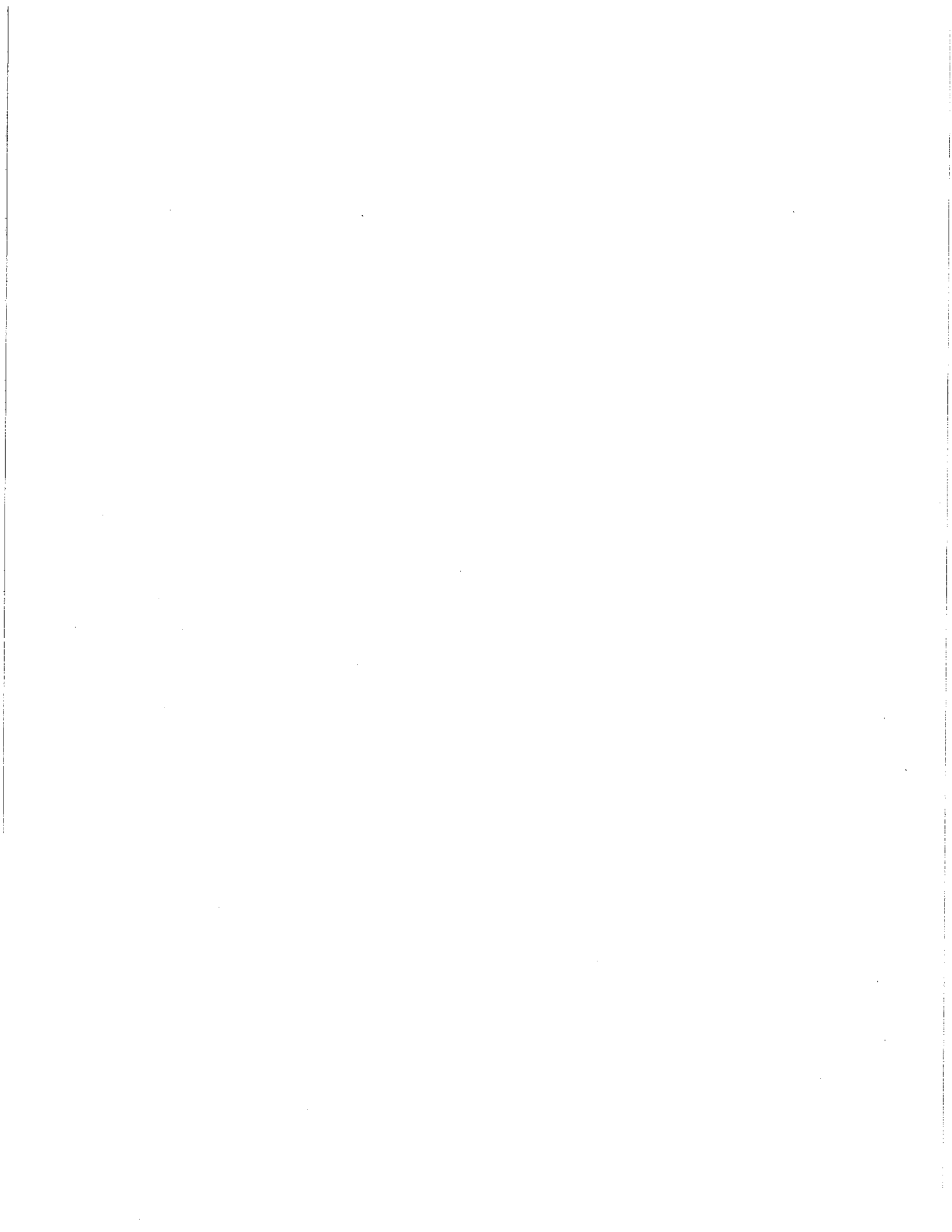




**School Committee  
Meeting**

**September 11, 2013  
7:00 pm**

**Town Hall  
Selectmen's Meeting Room**





SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING  
AGENDA  
September 11, 2013 7:00pm  
Town Hall—Selectmen's Meeting Room



<u>Items</u>	<u>Suggested time allotments</u>
Special Opening	7:00 – 7:10
I. Public Participation	7:10 – 7:15
II. Chairperson's Report & Members' Reports	7:15 – 7:20
III. Superintendent's Report	7:20 – 7:25
IV. Time Scheduled Appointments:	
A. Celebration in the Garden Funding: Vote	7:25 – 7:35
B. Summer Programming: Report	7:35 – 7:45
C. Personnel Update: Report	7:45 – 7:55
D. State of the District: Report	7:55 – 8:15
V. Curriculum	
VI. Policy	
VII. Budget	
A. Fiscal Year 2015 Budget Guidelines: Discussion	8:15 – 8:30
B. Daily Substitute Rates: Discussion & Vote	8:30 – 8:40
VIII. Old Business	
IX. New Business	
X. Approval of Minutes	8:40 – 8:45
XI. Executive Session	8:45 – 9:15
XII. Information Enclosures	
XIII. Adjournment	9:15

Next meeting: September 25, 2013



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



**ITEM NO: Special Opening**

**MEETING DATE: 9/11/13**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee start the 2013-2014 school year with a special presentation by the A Cappella Choir from Shrewsbury High School?

**BACKGROUND INFORMATION:**

Representatives of the A Cappella Choir will sing the National Anthem and another selection.

**ACTION RECOMMENDED:**

That the School Committee take whatever action it deems to be in the best interest of the school system.

**STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent  
Mrs. Bonnie Narcisi, K-12 Director of Music



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



**ITEM NO: I. Public Participation**

**MEETING DATE: 9/11/13**

**SPECIFIC STATEMENT OR QUESTION:**

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

**BACKGROUND INFORMATION:**

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

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

**SPECIFIC STATEMENT OR QUESTION:**

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

**BACKGROUND INFORMATION:**

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

**STAFF AVAILABLE FOR PRESENTATION:**

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

**ITEM NO: III. Superintendent's Report**

**SPECIFIC STATEMENT OR QUESTION:**

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

**BACKGROUND INFORMATION:**

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

**STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools

**ACTION RECOMMENDED FOR ITEMS I, II, & III:**

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



SHREWSBURY PUBLIC SCHOOLS  
School Committee



ITEM NO: **IV. Time Scheduled Appointment**

MEETING DATE: **9/11/13**

**A. Celebration in the Garden Funding: Vote**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee vote to accept a donation from the fifth annual *Celebration in the Garden* fundraiser held on June 15, 2013?

**BACKGROUND INFORMATION:**

1. This past June, the fourth annual *Celebration in the Garden* was held at the Fallon House at 4 Prospect Street in Shrewsbury. The group returned to this historical home, owned by Heather and Jason Logrippo, where it began in 2009. This event included a variety of sponsors and both silent and live auctions.
2. Members of the event's host committee will provide the School Committee with highlights of the event and ask that the School Committee accept their donation of \$50,000.

**ACTION RECOMMENDED:**

That the School Committee accept the report and vote to accept the donation.

**STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools  
Ms. Mary Beth Banios, Assistant Superintendent  
Members of the Event Committee



# Shrewsbury Public Schools

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Mary Beth Banios  
Assistant Superintendent

September 11, 2013

To: School Committee  
Re: Gifts from Celebration in the Garden Party

## Available Funds

Through the hard work and dedication of many Shrewsbury community members, significant funds were raised for the Shrewsbury Public Schools through this engaging event.

- The *Celebration in the Garden* event raised \$50,000

## Distribution of Funds

These funds have been distributed to each school to address specific building needs that were unable to be accommodated in the appropriated budget. The funds were distributed based on a per pupil basis.

Parker:	\$2,000
Beal:	\$3,000
Coolidge:	\$3,500
Floral:	\$6,500
Paton:	\$3,000
Spring:	\$3,500
Sherwood:	\$8,000
Oak:	\$7,500
SHS:	\$13,000
<b>Total:</b>	<b>\$50,000</b>

## Investment of Funds

The majority of schools have determined how they will be using their funds. A couple of schools are still processing the decision with their faculties. To date, all schools that have made the determination of how to spend the funds will be purchasing needed technology for their buildings. There has been a strong, positive response from teachers around the power of recent technology purchases to impact student learning. As much of the technology budget has been used for pilot programs, the *Celebration in the Garden* will be used to bring items such as projectors, interactive whiteboard projectors, document cameras, and iPads into additional classrooms.



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



**ITEM NO: IV. Time Scheduled Appointment**  
**B. Summer Programming: Report**

**MEETING DATE: 9/11/13**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear a report on 2013 summer programs?

**BACKGROUND INFORMATION:**

1. A brief overview of the 2013 summer programs is included in the report.

**ACTION RECOMMENDED:**

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

**STAFF AVAILABLE FOR PRESENTATION:**

Ms. Mary Beth Banios, Assistant Superintendent



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**Report to the School Committee:  
2013 Summer Programs Report**

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**Introduction**

This year there were 1,492 registrations into the Shrewsbury Summer Programs. These programs serviced students in the Pre-K through high school levels. The different programs provided students opportunities in the areas of Special Education, Academic Support, Transition, and Enrichment. This report includes information on each of the summer programs that were offered in 2013.

<b>2013 Summer Programs</b>	<b>Report Page</b>
<b>PARKER ROAD PRESCHOOL SPECIAL EDUCATION PROGRAM</b>	<b>2</b>
<b>FLORAL STREET SPECIAL EDUCATION PROGRAM</b>	<b>4</b>
<b>SHERWOOD MIDDLE SCHOOL SPECIAL EDUCATION SUMMER PROGRAM</b>	<b>6</b>
<b>TITLE I SUMMER PROGRAMS</b>	<b>8</b>
<b>ENGLISH LANGUAGE EDUCATION</b>	<b>9</b>
<b>"GET A FEEL FOR BEAL"</b>	<b>11</b>
<b>SUMMER SUCCESS ACADEMY</b>	<b>12</b>
<b>PARKER ROAD SUMMER ENRICHMENT</b>	<b>14</b>
<b>ELEMENTARY SUMMER ENRICHMENT PROGRAM (ESEP)</b>	<b>15</b>
<b>MIDDLE SCHOOL SUMMER EXTENSIONS</b>	<b>17</b>
<b>SUMMER R.E.C.E.S.S READING PROGRAM</b>	<b>19</b>

**Shrewsbury Public Schools**  
**Parker Road Preschool Special Education Program**

**Overview:**

The Special Education Program at Parker Road is an Individualized Education Plan (IEP) driven program designed to support students who meet eligibility for Extended Year Services (EYS). The program is intended to support learners from regression of skills.

**Number of Students Served:** 54

**Dates of Program:** 7/1/13-8/8/13

**Program Funding Source:** Special Education Budget

**Representative Program Offerings:**

The Special Education classroom supports preschool age students in a variety of goal areas three days per week for 2.5 hour per day. The classrooms are designed to mimic a typical preschool session with specially designed instruction to meet the learning needs of each student through small and whole group activities as well as center activities. There are two sessions (morning and afternoon that each service 9-15 students per year). The areas of focus include communication, social behavior, pre-academic, fine & gross motor and adaptive skills. The student's IEP drives the teams service delivery.

The Intensive Special Education classroom supports preschool age students in a variety of goal areas three days per week for 6 hour per day. The classrooms are designed to mimic a typical preschool session in the mornings and small and individual instruction in the afternoon with specially designed instruction to meet the learning needs of each student. The areas of focus include communication, social behavior, pre-academic, fine & gross motor and adaptive skills. The student's IEP drives the teams service delivery.

The Education Learning Center program supports preschool age students in a variety of goal areas four days per week for 6 hours per day. The students are supported by Applied Behavioral Analysis (ABA) technicians trained in the applied behavior analysis and discrete trial teaching. The students are taught in varying ratios (1:1, 1:2, 2:3) with specially designed instruction to meet their individual learning needs. The areas of focus include communication, social behavior, pre-academic, fine & gross motor and adaptive skills. The student's IEP drives the team service delivery.

Walk in speech, ot and physical therapy services are provided to students who require EYS in the area of speech and language and/or fine/gross motor skills. These are typically once or twice per week for 30 minutes depending on the IEP.

**SPED Staffing Information:**

**Total Number of Special Education Teachers Involved in Program:**

2 classroom teachers 3 full days

**Total Number of Special Service Providers Involved in Program:**

1 Occupational Therapist (OT), 1 Physical Therapist (PT), 2 Speech and Language Pathologists (SLP)

**Total Number of Paraprofessionals Involved in Program:**

11 technicians, 4 assistants

**Program Coordinator:** Kristin Herrick

**Coordinator Reflections:**

We have sent out parent surveys to help us to reflect on the program.

## **Shrewsbury Public Schools Floral Street Special Education Program**

### **Overview:**

The Floral Street Summer Special Education Program provides instruction for students Grades K-3. All services are based on specific information reflected in the student's service delivery page located in his/her Individualized Education Plan (IEP). Students qualify to receive summer services through data collection that demonstrates significant regression and Team discussions.

**Number of Students Served:** 107

**Dates of Program:** 7/1/13- 8/8/2013

**Program Funding Source:** Special Education Budget

### **Representative Program Offerings:**

Academic Program classroom teachers provide remedial instruction in reading, writing, and mathematics in a small group setting. The summer curriculum is designed by the objectives listed in each child's IEP. The classrooms are developed by similar student needs.

Social Skills Program provides social skills instruction embedded in student interest-based group activities. The objectives of this Program are designed based upon student IEPs. The staff use the curriculum that the students are working on during the school year. Each classroom has several peer models that are identified by school teams as having exceeding interpersonal skills.

The Educational Learning Center (ELC) Program provides students enrolled in this program during the school year with continuation of their programs. This program encompasses the philosophy of Applied Behavioral Analysis. Instruction is designed based on the student's needs (academic, behavioral, life skills, etc.).

During the summer sessions, students may receive related support services (occupational therapy, physical therapy, speech and language, structured reading). These services are provided for those students who are either attending the summer program or who come for walk-in services in their specific area of need. Each service is provided by a certified professional in the specific field.

## **SPED Staffing Information:**

**Total Number of Special Education Teachers Involved in Program:** 3 Social Skills, 6 Classroom, 3 ELC Coordinators, 1 home tutor

**Total Number of Special Service Providers Involved in Program:** 12

**Total Number of Paraprofessionals Involved in Program:** 19 Aides (classroom, 1:1, 1:2), 26 ABA Technicians

**Program Coordinator:** Meghan Bartlett & Julie Griffin

## **Coordinator Reflections:**

The Summer Program ran smoothly this year based on the staff receiving complete and accurate summaries for achievement, behavior, and related services.

The bus company was effective in creating the students' bus routes and communicating the information to parents. Buses were consistently on time with knowledgeable monitors. If we are to continue to use Power School to have parents sign up for transportation, communication about how to sign up for transportation should be communicated with parents at the Team meeting, and again when summer notices are issued.

ELC Coordinators remain collaborative in their efforts to transition the Grade 4 students to Sherwood during the summer months and to begin cross-training the support staff in the beginning of the summer months. This model continues to be successful allowing students to transition to their new staffing and classmates.

Team Chairs need to continue to have conversations during team meetings to determine the need and purpose for additional support staff during the summer program. This conversation should also include if the same level of support is needed during enrichment programs. Collaboration this year between the special education and enrichment program around staffing needs was successful based upon students needs.

**Shrewsbury Public Schools**  
**Sherwood Middle School Special Education Summer Program**

**Overview:**

This program is designed for students who have demonstrated a regression of skills over a significant break from school. There is an Academic Program, Social Skills Program, ELC Program and Structured Reading Program. These students are recommended for summer services by their special education TEAM. Students may receive related support services (occupational therapy, physical therapy, speech and language, structured reading) as a walk-in service, or as part of their already established summer program. All services are based on specific information reflected in the student's service delivery page located in his/her Individualized Education Plan (IEP).

**Number of Students Served:** 62

**Dates of Program:** 4 weeks: 7/1/13-7/25/13 6 weeks: 7/1/13-8/8/13

**Program Funding Source:** Special Education Budget

**Representative Program Offerings:**

**Academic Program:** Academic classroom teachers provide instruction in reading, writing and mathematics. Teachers tailor their lessons around students's current academic skills to prevent regression over the summer.

**Social Skills Program:** Social Skills teachers and Speech and Language Pathologist provide social skills instruction embedded in student interest based group activities. There are peer volunteers who are invited to attend the program to provide a reverse inclusion model.

**ELC Program:** ELC Coordinators and ABA technicians provide full day small groups and 1:1 instruction to students who are on the autism spectrum or who require daily living skills instruction.

**Structured Reading Program:** Students receive structured reading instruction in the small group or 1:1 setting. Students receive reading comprehension instruction and fluency practice using their required summer reading novels.

**SPED Staffing Information:**

**Total Number of Special Education Teachers Involved in Program: 6**

**Total Number of Special Service Providers Involved in Program: 7**

**Total Number of Paraprofessionals Involved in Program: 26**

**Program Coordinator:** Caitlin Daley

**Coordinator Reflections:**

The Sherwood Summer program ran very smoothly this summer in regards to transportation and staffing. It is very effective to utilize ABA techs as staff for the summer program for arrival and dismissal procedures. Future goals include reducing the amount of support staff, creating a separate social skills class for students enrolled in the ELC program, and creating a curriculum for the academic classroom teachers.

## **Shrewsbury Public Schools Title I Summer Programs**

### **Overview:**

The Summer Reading Delivered Program provided 31 Title I students with leveled texts during the summer. The Title I Summer Program provided 37 Title I students with literacy instruction during an 8-day period. There were 11 Title I students who attended the special education summer school. These students were provided with an additional guided reading lesson during the month of July. Title I students were invited to participate based on reading assessments and teacher recommendations.

**Number of Students Served:** 37 students in Title I Summer Camp, 31 students in Summer Reading Delivered and 11 students in Title I/Special Education summer school.

**Dates of Program:** Summer 2013

**Program Funding Source:** Grant

### **Representative Program Offerings:**

The structure of the Title I Summer Program was based on a balanced literacy block. Students participated in a morning meeting, an interactive read aloud, guided reading lessons, independent reading and a writing block.

Students who participated in the Summer Reading Delivered Program received a packet of self-selected, high interest texts delivered to their home by mail. As a result, students had easy access to appropriate literacy materials.

Title I students who attended the special education summer program were provided with additional guided reading instruction. Students received instruction either individually or in very small groups (2-3 students). This instruction was specifically tailored to meet the students areas of need.

**Program Coordinator:** Maureen Henry

### **Coordinator Reflections:**

Overall, we had another successful program. Informal assessments indicate that participating students maintained their literacy skills. These results are consistent with previous years however we will have concrete data once the fall reading assessments are complete.



## **Shrewsbury Public Schools English Language Education**

### **Overview:**

The English Language Education (ELE) summer programs are academic focused and are driven by the needs of the English Language Learners (ELL) students. All students, at the lower stages of English language acquisition, in grades K-11 are invited to participate in small group instruction to grow their English language skills. Students with higher levels of English proficiency are invited to participate in small group instruction targeting a specific academic skill, such as reading or writing. Within this specific focus, instruction is designed to practice all four language modalities.

**Number of Students Served:** 49

**Dates of Program:** 7/2/13-8/7/13

**Program Funding Source:** Grant

### **Representative Program Offerings:**

ELE Middle School Summer Reading Group: Students with a good command of oral/aural English language skills met with a middle school ELA teacher for two hours, once a week, at the public library. Students read *Stargirl* by Jerry Spinelli. They answered comprehension questions, defined new vocabulary words, added pictures for visuals, and used their journals for discussions. At the end of the summer, the girls shared an oratorical speech modeled after the oratorical speech given by the main character in the novel.

Students, with beginning level English skills, in grade three to grade six, met with an ESL teacher for two hours, twice a week, at Oak Middle School. Instruction focused on writing skills, including quick writes, editing, revising, and peer conferences. Writing assignments were based on books read, using the model structure from the book.

Incoming grade one and two ELL students worked with an ESL teacher and a Literacy Tutor for three hours, twice a week, at Beal Early Childhood Center. The incoming grade one and two students had different levels of English language skills. Differentiated instruction was provided for each "theme of the week" to include listening, speaking, reading, and writing practice.

All English language learner students in grades one through eight were invited to the ELE Program housed at Coolidge School. Students were placed in classes based on their English language proficiency and grade levels. Students in this

weeks. Using the Responsive Classroom model, this program enabled students to practice all four language modalities through journal writing, morning meeting, guided & independent reading, language games, writing, and interactive read aloud.

**Program Coordinator:** Kathleen Lange-Madden

**Coordinator Reflections:**

ELE summer programs are funded by the federal Title III grant. Title III grant allocations are decreasing due to the increasing number of districts receiving allocations. The two week ELE Program, purposively scheduled towards the end of summer and housed at Coolidge, was established in 2007. This program will continue in the future because it enables us to meet the needs of a larger group of students; additional, targeted ELE summer programs are ever-changing because they are based on student need and require spring discussions to reallocate federal funds.

**Shrewsbury Public Schools**  
**"Get A Feel for Beal"**

**Overview:**

The program is designed to introduce incoming students to the "day in the life" of a Kindergartener. The program is set-up so children easily transition through the expected routines of a day engaging in whole group, song and play.

The program is introduced on the school website under Kindergarten information and a letter is sent home with all new student registrations.

**Number of Students Served:** 85

**Dates of Program:** 8/5/13-8/8/13

**Program Funding Source:** Tuition

**Representative Program Offerings:**

The program allows incoming Kindergarten children to experience circle time, snack time, centers, recess and dismissal. The program helps teach the children how to independently transition through the routines of the day.

The program includes a tour of the building. Modeling how to walk in the halls, while letting the children become familiar with the gym, cafeteria, Nurse's office, Media, Principal's Office, playground and a visit to their classroom.

**Program Coordinator:** Lauren Beaudoin

**Coordinator Reflections:**

We need to continue to work on our coordination for children with significant special needs. This increased coordination with our Special Education Department will help to ensure that appropriate supports are put in place for these students prior to their attendance in the various kindergarten transition programs.

## **Shrewsbury Public Schools Summer Success Academy**

### **Overview:**

The Summer Success Academy was developed to assist students to make a smooth transition to high school by providing students with skills for success from study skills, transition skills (including goal setting, stress, and accessing resources), and English and math skills. Students were invited to attend through a referral list selected at Oak Middle School by counselors and administrators. Students who attended the Summer Success Academy are assigned to the same homeroom led by two teachers from the Summer Academy and will continue to receive supports throughout their freshman year.

**Number of Students Served:** 20

**Dates of Program:** 7/12/13 - 7/15/13

**Program Funding Source:** Grant

### **Representative Program Offerings:**

**Study Skills:** Students completed the learning style survey in Naviance to understand their personal learning style and best learning environment. Additional topics include learning resources, test taking strategies, organizational skills and time management.

**Transitional Skills:** Students completed activities in learning styles, accessing resources, goal setting and stress management. Team building activities were completed throughout the week culminating to the outdoor low and high ropes courses giving students an unique opportunity to support each other and celebrate success.

**Math Enrichment:** Students reviewed and reinforced math skills applying tool kits in the classroom that would be used in high school.

**English Enrichment:** Students worked on reading and analyzing their summer reading books and vocabulary building.

**Program Coordinator:** Nga Huynh

**Coordinator Reflections:**

Through a survey of student feedback, 87% of the students recommend this program for future incoming ninth grade students. Although it was difficult for students to give up a week of their summer, the general feedback was positive and students expressed that they gained skills to help them achieve success in high school.

**Shrewsbury Public Schools  
Parker Road Summer Enrichment**

**Overview:**

Parker Road Preschool Summer Enrichment 2013 offered three, week long classes July 22nd, 29th and August 5th. These offerings were theme based classes that provided students with the opportunity to learn and socialize with peers in a structured and developmentally appropriate setting.

**Number of Students Served:** 36

**Dates of Program:** 7/22/13-8/8/13

**Program Funding Source:** Tuition

**Representative Program Offerings:**

Here Come The Dinosaurs!!

This session took place from Monday, July 22nd to Thursday, July 25th from 8 AM to 10:30 AM. During this exciting week we focused on dinosaurs and learned about the time period from which they came. We also excavated a mini dino, created a prehistoric scene and boogied down with some dinosaur dancing!

Welcome Sports Fans!

This session took place from Monday, August 5th to Thursday, August 8th from 8 AM to 10:30 AM. During this exciting session children explored a variety of sports and learned basic skills associated with sports through activities and discussion. Children also learned the importance of being a good sport! They participated in sports themed art projects and more!

**Program Coordinator:** Kristin Herrick

**Coordinator Reflections:**

This program was advertised later than other enrichment programs. Given this, we had a slow but solid start!

**Shrewsbury Public Schools  
Elementary Summer Enrichment Program (ESEP)**

**Overview:**

The goal of the Elementary Program (ESEP) is to spark and enhance the imagination and curiosity of children by providing them with interactive, enjoyable and educational programs in a safe environment. Registration is online and takes place in two phases. The first registration is in late February followed by a second round of registrations in April. Parents may also enroll in available classes upon the opening of the ESEP in June.

**Number of Students Served:** 645

**Dates of Program:** 6/24/13-7/27/13

**Program Funding Source:** Tuition

**Representative Program Offerings:**

**"So You Want to Be a Veterinarian"**

Students who love animals enrolled in this course to learn how pets stay happy and healthy. Each day students were visited by an expert in the field, including a representative from Petco, the "Green Groomer" and a member of the organization Canines for Disabled Kids, who taught the class about the benefit of service dogs in childrens lives.

**"Pillows for Kids"**

Students enrolled in this course, learned how to sew while making a difference for kids with cancer. Working together students designed and created pillowcases that were donated to "Conkerr Cancer".

**"Great Gardens"**

Throughout this course, students discovered the art and benefit of creating different types of gardens. Students planted their own herb garden, flower garden and "lucky" bamboo rock garden. All of their creations were brought home, in addition to a unique indoor terrarium.

**Beginner French " Rainbow of Color"**

For those interested in learning basic French, this course provided students with an opportunity to pack their bags and travel with Mr. Arnold to find and explore the rainbow of color in France. Students learned basic French through stories, songs, games, fashion skits, and much more.

**Program Coordinator:** Jean Brunell

**Coordinator Reflections:**

The institution of the \$10 non-fundable registration fee was fairly successful. Of the 156 course cancellations, 91 were collected.

The addition of Special Education Supervisor specific to students enrolled in enrichment classes and accompanying staff was beneficial for both Special Education students and the program overall.

The SHS students continued to volunteer to support the classroom teachers in instruction and supervision. Hours completed (>1200 ) in the ESEP program helped students meet their SHS goals for community service. These students clearly supported the HS mission statement as "capable, caring and active contributors to the world in which they live."

Coordinator met with ITAMS to continue to refine the registration procedures.

This year, optional ESEP camper t-shirts coordinated with the HS volunteers were made available during the online registration.

**Recommendations for 2014**

Continued collaboration between Summer Enrichment (SE) and the SPED Staff is beneficial for students and overall program management.

It would be helpful for the Summer Enrichment program to receive a list of students who received support prior to the 2014 SE first registration so we can communicate with parents in an effort to decrease the number of last minute withdrawals.

Due to a change in the SPED coordinator position, SPED will provide SE a list of Team Chairs in the fall so that communication regarding special education students can take place earlier in the enrollment process.

It would be helpful to create and provide a standardized parent pick-up form on the SE website to ensure that students are dismissed in a safe and orderly manner.

We will create and post a parent survey form for the ESEP on Survey Monkey, which will provide feedback on SE courses.



## **Shrewsbury Public Schools Middle School Summer Extensions**

### **Overview:**

The Middle School Summer Extensions Program seeks to provide enriching learning experiences and hands on activities for students entering grades five through eight. There is a wide range of courses offered: sports, the arts (visual and performing), technology, the humanities, science, math, improving study/organizational habits, and preparing for the responsibilities of baby-sitting. Families register students through two online registrations that occur in February and April. Students may also register on site in June and July during program hours for classes that are still open.

**Number of Students Served:** 254

**Dates of Program:** 6/24/13 - 7/25/13

**Program Funding Source:** Tuition

### **Representative Program Offerings:**

#### **Website Design:**

Website Design teaches fifth- through eighth-grade students how to create a website using HTML, the language used for websites. The students learn that HTML uses "tags" to format text, display pictures, and create links to other websites. HTML tagging is a precise language. If a student's website does not display properly, the student learns how to debug the code by rechecking the syntax of the tags. (How Yoda speaks is used to introduce the concept of syntax. Although the students may understand him, a computer will not because his words are mixed up.) This enforces the importance of attention to detail when coding a website. Each student creates his or her website based on his/her own interests using just an outline of some basic HTML tags.

#### **Theatre 101:**

This course focuses on giving each student the basics of a "complete" theatre arts experience, from audition day to opening night. Individual work (monologues, scene writing) is used to help enhance self confidence, leadership and problem-solving skills, which helps each student to bring his/her best to the table when the time comes for a team-oriented goal: the end of class performance. Ultimately, the class strives to cover all of the basic principles of acting, directing, playwriting, musical and technical theatre while fostering an atmosphere that enables each child to bring his/her best, most courageous selves to the table in order to support the entire group, as well as him/herself.

### Public Speaking Made Easy:

Public Speaking Made Easy is a skills oriented, hands-on summer course presented in a safe comfortable environment for students in grades 5-8 to learn the art of public speaking. Students learn to communicate a clear message, organize an effective speech and deliver it with an impact! In this weeklong course, students focus on organizing a clear message in their speech and practice using their voice (pacing, inflection and projection), body gestures, eye contact, visual aids, and learn how to engage the audience. The main focus of the class is organization and practice ... so students spend time learning a new skill, practicing the skill, and then using it in their speeches that day! Audience feedback and personal reflection is also an integral part of this class.

### Renewable Energy Engineering:

Students learn about renewable energy and engineering design as they create a wind turbine, solar oven, and solar car. Emphasis is on the design process, but there are class competitions on the last day to recognize the best designs. Students have the option of making s'mores or nachos with cheese using their hand built solar ovens.

**Program Coordinator:** Karen Gutekanst

### Coordinator Reflections:

The MSSE had another successful summer. The program relocated to Oak Middle School due to necessary repairs occurring over the summer at the new Sherwood; however, the program ran smoothly despite the change in venue and other summer programs running simultaneously in the building. It is great to see some students take advantage of both the MSSE program and the Sherwood Academic Program by spending a half-day in each program. Seeking to expand the number/ variety of classes as well as recruiting more Oak and Sherwood staff to offer courses are on-going goals of the program.

## **Shrewsbury Public Schools Summer R.E.C.E.S.S Reading Program**

### **Overview:**

The goal of this program is to provide a relaxed environment where children can meet, read and discuss their summer reading books with their same age peers, in hopes that they stay engaged and continue reading throughout the summer. In June, a description of the program and a schedule are posted in various locations: Shrewsbury Public Schools web site, Shrewsbury Public Library web site under calendar, notices from the schools, as well as posters in the library. Parents sign up on-line and receive a confirmation email. The hour-long classes are held during the month of July in the Shrewsbury Public Library meeting room.

**Number of Students Served:** 180

**Dates of Program:** 7/8/13-7/31/13

**Program Funding Source:** Curriculum and Instruction Budget

### **Representative Program Offerings:**

A few weeks prior to the class, teacher volunteers are given a packet, which includes: the book, lesson plan, a related craft and all supplies needed. During the class, children gather together and read aloud the entire book (if time allows), or just selected chapters from a book.

Following the guided lesson plan the teacher asks questions to facilitate discussion amongst the children. After the class discussion, the children work on a craft connected to the book.

**Program Coordinator:** Deborah Richard and Barbara Andreano

### **Coordinator Reflections:**

One of our successes this year was using the library web site for registrations. In previous years parents sent an email directly to us to register and we would send them a confirmation and reminder email. All though this was an improvement over postal registrations of the past , it still had its flaws. Parents would leave out pertinent information and then there was a need for emails back and forth which was very time consuming. This year we set up registration through the library web site. Parents filled out an on-line registration form and were sent an automatic reminder email prior to their class.Registrations ran much smoother using this system.



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



**ITEM NO: IV. Time Scheduled Appointment**  
**C. Personnel Update: Presentation**

**MEETING DATE: 9/11/13**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear a report regarding new staff hired for the 2012-2013 school year?

**BACKGROUND INFORMATION:**

1. The district commenced its recruiting and hiring process in February 2012. Enclosed is a report describing the personnel changes in the district and a listing of the individuals hired for administrative and teaching positions.
2. Ms. Malone will provide the School Committee with a summary of the report and be available for questions.

**ACTION RECOMMENDED:**

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

**STAFF AVAILABLE FOR PRESENTATION:**

Ms. Barbara A. Malone, Director of Human Resources



*Barbara A. Malone, Director of Human Resources*

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### **Introduction**

Shrewsbury Public Schools has successfully completed the majority of the hiring process to fill key positions within the District. These positions were open due to retirements and resignations, extended leaves of absence, the expansion of the kindergarten program at the Beal Early Childhood Center, the mandated need for Special Education personnel, and a very small number of non-renewals. In some cases, positions were filled by internal candidates, which created a need for "backfill" of their previous roles. As of September 11 we have appointed 57 individuals to full or part time positions within our district (with two professional positions remaining open due to late resignations).

### **New Hiring-Professional Staff (Teachers/Administrators)**

To date we have appointed 36 full and part time individuals to professional positions within the district.

As the School Committee is aware, the teacher selection process in Shrewsbury is rigorous. The process includes interviews with principals, department directors, curriculum coordinators, teachers, parents, and central office administrators. At the high and middle schools, students may also serve on the interview teams. All teaching positions require a demonstration lesson in the classroom, which is a key ingredient in the selection and hiring process. All candidates recommended for hire are also required to interview with the Director of Human Resources and the Superintendent of Schools as the final step in the selection process. A thorough reference check is conducted on each new hire, as well as a CORI (criminal background) check.

With the launch of a new recruiting tool, [schoolspring.com](http://schoolspring.com), Shrewsbury Public Schools was able to attract candidates from a wide variety of backgrounds, including top recent graduates from Bachelor's and Master's Degree teaching programs, as well as talented experienced educators:

- 25/36 (69.5%) hold a Master's Degree or higher
- 25/36 (69.5%) have never worked for us in a previous role, while 11/36 (30.5%) had filled a previous role for us in the district (including promotions to the current role)

Our new teachers completed two days of new staff orientation on August 20 and August 23, and a mentor will support each one of them for the entire year.

### **New Hiring-Paraprofessional and Support Positions**

As of September 11, 2013 we have hired 21 paraprofessional and support positions throughout the district. These 21 individuals include 7 (33%) who are working a part time schedule and thus are not eligible for health insurance benefits, resulting in financial savings to the town. As has been the case for several years, the district hires part time paraprofessional staff whenever program requirements allow, in order to reduce these benefit costs.

### **Conclusion**

At an upcoming school committee meeting the administration will present a complete staffing chart to show the actual staffing levels throughout the district versus the staffing levels that were projected when the budget was approved at town meeting in May. At that time I will also report on the hire of door monitors/greeters, whose roles were created as part of our security protocols.

Attached is a listing of our new hires, including employees from within the district who have assumed new leadership roles for the 2013/2014 school year.

In closing, the Shrewsbury Public Schools continues its longstanding excellent reputation as a collaborative and desirable district in which to work. As in previous years we are fortunate that through the hard work and dedication of our staff we consistently out-perform the funding levels that are available.

The following pages list our newly hired staff, including their school and position.

### **New Teacher/Administrator Hires**

#### **Shrewsbury High School**

Matthew Heaney, Physics, Engineering, B.S. Mathematical Physics, Brown University; M.S. Geology, Geophysics, Temple University

Erin Hickey, Health, B.S., Nutrition, University of Massachusetts, Amherst

Sara Honig (shared with Oak and Sherwood), Director of Foreign Languages, B.A., Latin, Barnard College; M.A., Teaching, Latin and Classical Humanities, University of Massachusetts, Amherst; M.Ed., Policy, Planning and Administration, Boston University

Jessica Rigberg, Social Sciences, B.A., American Studies, Siena College; M.Ed., High School History, Lesley University

Timothy Scheer, Social Sciences, B.S., Education, B.A., History, University of Connecticut; M.A., Education & Curriculum Instruction, University of Connecticut

Alexandra Wilson, Environmental Science, Biology, B.A., Biology, Wheaton College

**Oak Middle School**

Matthew Amdur, English Language Arts, B.A., English, Middle School Education, Worcester State University

Colleen Connolly, Visual Arts, B.F.A., Education, University of Massachusetts, Amherst; Master of Visual Arts, Anna Maria College

Kate Dowd, Mathematics, B.A., Mathematics, Saint Anselm College

Kristopher McCabe, English Language Arts, B.A., Lasell College, English with Secondary Education Concentration; M.S. Ed., Advanced Content in Pedagogy, Simmons College

Sarah Powers, Special Education, B.A., Business Administration, Worcester State University; M.Ed., Moderate Special Education, American International College

Serenity Sullivan-Jacques, Spanish, B.S., Business Administration/Accounting, Worcester State University, M.Ed., Secondary Education/Spanish, Worcester State University

**Sherwood Middle School**

Emily Broderick, Mathematics/Science, B.A., Elementary Education, Spanish, Stonehill College

Margaret Dagon, Music (Strings), B.Music., Music Education, Ithaca College

Caitlin Daley, Special Education Team Chair, B.A., Moderate Special Education, Westfield State University; M.Ed., Moderate Special Education, American International College

Karen Goudreau, English Language Arts/Social Studies, B.A., History, Simmons College; M.A., Teaching, Simmons College

Megan Graham, Mathematics/Science, B.A., Communication, University of Massachusetts, Amherst; M. Ed., Elementary Education, Salem State University

Karen Gutekanst, Assistant Principal, B.A., French, College of the Holy Cross; M.S., Education, Western Connecticut State University; Massachusetts Administrator Certification, Commonwealth Leadership Academy

Laurie Krueger, Special Education, B.A, Special Education, University of Central Oklahoma; M.A. Reading, Worcester State University

Laura Macchi, English Language Arts/Social Studies, B.A., English, University of Massachusetts Dartmouth; Bachelor of Education, Elementary, Framingham State College

Kelley Maguire (shared with Floral), Health, Physical Education, B.S., Health Studies, Bridgewater State University

Paige Quinn, Special Education, B.A., Communications, Lynchburg College, M.S., Education (Moderate Special Needs), Assumption College

Alicia Tinsley, English Language Arts/Social Studies, B.A., English, Elementary Education, Merrimack College

**Coolidge Elementary School**

Rebecca Cloyes, Second Grade, B.S. in Education, Mathematics, Westfield State University

Amy Loconsolo (shared with Beal), Visual Arts, B.A., English, Studio Art, Providence College; M.Ed., Art Education, Leslie University

Linda McQuade, First Grade, B.S., Marketing, Southeastern Massachusetts University; M.Ed., Curriculum and Instruction, University of Massachusetts Lowell

Danielle Rinker, Second Grade, B.A., French, History (Asian Studies Concentration), Clark University; M.A., Teaching, Clark University

**Paton Elementary School**

Wendy Bell, Principal, B.A., Elementary Education, Eastern Nazarene College; M. Ed., Elementary Education, Fitchburg State University; Massachusetts Administrator Certification, Commonwealth Leadership Academy

**Spring Street Elementary School**

Carolyn Daniels (shared with Beal), Special Education Team Chair, B.A., Psychology, Framingham State University; M.S., Education, Simmons College; Graduate Certificate, Behavioral Interventions in Autism, University of Massachusetts, Lowell; Advanced Graduate Studies, Educational Leadership and Management, Fitchburg State University

**Beal Early Childhood Center**

Melissa Barrett, Kindergarten, B.S., Human Services Management, Lesley University; M.Ed., Early Childhood Education, Lesley University

Emily Chaves, Kindergarten, B.A., Early Childhood, Sociology, Worcester State University

Christian Girardi, Principal, B.A., Music, Wesleyan University; M. A., Leadership and Educational Administration, Worcester State University

Julie Griffin, ELC Coordinator (Special Education), B.F.A., Communication Design and Psychology, Washington University (St. Louis); M.S., Behavioral Science, Simmons College

Lisa McKiernan, Kindergarten, B.A., Sociology, Fitchburg State University; M.Ed., Education, Anna Maria College

Lynn Pinto, Kindergarten, B.A., Communication, Fairfield University; M.A., Teaching, Monmouth University



**Parker Road Preschool**

Amanda Park, School Psychologist/Early Intervention Coordinator, B.A., Psychology, Southern Illinois University at Carbondale; M.Ed., School Psychology, University of Massachusetts Boston; Educational Specialist, School Psychology, University of Massachusetts Boston

**New Paraprofessional and Support Staff Hires****Shrewsbury High School**

Charles Allen, Child Specific Aide  
Kellee McNeill, Child Specific Aide  
Samual Parker, Child Specific Aide  
Kathy Taylor, Secretary

**Sherwood Middle School**

Jennifer Schaefer, Instructional Aide

**Coolidge Elementary School**

Candace Aslanian, Inclusion Aide  
Suba Gopalakrishnan, Child Specific Aide

**Floral Street Elementary School**

Melissa LaPearl, ABA Technician

**Paton Elementary School**

Diane Penny-McCarthy, Literacy Tutor

**Spring Street Elementary School**

Elizabeth Clark, ABA Technician  
Lee Dillon, ABA Technician  
Andrea DiTerlizzi, ABA Technician  
Ellen (Nell) Johnson, Literacy Tutor  
Michelle Lucas, ABA Technician  
Kelly Sutton, ABA Technician

**Beal Early Childhood Center**

Lisa Gaudette, Child Specific Aide  
Susan Kelly, Classroom Aide  
Rhonda Monti, ABA Technician  
Leslie O'Leary, Classroom Aide  
Sheila Parnell, Program Aide  
Jacquelyn Thompson, ABA Technician



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



**ITEM NO: IV. Time Scheduled Appointment**  
**D. State of the District: Report**

**MEETING DATE: 9/11/13**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear a report regarding the current state of the Shrewsbury Public Schools?

**BACKGROUND INFORMATION:**

1. Dr. Sawyer will present information regarding the current state of the district in order to provide context for the work the School Committee and the administration in the coming year relative to setting district goals, developing the next budget, etc.
2. This report will be provided under separate cover.

**ACTION RECOMMENDED:**

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

**STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



**ITEM NO: V. Curriculum**

**MEETING DATE: 9/11/13**

**SPECIFIC STATEMENT OR QUESTION:**

**BACKGROUND INFORMATION:**

**ACTION RECOMMENDED:**

**STAFF AVAILABLE FOR PRESENTATION:**



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



**ITEM NO: VI. Policy**

**MEETING DATE: 9/11/13**

**SPECIFIC STATEMENT OR QUESTION:**

**BACKGROUND INFORMATION:**

**ACTION RECOMMENDED:**

**STAFF AVAILABLE FOR PRESENTATION:**



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



ITEM NO: **VII. Budget**

MEETING DATE: **9/11/13**

**A. Fiscal Year 2015 Budget Guidelines: Discussion**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee discuss a draft of guidelines for the development of the Fiscal Year 2015 Budget?

**BACKGROUND INFORMATION:**

1. The School Committee has expressed the desire to set guidelines for the administration to follow in the development of its initial budget proposal.
2. Mr. Samia and Mr. Palitsch, members of the Subcommittee on Fiscal Guidelines, met with Dr. Sawyer and Mr. Hurley to review an initial draft. A revised draft is included.

**ACTION RECOMMENDED:**

That the School Committee discuss the draft fiscal guidelines and make recommendations as it sees fit, in anticipation of a vote to approve these guidelines at the September 25 meeting.

**MEMBERS/STAFF AVAILABLE FOR PRESENTATION:**

Mr. John Samia, Vice Chair  
Mr. Jason Palitsch, Secretary  
Dr. Joseph M. Sawyer, Superintendent of Schools  
Mr. Liam Hurley, Director of Business Services



**School Committee Fiscal Guidelines for FY 2015 Budget Development**  
**DRAFT for September 11, 2013 School Committee Meeting**

**Overview**

The School Committee wishes to provide specific guidance to the Superintendent of Schools and the School Department administration regarding the development of the Fiscal Year 2015 School Department Budget proposal.

**Assumptions**

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

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

**Guidance**

The School Committee recommends that the administration's initial FY15 Budget proposal should reflect district needs and strategic priorities so that there are sufficient allocations for all of the following:

<p align="center"><b><u>Engaging &amp; Challenging All Students</u></b></p> <ol style="list-style-type: none"> <li>1. Additional teaching personnel to bring all classes in Preschool-Grade 12 within the ranges specified by the School Committee's class size policy, including scenarios that consider the potential need for phasing over multiple budget cycles.</li> <li>2. Curriculum materials necessary to align the district's curriculum with the updated Massachusetts Curriculum Frameworks reflecting the Common Core State Standards, with Preschool – Grade 8 mathematics as the main priority.</li> <li>3. Professional development for educators to successfully adapt to new curriculum and assessment requirements and initiatives, technology initiatives, and state mandates.</li> <li>4. Administrative capacity to implement mandated changes in curriculum, assessment and educator evaluation.</li> </ol>	<p align="center"><b><u>Promoting Health &amp; Wellbeing</u></b></p> <ol style="list-style-type: none"> <li>1. Equipment and training necessary to further enhance safety and security.</li> <li>2. Increased support for students with mental and behavioral health issues.</li> </ol>
<p align="center"><b><u>Enhancing Learning Through Technology</u></b></p> <ol style="list-style-type: none"> <li>1. Expansion of the Personal iPad Program to Grade 8 and preparation for expansion to SHS in FY16.</li> <li>2. Interactive white boards installed in remaining Preschool-Grade 4 classrooms.</li> <li>3. Increased capacity for special education technology to provide cost-effective, in-district supports.</li> <li>4. Investments to increase opportunities for online learning and to improve operational efficiencies.</li> </ol>	<p align="center"><b><u>Increasing Value to the Community</u></b></p> <ol style="list-style-type: none"> <li>1. Restructuring of the special education administrative model to build capacity to provide cost-effective, in-district support and programs.</li> <li>2. Adjustments to administrator compensation that reflect both market and performance factors in order to retain and attract high performing leaders who will continue the Shrewsbury Public Schools' tradition of excellence.</li> </ol>



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



**ITEM NO: VII. Budget**  
**B. Daily Substitute Rates: Discussion & Vote**

**MEETING DATE: 9/11/13**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear a request to raise the daily rate of pay for substitute teachers and vote regarding whether to do so?

**BACKGROUND INFORMATION:**

1. The rate of pay for daily substitutes has not been adjusted in over five years.
2. The district is having a difficult time staffing schools with substitutes; a major factor in this is that qualified substitutes are choosing to work in other local districts with higher pay rates.
3. If the rate of pay is not adjusted, the administration predicts that there will be an ongoing shortage of available substitutes that will impact the educational program.
4. A memorandum from Ms. Malone is enclosed that includes a recommendation to raise the rate from \$65 to \$75 to better match the market; this can be accomplished with minimum impact on the appropriated budget due to other factors.

**ACTION RECOMMENDED:**

That the School Committee vote to raise the daily rate of substitute pay from \$65 to \$75.

**STAFF AVAILABLE FOR PRESENTATION:**

Ms. Barbara A. Malone, Director of Human Resources  
Dr. Joseph M. Sawyer, Superintendent of Schools  
Mr. Liam Hurley, Director of Business Services



*From the desk of Barbara A. Malone, Director of Human Resources*

To: Shrewsbury School Committee  
Re: Day-to-day Substitute Teacher Rate  
Date: September 11, 2013

Shrewsbury Public Schools employs approximately 100 day-to-day substitute teachers who are typically called between 6:00-8:00 a.m. each day to fill in for absent teachers. During the 2012-2013 school year there were 10 school days where the number of absences exceeded the number of substitutes available, despite efforts to recruit and retain an adequate substitute teacher list. On several other days the last "slot" was filled by the last substitute available. Shrewsbury Public Schools does not have an excessive absentee rate for teachers (less than 8%). Rather, it appears that Shrewsbury Public Schools' daily rate is lower than our nearest "competitors" and our substitutes have told us that they "hold out" to see if they will be called by neighboring school districts prior to accepting a day job with us.

Currently our daily sub rate for a teacher is \$65/day. A degreed aide at Step 1 will make \$78.60/day for six hours of work, and a non-degreed aide at Step 1 will make \$72.48/day for six hours of work, according to our current contract with the Shrewsbury Paraprofessionals Association. It is more lucrative for an individual to work as an aide in one of our schools than to accept a day-to-day substitute teaching assignment. The day-to-day substitute rate has not increased at Shrewsbury Public Schools in more than five years.

Local school districts pay in a range of \$65-\$95. Only Shrewsbury and Berlin/Boylston pay \$65 per day, with Westborough paying \$85/day and Northborough and Southborough paying \$95 per day.

School District	Sub Pay
Shrewsbury	\$65.00
Berlin /Boylston	\$65.00
Hudson	\$75.00
Nashoba Regional	\$75.00
Maynard	\$80.00
Marlborough	\$80.00
Westborough	\$85.00
Northborough	\$95.00
Southborough	\$95.00
Algonquin	\$95.00



I am proposing an increase in our day-to-day sub rate from \$65/day to \$75/day. Although this increase does not match the school systems in our immediate geographical area, it does move us in the right direction and will likely help us secure day-to-day substitute teachers.

Potential Impact to Budget: We have budgeted \$225,000 for day-to-day subs in our FY14 budget, utilizing the \$65/day rate. A \$5 increase to \$70/day could create an additional \$17,303 expense to the FY14 budgeted amount--although actual expenditure would likely vary-- and a \$10 increase to \$75/day could create a \$34,606 expense to the FY14 budget, with the same caveat. Day-to-day subs have been budgeted at approximately \$200,000 for the previous three fiscal years and actual costs have averaged \$234,222 across the same period of time.

The increase in the day-to-day substitute rate could potentially be absorbed because of a reduction in our recruitment advertising expenses for our regular (non substitute) roles. We have changed our job postings from traditional newspaper ads to an online recruitment service (schoolspring.com). The projected advertising expenses for FY14 are roughly \$25,000 less than budgeted, and we feel confident that typical shifts in other areas of the budget could accommodate the remaining amount.

Thank you for considering an increase in the day-to-day substitute teacher rate.



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



**ITEM NO: VIII. Old Business**

**MEETING DATE: 9/11/13**

**SPECIFIC STATEMENT OR QUESTION:**

**BACKGROUND INFORMATION:**

**ACTION RECOMMENDED:**

**STAFF AVAILABLE FOR PRESENTATION:**



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



**ITEM NO: IX. New Business**

**MEETING DATE: 9/11/13**

**SPECIFIC STATEMENT OR QUESTION:**

**BACKGROUND INFORMATION:**

**ACTION RECOMMENDED:**

**STAFF AVAILABLE FOR PRESENTATION:**



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



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

**MEETING DATE: 9/11/13**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee approve the minutes of the School Committee meeting on May 8, May 29 and June 5, 2013?

**BACKGROUND INFORMATION:**

1. The minutes have been reviewed by Mr. Palitsch and will be provided under separate cover.

**ACTION RECOMMENDED:**

That the School Committee vote to approve the minutes of the School Committee meetings on May 8, May 29 and June 5, 2013.

**STAFF AVAILABLE FOR PRESENTATION:**

Ms Sandra Fryc, Chairperson  
Mr. Jason Palitsch, Secretary



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



**ITEM NO: XI. Executive Session**

**MEETING DATE: 9/11/13**

**SPECIFIC STATEMENT OR QUESTION:**

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

**BACKGROUND INFORMATION:**

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

**ACTION RECOMMENDED:**

That the School Committee enter into executive session.

**STAFF AVAILABLE FOR PRESENTATION:**

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



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



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

**MEETING DATE: 9/11/13**

**SPECIFIC STATEMENT OR QUESTION:**

**BACKGROUND INFORMATION:**

**ACTION RECOMMENDED:**

**STAFF AVAILABLE FOR PRESENTATION:**

