

AGENDA
Maynard School Committee
Tuesday, July 26, 2022, 6:30 pm
Remote Meeting

Posted at Town Hall
7/22/22 at 8:11 am

(The School Committee may vote on all items listed on this agenda)

Pursuant to Gov. Baker's Executive Order dated March 12, 2020, suspending certain provisions of the Open Meeting Law, G.L. c. 30A sec. 20, the School Committee has modified meeting procedures to ensure the safety of all participants. The public will not be allowed to physically access this School Committee meeting; video and audio will be turned off for the public. This meeting will be held via a virtual meeting (internet) using Zoom Technology.

All members of the public are invited to join the meeting virtually either by computer (internet) or phone at:

Computer Option: Join Zoom Meeting (video) <https://zoom.us/j/91572875882> Password: SC2122

Choose to use Computer Audio, or join by phone at the number below:

Phone Option: 1-646-558-8656 Meeting ID: 915 7287 5882 Password: 448260

View further instructions here: <https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-Meeting>

Meeting materials will be found on the website under School Committee - Agenda or <https://bit.ly/37KasFh>

MGL 30A, Sec.20:(f) After notifying the chair of the public body, any person may make a video or audio recording of an open session of a meeting of a public body or may transmit the meeting through any medium, subject to reasonable requirements of the chair as to the number, placement, and operation of equipment used so as not to interfere with the conduct of the meeting. At the beginning of the meeting, the chair shall inform other attendees of any recordings.

- I. Meeting Called or Order via Roll Call by Superintendent
- II. Annual Reorganization of School Committee (15 min; D/VR)
 - A. Officer Elections
 - B. Subcommittee and Liaison Appointments
- III. Citizens' Comments (15 min)
- IV. Urgent Business
- V. Superintendents Annual Performance Review (20 min; D/VR)
- VI. Superintendents Salary Increase for 2022-2023 (10 min; D/VR)
- VII. Approval of Student Activity Fees for the 2022-2023 School Year (15 min; VR)
- VIII. Policies Under Review (30 min; D/PV)
 - A. AC – Nondiscrimination - Revision
 - B. AC-R - Nondiscrimination Policy Including Harassment & Retaliation - New
 - C. ACAB - Sexual Harassment - Revision
 - D. JIB/#105 - Student Involvement in Decision Making
 - E. JICK - Harassment of Students - New
- IX. Superintendent's Report (10 min; IO)
 - A. MSBA Update
 - B. COVID Update
 - C. Field Use Update
- X. Chair's Report (10 min; IO)
- XI. Subcommittee Reports & Members' Comments (12 min; IO)
 - A. Elizabeth Albota
 - B. Maro Hogan
 - C. Mary Brannelly
 - D. Natasha Rivera
- XII. Consent Agenda
 - A. Approval of Minutes
 - B. Acceptance of Warrant(s)

*IO [Info Only], P [Presentation], D [Discussion], PV [Possible Vote], VR [Vote Required]

Chairperson: Hilary Griffiths
Posted by: Colleen Andrade
Date: 7/22/22

Maynard School Committee Virtual Meeting Public Comments Guidelines

Here are the general rules for the any form of public comment period:

1. Any citizen wishing to make a comment during a virtual meeting may do so by:
 - a. Emailing comments in advance and up until the Citizens' Comments agenda item to **comments4SCmeeting@maynard.k12.ma.us**. **You must state in the subject line "Citizen Comment" or "Public Comment" and include your first and last name and home address to ensure your comment can be read.**
 - b. Please be sure to read the guidelines below in #3.
2. Any citizen wishing to comment for a virtual public meeting shall follow these guidelines:
 - a. All public comments are limited to 3 minutes, to ensure that everyone who wishes to comment has the opportunity to be heard.
 - i. Comments read by the Chair will only be read for 3 minutes. If the submitted comments are longer, they will be cut off at the 3-minute mark.
 - ii. To ensure that all the comments are read in their entirety, it is suggested that you keep them to approximately 350 words. Submitted messages longer than 350 words will be submitted for public record regardless.
 - b. No citizen may comment more than once without permission of the Chair. As time allows, the Chair could consider allowing citizens to comment a second time, especially if it is related to a topic that has not yet been brought up.
 - i. Note that citizens can submit any additional comment(s) for the public record, by providing a copy to the Chair via email up until the end of the meeting, specifically stating their desire to have these additional comments included.
3. Please be aware that the Citizens' Comments agenda item is a devoted time for the school committee to hear from the citizenry. As such, its structure primarily supports unidirectional public recording of citizen's comments, rather than a bidirectional conversation.

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Brian Haas _____
Evaluator: School Committee Summative _____ July 21, 2022 _____
Name **Signature** **Date**

Step 1: Assess Progress Toward Goals (*Reference performance goals; check one for each set of goal[s].*)

Goal 1: Family and School Community Partnership Rubric	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Goal 2: Student Achievement	<input type="checkbox"/> Did Not Meet	<input checked="" type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Goal 3: Collaborative & Inclusive Culture (Professional Practice)	<input type="checkbox"/> Did Not Meet	<input checked="" type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (*Reference Performance Ratings per Standard; check one box for each Standard.*)

<p>Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i>, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.</p> <p>Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.</p> <p>Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</p> <p>Exemplary = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide.</p>	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

 Unsatisfactory

 Needs Improvement

 Proficient

 Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

OVERALL Areas of Strength	OVERALL Areas for Improvement
<ul style="list-style-type: none"> *Getting us through a hard year of COVID, admin turnover, and the start of the MSBA process *Establishing calm, frequent one-way communication with the community (SMORES; District updates) *Creating new MTSS team and its use of data to inform targeted interventions for students *Setting up useful new tech (ASPEN and report cards) *Using funds for necessities like the expansion of the Tiger program, EL and PE staff *Getting grants for the literacy program *Establishing the fields committee *Supporting the school community by attending after-hours events (sports, academics, the arts) *Successfully negotiating several collective bargaining contracts 	<ul style="list-style-type: none"> *Working with school committee: <ul style="list-style-type: none"> -Respecting the role of the school committee vs. the role of the superintendent -Seeking out guidance from school committee -Accepting and adjusting practice based on feedback from the school committee -Aligning meeting presentations to district/school committee/superintendent goals -Communication with the school committee members in and out of meetings -Getting meeting information to the school committee with enough lead time that the school committee can understand it (ask questions, research, etc) -Utilizing subcommittees effectively (to further superintendent goals, district goals, and SC goals) *Using data well to ensure we are serving all students (MTSS is a good start; more like this is needed) *Using subcommittees effectively to meet goals *Goal follow-through: Understanding the real importance of goals;

<p>*Building a culture of collaboration among the administration</p> <p>*Alongside Wayne, making our budget more transparent to the community and helping adjust the cost centers for continued transparency</p>	<p>setting goals aligned with our district goals, reporting on goal progress, and working with integrity towards meeting those goals</p> <p>*Using district communication, including but not limited to SMORES, to consistently let all families know about all important information, opportunities, and events</p> <p>*Giving parents opportunities for input; ways to have “seats at various tables” in MPS</p>
--	--

GOALS Areas of strength	GOALS Areas for improvement
<p>*Hiring of new Curriculum Director should help make future academic goals more achievable</p> <p>(*Potentially took on too many goals, given the circumstances.)</p>	<p>*Declined the school committee’s offer have a follow-up meeting so you could revise your goals after February’s goal progress report, when it was clear that there was so little progress on your goals that you could not meet them this year</p> <p>*Came to the June meeting with a self-evaluation based on suddenly revised goals that you had not discussed with or gotten approved by the school committee. These goals could therefore not be used in our evaluation.</p> <p>*Did not follow through on action items you wrote to meet the goals you wrote</p> <p>*Did not share data used to make decisions that were part of your goals</p> <p>*Check-in and end-of-year write ups about goals do not actually address the action items you set for yourself.</p>

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Family/ Community Partnership Goal	III-A-1 III-C-1	<p>Lead the district in moving one level on the Family and School Community Partnerships Rubric on indicators. Use multiple reciprocal, and balanced communication paths & survey families, students, and community to identify issues and concerns.</p> <p>Action items:</p> <ul style="list-style-type: none"> • Work with district leadership team to create a communication calendar by the end of August and produce a Newsletter using SMORES from each building that supports translating abilities (usually weekly) • Work with the assistant superintendent/district leadership team to produce a District Newsletter to highlight the district (quarterly) • Work with principals to ensure that each school creates a quarterly video and improve their websites to include newsletters, building videos, communication map, etc. (ongoing) • Will meet with MARA, SEPAC, and a multilingual group (TBD). The topics discussed at the meetings will focus on increased inclusivity within MPS. (monthly) • Work with district leadership team to analyze use of and develop improved reports of progress to form better home/school partnerships (report cards, progress reports, IEP progress report dates, etc. • Host Community Presentations (monthly) • Leverage technology as a communication tool as appropriate • Conduct District Climate and Culture Survey twice annually • Edit existing surveys to include demographic information 	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Student Learning Goal	II-C-2 IV-A-1 IV-D-1	<p>Ensure that all students are taught grade-level standards by establishing clear expectations and prioritizing resources to support all teachers use of appropriate tier one instructional methods and scaffolding.</p> <p>Action items:</p> <ul style="list-style-type: none"> • Work with district leadership team to set clear teaching and learning expectations • Support the selection of the K-5 Literacy program: Financially (summer 2021), Pilot program (fall 2021), Recommendations from the building administration and staff (winter 2022), and Purchase (spring 2022) • Recommend staffing and schedule changes to improve the effectiveness of professional collaboration time for all discipline teams: Involve administrators, teachers and paraprofessionals in the analysis; Focus on how the collaboration time equates to improved student performance; and Consider the financial impact of any changes • Establish a Curriculum Review Cycle process and schedule, including a recommendation for routine fiscal allocation to update resources: Curriculum Review Cycle for next 3-5 years; Includes dates for specific contents; and Building Administration will oversee the process at the building level • Conduct walkthroughs of classes at each school with members of the administrative team to assess instruction. The leadership team will work with Novak consultants to establish a measurement tool and benchmark for improvement: Including walkthroughs with the Principal and Assistant Principal; Including a focus on UDL strategies from professional development focus 2021-2022; and Including identifying examples of high-quality learning connected to the strategies presented in the Adult Professional Culture course. 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal	I-B-3 IV-A-1	<p>Establish structures and processes that promote a collaborative and inclusive culture in the District that ensures equal access for all community members.</p> <p>Action items:</p> <ul style="list-style-type: none"> • Establish DEI subcommittee to review data and address systemic issues around diversity, equity, and inclusion. (monthly) • Work with the district leadership team and newly created district equity committee to Conduct a Data Equity walk focused on inclusion and belonging (October 2021). The action plan will follow the data equity walk. • Lead the District Leadership Team in a book discussion of Bandwidth Recovery (summer/fall 2021) • Establish goals based on Data Equity Walk and Book discussion (fall/winter 2021) • Facilitate district-level Anti-Racism discussions • Support building administration in establishing Anti-Racism Faculty and Staff Committees (2021-2022) • Support building administration in Curriculum review (2021-2022) • Through an equity lens, review existing Human Resource policies and documents and make/recommend changes (spring 2022) • Collaborate with community groups, such as MARA and SEPAC to ensure that resources and practices provide equal access to all students. 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction	II-A. Environment II-B. HR Management and Development	III-A. Engagement III-B. Sharing Responsibility	IV-A. Commitment to High Standards IV-B. Cultural Proficiency

I-C. Assessment I-D. Evaluation I-E. Data-Informed Decisionmaking I-F. Student Learning	II-C. Scheduling & Management Information Systems II-D. Law, Ethics and Policies II-E. Fiscal Systems	III-C. Communication III-D. Family Concerns	IV-C. Communication IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict
--	---	--	--

Superintendent's Performance Rating for Standard I: Instructional Leadership



		U	NI	P	E
OVERALL Rating for Standard I: Instructional Leadership					
The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.		<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
STANDARD I: Areas of strength	STANDARD I: Areas for improvement				
<ul style="list-style-type: none"> * Creating the MTSS programming, which is using data to drive instruction and intervention for students and will (hopefully) also drive PD * Planning work with Novak consulting for PD around UDL and MTSS (planned for 21-22 school year; now in 22-23 school year) * Hiring of a Curriculum Director (esp. given that he is the former HS principal and therefore familiar with the curriculum) * Implementing the literacy program at GM and Fowler (with caveats) 	<ul style="list-style-type: none"> * Needs to initiate curriculum mapping to ensure vertical and horizontal curriculum alignment within the district * Needs to work on gathering valid, reliable, and (ideally) triangulated data, then disaggregating and using that data to adjust his practice and MPS policies (COVID data gathering, the data walk, and the discontinuation of the co-teaching model revealed weaknesses here with real consequences) * Needs to demonstrate that he can reveal and respond to data that does not support 1. personal biases or 2. long-standing educational practices that have since been discredited * Need to initiate deep dives into other subjects now that literacy is done (esp. math) * Needs to be sure there is integrity in the evaluation processes * Needs to work on a way to develop a clear vision of the graduate/focus of district 				

Superintendent's Performance Rating for Standard II: Management & Operations



		U	NI	P	E
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.		<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
STANDARD II: Areas of strength	STANDARD II: Areas for improvement				
<ul style="list-style-type: none"> * Hired a dedicated full-time facilities director who has been teaching custodial staff how to maintain our buildings AND is writing a manual to ensure that knowledge is passed down and codified in custodial routines * Purchased, implemented, and trained staff/community in ASPEN, which helped students and staff * Developed a budget despite the unexpected limitations set by the select board * Ensured that the budget allowed for expansion of the Tiger program, added an ELL teacher, an MTSS teacher, and a PE teacher to serve our students and state requirements * Procured a grant for \$110,000 for the literacy program * Worked with the school committee to adjust cost centers and create clear, consistent budget narratives to increase MPS's fiscal transparency * Supported Colleen in getting HR certification 	<ul style="list-style-type: none"> * Need to work on following school committee policies and division of superintendent responsibilities vs. school committee responsibilities * Need to work on proficiency in statutory processes * Need to work on communication with the school committee and response to the concerns the school committee raises * MPS is wasting time and money monitoring carbon dioxide levels if we won't/can't do anything when the levels continue to indicate a lack of good ventilation. Need to decide to monitor and fix or stop monitoring because we can't fix. * Need to work on crafting a clear, detail- and data-driven message to the other town committees in order to advocate for MPS's budgeting needs * Need to take steps to hire and retain a diverse workforce * Need to prioritize time for professional collaboration at all levels (the action item to set up common planning time for teachers was not addressed this year) * Needs to utilize subcommittee meetings more 				

effectively to serve all students by meeting our district/superintendent/school committee goals

Superintendent's Performance Rating for Standard III: Family and Community Engagement



	U	NI	P	E
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

STANDARD III: Areas of strength	STANDARD III: Areas for improvement
<ul style="list-style-type: none"> * Consistent communication to the community through the use of SMORES and district update emails. Parents have expressed appreciation about these. * Good at diffusing difficult situations * Nice attendance at extra-curricular school events in all areas (academics, arts, sports) * Set up events to help parents ask questions and engage in the literacy pilot, find solutions in the building of the elementary school, data walk, various high school zoom meetings * Set up dinner for EL students, parents, and staff 	<ul style="list-style-type: none"> * Need to be sure that SMORES include all important school events and information * Need to reach out to families in various ways (not just SMORES) * Need translators for all school events * Need to address all family concerns (did not see this happen with COVID concerns and literacy program concerns) * Need to focus on helping parents/students understand why they should stay at MPS. This is another area where it's important to listen to the school committee's guidance and feedback as well as exit surveys. *Need to consider not just responding to the families that reach out by responding to their specific requests, but how we can serve all families by identifying patterns in data/feedback. * Need to focus on getting and using good data, including exit interviews, to ensure we are shifting our practices in order to support all our students and their families. This might include creating the advisory committee mentioned in the superintendent action items that has not yet been created. * Need more seats at more tables for families (more ways to engage families in giving input that will help us build a better district). For example, more parents on the literacy committee and future committees like it.

Superintendent's Performance Rating for Standard IV: Professional Culture



		U	NI	P	E
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.		<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
STANDARD IV: Areas of strength		STANDARD IV: Areas for improvement			
<ul style="list-style-type: none"> * Handles difficult situations calmly * Oversaw Creation of the K-5 literacy program and the MTSS program * Expanded the Tiger program to serve more students * Lead the MSBA process to figure out what to do with GM. * Established the fields committee * Continues to build an environment in which admin works as a team 		<ul style="list-style-type: none"> * Although cultural proficiency was included on the goals this year, few concrete steps were taken to lead to real changes in MPS in this area (maybe the admin book group as first step, but nothing after that. Use of the DEI subcommittee will help here, now that it's established) * Need a consistent and cohesive plan to address behavior concerns in the building (that is evidence-based, data-driven, and culturally responsive best practice). * Delayed the curriculum review cycle * Need to commit to and communicate a solid vision for our schools: a "why" for the work at MPS. (This will also translate to a solid Vision of the Graduate for our district, as required by NEASC.) Look to the strategy subcommittee for help here. * Need to work to be more reflective and willing to adjust practice based on evidence and data, including feedback. * Need to find ways to successfully and continuously engage all stakeholders 			

File: AC - NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION

The Maynard School Committee and Maynard Public Schools are committed to maintaining an education and work environment for all school community members that is free from all forms of discrimination, including harassment and retaliation. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Maynard Public Schools.

Maynard Public Schools (MPS) does not exclude from participation, deny the benefits of MPS from or otherwise discriminate against, individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities.

This commitment to the community is affirmed by the following statements. The School Committee commits to:

1. Promoting the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encouraging positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Working toward a more integrated society and enlisting the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Using all appropriate communication and action techniques to air and address the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school district, the potential benefits or adverse consequences that those decisions might have on the human relations.
6. Initiating a process of reviewing policies and practices of the school district in order to achieve to the greatest extent possible the objectives of this statement.

The Maynard Public Schools requires all members of the school community to conduct themselves in accordance with this policy.

It shall be a violation of this policy for any member of the school community to engage in any form of discrimination, including harassment and retaliation, or to violate any other civil right of any member of the school community. We recognize that discrimination can take a range of forms and can be targeted or unintentional; however, discrimination in any form, including harassment and retaliation, will not be tolerated.

It shall also be a violation of this policy for any school community member to subject any other member of the school community to any form of retaliation, including, but not limited to, coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy.

LEGAL REFS: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education

Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act)

M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)

CROSS REF: [ACE](#), Nondiscrimination on the Basis of Disability

[ACAB](#), Sexual Harassment

[GBA](#), Equal Employment Opportunity

[IJ](#), Instructional Materials

[JB](#), Equal Educational Opportunities

SOURCE: MASC December 2021

SEXUAL HARASSMENT

The Maynard School Committee and Maynard Public Schools are committed to maintaining an education and work environment for all school community members. that is free from all forms of harassment, including sexual harassment. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Maynard Public Schools.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity. It also includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstance).

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

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

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an

environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

Because the District takes allegations of harassment, including sexual harassment, seriously, we will respond promptly to complaints of harassment including sexual harassment, and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting an environment that is free of harassment including sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual harassment.

Retaliation against a complainant, because they have filed a harassment or sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT

The regulations require a school district to respond when the district has actual notice of sexual harassment. School districts have actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual harassment that meet the definition of harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances). Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

DUE PROCESS PROTECTIONS

Due process protections include the following:

- 1) A presumption of innocence throughout the grievance process, with the burden of proof on the school;
- 2) A prohibition of the single investigator model, instead requiring a decision-maker separate from the Title IX Coordinator or investigator;
- 3) The clear and convincing evidence or preponderance of the evidence, subject to limitations;

- 4) The opportunity to test the credibility of parties and witnesses through cross examination, subject to “rape shield” protections;
- 5) Written notice of allegations and an equal opportunity to review the evidence;
- 6) Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
- 7) Equal opportunity for parties to appeal, where schools offer appeals;
- 8) Upon filing a formal complaint the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools a hearing is optional but the parties must be allowed to submit written questions to challenge each other’s credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying either the preponderance of the evidence or the clear and convincing standard; however, a school can use the lower preponderance standards only if it uses that standard for conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanction. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.

A district may establish an informal investigation process that may, upon the request of the complainant be followed by a formal process.

The Superintendent in consultation with the Title IX Coordinator shall designate the principal of each school in the district, or their designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. Also, in a matter of sexual harassment, the district shall require that the Title IX Coordinator be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The investigating officer may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the complaint recipient will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

RECORD KEEPING REQUIREMENTS

Schools must create and maintain records documenting every Title IX sexual harassment complaint. This could include mediation, restorative justice, or other models of alternative dispute resolution. Schools must keep records regarding the school’s response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the Maynard School District to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

The District’s Title IX Coordinator is the Director of Student Services, who can be reached at (978) 897-2222. Please file your complaint with that department.

Please note that the following entities have specified time limits for filing a claim. The Complainant may also file a complaint with:

- The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601
Boston, MA 02108.
Phone: 617-994-6000.
- Office for Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02109.
Phone: 617-289-0111.
- The United States Equal Employment Opportunity Commission,
John F. Kennedy Bldg.
475 Government Center
Boston, MA 02203.

LEGAL REF.: M.G.L. 151B:3A
Title IX of the Education Amendments of 1972
BESE 603 CMR 26:00
34 CFR 106.44 (a), (a)-(b)
34 CFR 106.45 (a)-(b) (1)
34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

Note: A summary of the attached Policy, as adopted, must be sent to parents/guardians, students, employees, unions, and prospective employees of the school district including Title IX Coordinator(s), investigator(s) and the decision-maker. The above referenced employees must attend training sessions on the implementation of the Policy.

SOURCE: MASC December 2021

JIB - STUDENT INVOLVEMENT IN DECISION-MAKING

As appropriate to the age of students, class or school organizations and school government organizations, such as student councils, may be formed to offer practice in self-government and to serve as channels for the expression of students' ideas and opinions.

The Committee will take into consideration student opinions in establishing policies that directly affect student programs, activities, privileges and other areas of student sensitivity.

Students will be welcomed at Committee meetings and granted privileges of speaking in line with the privileges extended to the general public.

Student Advisory Committee

As required by state law, the Committee will meet at least once every other month while school is in session with its student advisory committee, which is composed of five students elected by the high school student body. The chair of the student advisory committee shall be an ex-officio nonvoting member of the School Committee without the right to attend executive sessions unless such right is expressly granted by the School Committee.

SOURCE: MASC - Reviewed 2021

LEGAL REF.: M.G.L. [71:38M](#)

CROSS REF.: [BDF](#), Advisory Committees to the School Committee

MAYNARD PUBLIC SCHOOLS



School Committee Policy:

#105

Student Member

The Maynard School Committee believes that public schools exist primarily to serve the students.

The Maynard School Committee also believes that clearly defined means should be provided for student participation in the formulation of school policy.

The Student Member is elected by High School Student Government who will make periodic reports to and may serve as an ex officio, non-voting member of the School Committee without right to attend executive sessions.

Date Approved: 9/11/14

Earlier Version: 4/04, 3/25/99, 6/93, 4/88, 10/71

Legal Reference: M.G.L. 71:38M

HARASSMENT OF STUDENTS

Harassment of students by other students, employees, vendors and other third parties will not be tolerated in the Maynard Public Schools. The alleged harassment must involve conduct that occurred within the school's own program or activity, such as whether the harassment occurred at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school sponsored activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including, termination of employment, subject to contractual disciplinary obligations.

Employee-to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities; or
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.

Student- to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb, or trouble students, when:

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter; and,
- Demeaning jokes, stories, or activities directed at the student.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others.

The District will promptly and reasonably investigate allegations of harassment through designation of Title IX Coordinator or building based employees, who may include principals or their designees. The superintendent will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training. Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally appropriate disciplinary, restorative and/or corrective action.

The District will respond promptly and reasonably investigate allegations of sexual harassment through designation of the Title IX Coordinator or building based employees to any reports or complaints of discrimination, including harassment and retaliation, or other violations of civil rights, pursuant to our detailed response protocol. Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally-appropriate disciplinary, restorative, and/or corrective action.

LEGAL REF.: M.G.L. 151B:3A
Title IX of the Education Amendments of 1972
BESE 603 CMR 26:00
34 CFR 106.44 (a), (a)-(b)
34 CFR 106.45 (a)-(b) (1)
34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

CROSS REF.: AC, Non-Discrimination Policy Including Harassment and Retaliation

SOURCE: MASC – December 2021

Superintendent's School Committee Report

July 21, 2022

Maynard High School Assistant Principal

The screening committee is in the process of interviewing candidates and will be making a recommendation to MHS Principal York, Director of Curriculum Cargianes and me to interview final candidates.

There will be an opportunity for the community to meet and talk with the finalists.

We anticipate having the process completed by the end of July.

M.A.S.S. Executive Institute

- Keynote Speakers - John D'Auria and Rob Evans on how to maintain mental health for ourselves, staff and students.
 - Learning is connected to emotions
 - Emotion are primary to learning
- Leading for Equity - Tools and Resources for District Leaders
 - The MASS REDI initiative
- Keynote Speaker - Dr. Ibram Kendi
- Context Matters: Leading for Equity in Turbulent Times
- There isn't one solution
- Commissioner Riley
- Roundtable group meetings
- Jimmy Tingle - comedian
- Mike Long Legal presentation

Follow Up

- Athletic Director Update - We were fortunate that we had many seasoned applicants apply for this position. The screening committee vetted the candidates and ultimately sent two very strong candidates forward. After interviewing both candidates, we were unanimous in our decision to offer the position of full time athletic director to Mr. Mike Arria.
He began officially with us on July 18, 2022.
- Field Update
 - Now that we have a full time athletic director who will assist with oversight of the fields and advertising we will be meeting by the end of July
 - Mike Arria (Athletic Director - school), Bob Savoie (Facilities - school), Wayne White (Business Manager - school) and Justin DeMarco from the town DPW met to review the MOU
- GMES timeline - see below

Green Meadow Elementary School Building Project Update

- Submission to MSBA by June 27, 2022 - Preferred Schematic Report (PSR) Submission

- GMES Building Subcommittee meeting on July 18, 2022
 - voted to to use the traditional Design-Bid-Build (DBB) or General Contractor (GC) approach
 - discussed beginning the community outreach subcommittee
 - discussed beginning the MEP (mechanical, electrical, plumbing) subcommittee
 - Next meeting will be August 22, 2022

Green Meadow Elementary School Project Timeline

MSBA Module 3 - Feasibility Study

- 6/27/2022: Preferred Schematic Report (PSR) Submission The PSR Submission is where all the information gathered and illustrated in the initial Preliminary Design Program (PDP) submission, is further developed into design criteria and parameters, multiple design alternatives studied, and ultimately a preferred design alternative selected.
- 8/3/2022: Facilities Assessment Subcommittee (FAS) Presentation The FAS presentation is an opportunity for the Owner, Designer and OPM to further detail the preferred / chosen design alternative and speak to how it aligns with the educational program of the District, what some of the sustainability elements of the project are, what some of the accessibility aspects of the project are and discuss the preliminary cost estimate associated with the preferred schematic.
- 8/31/2022: MSBA Board of Directors' Meeting This is the MSBA Board of Directors' meeting in which the project's PSR submission is discussed and ultimately approved for the project to advance into Module 4 – Schematic Design.

Green Meadow Elementary School Project Timeline

MSBA Module 4 - Schematic Design

- 3/2023: Schematic Design and DESE Submission to MSBA The Schematic Design submission provides the overview of the preferred schematic then gets into the details of all the aspects of the design as it has advanced through the Schematic Design module. The other key element of this Schematic Design submission is the total project budget which highlights the max grant amount from MSBA. This total project budget submission is the start of the dialogue with MSBA regarding getting to an agreed project scope and budget. The DESE submission is a separate package that we send to MSBA, and they send it to DESE on our behalf. The submission highlights the overall teaching methodology of the District and school, then highlights the Special Education statistics, methodology and space requirements for such.
- 4/2023: MSBA Board of Directors' Meeting This is the MSBA Board of Directors' meeting in which the project's Schematic Design submission is discussed and ultimately approved for the project to advance into Module 5 – Funding the Project. From Schematic Design submission to this Board of Directors' meeting, the dialogue with MSBA regarding the grant amount and eligible vs. ineligible costs occurs, and this MSBA Board of Directors' meeting is when that project scope and budget is confirmed.

Green Meadow Elementary School Project Timeline

MSBA Module 5 - Funding the Project

- 6/2023: Maynard Local Vote Process Our current Feasibility Study schedule has the Town Meeting and Debt Exclusion vote process occurring in June / July of 2023. This is going to be further reviewed by the project team and School Building Committee to confirm if this timeframe for the project vote is appropriate.