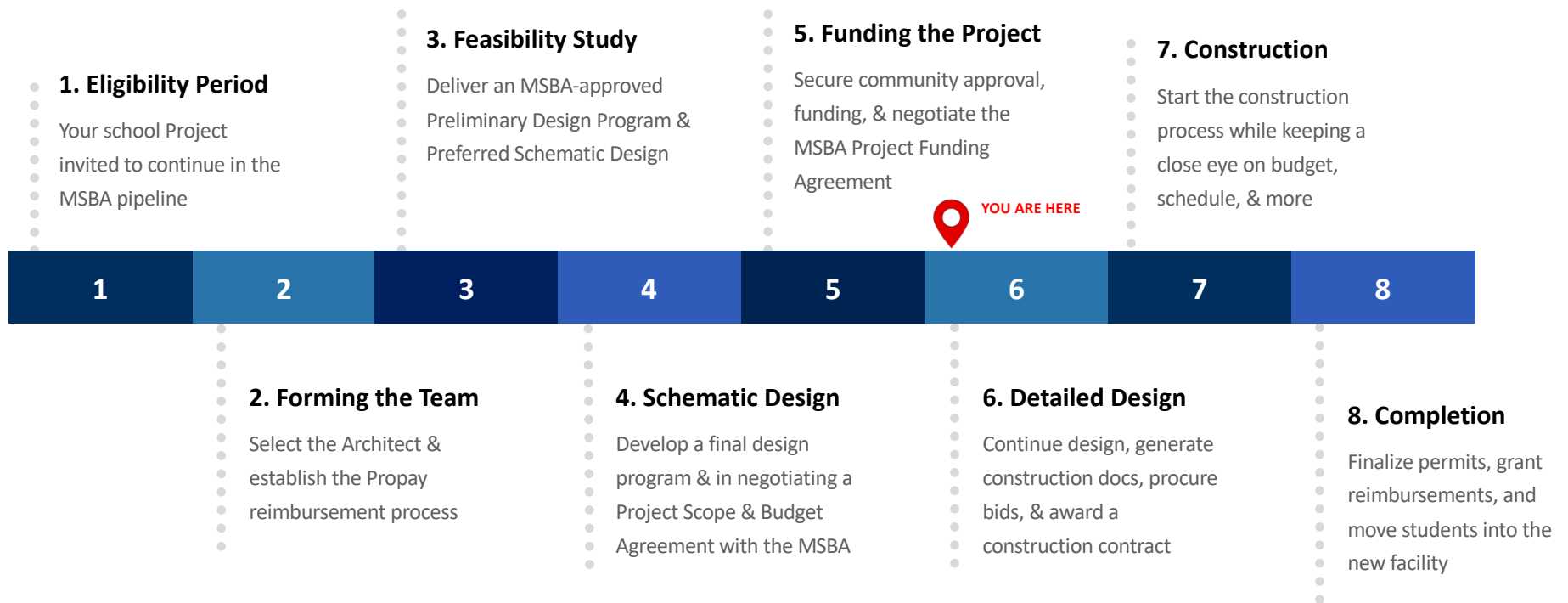
LPA|A



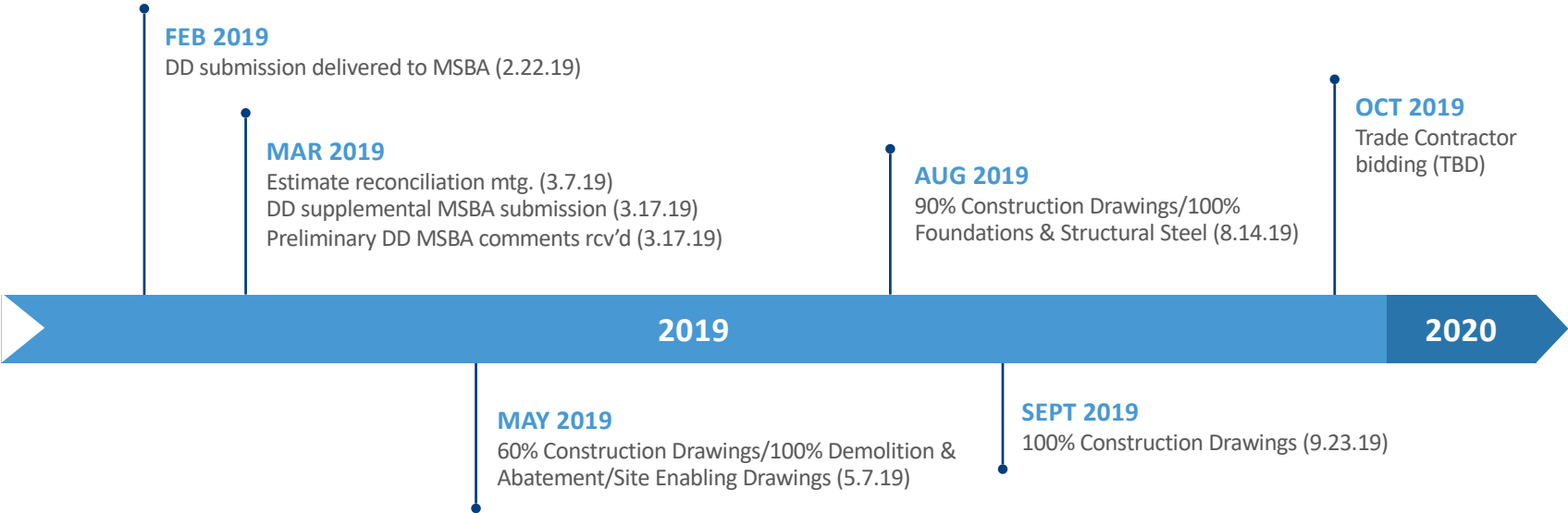
FONTAINE BROS., INC.

March 27, 2019

MSBA PROCESS OVERVIEW



GENERAL PROJECT UPDATE



ESTIMATE RECONCILIATION MEETING 3.7.19



- » Schematic Design: (Voter Approved Construction Budget) \$74,111,830
- » Design Development: Construction Budget \$74,102,824
- » Trending on Budget

CONSTRUCTION DRAWINGS OVERVIEW

PACKAGE 1

60% Construction Drawings/100%
Demolition & Abatement/Site
Enabling Drawings 5.7.19 (Target)

Early Packages for
Demo/Abatement/Site Enabling
School Building

Committee/Board of Selectmen
Approved Closing Lake St. For This
Scope (~3 Months of Work)

PACKAGE 2

90% Construction Drawings/100%
Foundations & Structural Steel
8.14.19 (Target)

Early Packages for
Foundations/Structural Steel

PACKAGE 3

100% Construction Drawings 9.23.19
(Target)

Trade Contractor Bidding October
2019

MGL DEFINITION OF PROPRIETARY ITEMS

M.G.L. c.30, §39M(b) requires that proprietary specifications for public construction projects, including buildings,² shall only be used “... ***for sound reasons in the public interest stated in writing in the public records of the awarding authority*** ... such writing to be prepared after reasonable investigation.” A governmental body must document the reasons and provide them in writing to anyone making a written request for the information.

The governmental body therefore has the responsibility for ensuring that a reasonable investigation is conducted before proprietary specifications can be used in an invitation for bids (IFB) for a public construction project. For example, a reasonable investigation of roofing materials might involve researching commercially available roofing products, including costs, the expected useful life of the installed materials, available warranties, and results experienced by other owners who had purchased and installed various types of roofs. If, after obtaining this information, a governmental body determines that it cannot obtain the desired quality through open, competitive specifications, the decision to use the proprietary specifications is based on full information.

Thus, a governmental body must be able to document the basis for a decision to specify a proprietary product or a restrictive technical requirement. This documentation should be kept on file and made available promptly upon request.

If after a reasonable investigation, the governmental body determines that the project requires use of proprietary specifications, the specifications must include an “or equal” clause. An “or equal” clause is a provision allowing bidders to furnish items that are equal to the specified items. Under the law, an item is considered equal if it:

- » Is at least equal in quality, durability, appearance, strength, and design;
- » Will perform the intended function at least equally; and
- » Conforms substantially, even with deviations, to the detailed requirements contained in the specifications.³

The governmental body, through its designer, determines whether a bid item is equal to the item specified.

¹ American Society for Testing and Materials (ASTM) is a non-profit private organization that sets testing standards for thousands of commercially available products.

² M.G.L. c.30, §39M(b) expressly applies to construction contracts procured under M.G.L. c.149, §§44A-M as well as to construction contracts procured under M.G.L. c. 30, §39M.

³ M.G.L. c.30, §39M(b).

MSBA REQUIRED PROPRIETARY INFORMATION

Provide a list identifying all proposed proprietary items (if any) with an affidavit which shall indicate an elected body of the district (*school committee*, city or town council, or selectmen, - but not an ad-hoc building committee) has been presented with proposals for proprietary requirements approval action, has had an opportunity to investigate, or to require staff or consultant investigation upon each item so proposed, and has majority voted in an open public session that is in the public interest to do so. Provide MSBA with a certified copy of the vote of the elected body.

PROPRIETARY ITEMS LIST

RECOMMENDED PROPRIETARY SPECIFICATION ITEMS:

Recommendations for the below items have been reviewed and discussed with the Town of Shrewsbury Public Works, Representatives from the School Department (Administrators, Teachers, etc...), Shrewsbury Life Safety/First Responders (SFD, SPD) who feel that for sound reasons in the public interest, the items presented here benefit the Town of Shrewsbury and should be procured as a proprietary specification.

Attached to your packet find recommendation letters from the Designer's Consultants, written on behalf of the above representation from the district, for each of the items identified as beneficial proprietary item for the Beal ES and the Town of Shrewsbury.

RECOMMENDED PROPRIETARY SPECIFICATION ITEMS:

Flushometer Valves – Sloan Valve Company
Door Hardware – Sargent
Short Throw Projectors – Epson
Wireless Access Points – Aerohive
Network Switches – Cisco
Public Address System – Rauland
Access Controls System – Brivo
Digital Signage System – Apple TV set box
Telephone System – NEC
Video Surveillance – Exacq
Intrusion Detection System - Bosch



Questions?

Thank you!



PMA Consultants



LPA|A



FONTAINE BROS., INC.

March 27, 2019



38 Front Street FL 3, Worcester, MA 01608
508.797.0333

Office:

March 12, 2019

Ms. Katie Crockett, AIA
Lamoureux Pagano Associates Architects
108 Grove Street, Suite 300
Worcester, MA 01605

RE: Beal Elementary School
Shrewsbury, MA

Dear Ms. Crockett,

Our office has determined that the access control system at Beal Elementary School be specified as a proprietary item. The access control system shall be manufactured by Brivo.

The Town currently utilizes Brivo access control system as its standard. It would be in the best interest of the Town to expand the system for ease of use and familiarity as well as maintenance and training.

If you have any questions or concerns regarding this matter, please contact our office at your earliest convenience.

Cordially,

A handwritten signature in black ink that reads 'Azim Rawji'.

Azim Rawji, P.E.
Principal



38 Front Street FL 3, Worcester, MA 01608
508.797.0333

Office:

March 12, 2019

Ms. Katie Crockett, AIA
Lamoureux Pagano Associates Architects
108 Grove Street, Suite 300
Worcester, MA 01605

RE: Beal Elementary School
Shrewsbury, MA

Dear Ms. Crockett,

Our office has determined that the digital signage system at Beal Elementary School be specified as a proprietary item. The system utilizes Apple TV set box digital signage to support district-wide TRMS Carousel signage system.

The Town currently utilizes Apple TV set boxes and Carousel signage system as its standard. It would be in the best interest of the Town to expand the system for ease of use and familiarity as well as maintenance and training.

If you have any questions or concerns regarding this matter, please contact our office at your earliest convenience.

Cordially,

A handwritten signature in black ink that reads 'Azim Rawji'.

Azim Rawji, P.E.
Principal

21 February 2019

Walter Hartley, Project Manager
PMA Consultants, LLC
35 Braintree Hill Office Park, Suite 300
Braintree, MA 02184

Re: Major Howard W. Beal School
Shrewsbury, MA

Dear Mr. Hartley:

Per the request of the Public Buildings staff for the Town of Shrewsbury, it has been determined that we should include the Sargent door hardware specification at the Major Howard W. Beal School as a proprietary item.

Sargent hardware is installed throughout the Shrewsbury Public Schools currently. Using the same product will allow for consistency of entry access as well as maintenance of the hardware system.

If you have any questions or concerns regarding this matter, please contact our office at your earliest convenience.

Sincerely,

A handwritten signature in black ink, appearing to read "K. Crockett", with a long, sweeping horizontal line extending to the right.

Kathryn Crockett, AIA
President

1717/Corres/OPM/1717CO-OPM-letter.doc



SEAMAN ENGINEERING CORPORATION

P: 508-865-1400

F: 508-865-1401

22 West St. Unit C, Millbury, MA 01527

seamanengineers.com

February 21, 2019

Lamoureux-Pagano Associates, Architects
108 Grove Street, Suite 300
Worcester, MA 01605

Attn: Kathryn Crockett

Re: Major Howard W. Beal School
Shrewsbury, MA

Dear Ms. Crockett,

This office has determined that we should include Flushometer Valves for the Water Closets and Urinals as a proprietary item. The Flushometer Valves shall be manufactured by Sloan Valve Company. The Flushometer Valves shall be included as proprietary so that the replacement parts are consistent for the town schools. The Town currently has Flushometer Valves by Sloan Valve Company in many of the school facilities. It would be in the best interest of the Town to use Flushometer Valves by Sloan Valve Company for ease of use and familiarity as the maintenance staff already has been trained on servicing them.

If you have any questions or concerns regarding this matter, please contact our office at your earliest convenience.

Sincerely,

Seaman Engineering Corporation,

Christopher D. Robinson, P.E.
Vice President of Engineering



38 Front Street FL 3, Worcester, MA 01608

Office: 508.797.0333

March 12, 2019

Ms. Katie Crockett, AIA
Lamoureux Pagano Associates Architects
108 Grove Street, Suite 300
Worcester, MA 01605

RE: Beal Elementary School
Shrewsbury, MA

Dear Ms. Crockett,

Our office has determined that the intrusion detection system at Beal Elementary School be specified as a proprietary item. The system shall be manufactured by Bosch.

The Town currently utilizes Bosch intrusion detection system as its standard. It would be in the best interest of the Town to expand the system for ease of use and familiarity as well as maintenance and training.

If you have any questions or concerns regarding this matter, please contact our office at your earliest convenience.

Cordially,

Azim Rawji, P.E.
Principal



38 Front Street FL 3, Worcester, MA 01608
508.797.0333

Office:

March 12, 2019

Ms. Katie Crockett, AIA
Lamoureux Pagano Associates Architects
108 Grove Street, Suite 300
Worcester, MA 01605

RE: Beal Elementary School
Shrewsbury, MA

Dear Ms. Crockett,

Our office has determined that the network Switches at Beal Elementary School be specified as a proprietary item. The network switches shall be manufactured by Cisco.

The Town currently utilizes Cisco network switches as its standard. It would be in the best interest of the Town to expand the system for ease of use and familiarity as well as maintenance and training.

If you have any questions or concerns regarding this matter, please contact our office at your earliest convenience.

Cordially,

Azim Rawji, P.E.
Principal



38 Front Street FL 3, Worcester, MA 01608
508.797.0333

Office:

March 12, 2019

Ms. Katie Crockett, AIA
Lamoureux Pagano Associates Architects
108 Grove Street, Suite 300
Worcester, MA 01605

RE: Beal Elementary School
Shrewsbury, MA

Dear Ms. Crockett,

Our office has determined that the classroom/meeting room projectors at Beal Elementary School be specified as a proprietary item. The projectors shall be manufactured by Epson.

The Town currently utilizes Epson projectors as its standard. It would be in the best interest of the Town to expand the system for ease of use and familiarity as well as maintenance and training.

If you have any questions or concerns regarding this matter, please contact our office at your earliest convenience.

Cordially,

Azim Rawji, P.E.
Principal



38 Front Street FL 3, Worcester, MA 01608
508.797.0333

Office:

March 12, 2019

Ms. Katie Crockett, AIA
Lamoureux Pagano Associates Architects
108 Grove Street, Suite 300
Worcester, MA 01605

RE: Beal Elementary School
Shrewsbury, MA

Dear Ms. Crockett,

Our office has determined that public address system at Beal Elementary School be specified as a proprietary item. The public address system shall be manufactured by Rauland.

The Town currently utilizes Rauland Telecenter U public address system as its standard. It would be in the best interest of the Town to expand the system for ease of use and familiarity as well as maintenance and training.

If you have any questions or concerns regarding this matter, please contact our office at your earliest convenience.

Cordially,

A handwritten signature in black ink that reads 'Azim Rawji'.

Azim Rawji, P.E.
Principal



38 Front Street FL 3, Worcester, MA 01608
508.797.0333

Office:

March 12, 2019

Ms. Katie Crockett, AIA
Lamoureux Pagano Associates Architects
108 Grove Street, Suite 300
Worcester, MA 01605

RE: Beal Elementary School
Shrewsbury, MA

Dear Ms. Crockett,

Our office has determined that the telephone system at Beal Elementary School be specified as a proprietary item. The telephone system shall be manufactured by NEC.

The Town currently utilizes NEC telephone system as its standard. It would be in the best interest of the Town to expand the system for ease of use and familiarity as well as maintenance and training.

If you have any questions or concerns regarding this matter, please contact our office at your earliest convenience.

Cordially,

A handwritten signature in black ink that reads 'Azim Rawji'.

Azim Rawji, P.E.
Principal



38 Front Street FL 3, Worcester, MA 01608
508.797.0333

Office:

March 12, 2019

Ms. Katie Crockett, AIA
Lamoureux Pagano Associates Architects
108 Grove Street, Suite 300
Worcester, MA 01605

RE: Beal Elementary School
Shrewsbury, MA

Dear Ms. Crockett,

Our office has determined that the video surveillance system at Beal Elementary School be specified as a proprietary item. The video surveillance system shall be manufactured by Exacq.

The Town currently utilizes Exacq video surveillance system as its standard. It would be in the best interest of the Town to expand the system for ease of use and familiarity as well as maintenance and training.

If you have any questions or concerns regarding this matter, please contact our office at your earliest convenience.

Cordially,

A handwritten signature in black ink that reads 'Azim Rawji'.

Azim Rawji, P.E.
Principal



38 Front Street FL 3, Worcester, MA 01608
508.797.0333

Office:

March 12, 2019

Ms. Katie Crockett, AIA
Lamoureux Pagano Associates Architects
108 Grove Street, Suite 300
Worcester, MA 01605

RE: Beal Elementary School
Shrewsbury, MA

Dear Ms. Crockett,

Our office has determined that the wireless access points at Beal Elementary school be specified as a proprietary item. The wireless access points shall be manufactured by Aerohive.

The Town currently utilizes Aerohive wireless access points as its standard. It would be in the best interest of the Town to expand the system for ease of use and familiarity as well as maintenance and training.

If you have any questions or concerns regarding this matter, please contact our office at your earliest convenience.

Cordially,

A handwritten signature in black ink, appearing to read 'Azim Rawji', written in a cursive style.

Azim Rawji, P.E.
Principal



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **3/27/19**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **VI. Policy**

MEETING DATE: **3/27/19**

A. Crowdfunding Policy: Presentation & First Reading

BACKGROUND INFORMATION:

Shrewsbury Public Schools recognizes that crowdfunding campaigns have become a useful method by which teachers and organizations can procure resources for specific projects and/or programs. The revenue-raising potential that crowdfunding campaigns may provide can be a benefit for the district. The district further recognizes, however, that unregulated employee use of crowdfunding campaigns on behalf of the district can subject both the district and employees to potential legal liability. This policy's intent is to effectively regulate and establish parameters for use of crowdfunding campaigns for district purposes. This is a first reading of the proposed new Policy 914: Crowdfunding. Ms. Biscotti will give a presentation on crowdfunding.

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. Erin Canzano, School Committee, Member of Policy Subcommittee
Mr. Jason Palitsch, School Committee, Member of Policy Subcommittee
Dr. Joseph M. Sawyer, Superintendent of Schools
Mr. Patrick C. Collins, Assistant Superintendent for Finance & Operations
Ms. Michelle Biscotti, Co-Coordinator of Development & Volunteer Activities



Crowdfunding: An Opportunity for Shrewsbury Public Schools

Presentation to School Committee

March 27, 2019

Michelle Biscotti

Coordinator of Development & Volunteer Activities



Definition of Crowdfunding

“The practice of funding a project or venture by raising many small amounts of money from a large number of people, typically via the internet.”

Source: www.dictionary.com



About Crowdfunding

- Concept emerged in late 1990s
- \$34 billion has been raised globally
- Projects include anything you can imagine
 - Business start ups, research, product development, arts, charities, events, personal needs
- Expected to raise almost \$300 billion globally by 2025

Source <https://blog.fundly.com/crowdfunding-statistics/>



Crowdfunding for Public Education

- Evolved over the last ten years
- No official estimates, but 3 largest US platforms claim \$200 million in donations in 2017 alone
- Results vary but one popular platform reports:
 - 69% of projects are fully funded
 - 75% of funds come from donors who never met the teacher they are supporting
 - Average total cost of a project is \$590
 - Average donation size is \$55
 - Average time to fully fund a project is 27 days

Source: www.donorschoose.org



Appeal of Crowdfunding

- Funds classroom needs that cannot be funded through district operating budgets
- Expands pool of potential donors
- Projects can be put forward at any time during the year
- Projects can be for anything a teacher envisions (and district approves)



Key Considerations for Schools

- Implications of accepting cash vs product
 - Massachusetts laws and regulations have restrictions
- Financial transparency & accountability
- Protecting student privacy
- Ownership of purchased goods
- Ethical considerations



Finding the Best Platform for SPS

- Researched 17 platforms that articles named as successful for schools
 - 4 are no longer in operation
 - 3 specialize in areas other than schools
 - 3 are software packages
 - 1 focuses only on technology purchases
 - 4 only distribute money
 - 2 distribute products
 - 1 distributes money or product and product selection is very limited
- Preferred platform: DonorsChoose.org



About DonorsChoose

Founded	2000
Ownership	Non-profit
Volume	Over \$756 million raised; Over 80,000 schools participate; Almost 1.3 million projects funded
Money or Product?	Primarily distribute products. Cash payments are secondary and only available to fund speakers or trips.

About DonorsChoose

Products	Impressive array of products available from 22 vendors including Amazon, Staples, School Specialty
Partnerships	Strong foundation and donor partnerships, marketing and promotion. Grant and matching funds available throughout the year.
Tools	Robust website full of helpful information and tools for users and donors
Project Fulfillment	<i>Only fulfill projects that are fully funded. Donations can be redirected or turned into gift cards for future projects on DonorsChoose.</i>



SPS Pilot Program

- Assessment objectives
 - Ease of use for teachers
 - Quantity & quality of materials in vendor catalogues
 - Availability of grants / matching funds
 - Timeframe for funding
 - Pool of donors
 - Turnaround time to receive funded materials
 - Sufficiency of reporting



SPS Pilot Program

- Projects posted late fall thru early January
- Different schools, different grade levels
 - One project each at Floral Street School, Sherwood Middle School and SHS
- Range of funding amounts
 - \$260 - \$1,150
- Varied teacher experiences with fundraising and crowdfunding

DonorsChoose



DonorsChoose.org

Find a classroom to support

About us

Help

Sign in

Support a classroom. Build a future.

Teachers and students all over the U.S. need your help to bring their classroom dreams to life. Get crayons, books, telescopes, field trips, and more for a classroom today.

[See classroom projects](#)

Our efficiency and transparency have earned us the highest rating on Charity Navigator.

www.donorschoose.org



SPS Pilot Results

- All teachers reported that DonorsChoose was easy to use and offered a great selection of vendors and products
- All wished more grants or matching funds were available for their projects
 - One project received a nominal corporate grant
 - One opportunity became available after a project was fully funded
- All had a different experience with project funding



SPS Pilot Results

- One project was fully funded in 2 weeks
 - Teacher was very comfortable promoting her project on social media to friends & family
 - \$450 donated by 12 donors
 - \$0 grants or matching funds at the time
 - 11 donors were family & friends of the teacher
 - Felt this was much easier than applying for a grant & would definitely use again
 - Took 2-3 weeks to receive materials from DonorsChoose



SPS Pilot Results

- 2 projects remain open
 - One has \$29 in funding out of \$261
 - One has \$0 in funding out of \$1,132
 - Teachers reported they are not comfortable promoting these projects to friends & family
 - One teacher said she prefers the grant process because you write the grant and forget about it; knowing the project is open is one more thing to think/worry about



SPS Pilot Results

- District level reporting was timely and adequate for knowing project status
- Administrator reporting was adequate to track delivery of funded materials
- Teachers were notified if match or grant opportunities become available
- Teachers received weekly suggestions from DonorsChoose for moving their projects forward



Conclusions

- DonorsChoose works
- It won't work for everyone
 - Best for teachers comfortable on social media
- Teachers will have to advocate for their projects to make them successful
 - You can't go into it thinking the money will just come to you
- Best to keep to a \$250-\$500 range
- It fits as another tool / funding option for teachers



Recommendations

- Allow teachers to use crowdfunding sites that distribute products, not cash
 - Highlight DonorsChoose as preferred site
- Implement a policy that protects teachers, students and the District
 - Requires prior Principal and IT approval of any campaigns
 - Clearly states the District has ownership of any products received through crowdfunding
 - Prohibits the use of identifiable pictures of District students when applicable
 - Prevents teachers from soliciting donations directly from current students or their families

POLICY FAMILY	Business Affairs	900
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Policy 914: Crowdfunding

Adopted xx/xx/19

Shrewsbury Public Schools (The District) recognizes that crowdfunding campaigns have become a useful method by which teachers and organizations can procure resources for specific projects and/or programs. The revenue-raising potential that crowdfunding campaigns may provide can be a benefit for the District. The District further recognizes, however, that unregulated employee use of crowdfunding campaigns on behalf of the District can subject both the District and employees to potential legal liability. This policy's intent is to effectively regulate and establish parameters for use of crowdfunding campaigns for District purposes.

It is the responsibility of the donor to understand the potential tax benefits of any donation they make to a crowdfunding platform in support of the District. Moreover, donors should have no expectation of favoritism towards their student nor *quid pro quo* considerations in exchange for any donation of funds or other resources to a crowdfunding project.

Definitions:

For the purpose of this policy, crowdfunding is defined as the practice of funding a project or venture by raising monetary contributions, typically via the internet, for a particular purpose or cause.

For the purpose of this policy, campaign is defined as a fundraising effort launched on an approved platform that is designed to raise funds to meet an advertised goal or need.

Guidelines:

- 1) The only online crowdfunding sites approved by the District for use by its employees are those that take monetary donations and distribute goods only, not cash, to the District, like *DonorsChoose* (www.donorschoose.org).
- 2) The District employees eligible to sponsor a crowdfunding campaign must meet the eligibility requirements set forth by the crowdfunding site.
- 3) No employee shall post any proposal to a crowdfunding site without prior written approval from the employee's building Principal or designee. When determining whether to approve, the building Principal or designee will consider issues including the intended purpose of the

campaign; how the project for which funds are being raised fits with the District approved curriculum; the logistics and manageability of the District taking and keeping possession of the materials to be obtained with said funds; the total number of crowdfunding campaigns underway or projected for that school year; as well as any other issues salient to how the crowdfunding campaign might impact the District or school.

- 4) To the extent an employee's campaign is to include any technology or software, the employee must secure written consent from the Director of Technology or designee prior to submitting a request for approval to the building Principal or designee.
- 5) The District employees, individuals, groups, clubs and/or organizations that do not meet the crowdfunding site's eligibility requirements and that have not been granted formal approval by their building Principal or designee may not engage in crowdfunding campaigns on behalf of the District.
- 6) If an employee's campaign is approved, the employee agrees to use the donated materials solely as stated in the employee's proposal.
- 7) Approved crowdfunding campaigns must operate in compliance with all laws and all District policies and administrative guidelines.
- 8) All materials obtained from a crowdfunding site become the property of the District, not the individual staff person who initiated the project, and, if applicable, will remain in the school where the staff person who originated the project was located at the time of the crowdfunding campaign.
- 9) Once a campaign is approved by the building Principal or designee and the crowdfunding site, the District employees may solicit donations to a campaign from their own personal network of acquaintances. Employees may not directly solicit students or family members of students they currently teach, support or over whom they have any authority.
- 10) Communications to current school families about an active crowdfunding campaign may be done through the building Principal's regular newsletter to school families or other school- or district-wide communications. Those communications will be informative in nature and not forceful solicitations for support.
- 11) If a campaign is not fully funded within the time period required by the crowdfunding site or the campaign cannot be concluded for any reason, donations already made to the campaign will be handled in accordance with the crowdfunding site's policy for such occurrences.

Crowdfunding campaigns MAY NOT:

- 1) Disparage the District or any of its buildings, programs, students or employees or paint the District or any of its employees, students or programs in a negative light;
- 2) Include identifiable pictures of the District students in the crowdfunding post or on the project sponsor's project page on the crowdfunding site if said student's parents have made this prohibition.
- 3) Include identifying information of any District student on the crowdfunding site;
- 4) Be used for personal gain of any individual other than the District-related benefits associated with the campaign's purpose;
- 5) Result in the items being provided delivered directly to the District employee sponsoring the approved campaign;
- 6) Solicit funds for items or projects that are religious or political in nature or that have a religious or political purpose;
- 7) Violate any applicable state or federal law;
- 8) Be contingent on additional District spending or "matching" funds from the District or another organization;
- 9) Request food items; or
- 10) Contain language that suggests or states that an item or items for which the donations are being sought are required for or otherwise integral to a student's individual education plan (IEP), necessary for a student to achieve his/her IEP goals, or necessary to ensure participation of a student or students with disabilities in school or a program offered by The District.

Additional Requirements and Regulations:

- 1) The District reserves the right to refuse items that have been obtained through an approved crowdfunding campaign if it discovers that the project violated this policy or was in violation of the crowdfunding site's requirements, policies and/or regulations.
- 2) The District reserves the right to terminate any pre-approved crowdfunding campaign or withhold approval for any crowdfunding campaign for any reason.

This policy will be reviewed within five years of its most recent revision.

MGL 44:53A
MGL 71:37A
MGL 268A:3
MGL 268A:23



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **VI. Policy**

MEETING DATE: **3/27/19**

B. Update to Physical Restraint Policy: First Reading or Potential Vote

BACKGROUND INFORMATION:

During the week of April 1, 2019 the Department of Elementary and Secondary Education's Office of Public School Monitoring (PSM) will conduct a Tiered Focused Monitoring Review of Shrewsbury Public School District. The Office of Public School Monitoring visits each district and charter school every three years to monitor compliance with federal and state special education and civil rights regulations. Areas of review related to special education include student assessments, determination of eligibility, the Individualized Education Program (IEP) Team process, and IEP development and implementation. Areas of review related to civil rights include bullying, student discipline, physical restraint, and equal access to school programs for all students. In preparation for the Tier Focused Monitoring Review, Policy 325: Prevention of Physical Restraint and Requirements If Used has been reviewed by the DESE representative and the indicated changes are required to be added. A draft of updated Policy 325: Prevention of Physical Restraint and Requirements If Used is enclosed.

Because the language changes/additions are required by DESE, it is suggested that the Committee vote to waive the first reading and vote on the changes to be implemented.

ACTION RECOMMENDED:

That the Committee vote to waive the first reading of the updated policy.

That the Committee vote to approve updated Policy 325: Prevention of Physical Restraint and Requirements If Used.

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Ms. Erin Canzano, School Committee, Member of Policy Subcommittee
Mr. Jason Palitsch, School Committee, Member of Policy Subcommittee
Dr. Joseph M. Sawyer, Superintendent of Schools

POLICY FAMILY	Personnel – Responsibilities & Procedures	300
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Policy 325: Prevention of Physical Restraint and Requirements If Used

Adopted 3/6/02
Revised 3/25/15
Revised 11/16/16
Revised ??/19

The Shrewsbury Public Schools complies with the DOE restraint regulations, 603 CMR 46.00 et seq. ("Regulations"), to the extent required by law. According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. A brief overview of the Regulations is provided below.

Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances. **Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief contact to promote student safety, providing physical guidance and prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.**

The district shall have procedures for restraint prevention and behavior supports regarding appropriate responses to student behavior that may require immediate intervention. These procedures will be reviewed annually and provided to program staff and made available to parents of enrolled students.

SPS has various methods for preventing student violence, self-injurious behavior, and suicide, including time-out and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student. Resources include:

1. Functional Behavior Assessment to hypothesize what environmental variables may be contributing to the identified behavior of concern.
2. Development of individualized behavior support plans.
3. The application of time out procedures (where appropriate) as part of the student's individualized behavior support plan.
4. Trainings for mental and behavioral health, such as "Mental Health First Aid".
5. Verbal de-escalation and restraint training, such as "Strategies of Limiting Violent Episodes (S.O.L.V.E.).
6. Access to district wide Clinical Coordinators and consulting Child Psychiatrist.

7. Early Intervening Team (EIT), Student Support Team (SST) are groups made up of district personnel who problem solve and implement procedures prior to the clinical team being called in.

Shrewsbury Public Schools provides alternatives to physical restraint and method of physical restraint in emergency situations. The “Strategies for Limiting Violent Episodes” (S.O.L.V.E.) curriculum teaches a variety of methodologies that highlight variables that an individual may need to control in an emergency situation (i.e. if a student’s behavior is escalating). In addition, the curriculum identifies a variety of verbal de-escalation strategies that include but are not limited to: Setting up/Perception/Invitation/Knowledge/Emotions with empathy/Strategy, aka S.P.I.K.E.S. model of effective communication; action responses (e.g., asking clarifying questions, etc.); and listening responses (e.g, body language, clarification, confirmation, etc.).

Physical restraint shall not be used:

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

Shrewsbury Public Schools does not authorize the use of medication restraint, mechanical restraint, prone restraint (unless permitted pursuant to 603 CMR 46.03 (1)(b)), seclusion (as defined below) or the use of physical restraint in a manner inconsistent with 603 CMR 46.00.

Prone restraint shall be prohibited in public education except on an individual student basis, and only under the following circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
3. There are no medical contraindications as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5. The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,

6. The program has documented 603 CMR 46.03(1)(b) 1 - 5 in advance of the use of prone restraint and maintains the documentation.

Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

Seclusion means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02.

Time-out is **not** prohibited

Time-out means a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student will be continuously observed by a staff member. Staff will be with the student or immediately available to the student at all times. The space used for time-out will be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out will cease as soon as the student has calmed. If a student has not calmed and the time-out may need to exceed 30 minutes, the principal or designee must be contacted in order to approve extending the time-out beyond this timeframe.

There are two situations in which time out procedures may be used:

- 1.If it has been outlined in the student's individualized behavior support plan and consented to by their parent/guardian.
- 2.If the student's behavior requires the immediate removal from a classroom environment due to the student demonstrating an acute/aberrant behavior that creates an emergency situation. Time out should not last longer than 20 minutes before adults assisting the student attempt to verbally redirect the student and de-escalate the situation. Only in the presence of a building administrator or designee can the time out procedure be employed for longer than 20 minutes.

~~The Regulations do not prevent a teacher, employee or agent of the District from using reasonable force to protect students, other persons or themselves from assault or imminent serious harm or from restraining students as otherwise provided in the Regulations.~~

At the beginning of each school year, the principal of each building or his or her designee will identify program staff who are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff must have participated or will participate in in-depth training in the use of physical restraint.

Such training shall be competency-based and at least 16 hours in length, with a 6 hour refresher training occurring annually thereafter. The curriculum will teach a variety of methodologies that an individual may need to control in an emergency situation (i.e. if a student's behavior is escalating). ~~Also, the curriculum will identify a variety of de-escalation strategies (i.e. Action~~

~~responses—ask clarifying questions; Listening responses—body language, confirmation).~~

Content of in-depth training. In-depth training in the proper administration of physical restraint shall include, but not be limited to:

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

Proper Administration of Physical Restraint

(1) Trained personnel. Only public education program personnel who have received training pursuant to 603 CMR 46.04(2) or 603 CMR 46.04(3) shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

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

(3) Safest method. A person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements set forth in 603 CMR 46.05(5). Floor restraints, including prone restraints otherwise permitted under 603 CMR 46.03(1)(b), shall be prohibited unless the staff members administering the restraint have received in-depth training according to the requirements of 603 CMR 46.043(3) and, in the judgment of the trained staff members, such method is required to provide safety for the student or others present.

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

(5) Safety requirements. Additional requirements for the use of physical restraint:

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

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

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

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

(e) After the release of a student from a restraint, the public education program shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

Methods for engaging parents in discussions about restraint prevention and the use of restraint solely as an emergency procedure:

1. Parent Strategies class is offered each year. Clinical Coordinators and Child Psychiatrist focus on prevention and understanding behavior and functions of behavior. Mental health issues and strategies are discussed as well.

2. Behavior plans are reviewed with parents as part of a school based team. Plans emphasize positive behavioral supports and methods to increase appropriate and/or alternative behavior. If it is required for parents to understand emergency intervention, the team will meet with the parents to demonstrate what it looks like and feels like.

Reporting Requirements When a Restraint Occurs:

1. All physical restraints and/or time out procedures will be documented via the SPS Incident Report Form. In addition all physical restraints will be reported on an annual basis to DESE via the Restraint Reporting Form or as directed by the department.

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

3. Informing parents. The principal or designee will make reasonable efforts to verbally inform the student's parents as soon as possible of the restraint, and no more than 24 hours following the event, and will also notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the parent of a student receives report cards and other necessary school-related information in a language other than English, the written restraint report will be provided to the parent or guardian in that language. The principal will provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

(4) Contents of report. The written report required by 603 CMR 46.06(2) and (3) shall include:

(a) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).

(b) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.

(c) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.

(d) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.

(e) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

5. Individual student review. The principal of the program will conduct a weekly review of restraint data in order to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

(a) review and discussion of the written reports submitted in accordance with 603 CMR 46.06 and any comments provided by the student and parent about such reports and the use of the restraints;

(b) analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;

(c) consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;

(d) agreement on a written plan of action by the program.

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

7. Report all restraint-related injuries to the Department. When a physical restraint has resulted in an injury to a student or staff member, the principal will send a copy of the written report to the Department postmarked no later than three (3) school working days of the administration of the restraint. The principal will also send the Department a copy of the record of physical

restraints maintained by the principal for the 30-day period prior to the date of the reported restraint. Every program shall collect and annually report data to the Department regarding the use of physical restraints. Such data shall be reported in a manner and form directed by the Department.

Complaints and investigations regarding restraint practices are covered by District Policy 132, Steps for Handling Complaints. At this time, if parents of a student have concerns/complaints about SPS policy and/or procedures regarding physical restraint and/or the use of time out procedures, they should contact the building administrator and the ~~Director of Special Education and Pupil Personnel Services~~ Assistant Superintendent for Student Services to file concerns/complaints and/or initiate an investigation on a particular student.

The above procedures and guidelines will be reviewed annually with school personnel and shared with students and parents. During the first month of school, all staff review the revised restraint prevention and behavior support policy as part of the online district wide compliance training. Any new employee will, also, review the restraint prevention and behavior support policy within one month of their hire date. Each principal or director shall determine a time and method to provide all program staff with training regarding the program's restraint prevention and behavior support policy and requirements when restraint is used. Such training shall occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. Training shall include information on the following:

- (a) The role of the student, family, and staff in preventing restraint;
- (b) The program's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
- (c) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
- (d) When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
- (e) Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
- (f) Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.

All policies and procedures are available to parents through the district website, schools and department offices. A copy of the regulations can be obtained from the ~~Director of Special Education and Pupil Personnel Services~~ Assistant Superintendent for Student Services, who can be reached at (508) 841-8660.

A copy of the regulations of Department of Education may also be obtained at the following website: www.doe.edu/lawsregs/603cmr46.html

This policy will be reviewed within five years of its last revision.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **3/27/19**

C. Update to Bullying Policy: First Reading or Potential Vote

BACKGROUND INFORMATION:

During the week of April 1, 2019 the Department of Elementary and Secondary Education's Office of Public School Monitoring (PSM) will conduct a Tiered Focused Monitoring Review of Shrewsbury Public School District. The Office of Public School Monitoring visits each district and charter school every three years to monitor compliance with federal and state special education and civil rights regulations. Areas of review related to special education include student assessments, determination of eligibility, the Individualized Education Program (IEP) Team process, and IEP development and implementation. Areas of review related to civil rights include bullying, student discipline, physical restraint, and equal access to school programs for all students. In preparation for the Tier Focused Monitoring Review, Policy 712: Bullying Prevention and Intervention has been reviewed by the DESE representative and the indicated changes are required to be added. A draft of updated Policy 712: Bullying Prevention and Intervention is enclosed.

Because the language changes/additions are required by DESE, it is suggested that the Committee vote to waive the first reading and vote on the changes to be implemented.

ACTION RECOMMENDED:

That the Committee vote to waive the first reading of the updated policy.

That the Committee vote to approve updated Policy 712: Bullying Prevention and Intervention.

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Ms. Erin Canzano, School Committee, Member of Policy Subcommittee
Mr. Jason Palitsch, School Committee, Member of Policy Subcommittee
Dr. Joseph M. Sawyer, Superintendent of Schools

POLICY FAMILY	Responsibilities & Discipline	700
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Policy 712: Bullying Prevention and Intervention

Adopted 12/8/10

Amended 10/23/13

Amended ??/??/19

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 **or staff** 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, **unpaid administrative leave (for staff members) or termination of employment (for staff members)**. 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

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, and 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.

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 **or staff** aggressor and/or other witnesses. If appropriate, the investigator should remind the alleged student **or staff** 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 SCHOOL COMMITTEE MEETING

ITEM NO: VII. Finance & Operations

MEETING DATE: 3/27/19

A. Fees & Tuitions for 2019-2020 School Year: Vote

BACKGROUND INFORMATION:

At the School Committee meeting on March 13, 2019, Mr. Collins presented information for fees related to busing, athletics, and student activities, along with tuition rates for preschool and full-day kindergarten for the 2019-2020 school year, including illustrating potential adjustments to these fees and tuitions. A memo from Dr. Sawyer with his recommendations for fee and tuition adjustments for Fiscal Year 2020 is enclosed.

In order to make preparations for instituting adjusted fees and tuitions for next school year, the School Committee is requested to take action by voting on the recommendations at the March 27, 2019 meeting.

ACTION RECOMMENDED:

That the School Committee vote to approve the adjustments to fee and tuition rates for Fiscal Year 2020 as illustrated in the Superintendent's recommendation memo.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Mr. Patrick Collins, Assistant Superintendent for Finance and Operations



Shrewsbury Public Schools

Joseph M. Sawyer, Ed.D.
Superintendent

March 22, 2019

To: School Committee
Re: Recommendations for Fiscal Year 2020 Fees & Tuitions

At your last meeting on March 13, Mr. Collins presented a variety of options for potential changes to fees and tuitions that families pay for various services, programs, or activities that are optional in some manner. At that time, I indicated that I would be making my recommendations for adjustments in advance of your March 27 meeting, and this memorandum contains these recommendations. Please refer to the materials from your March 13 meeting for detailed information regarding these tuitions and fees.

Transportation Fee

Due to a second consecutive year of rising daily bus rates connected to a recently bid contract (13% increase in FY20, which is year two of the contract), I recommend that the bus fee rate increase from \$300 per student to \$310 per student, which represents a 3.3% increase. This is estimated to generate approximately \$23,496 in additional revenue. If this increase is approved, it is estimated that the transportation fee revenue for bus transportation for students who are not legally mandated to be transported will be approximately \$735,500 and would represent approximately 26% of the entire district cost of busing students to and from school.

Athletic Fee

As we will experience normal inflationary costs associated with the athletic program, as well as increased transportation costs, I recommend that the athletic fee rate be increased from \$310 to \$315 per sport per season, which represents a 1.6% increase. This is expected to generate approximately \$5,568 in additional revenue. If the increase is approved, it is estimated that the athletic fee revenue would be approximately \$353,500 and would represent approximately 46% of the entire district cost of providing high school interscholastic athletics.

Activity Fee

I recommend that there be no change to the Sherwood Middle School activity fee (remaining at \$50); the Oak Middle School activity fee (remaining at \$75); and the Shrewsbury High School activity fee (remaining at \$100). The revenue from activity fees would be approximately \$111,500 and would represent approximately 42% of the entire district cost of providing various clubs and co-curricular activities at Sherwood, Oak, and SHS, including interscholastic athletics at Oak.

Preschool Tuition

In order to keep up with rising costs, I recommend a 3% increase in the tuition rate for all preschool programs, which is expected to generate approximately \$17,250 in additional revenue. A typical three-day per week program would increase from \$2,743 to \$2,825 per year, an increase of \$82. If the increase is approved, it is estimated that the preschool tuition revenue would be approximately \$592,000 and would represent approximately 45% of the entire district cost of providing preschool programming.

Full Day Kindergarten Tuition

The School Committee has established a goal of providing universal access to full day, tuition free kindergarten when space becomes available as a result of the Beal building project. In order for the district to responsibly wean itself from the tuition funding coming out of families' pockets, the district is stepping down the tuition rate over time so that the district does not have to absorb a shift in cost to the appropriated budget all at once when the shift is eventually made to providing full day kindergarten. I recommend a 33% reduction in full day kindergarten tuition, from \$3,600 to \$2,400 annually, for the second year of this plan. This is expected to result in a \$143,104 decrease in tuition collections. If the decrease is approved, it is estimated that the kindergarten tuition revenue would be approximately \$455,000 and would represent approximately 29% of the entire district cost of providing full-day kindergarten programming.

While I would much prefer not to be requiring any fees or tuition from Shrewsbury families at all, these are critical funding sources for our school district. I believe the recommendations above are reasonable given the rising costs that the associated programs face, and that they will help avoid steep one-year increases in the future if the funding ratio should fall behind and create significant pressure on the appropriated budget.

I look forward to answering any questions you have at the March 27 meeting.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **3/27/19**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **IX. New Business**

MEETING DATE: **3/27/19**

**A. Collective Bargaining Agreement with Shrewsbury Cafeteria Workers Association:
Vote to Ratify**

BACKGROUND INFORMATION:

The Shrewsbury Cafeteria Workers Association (SCWA) agreed to contractual changes in their collective bargaining agreement on March 13, 2019, pending ratification by both the SCWA and the Shrewsbury School Committee. The SCWA is scheduled to ratify the agreement on March 26, 2019. A memo from Ms. Malone, and a copy of the tentative memorandum of agreement between the parties is enclosed. The Town Manager, Mr. Kevin Mizikar, may vote on this matter under Massachusetts law. Mr. Mizikar may be present at the meeting, or may send a letter conveying his opinion regarding the matter if he is not able to be in attendance.

ACTION RECOMMENDED:

That the School Committee vote to ratify the collective bargaining agreement with the Shrewsbury Cafeteria Workers Association for the 2019-2022 school years, as illustrated in the tentative memorandum of agreement between the parties.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Barbara Malone, Director of Human Resources
Dr. Joseph M. Sawyer, Superintendent of Schools



Shrewsbury Public Schools

Barbara A. Malone
Director of Human Resources

To: Shrewsbury School Committee
Re: Shrewsbury Cafeteria Workers Agreement
Date: March 27, 2019

The Shrewsbury Cafeteria Workers Association (SCWA) agreed to contractual changes in their collective bargaining agreement on March 13, 2019, pending ratification by both the SCWA and the Shrewsbury School Committee. The SCWA will vote to ratify the agreement on March 26, 2019.

A key consideration of the negotiation agreement was to bring all hourly rates to a minimum competitive rate that equals or surpasses the Massachusetts minimum wage rates for the upcoming years of the contract.

The agreement includes the following points:

- A three-year contract with increases of 3% for 2019-2020, 3% for 2020-2021, and 2% for 2021-2022 and step movement each of the three years.
- Step 1 shall be dropped from the scale and the current Step 2 shall become the new Step 1; the resulting Steps being Step 1, Step 2, Step 3, and the Longevity Step.
- Minor change to language regarding call in procedures.

Thank you to School Committee Chairperson Jason Palitsch and Cafeteria Director Beth Nichols for their assistance during negotiations.

Please note the new attached wage scales.

Wage Scale: July 1, 2019 to June 30, 2020

3% and step movement

First step was eliminated and former second step is new step one

<u>POSITION</u>	<u>STEP 1</u>	<u>STEP 2</u>	<u>STEP 3</u>	<u>Long</u>
MANAGER THREE	18.70	19.34	20.41	21.46
MANAGER TWO	17.81	18.47	19.50	20.55
MANAGER ONE	16.08	16.62	17.48	18.84
COOK	14.72	15.20	16.07	16.96
UTILITY SPEC	14.03	14.50	15.3	16.45
AIDE	13.61	14.07	14.91	15.88

MANAGER 1 SCHOOL WITH ENROLLMENT OF UP TO 600 STUDENTS.

MANAGER 2 SCHOOL WITH ENROLLMENT OVER 600 STUDENTS, BUT LESS THAN 1,200 STUDENTS.

MANAGER 3 SCHOOL WITH ENROLLMENT OVER 1,200 STUDENTS

Wage Scale: July 1, 2020 to June 30, 2021

3 % and step movement

<u>POSITION</u>	<u>STEP 1</u>	<u>STEP 2</u>	<u>STEP 3</u>	<u>Long</u>
MANAGER THREE	19.26	19.92	21.02	22.10
MANAGER TWO	18.34	19.02	20.09	21.17
MANAGER ONE	16.56	17.12	18.00	19.41
COOK	15.16	15.66	16.55	17.47
UTILITY SPEC	14.45	14.94	15.76	16.94
AIDE	14.02	14.49	15.36	16.36

MANAGER 1 SCHOOL WITH ENROLLMENT OF UP TO 600 STUDENTS.

MANAGER 2 SCHOOL WITH ENROLLMENT OVER 600 STUDENTS, BUT LESS THAN 1,200 STUDENTS.

MANAGER 3 SCHOOL WITH ENROLLMENT OVER 1,200 STUDENTS

Wage Scale: July 1, 2021 to June 30, 2022
2% and step movement

<u>POSITION</u>	<u>STEP 1</u>	<u>STEP 2</u>	<u>STEP 3</u>	<u>Long</u>
MANAGER THREE	19.65	20.32	21.44	22.54
MANAGER TWO	18.71	19.40	20.49	21.59
MANAGER ONE	16.89	17.46	18.36	19.80
COOK	15.46	15.97	16.88	17.82
UTILITY SPEC	14.74	15.24	16.08	17.28
AIDE	14.30	14.78	15.67	16.69

MANAGER 1 SCHOOL WITH ENROLLMENT OF UP TO 600 STUDENTS.

MANAGER 2 SCHOOL WITH ENROLLMENT OVER 600 STUDENTS, BUT LESS THAN 1,200 STUDENTS.

MANAGER 3 SCHOOL WITH ENROLLMENT OVER 1,200 STUDENTS

Tentative
Memorandum of Agreement
Shrewsbury School Committee
SEIU, Local 888, Shrewsbury Cafeteria Workers
March 13, 2019

Whereas, the Collective Bargaining Agreement between the Shrewsbury School Committee, and the SEIU, Local 888, Shrewsbury Cafeteria Workers, was scheduled to expire on June 30, 2019, and;

Whereas, the Shrewsbury School Committee and the Shrewsbury Cafeteria Workers have reached an Agreement for a successor agreement for the period July 1, 2019 through June 30, 2022;

NOW, THEREFORE, the Shrewsbury School Committee and the Shrewsbury Cafeteria Workers agree that the new Agreement shall consist of all the terms of the prior agreement as modified by this Memorandum

1) Appendix B: Salary Schedule B Classification and Wage Rates Charts (pg. 20-21)

Step 1 shall be dropped from the scale and the current Step 2 shall become the new Step 1, the resulting steps being Step 1, Step 2, Step 3, and Longevity Step. Year 1 shall have a 3% cost of living applied to each step, and all step movement shall be honored. Year 2 shall have a 3% cost of living adjustment applied to each step, and all step movement shall be honored. Year 3 shall have a 2% cost of living adjustment applied to each step, and all step movement shall be honored.

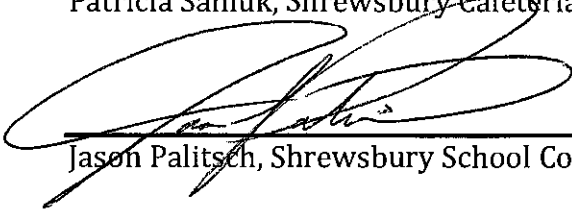
2) Appendix C: Sick Call Protocol (pg. 22)

Employees needing to use sick leave will report absence as soon as possible. Call the message center (508) 841-8300. The area code for the phone number has changed from 617 to 508.

Pending ratification of both groups, document will be amended and signed again.


Patricia Saniuk, Shrewsbury Cafeteria Workers President/Date

3/13/19


Jason Palitsch, Shrewsbury School Committee Chairperson/Date

3/13/19



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **3/27/19**

BACKGROUND INFORMATION:

The minutes will be provided under separate cover.

ACTION RECOMMENDED:

That the Committee vote to approve the minutes from the School Committee Workshop held on March 6, 2019, and the School Committee Meeting held on March 13, 2019.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Jason Palitsch, Chairperson

Ms. Sandra Fryc, Secretary



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **3/27/19**

A. For the purpose of collective bargaining with the Shrewsbury Education Association

B. For the purpose of reviewing, approving, and/or releasing executive session minutes

BACKGROUND INFORMATION:

Executive session is warranted for these purposes.

ACTION RECOMMENDED:

That the School Committee enter into executive session for the purpose of collective bargaining with the Shrewsbury Education Association, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body, and for the purpose of reviewing, approving, and/or releasing executive session minutes, 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, Director of Human Resources

ITEM NO: **XII. Adjournment**