



# Southwick-Tolland-Granville Regional School District School Committee

## Regular Meeting

DATE: Tuesday, May 17, 2022

TIME: 5:30 P.M. Regular Session

**LOCATION: In-Person at Southwick Regional School Library**

86 Powder Mill Road

Southwick, MA 01077

### \*NOTE TIME AND LOCATION

Community members who do not wish to attend in-person are also able to watch the meeting on LiveStream via ZOOM Webinar. However, public comment will not be allowed via Zoom. In the event of disruption of the LiveStream, the in-person meeting shall continue to proceed.

When: May 17, 2022 05:30 PM Eastern Time (US and Canada)

Topic: 5/17/2022 School Committee Regular

Please click the link below to join the webinar:

<https://us02web.zoom.us/j/86520957461?pwd=CYPH2e5Zg1BmqKE4BuJd7MSPTzYhTe.1>

Passcode: HKcHQ1

Or One tap mobile :

US: +13126266799,,86520957461#,,,,\*749752# or +19292056099,,86520957461#,,,,\*749752#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 312 626 6799 or +1 929 205 6099 or +1 301 715 8592 or +1 346 248 7799 or +1 669 900 6833 or +1 253 215 8782

Webinar ID: 865 2095 7461

Passcode: 749752

International numbers available: <https://us02web.zoom.us/j/86520957461?pwd=CYPH2e5Zg1BmqKE4BuJd7MSPTzYhTe.1>

### POSTING

The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Agenda times are estimates.

#### **I. ROUTINE (5:30 p.m.) – BEGIN PUBLIC SESSION & Zoom Webinar**

- A. Attendance
- B. Opening Ceremony
- C. Secretary's Report
- D. Warrants
- E. Correspondence - None

#### **II. PUBLIC COMMENT – excluding personnel issues**

Anyone wishing to make a public comment must appear in-person at the meeting.

In-person speakers will be allowed three (3) minutes to present their material and must begin by stating their name and address. The total time limit for public comment is fifteen (15) minutes. The presiding chairperson may permit extension of this time limit, in extenuating circumstances.

Improper conduct and remarks will not be allowed. Comments may offer such objective criticisms of the school operations and programs as concern them, but in public session, the committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.

#### **III. STUDENT ADVISORY REPORT**

#### **IV. EDUCATIONAL PRESENTATION**

None

**V. POLICIES**

3<sup>rd</sup> Reading: JICA Dress Code

2<sup>nd</sup> Reading ILD Surveys, AC Non Discrimination, ACAB Sexual Harassment,

**VI. ACTION ITEMS**

A. Approve Superintendent Evaluation for 21/22 Academic Year

Move to approve the final evaluation of the Superintendent for the 21/22 academic year.

B. Approve Policy JICA Dress Code

Move to approve the revised policy JICA Student Dress Code.

C. Resolution for Committee Service – Student Representative

Be it resolved, that the Southwick-Tolland-Granville Regional School Committee hereby extends its congratulations to Annette St. Jacques; In recognition of Dedicated Service as a Student Representative to the School Committee. We hereby convey our sincere appreciation for your valuable efforts, dedicated service, and assistance rendered, which has enhanced the image of the Southwick-Tolland-Granville Regional Schools, and a record of these resolutions shall be permanently entered into the minutes of this School District.

**VII. REPORTS**

A. Superintendent

B. Director of Finance and Operations

FY21 Audit Report

**VIII. SUB COMMITTEES AND LIAISONS**

**IX. PUBLIC COMMENT – excluding personnel issues**

Anyone wishing to make a public comment must appear in-person at the meeting.

In-person speakers will be allowed three (3) minutes to present their material and must begin by stating their name and address. The total time limit for public comment is fifteen (15) minutes. The presiding chairperson may permit extension of this time limit, in extenuating circumstances.

Improper conduct and remarks will not be allowed. Comments may offer such objective criticisms of the school operations and programs as concern them, but in public session, the committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.

**X. COMMITTEE DISCUSSION**

A. Old Business

B. New Business

**XI. ADJOURNMENT**

**File: JICA - STUDENT DRESS CODE**

The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

3rd Reading

## **MASC ILD - STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH**

In this policy, "surveys, analyses, or evaluations" refer to methods of gathering data for research purposes.

Without the prior written consent of the student's parent/guardian, or of the student if they are at least 18 years of age, no student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analyses, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or student's parent/guardian;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents/guardians; or
8. Income, other than as required by law to determine eligibility for school programs or for receiving financial assistance under such program.

All instructional materials, including teachers' manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student's parent/guardian. For the purpose of this policy, "instructional material" does not include academic tests or assessments.

A parent/guardian may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Superintendent or designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents/guardians with access to surveys within a reasonable time before administration or distribution.

The School District will notify parents/guardians of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Where practical, the District will also directly notify parents/guardians annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated.

Parents/guardians shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation. Students who are 18 years of age or older may opt out of such surveys, analyses, or evaluations.

Parents/guardians or eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

LEGAL REF.: Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h

CROSS REF.: [JRA](#), Student Records

SOURCE: MASC February 2018

2nd Reading

## **AC NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION**

The Southwick-Tolland-Granville Regional School District is committed to maintaining and promoting an educational environment free from all forms of discrimination, including harassment. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to the District. 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 Southwick-Tolland-Granville Regional School District.

The Southwick-Tolland-Granville Regional School District does not exclude from participation, deny the benefits of the Southwick-Tolland-Granville Regional School District 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. Such discrimination will not be tolerated. Retaliation against any student or other individual who has complained of discrimination, including harassment, or individuals who have cooperated with an investigation of such a complaint, is also unlawful and will not be tolerated.

The District will promptly investigate, remedy any harm, seek to prevent recurrence of such conduct, and will also develop procedures to accomplish this end. This policy applies to conduct directed toward persons associated with the educational community by all other persons associated with the educational community including, but not limited to, students, District employees, the School Committee, school volunteers, and independent contractors.

### **I. What Is Discrimination, including Harassment?**

#### **Definitions**

"Discrimination" and "Harassment" are defined as unwelcome conduct, whether verbal or physical, that is based on any individual's actual or perceived race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy or pregnancy-related conditions, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law, Discrimination and/or harassment includes, but is not limited to:

- Display or circulation of written materials or pictures that are degrading to a person or group described above.
- Verbal abuse or insults about, directed at, or made in the presence of, an individual or group described above.

- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above
- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group described above to participate in or benefit from employment or a program or activity of the Southwick-Tolland-Granville Regional School District; or (ii) creates an intimidating, threatening or abusive educational or working environment.

Harassment may include, but is not limited to, any unwelcome, inappropriate, or illegal physical, written, verbal, graphic, or electronic conduct, and that has the intent or effect of creating a hostile education or work environment by limiting the ability of an individual to participate in or benefit from the district's programs and activities or by unreasonably interfering with that individual's education or work environment or, if the conduct were to persist, would likely create a hostile educational or work environment.

"Title IX Sexual Harassment" (effective August 14, 2020) means verbal, physical or other conduct that targets a person based on their sex, and that satisfies one or more of the following:

- A school employee conditioning educational benefits or services on participation in unwelcome sexual conduct (i.e., quid pro quo);
- Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's educational program or activity;
- Any instance of "sexual assault", "dating violence", "domestic violence", or "stalking", as those terms are defined by the Clery Act (20 U.S.C. 1092(f)(6)(A)(v)) and the Violence Against Women Act (34 U.S.C. 12291(a)(8), (10) & (30)).

Allegations of Title IX Sexual Harassment shall be reported and investigated pursuant to the Southwick-Tolland-Granville Regional School District Protocol for Investigating Sexual Harassment and Retaliation Pursuant to Title IX. Please also see Policy ACAB.

## **II. Responsibilities of all Persons Associated with Educational Community**

Each member of the educational community is personally responsible for ensuring that his/her conduct does not in any way harass or discriminate against any other person that he/she has contact with in the performance of his/her duties or studies or while acting as a member of the school community. In addition, each member of the educational community is required to fully cooperate in any investigation of alleged discrimination, including harassment. Further, District employees are obligated to intervene and stop any discrimination, including harassment they witness and to immediately report to the appropriate party instances of discrimination, including harassment that are reported to them or of which they otherwise learn.

## **III. Designated Officials for Addressing Discrimination and Harassment Complaints**

The Civil Rights Coordinator is responsible for receiving reports and complaints of violations of this Policy. Individuals may file a report or complaint of discrimination, including harassment, with the Civil Rights Coordinator and/or Title IX Coordinators if

the complaint involves sexual harassment. If the complaint involves allegations of discrimination based on disability, the person filing the complaint also has the option to file his/her complaint with the building level 504 coordinator. A report or complaint of a violation involving the Civil Rights Coordinator(s) and/or Title IX Coordinators should be filed with the Superintendent. A report or complaint of violation involving the Superintendent should be filed with the Committee.

The Civil Rights and Title VI Coordinator:

Jenny Sullivan, Director of Curriculum and Instruction, 86 Powder Mill Road, Southwick, MA 01077, (413) 569-5391 [jsullivan@stgrsd.org](mailto:jsullivan@stgrsd.org)

Title IX Coordinator:

Jenny Sullivan, Director of Curriculum and Instruction, 86 Powder Mill Road, Southwick, MA 01077, (413) 569-5391 [jsullivan@stgrsd.org](mailto:jsullivan@stgrsd.org)

Section 504/Title II Coordinator:

Jenny Sullivan, Director of Curriculum and Instruction, 86 Powder Mill Road, Southwick, MA 01077, (413) 569-5391 [jsullivan@stgrsd.org](mailto:jsullivan@stgrsd.org)

An individual can contact any of the above listed Coordinators to file a report/complaint as well as to seek assistance in the filing of a report/complaint. If a report/complaint is filed, the person should provide the Coordinator(s) with any documentation (emails, notes, pictures, etc.) or other information in support of the allegation of discrimination, including harassment.

#### **V. Investigation of Complaints**

Upon receipt of a report or complaint of discrimination and/or harassment, the relevant Coordinator(s) should conduct a prompt investigation. The investigation must allow for the complainant, the subject of the complaint, the alleged harasser, and any other appropriate party to provide information, including witnesses or other evidence, relevant to the consideration and resolution of the complaint. The Coordinator(s) will also endeavor to promptly interview and obtain detailed written statements from potential witnesses. If further documentation or information is necessary, the Coordinator(s) will notify the appropriate party, asking that the information be provided within ten (10) school/working days. The Civil Rights Coordinator may also assign a designee to conduct the investigation in consultation with the Civil Rights Coordinator.

The District will take interim steps, as necessary, to ensure the safety and well-being of the complainant and the alleged harasser while the investigation is being conducted. Interim measures are available even if the complainant does not file or continue to pursue a complaint. The Civil Rights Coordinator(s) shall notify the complainant and the alleged harasser of specific types of interim measures available, which may include measures to avoid contact with the other party, allowing employees to change work situations as appropriate, or prohibiting contact between the parties pending the results of the District's investigation. At any time, a complainant or the alleged harasser may request either orally



or in writing to the Civil Rights Coordinator that specific interim measures be taken pending the outcome of the investigation.

A written determination regarding the complaint and any resolution will be provided by the Civil Rights Coordinator to the complainant and the alleged harasser once the investigation is complete. The determination of whether the District's antidiscrimination policy has been violated will be based upon a preponderance of the evidence standard.

The complainant or the alleged harasser may request reconsideration of the determination and/or resolution of a complaint by notifying the Superintendent in writing or verbally within seven (7) school/working days of receipt of the written determination of the Civil Rights Coordinator. The Superintendent or his/her designee will respond to such request with notice to both parties within (30) thirty school/working days of receipt of the request for reconsideration; his/her decision is final.

If a violation is found to have occurred, the District will take steps to prevent recurrence of the violation and correct its discriminatory effect on the person(s) affected. Such steps may include appropriate disciplinary action, counseling, development of a safety plan and other remedies, as appropriate.

#### **VI. Consequences of Violating Policy - Discipline & Discharge**

Any employee who violates this policy will be subject to disciplinary action consistent with the contractual provisions governing his/her employment. In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

Any student who violates this policy will be subject to disciplinary action, which may range from detention, suspension from schools, or expulsion from school. (Note: students with disabilities will be subject to the applicable disciplinary procedures set forth in the Students' Rights and Responsibilities District handbook, which adhere to Individuals with Disabilities Education Act and Section 504 of Rehabilitation Act of 1973.) In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

#### **VII. Confidentiality**

Investigations of discrimination, including harassment complaints shall be conducted in such a manner as to disclose information only to those with a need to know or those who may have information pertinent to the investigation. Please note, some level of disclosure may be necessary in the course of conducting interviews in connection with investigation of any complaint under this policy. The District shall endeavor to keep such information as confidential as it can without compromising the thoroughness of the investigation.

#### **VIII. State and Federal Authorities**

In addition to the process described above, the complainant may, at any time, file a complaint with the U.S. Department of Education Office for Civil Rights, Massachusetts Commission Against Discrimination, Massachusetts Department of Elementary and Secondary Education, or other appropriate federal or state agency charged with

enforcement of state and federal laws prohibiting discrimination, including harassment based on membership in a protected class.

Massachusetts Commission Against Discrimination  
436 Dwight St., 2nd Floor, Rm. 220  
Springfield, MA 01103  
Telephone: (413) 739-2145

Massachusetts Department of  
Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148-4906  
Telephone: (781) 338-3000

Inquiries about laws, statutes, regulations and compliance may also be directed to the Massachusetts Department of Elementary and Secondary Education or the Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Suite 900, Boston, MA 02109; (617) 289-0111; Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov); Website: [www.ed.gov/ocr](http://www.ed.gov/ocr).

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)  
Title IX of the Education Amendments of 1972

CROSS REF: [ACE](#), Non-Discrimination on the Basis of Disability;  
[ACAB](#), Sexual Harassment  
[GBA](#), Equal Employment Opportunity  
[IJ](#), Instructional Materials  
[JB](#), Equal Educational Opportunities

## SEXUAL HARASSMENT POLICY

The Southwick-Tolland-Granville Regional School Committee and the Southwick-Tolland-Granville Regional School District 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 Southwick-Tolland-Granville Regional School District.

**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.

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.

## **REPORTING**

Any person may file a report of sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), at any time either in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. However, if a person files a false complaint in bad faith, knowingly and intentionally, they will be subject to discipline.

Title IX Coordinator:

Jenny Sullivan, Director of Curriculum and Instruction, 86 Powder Mill Road, Southwick, MA 01077, (413) 569-5391 [jsullivan@stgrsd.org](mailto:jsullivan@stgrsd.org)

The contact information for the Title IX Coordinators will always be prominently displayed on the school's website.

## **INVESTIGATIONS**

The School will investigate and adjudicate formal complaints of sexual harassment using a grievance process that incorporates due process principles, treats all parties fairly, and reaches reliable responsibility determinations. The school's grievance process will:

- Give both parties written notice of the allegations, an equal opportunity to select an advisor of the party's choice at the party's own expense (who may be, but does not need to be, an attorney), and an equal opportunity to submit and review evidence throughout the investigation;
- Use trained Title IX personnel to objectively evaluate all relevant evidence without prejudgment of the facts at issue and free from conflicts of interest or bias for or against either party;
- Protect parties' privacy by requiring a party's written consent before using the party's medical, psychological, or similar treatment records during a grievance process;
- Obtain the parties' voluntary, written consent before using any kind of "informal resolution" process, such as mediation or restorative justice, and not use an informal process where an employee allegedly sexually harassed a student;
- Apply a presumption that the respondent is not responsible during the grievance process (often called a "presumption of innocence"), so that the school bears the burden of proof and the standard of evidence is applied correctly;
- Use the preponderance of the evidence standard for all complaints of harassment on the basis of sex, regardless of whether the complaint is against students or district employees;
- Ensure the decision-maker is not the same person as the investigator and/or the Title IX Coordinator (i.e., no "single investigator models");
- Parties may submit written questions for the other parties and witnesses to answer;

- Protect all complainants from inappropriately being asked about prior sexual history (“rape shield”)
- Send both parties a written determination regarding responsibility explaining how and why the decision-maker reached conclusions;
- Effectively implement remedies for a complainant if a respondent is found responsible for sexual harassment;
- Offer both parties an equal opportunity to appeal;
- Protect any individual, including complainants, respondents, and witnesses, from retaliation for reporting sexual harassment or participating (or refusing to participate) in any Title IX grievance process;
- Make all materials used to train Title IX personnel publicly available on the school’s website or, if the school does not maintain a website, make these materials available upon request for inspection by members of the public; and
- Document and keep records of all sexual harassment reports and investigations for at least seven years.

### **RECORD KEEPING**

Schools must create and maintain records documenting every Title IX sexual harassment complaint. Records relating to complaints of sexual harassment must be kept in accordance with the records retention schedule. Such records include: records of a school’s investigation (including complaints (formal and informal), notices, the determination, investigative report, disciplinary measures or remedies, etc.); records of any appeals and materials associated with the appeal; records of any supportive measures taken in response to a complaint of sexual harassment (even if the complainant does not file a formal complaint); records of any informal resolution process; all materials used to train Title IX Coordinators, Investigators, decision makers, and those facilitating an informal resolution. The training materials must be kept on the School’s website.

### **RETALIATION IS PROHIBITED**

Any person who experiences retaliation for exercising their rights under Title IX can file a retaliation complaint with the Title IX Coordinator. The school will keep the names/identity of parties and witnesses confidential unless such disclosure is required under another law, or is necessary to conduct a thorough grievance procedure.

### **SUPPORTIVE MEASURES**

When alleged sexual harassment is reported, the Title IX Coordinator must inform the victim to their right of supportive measures even if no formal complaint is filed. The school must consider the alleged victim’s wishes with respect to supportive measures. Supportive measures for those involved in the sexual harassment complaint process may include: counseling, extending deadlines, modifications of work and/or class schedules, school escort services, increased school security and/or monitoring, mutual restrictions on contact between the individuals involved through a safety plan.

Supportive measures will be kept confidential whether they are provided to the alleged victim or accused person to the extent the confidentiality will not interfere with the supportive measure offered.

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

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](#)

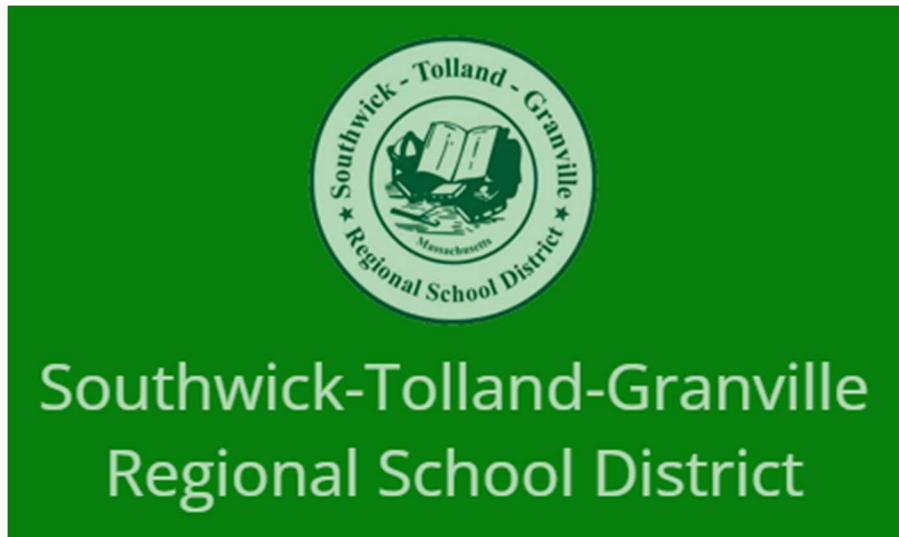
34 CFR 106.44 (a), (a)-(b)

34 CFR 106.45 (a)-(b) (1)

34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

Legal References:

# End of Year Assessment



Jennifer Willard

Superintendent

05/02/2022

Summary Prepared by:

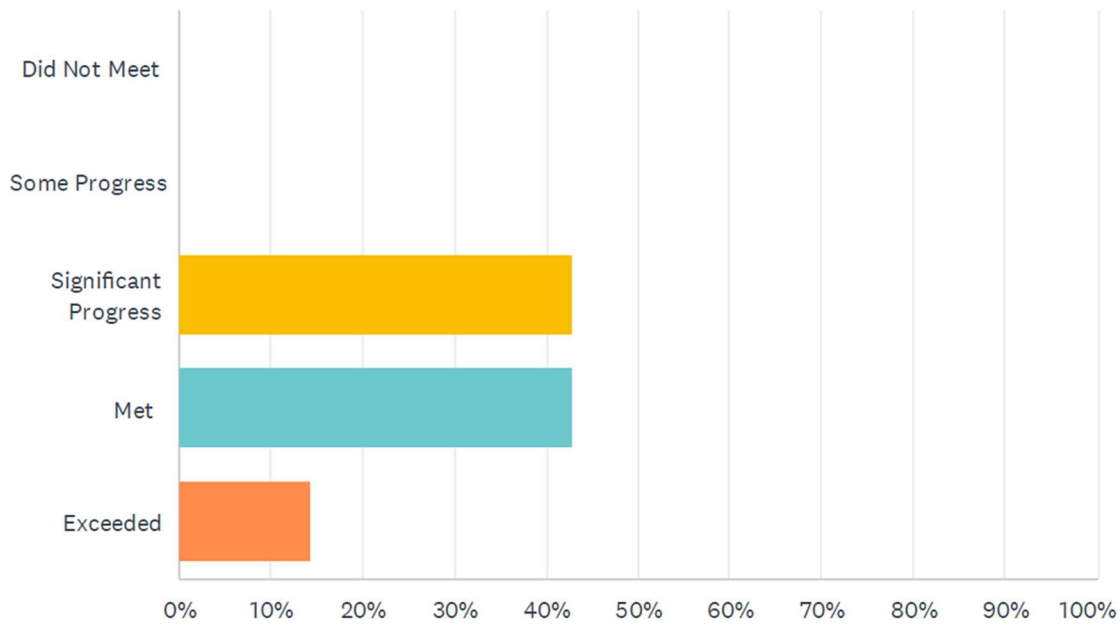
Robert Stevenson – Chairman



## Student Learning Goal (Goal 1):

In order to improve the quality of instruction and improve student learning, teachers will engage in a three-year literacy initiative using high quality materials and implementing a scientific approach to reading showing an average of one year of growth as measured on District Benchmarks. (Acceleration Roadmap aligned)

Focus Indicator(s): Instructional Leadership1-F- Student Learning- Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.

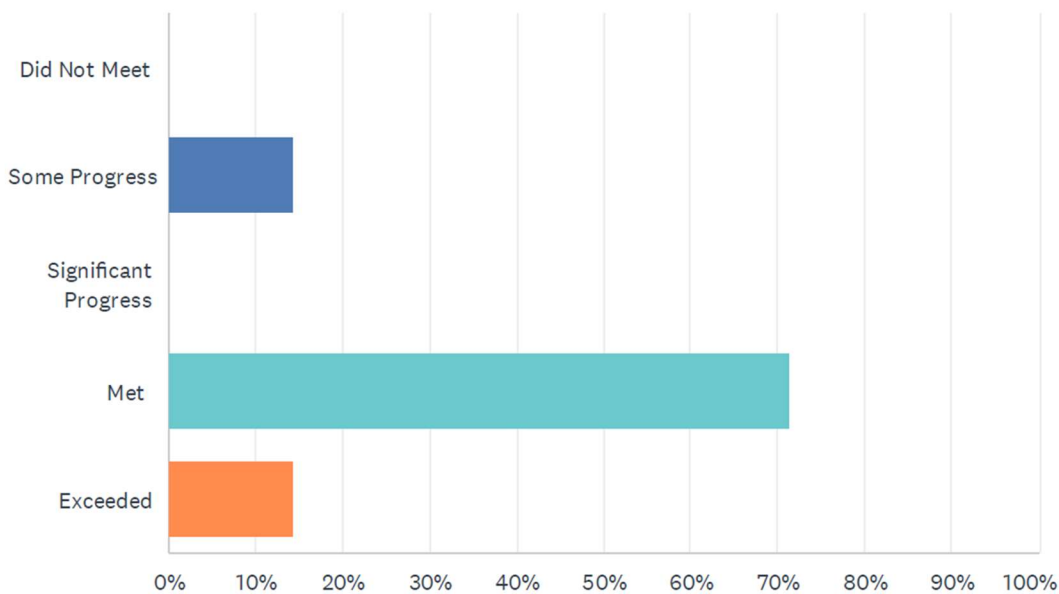


ANSWER CHOICES	RESPONSES
Did Not Meet	0.00% 0
Some Progress	0.00% 0
Significant Progress	42.86% 3
Met	42.86% 3
Exceeded	14.29% 1
TOTAL	7

## Professional Practice Goal (Goal 2):

By the end of the evaluation cycle, I will use established common assessment data and collaborate with principals using said data to determine areas in need of targeted assistance. Using “just in time teaching”, I will work in partnership with administrators to set an action plan for the upcoming year that focuses on tier 2 and 3 interventions to support the necessary growth. (Acceleration Roadmap aligned)

Focus Indicator(s): Instructional Leadership1-C-Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustment to their practice when students are not learning, I-E- Data-Informed Decision Making: Using multiple sources of evidence related to student learning- including state, district, and school assessments results and growth data- to inform school and district goals and improve organizational performance, education effectiveness and student learning..

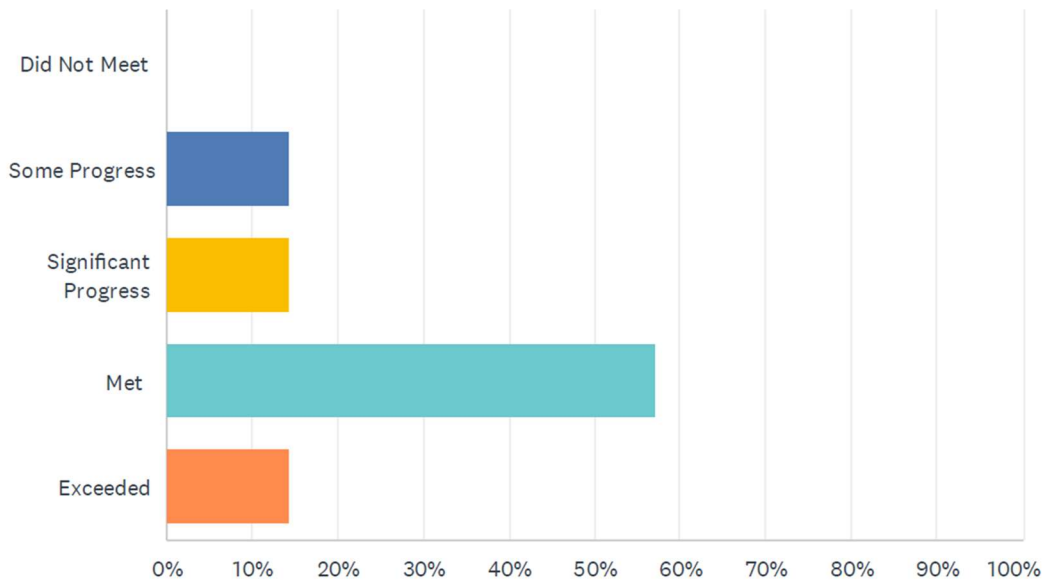


ANSWER CHOICES	RESPONSES
Did Not Meet	0.00% 0
Some Progress	14.29% 1
Significant Progress	0.00% 0
Met	71.43% 5
Exceeded	14.29% 1
<b>TOTAL</b>	<b>7</b>

## District Improvement Goal 1 (Goal 3):

Effective Communication- Keep the School Committee, three communities and other stakeholders aware of the details of the budget and school decisions that impact the Southwick-Tolland-Granville Regional School District and solicit feedback on families' sense of belonging in our District. (District Improvement)  
(Acceleration Roadmap aligned)

Focus Indicator(s): Instructional Leadership III-A-Engagement- Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. IV-C-Communication- Demonstrates strong interpersonal, written and verbal communication skills.

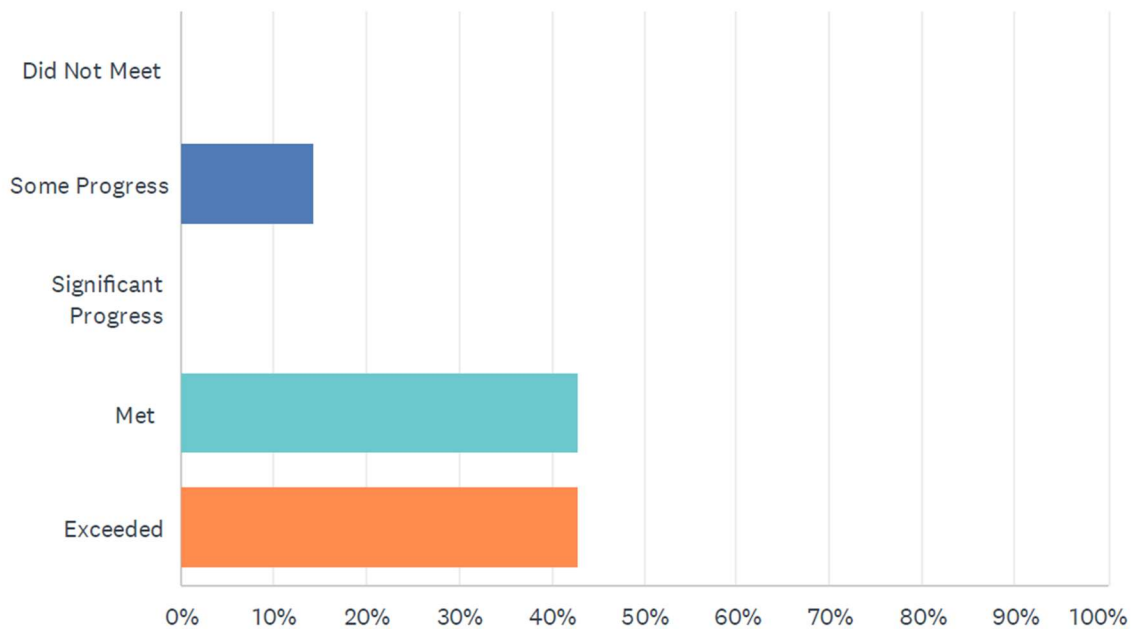


ANSWER CHOICES	RESPONSES	
Did Not Meet	0.00%	0
Some Progress	14.29%	1
Significant Progress	14.29%	1
Met	57.14%	4
Exceeded	14.29%	1
<b>TOTAL</b>		<b>7</b>

## District Improvement Goal 2 (Goal 4):

Throughout this year, as the COVID-19 pandemic continues, I will ensure a school environment that focuses on safety and a continuous plan for student learning with a focus on student social emotional needs and a sense of belonging. (Acceleration Roadmap aligned)

Focus Indicator(s): Instructional Leadership II-A-Environment- Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotion, and social needs. 1V-B- Cultural Proficiency- Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

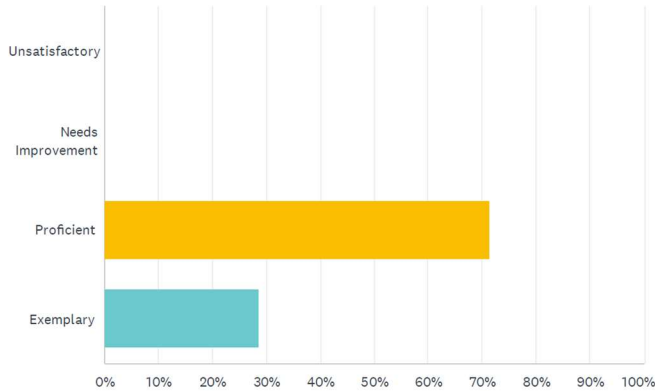


ANSWER CHOICES	RESPONSES
Did Not Meet	0.00% 0
Some Progress	14.29% 1
Significant Progress	0.00% 0
Met	42.86% 3
Exceeded	42.86% 3
TOTAL	7

# Standard I - Assessment

## I-C Assessment:

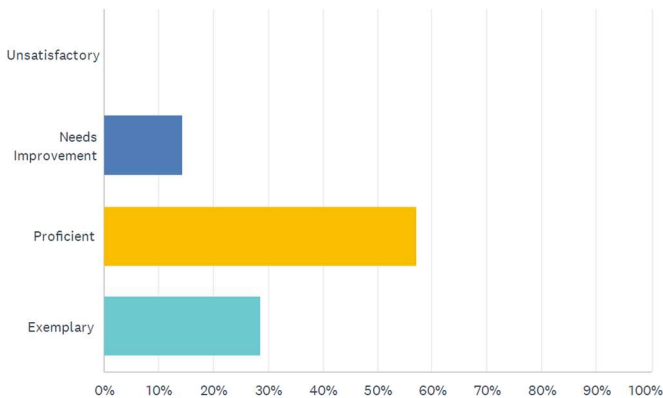
Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.



ANSWER CHOICES	RESPONSES
Unsatisfactory	0.00% 0
Needs Improvement	0.00% 0
Proficient	71.43% 5
Exemplary	28.57% 2
TOTAL	7

## I-E. Data-Informed Decision Making:

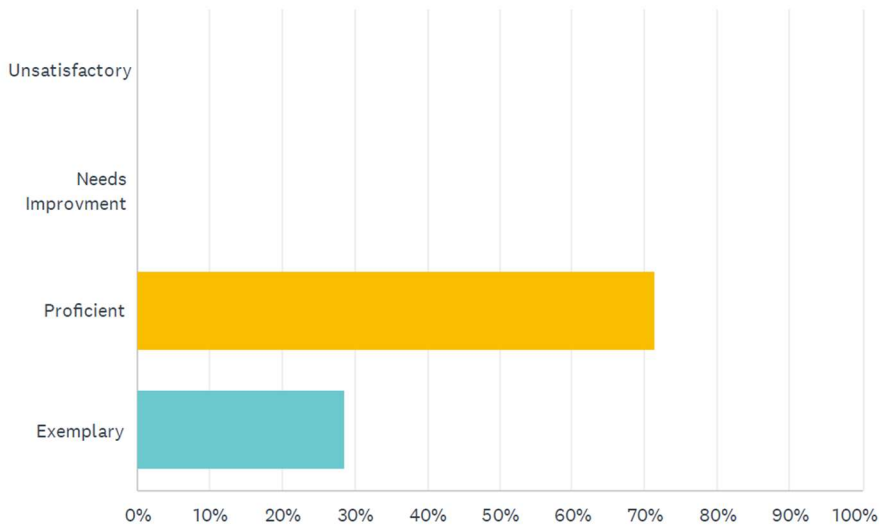
Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.



ANSWER CHOICES	RESPONSES
Unsatisfactory	0.00% 0
Needs Improvement	14.29% 1
Proficient	57.14% 4
Exemplary	28.57% 2
TOTAL	7

## 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.



ANSWER CHOICES	RESPONSES	
Unsatisfactory	0.00%	0
Needs Improvement	0.00%	0
Proficient	71.43%	5
Exemplary	28.57%	2
TOTAL		7

## Comments and analysis on Standard I assessment:

*Jen's success in "cultivating a shared vision" is truly exceptional. She has created and maintained a cohesive and highly collaborative administrative team in which all administrators, coaches, and educational leaders embrace a common vision and work together to execute its practices, reflect on progress, and plan for the future.*

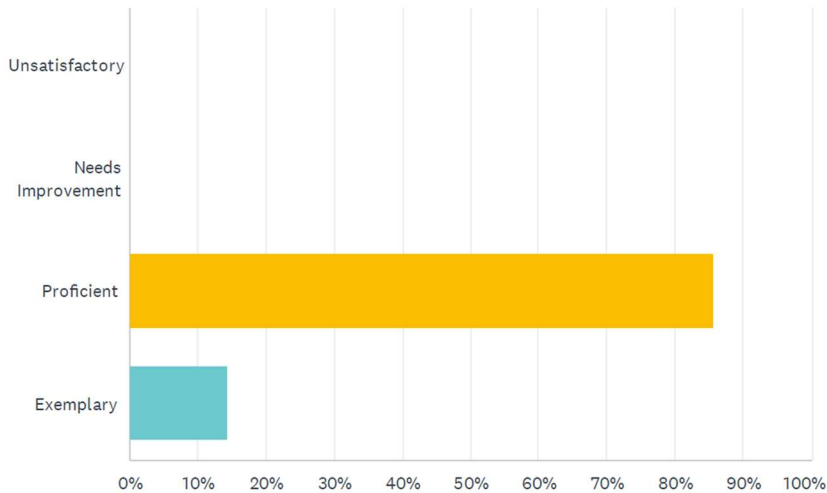
*Overall Ms. Willard has proven to be a very well-rounded Leader and has proven her past experience and current expertise play an integral part in her day-to-day successes. Keeping a close eye on parents' suggestions in regard to classroom curriculum that must be approved outside of the agenda, is key to keeping an open line of communication throughout the district.*

## Standard II – Assessment & Overall Rating

### II-A. Environment:

Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.

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.



ANSWER CHOICES	RESPONSES	
Unsatisfactory	0.00%	0
Needs Improvement	0.00%	0
Proficient	85.71%	6
Exemplary	14.29%	1
TOTAL		7

### Comments and analysis on Standard II assessment:

*Jen and her team have worked hard this year to promote equity and diversity awareness and training throughout the district. Such work (which is still in progress) is important in order to fully address the health, safety, and social/emotional needs of our students.*

*All in Ms. Willard has proven her self-worth as the district Superintendent. Staying focused to day-to-day operation and promoting an overall sound culture is key to the future growth and profitability inside of the schools, and also in the community.*

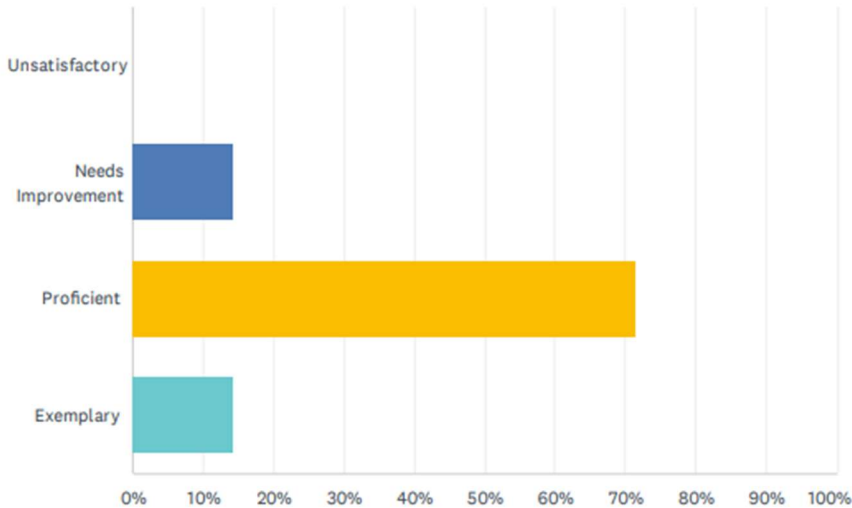
*There were examples during the year where specific policies were not followed by the district. Until the policies are updated the expectation is that they need to be reviewed by the staff to ensure that they are in compliance with these policies.*

## Standard III – Assessment & Overall Rating

### III-A. Engagement:

Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.

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.



ANSWER CHOICES	RESPONSES	
Unsatisfactory	0.00%	0
Needs Improvement	14.29%	1
Proficient	71.43%	5
Exemplary	14.29%	1
TOTAL		7

### Comments and analysis on Standard III assessment:

*Major overall improvement has been noticed since the beginning of tenure. Very little improvement is needed, but also should be commended for working under extreme pressure with a pandemic, and also multiple pressures from many groups.*

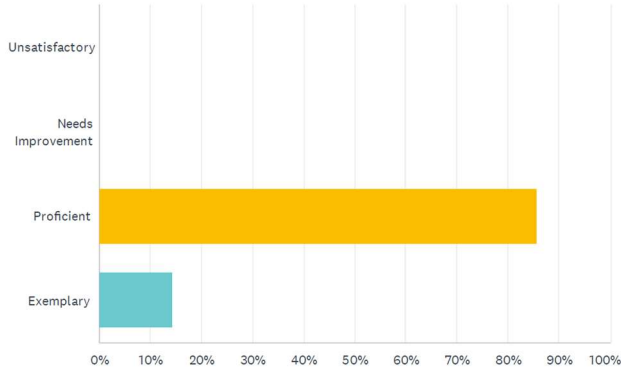
*We need to do a better job communicating with families about any upcoming changes that will affect their children. We need to ensure that when complaints come in from families that we are following the policies of the district to ensure that they are addressed in a systematic manner.*



## Standard IV – Assessment

### IV-B. Cultural Proficiency:

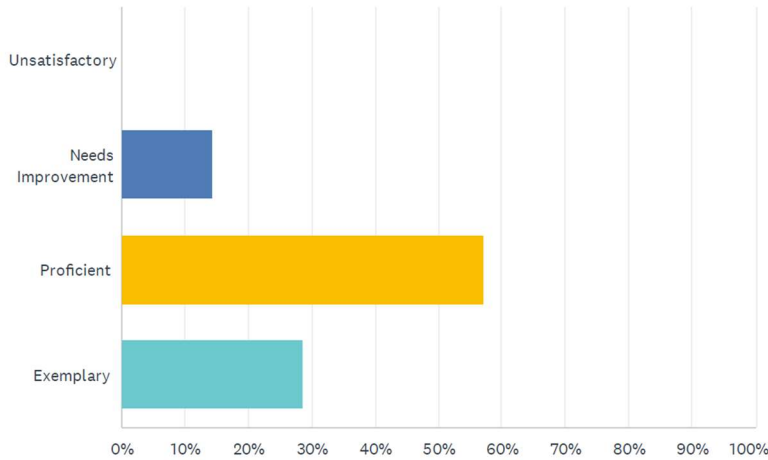
Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students’ backgrounds, identities, strengths, and challenges are respected.



ANSWER CHOICES	RESPONSES	
Unsatisfactory	0.00%	0
Needs Improvement	0.00%	0
Proficient	85.71%	6
Exemplary	14.29%	1
<b>TOTAL</b>		<b>7</b>

### IV-C. Communication:

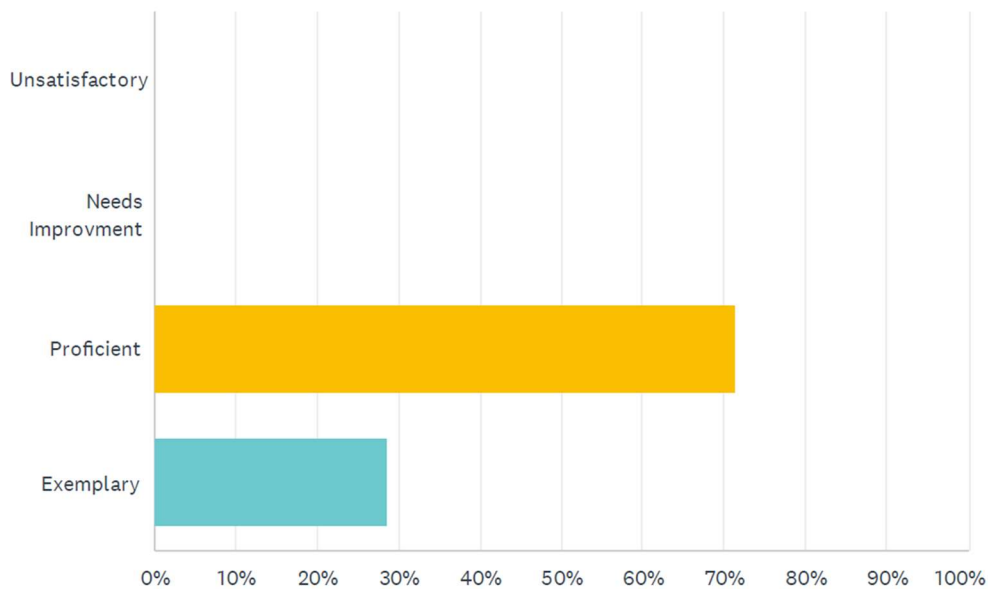
Demonstrates strong interpersonal, written, and verbal communication skills.



ANSWER CHOICES	RESPONSES	
Unsatisfactory	0.00%	0
Needs Improvement	14.29%	1
Proficient	57.14%	4
Exemplary	28.57%	2
<b>TOTAL</b>		<b>7</b>

## 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.



ANSWER CHOICES	RESPONSES	
Unsatisfactory	0.00%	0
Needs Improvement	0.00%	0
Proficient	71.43%	5
Exemplary	28.57%	2
TOTAL		7

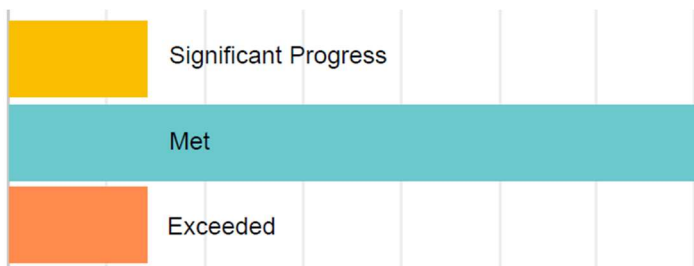
## Comments and analysis on Standard IV assessment:

*We need to see a more effective use of the policies in place. There have been a few instances in the last year where policy (involving necessary communication) was not followed correctly at the superintendent level as well as the principal level. Adherence to the policies in place is the backbone of the district. We must also improve the level of proactiveness of our communications. There were a few instances this year where leadership staff either provide very little time for parental feedback or made a change and then notified them. In order to overcome the sometimes-viewed perception that decisions are made without proper input we must do better and be more transparent.*

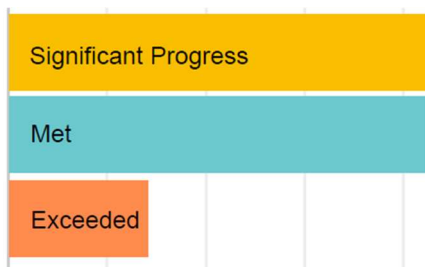
*Jen embodies the phrase "reflective practitioner" and leads by example. She has high expectations and places great value on professional development. In her tenure here at STRGSD, Jen has significantly improved the professional culture of the District.*

# Assess Progress Toward Goals.

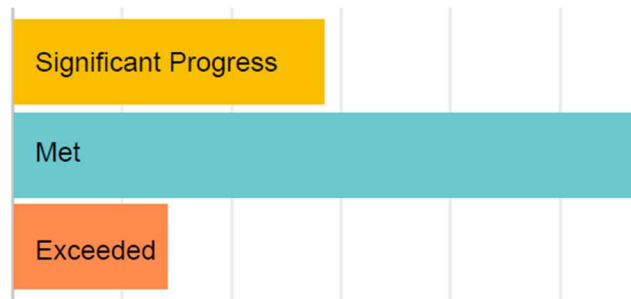
## Professional Practice Goal



## Student Learning Goal



## District Improvement Goal



	DID NOT MEET	SOME PROGRESS	SIGNIFICANT PROGRESS	MET	EXCEEDED	TOTAL	WEIGHTED AVERAGE
Professional Practice Goal (s)	0.00% 0	0.00% 0	14.29% 1	71.43% 5	14.29% 1	7	4.00
Student Learning Goals (s)	0.00% 0	0.00% 0	42.86% 3	42.86% 3	14.29% 1	7	3.71
District Improvement Goal(s)	0.00% 0	0.00% 0	28.57% 2	57.14% 4	14.29% 1	7	3.86

## Assess Performance on Standards:

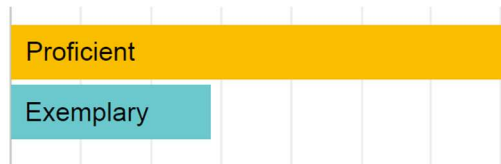
Unsatisfactory - Performance on a standard or overall has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

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.

Proficient - Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.

Exemplary - A rating of Exemplary indicates that practice significantly exceeds Proficient and could serve as a model of practice regionally or statewide.

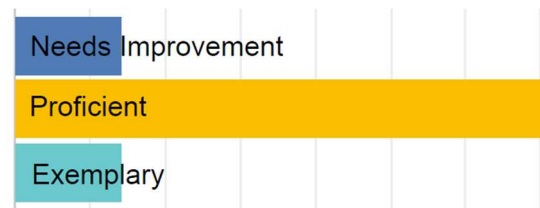
### Standard I – Instructional Leadership



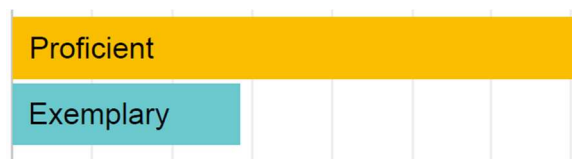
### Standard II – Management and Operations



### Standard III – Family and Community Engagement

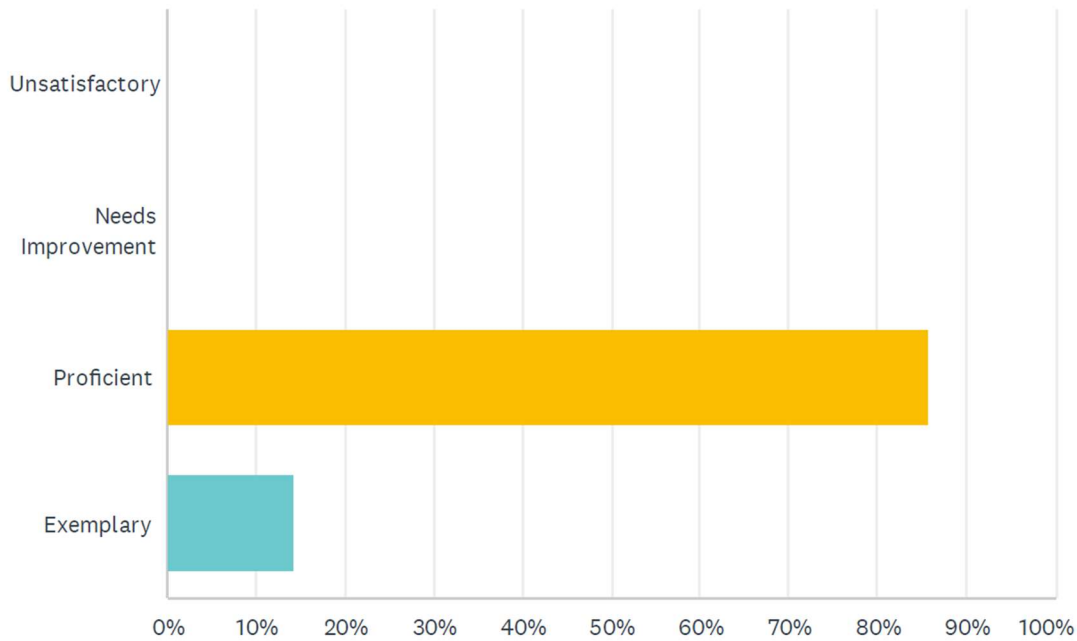


### Standard IV – Professional Culture



	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXEMPLARY	TOTAL	WEIGHTED AVERAGE
Standard I: Instructional Leadership	0.00% 0	0.00% 0	71.43% 5	28.57% 2	7	3.29
Standard II: Management & Operations	0.00% 0	0.00% 0	85.71% 6	14.29% 1	7	3.14
Standard III: Family and Community Engagement	0.00% 0	14.29% 1	71.43% 5	14.29% 1	7	3.00
Standard IV: Professional Culture	0.00% 0	0.00% 0	71.43% 5	28.57% 2	7	3.29

## Overall Summative Performance



ANSWER CHOICES	RESPONSES
Unsatisfactory	0.00% 0
Needs Improvement	0.00% 0
Proficient	85.71% 6
Exemplary	14.29% 1
TOTAL	7

### Comments and analysis on Overall Performance:

*This year's Student Learning Goal correlates to the beginning of a 3-year (or more) literacy initiative. While significant progress has been made, more time is simply necessary to fully meet this goal. All other goals have been met and Jen continues to demonstrate proficiency and/or exemplary performance in all Standards areas. She leads the district with the exceptional competence, compassion, and a clear vision. I am proud to be a part of this District and to have my children educated here!*

*Solid team leader. Professional and well spoken. Communication with everyone overall, is the key to success. Great job!*

*Overall, I think Jen has done a good job this year. There are still some areas related to communication that I feel need to be addressed, but I am confident that those items can be corrected quickly.*