



**School Committee
Meeting**

**October 15, 2014
7:00 pm**

**Town Hall
Selectmen's Meeting Room**



SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING
AGENDA
October 15, 2014 7:00pm
Town Hall—Selectmen's Meeting Room



Items

Suggested time allotments

I. Public Participation	7:00 – 7:10
II. Chairperson's Report & Members' Reports	
III. Superintendent's Report	
IV. Time Scheduled Appointments:	
A. Student Recognition: Superintendent's Awards	7:10 – 7:20
B. Proposed SHS Student Travel: Vote	7:20 – 7:40
C. PreK-12 Student Enrollment & PreK-8 Class Size: Report	7:40 – 8:05
V. Curriculum	
VI. Policy	
A. Fingerprint-Based Background Checks: Second Reading and Vote	8:05 – 8:10
VII. Budget	
A. Fiscal Year 2016 Budget Guidelines & Priorities: Discussion & Vote	8:10 – 8:20
VIII. Old Business	
IX. New Business	
A. Superintendent's Goals for 2014-2015: Vote	8:20 – 8:35
X. Approval of Minutes	8:35 – 8:40
XI. Executive Session	8:40 – 9:00
XII. Adjournment	9:00

Next meeting: October 29, 2014



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: I. Public Participation

MEETING DATE: 10/15/14

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 Dr. B. Dale Magee, 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:

Dr. B. Dale Magee, Chairperson
Mr. Jason Palitsch, Vice Chairperson
Ms. Erin Canzano, Secretary
Ms. Sandra Fryc, Committee Member
Mr. John Samia, 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: **10/15/14**
A. Student Recognition: Superintendent's Awards

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a presentation from Dr. Joseph M. Sawyer regarding the Superintendent's Awards for 2014-2015?

BACKGROUND INFORMATION:

1. The Massachusetts Association of School Superintendents requests that each superintendent, on its behalf, recognize outstanding members of the senior class in each district's high school. Due to the size of the district, Dr. Sawyer is allowed to present the award to two students.
2. Dr. Sawyer has selected Kayla Freeman and Sonali Razdan.
3. Dr. Sawyer will provide highlights of each student's achievements, recognize each student, and ask each to make a brief statement. Information on each student is attached.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Superintendent's Scholar: Kayla Freeman

Kayla Freeman is an outstanding student who has a 4.995 GPA and is in the top .47% of her class. She is the recipient of the Harvard Book Award and is chairperson for the Student Advisory Committee. In addition, she is a National Honor Society member, National Math Honors Society member and treasurer for the National Latin Honor Society.

Kayla is also a Girl Scout, earning the highly recognized Bronze and Silver Award. Service and giving back to her community have been a strong focus in Kayla's life. Kayla became involved with Relay for Life and was on the Planning Committee. She gathered a core group of students at Shrewsbury High School to start a team and received an award for being the top youth volunteer for the American Cancer Society in Massachusetts. Kayla organized a school team and a family team last year and plans to continue this year. Kayla has also volunteered for Habitat for Humanity, volunteered for Miss Finneran's 4th grade class for four years, has been a long-term volunteer for Linking Learners at Coolidge Elementary School and Spring Street School. She tutors high school students in Math and works part time for Maria Laurence and Associates.

Kayla plans to double major in math and secondary education to eventually teach high school math. While she has not yet finalized her college decision, her top application choices include Bowdoin, Bates, and Boston College.

Superintendent's Scholar: Sonali Razdan

Personable, intellectual, and creative, Sonali is a student who has taken a rigorous course load that includes many honors courses and six advanced placement courses. She has earned 'Highest Honors' status on the Shrewsbury High School Honor Roll every marking period during her high school career. She is in the top .71% of her class and has a 4.973 grade point average on a 5.0 scale. Sonali's drive towards academic excellence, integrity, and willing to help others has defined her as a model student-athlete in the Shrewsbury community.

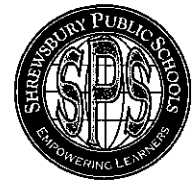
Sonali's success has stretched beyond the classroom. She has been a member of the Speech and Debate team since 2009, serving as President this year, which she has won multiple awards in 'Extemporaneous Speaking and Declamation' and has participated in Nationals the past two years. She is a four-year member of the Varsity Tennis team, a member of the Varsity Math team since 2012, an Editorial Staff Writer for the *Town Crier* since 2012, Co-President of the Animal Rights Club since 2013, Treasurer of the Model UN Club since 2013, President of the Green Club since 2013, member of the National French Honors Society since 2013, where she received a State Finalist Award for the National French Exam, member of the Music National Honors Society since 2013, where she was selected in Central Districts Choir and All-State Choir, member of the Mu Alpha Theta – Math National Honors Society, and lastly, a participant in the Science Fair, where placed third in Regional's, Honorable Mention at States, and placed third at an International Science Fair – called GENIUS Olympiad, where she was also a Special Award Winner.

Sonali has been involved in several service activities as well. She has volunteered approximately one hundred fifty hours at five locations. During the summer of 2013 she volunteered at St. Vincent's Hospital where she helped organize surgery information on every surgery patient; at Reliant Medical Hospital where she assisted in the Dermatology and Rheumatology Departments; and Whittier Rehabilitation Hospital where she interacted with various patients and helped distribute food and supplies. Since 2008, Sonali has volunteered at Whitney Place participating in singing to the elderly and leading children in learning new songs to entertain the elderly. She has also volunteered since 2008 at the Worcester PIP Shelter cooking for the elderly and homeless. Outside of volunteering, Sonali has worked at Kumon since 2011 tutoring children in various academic subjects.

"Strength does not come from physical capacity. It comes from an indomitable will." This quote from Mahatma Gandhi serves as an inspiration for Sonali that she lives by and exemplifies in her everyday actions no matter what the demand.



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: **IV. Time Scheduled Appointment**
B. Proposed SHS Student Travel: Vote

MEETING DATE: **10/15/14**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee approve travel by Shrewsbury High School students to the Dominican Republic for a community service learning and leadership opportunity during April 2015 and another to the Island of San Salvador to participate in scientific field research in support of the science curriculum during late June/early July 2015?

BACKGROUND INFORMATION:

1. According to School Committee Policy #537, the School Committee must vote to approve any overnight travel for the first two occasions. Mr. Bazydlo is requesting approval for two separate field trips.
2. The first field trip is a community service learning opportunity requested by Patricia Busso to the Dominican Republic. This is the second request for the trip that the committee approved last year.
3. The second field trip offered on behalf of the Science Department is a new opportunity for Ms. Alexandra Wilson, SHS Science teacher, to escort students with an interest in environmental science, ecology or biology a hands-on field experience at a research facility.
4. A recommendation memo from Dr. Sawyer, both Mr. Bazydlo's requests and documents with specific details regarding the field trips are included.

ACTION RECOMMENDED:

That the School Committee approve travel by Shrewsbury High School students to the Dominican Republic for a community service learning and leadership opportunity during April 2015 and another to the Island of San Salvador to participate in scientific field research in support of the science curriculum during late June/early July 2015?.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Todd Bazydlo, Principal Shrewsbury High School
Ms. Alexandra Wilson, Science Teacher, Shrewsbury High School



Shrewsbury Public Schools

Joseph M. Sawyer, Ed.D.
Superintendent

October 10, 2014

To: School Committee
Re: Shrewsbury High School - Proposed Trips

Enclosed please find two overnight trip requests from Mr. Bazydlo: a service learning trip in April 2015 to the Dominican Republic (same as approved last year) and a science research trip to a research facility on the island of San Salvador in June/July 2015.

Over the past few years, proposals for travel have generated some debate among the Committee relative to cost and access. There seems to be clear agreement that the trips brought forward have educational value and the potential to have significant positive impact on participants. The question at hand seems to be whether a public school district should sponsor educational opportunities that require a financial commitment that is beyond the reach of some families and/or creates significant opportunity cost.

The Committee's policy on equity (Policy #502) contains language to be applied to student travel:

The school district shall also endeavor to provide access to all cocurricular and extracurricular activities, e.g., performance groups, academic teams, athletic teams, extended school care, clubs, social events, school sponsored trips, academic remediation and enrichment programming, etc., regardless of a student's ability to pay any associated costs. While it is not possible for the school district to erase the socioeconomic differences among students' families, wherever possible it shall provide assistance that allows students with legitimate financial need to participate in programs and activities. The more closely associated the program or activity is to helping students succeed within the educational program, the greater the importance of providing access.

When determining approval of school sponsored travel or other program requests that come under the School Committee's authority, the Committee shall consider its affordability for students of limited means and use this as one criterion in the decision making process. Likewise, the Superintendent and other administrators shall consider affordability when approving programs and events that come under the scope of their authority.

Based upon this policy language, it is appropriate for Committee members to consider cost as one of the criteria when deciding whether to approve a trip. I also present the following to help frame the issues for the Committee's consideration:

- 1) These trips are extracurricular in nature, and while they may enhance the participants' capacity for learning (as would any beneficial experience outside of school), they are not necessary for success in required coursework.
- 2) While limited, the district has access to some funds to provide financial aid to students whose families demonstrate need. As Mr. Bazydlo's memorandum about the Dominican Republic trip states, sponsors for that trip are being sought to reduce the cost. I am asking Mr. Bazydlo to ensure that publicity for these trips includes language that indicates financial assistance may be available.
- 3) These trips are voluntary and interest-based, with timelines that allow students to earn money to help finance the cost, request assistance from family members in lieu of other birthday or holiday gifts, etc. While each family has its own priorities regarding how it spends its financial resources relative to adolescents' immediate needs and wants and potential future costs (such as college tuition), I believe that such decisions are best left up to families.
- 4) Extracurricular opportunities, including travel, will always exist outside of the school district, and families with means and access will tend to take advantage of such opportunities. Offering extracurricular school-sponsored travel of this nature may, in some cases, provide opportunities to students that they would otherwise not access.
- 5) The district has had a longstanding interest in promoting global awareness, and few experiences can be as impactful as foreign travel. In the case of both of these trips, the focus is very specifically on service and academic work and will provide experiences that demonstrate stark differences between societies. These have the potential to widen students' perspectives and influence their choices relative to higher education, future profession, and community service.

Based on my analysis, I believe the potential benefits to interested students that will come from participation, along with the potential for some cost mitigation from the school district and the ability for students to raise funds through their own initiative, outweigh the facts that some families will not consider the experience due to cost and that many others will not consider it due to lack of interest or having different priorities. I therefore recommend that the Committee vote to approve both trips. That said, I recognize that individual members may weigh the various factors involved differently, and as always I will respect whatever each member decides and the collective decision of the Committee.

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



Memorandum

To: Dr. Joseph Sawyer
From: Todd Bazydlo
Date: October 8, 2014
Re: Community Service Project in the Dominican Republic

Attached is a request from Mrs. Patricia Busso for approval of an international trip to the Dominican Republic for students to participate in a community service project in April of 2015. As you can see from the attached proposal, we will continue to contract with Education First (EF) who specialize in student travel and has developed a program that focuses on service, global citizenship, and leadership. During the trip students will participate in numerous activities to deepen their understanding and appreciation of service related projects and reflect upon the impact their work will have on the citizens of the Dominican Republic.

The group would tentatively depart Shrewsbury on April 18 and return on April 25. These dates are subject to change by a day on either end of the trip as a result of flight availability. The projected cost of the field trip is \$2,800 including all meals, taxes, etc. Shrewsbury High School will attempt to defray the cost of this trip by looking for a corporate sponsor(s) and students will have the opportunity to utilize EF's web based individual fundraising page prior to the trip.

Mrs. Busso has provided all of the information required by School Committee Policy #537. I look forward to the opportunity to present this proposal to the school committee.

Please contact me if you have any questions.

Shrewsbury High School Mission Statement

The Shrewsbury High School community provides challenging, diverse learning opportunities; promotes creativity and independent thinking; and empowers students to become capable, caring, active contributors to the world in which they live.

SHREWSBURY HIGH SCHOOL

SERVICE LEARNING PROJECT

From: Patricia Busso, Math Teacher
Shrewsbury High School
To: Todd Bazydlo, Principal
Shrewsbury High School
Date: October 3, 2014
RE: Proposal for Service Learning Project to the Dominican Republic, April 2015

Based on its success last year, Shrewsbury High School would like to take a group of students to the Dominican Republic over April vacation for another service learning trip. We plan to work with a community service organization helping people in underserved areas. Working side by side with locals, students will be afforded the opportunity to gain insight into the challenges they face while building lasting solutions to help empower the community. More specifically, students would most likely be helping to build a clinic, school, community center, or working on other improvements to infrastructure, as well as working with local school children, which might involve assisting in creating an executing lesson plans. We would not know the exact project we will be assigned to until a few months before the trip, as it will be based on where there is the most need.

In addition to the hands-on work students will be doing, they will also participate in daily reflection and global citizenship activities. Thirty service hours will be earned by each participant.

The travel company we would again be using is Education First (EF). I am extremely impressed with the groundwork EF has done researching and partnering with organizations involved in authentic, sustainable projects. The company has been the leader in international student experiences for fifty years and I found they made the trip planning and execution very easy for me last year. We had a full-time tour facilitator with us twenty-four hours a day. Our time was very structured: we rose early each day and headed to the work site after breakfast. Upon our return, we had a small amount of time to unwind before dinner, which was followed by a group meeting that involved a debriefing/sharing session. We also spent time writing in the creative journals EF provided us with.

In addition, we often used our evening hours to prepare for the next day. Because we split our time between a work site where we helped build a community center (cleared the land, made and applied cement, etc.) and the local school where we presented lessons on bullying and our culture to the students, planning required a lot of time and thoughtful preparation, as did creating hands-on classroom materials (puppets, a true-false and Jeopardy game, a collage from home, etc.)

The main reason I would like to go on this trip again is because when I asked the students on the last day of our 2014 trip if the experience was more or less than they had anticipated, they ALL said *so much more*. It was my hope that it would be a transformative experience for a few of the students, and I was overwhelmed when I learned how it affected each and every one of them. I think it is important to provide opportunities such as this to our students whenever we can.

An informational meeting for the proposed trip was held on September 25th for interested juniors and seniors. A second meeting is scheduled for students serious about going and their parents on October 29th at 6pm. At that time we would be able to determine a more accurate estimate of the number of participating students, as well as how many chaperones we would need. Math teacher Peter Collins has expressed interest in joining the trip, as well as the service learning coordinator, Dawn Vigliatura.

The proposed dates are Saturday 4/18/14 –Saturday 4/25/14, although they may shift by one day in either direction based on flight availability. Point of departure and return would be Boston. In the Dominican Republic we would be staying outside the city of Puerto Plata, although specific lodging accommodations would not be secured until a later date.

The trip would cost \$2805 per student. EF provides students with their own individual fundraising webpages, to which family and friends can donate.

For more detailed information, please see attached:

“Proposal Specifications”

“General Program Itinerary”

“EF Guidelines and regulations” for their trip rules.

“EF Service Learning” for details on the educational component of the trip, as there will be daily reflection and global citizenship activities.

“Everything You Get” (EF document)

Proposal Specifications

- Dates:** 4/18/15 – 4/25/15
- Number of Students:** 10-25
- Number of Chaperones:** 2-4
- Accommodations:** Seven nights stay at lodging outside the city of Puerto Plata on the northern coast of the Dominican Republic
- Air Transportation:** Round-trip coach airfare from Boston to New York, and New York to Puerto Plata is included in the price.
- Meals:** All meals are included in the price. These meals will include 7 breakfasts, 6 lunches, and 7 dinners.
- EF Support:** Access for full-service website and customer service, as well as a full-time tour director and service director on-site are included in the price.
- Service Learning:** Daily reflection and global citizenship activities are included.
- Cost/Payment Plan:** Total Cost is \$2805. Education First requires a \$95 to enroll in the trip. The company will then set up individual payment plans with families via our trip's website.
- Cancellations:** Cancellation policies will be distributed to parents at the informational meeting on 10/24/13 and are accessible through the EF website.
- Insurance:** Optional insurance coverage will be made available to participants at a cost of \$155.

General Program Itinerary:

Day 1: Arrival

Location: Puerto Plata or Santiago

Accommodation: TBD

3:00 pm Arrival into STI/POP International Airport
Transfer via air-conditioned bus to hotel
5:30 pm Check in, unpack, & settle-in to the hotel
6:00 pm Welcome Dinner
10:00 pm Lights Out

Day 2: Orientation and Dancing

Location: El Mango or Cabarete

Accommodation: TBD

7:30 am Breakfast
9:00 am Orientation and Community Tour
12:00 pm Lunch
1:00 pm Global Citizenship Activity I
1:30 pm Service Projects
4:00pm Return to hotel
6:00 pm Dinner
7:00 pm Reflection Activities
8:00 pm Merengue and Bachata Dance Lessons
10:00 pm Lights Out

Day 3: Service Projects Continue

Location: El Mango or Cabarete

Accommodation: TBD

7:30 am Breakfast
9:00 am Service Projects
12:00 pm Lunch
1:00 pm Global Citizenship Activity II
1:30 pm Service Projects
4:00pm Return to hotel
6:00 pm Dinner
7:00 pm Reflection Activities
8:00 pm Movie Night
10:00 pm Lights Out

Day 4: Service Projects Continue

Location: El Mango or Cabarete

Accommodation: TBD

7:30 am Breakfast
9:00 am Service Projects
12:00 pm Lunch
1:00 pm Global Citizenship Activity III
1:30 pm Service Projects
4:00pm Return to hotel
6:00 pm Dinner
7:00 pm Reflection Activities
8:00 pm Community Forum/Workshop
10:00 pm Lights Out

Day 5: Service Projects and Waterfall Hike

Location: El Mango or Cabarete

Accommodation: TBD

7:30 am Breakfast
9:00 am Service Projects
12:00 pm Lunch
1:00 pm Global Citizenship Activity IV
1:30 pm Return to hotel for Waterfall Hike
6:00 pm Dinner
7:00 pm Reflection Activities
8:00 pm Community Forum/Workshop
10:00 pm Lights Out

Day 6: Service Projects Continue

Location: El Mango or Cabarete

Accommodation: TBD

7:30 am Breakfast
9:00 am Service Projects
12:00 pm Lunch
1:00 pm Global Citizenship Activity V
1:30 pm Sports Games with Local Community
4:00 pm Return to hotel
6:00 pm Dinner
7:00 pm Reflection Activities
10:00 pm Lights Out

Day 7: Beach Day

Location: Sosua Beach

Accommodation: TBD

6:30 am Breakfast
9:00 am Departure for Sosua Beach
12:00 pm Picnic on the beach
1:00 pm Swimming and Snorkeling
4:30 pm Return to hotel
7:00 pm Farewell Dinner

8:00 pm Program Wrap-Up/Reflection
10:00 pm Lights Out

Day 8: Return Home

Location: Puerto Plata or Santiago

Accommodation: N/A

7:30 am Breakfast
9:00 am Say goodbyes/Pack
11:00 am Departure for Airport

Suggested Reading:

501 Spanish Verbs, Kendris

Sana, Sana Culito de Rana, Alan Cambeira

El Tigre Dominicano, Lipe Collado

The Devil Behind the Mirror, Globalization and Politics in the DR, Steven Gregory

Suggested Videos:

Trujillo: El Poder del Jefe I, Rene Fortunato (1991)

Sugar, by Anna Boden (2009)

EF SERVICE LEARNING

AUTHENTIC SERVICE PROJECTS + COMMUNITY IMMERSION + MINDFUL APPROACH

Every Service Learning Tour is unique, but they all share a common goal: To instill in our participants humanitarian values and virtues vital to a life dedicated to service. Our programs are designed to inspire young people to lead and serve others with cultural empathy, critical thinking, and compassionate leadership. Students will learn firsthand about pressing societal challenges, particularly generational poverty, gender equality, access to education, public health, and preservation of the environment and its natural resources.

Students will enhance their problem-solving skills as they collaborate with locals to effect positive and sustainable change in the community. They will return home with a deeper appreciation for working together with others and renewed motivation to affect global change.

YOUR SERVICE TOUR INCLUDES:

Access to the weShare program, which is a pre-trip project-based online learning platform that provides background country and project information to extend and deepen student engagement with their service learning experience.

Structured reflection exercises that challenge students to step outside their comfort zones and that promote the development of "intangible" skills, such as empathy, mindfulness, compassion, self-confidence, and cultural awareness.

- **Service Reflection** is a daily evening program that helps students to think critically and deeply about their service project and the importance of it to the local community and country at large. The Tour Facilitator will lead activities and discussion to help students to process their daily experiences. A key component of this reflection is student engagement with a personal journal. The Tour Facilitator should constantly encourage students to be making notes and observations in their journals throughout the day and during these reflective periods. The Tour Facilitator will also ask them to challenge each other's notions about the value of service and the new country and culture in which they are living. Students will be asked to grapple with the global issues their service projects highlight and decide together on how they will continue to work to address them from their home communities.

Mindful approach to global citizenship, which includes group activities and discussions where students gain a solid understanding of global issues, including why they exist, the challenges they address, and the importance of global collaboration.

- **Global Connections** is a daily morning program that engages students with the notion of global citizenship. EF Service Learning defines global citizenship as collaboration across language, geography, and culture to address challenges that we, as the human race, face. Through activities and discussion, students will gain a stronger understanding of a range of global issues that pertain to their particular service project, and they will learn to draw connections between their home communities and experiences and those of the new people they meet while abroad. Global Connections will help students see the importance of international cooperation and collaboration. Most importantly, this program will strengthen students' commitment to service and compel them to continue to expand their global awareness and that of those around them.

Meaningful, authentic and sustainable service learning projects centered around a real need in a local community, allowing students to make a relevant and positive impact while acquiring tangible and intangible life skills in an international setting.

EVERYTHING YOU GET:

We have a Powerful Network of Partnerships and NGO alliances that allows us to plan long-term sustainable projects that are based on the community's actual wants and needs. This ensures that all of our programs are of the highest quality and include authentic community exchange and immersion activities.

Community Immersion. We know that true service starts with relationships. Our programs limit touring to enable students to develop close connections with the a local community and its people, learning about the way they live and work firsthand.

Full-time Tour Facilitator who frames and contextualizes the service project, while coordinating with our local community partners. The Tour Facilitator also engages students in daily reflections to reinforce the trip learning goals and personalize the experience.

President's Volunteer Service Award. Students will have the opportunity to complete 10-40 service hours, depending on their project. Our service learning programs are proudly recognized with the President's Volunteer Service Award for meeting standards in service excellence.

All of the details are covered: Round-trip flights on major carriers; Project planning and oversight; Comfortable ground transportation; Overnight stays in hotels or dormitory-style accommodation; breakfast, lunch and dinner.

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



Memorandum

To: Dr. Joseph Sawyer
From: Todd Bazydlo
Date: October 8, 2014
Re: Proposed Trip to San Salvador

Attached please find a request from Ms. Alex Wilson for approval of an eight-day trip to visit the Gerace Research Center (GRC) on the island of San Salvador during late June/early July. The date has yet to be confirmed as it is subject to lodging availability and cost of airline tickets. The GRC is a facility open to students, teachers, and researchers who look to study the ecology of a tropical environment. As mentioned in the proposal from Ms. Wilson, the purpose of this trip is to give students who have an interest in environmental science, ecology, or biology a hands-on field experience.

The estimated cost of this trip is \$1,600-1,900 per student. The range price is contingent on the size of the group, with a minimum of 3 students to a maximum of 12 students. Additionally, SHS students will travel and partner with a group from Carver High School, who have had the experience of conducting student field studies to the GRC. The trip will be offered for those students who will be enrolled in AP Environmental Science, AP Biology, Environmental Science and Biology classes. This trip will provide students with an outstanding opportunity to demonstrate their communication, critical thinking, creativity, and collaboration skills as they conduct comparative field studies, laboratory work, attend lectures, and complete an outcome project.

This packet includes all of the information required by School Committee Policy #537.

Please contact me if you have any further questions.

Shrewsbury High School Mission Statement

The Shrewsbury High School community provides challenging, diverse learning opportunities; promotes creativity and independent thinking; and empowers students to become capable, caring, active contributors to the world in which they live.

Overnight School Sponsored Field Trip Proposal

Alexandra Wilson – Trip Coordinator

1. Educational Purpose

The Science Department of Shrewsbury High School is providing an exciting and unique opportunity for students to travel to San Salvador Island in the Bahamas. The purpose of our trip to the island will be to participate in scientific field research utilizing the island's rich marine and ecological resources for our study. It should be noted that San Salvador is not a tourist island and that we will not be participating in typical tourist activities such as shopping and tanning on the beach. We will be snorkeling, hiking, and spelunking. While on the island we will be staying at the Gerace Research Center, a center established specifically to provide the necessary facilities for students, teachers, and researchers to study in a tropical environment.

San Salvador and the GRC, with their cultural setting and geographic location, are not for everyone. Faculty and students will not live in a manner and style to which they have become accustomed at vacation resorts. San Salvador lies well off the coast of Florida, a distance that can be measured in cultural difference as well as miles. The language is English and the people are generally very receptive, but linguistic affinity and friendliness can easily be misinterpreted for cultural similarity. In fact, this island is inhabited by largely agrarian people who are very religious, and who have a value system and worldview quite unlike our own.

Four objectives will guide our activities at the GRC:

1. Students will investigate and describe relationships between ecological systems and human activities
2. Students will be able to describe similarities and differences between American and Bahamian cultures.
3. Students will be able to describe and identify protocols related to research methods and techniques.
4. Through field studies and activities, students will contribute to ongoing scientific investigations taking place on the island

2. Curriculum unit related to the trip

Emphasis will be placed on comparative field studies and methods utilized in undergraduate level system ecology. Laboratory work, lectures, and an outcome project will be included. With the ever-increasing need for subject and issue integration common in mathematics and science curriculum, the course's approach will borrow from STS (Science, Technology, and Society) research to include instruction in strategies for environmental issue analyses in light of global patterns.

Utilization of a multi-national marine field station by the class in a clear water environment will:

- facilitate the visual observations of and comparison to species and marine processes not easily observable in normal conditions in the sediment laden waters off the eastern Atlantic coast of the United States
- provide a diverse site for the comparison of maritime terrestrial systems of a tropical environment vs. the temperate environment that is the more familiar system to these students
- allow for the observation and study of coastal, geologic, and hydro chemical processes not common to the northeastern Atlantic coast of the United States
- aid in the comparison of speciation, behavioral habits, and survival techniques between tropical and temperate flora and fauna
- afford the opportunity to become familiar with a different country and its customs while providing contact with other students and researchers also in residence at the field station during this time period

The subjects to be taught from an *introductory* standpoint include, but are not restricted to:

- I. Morphology, ecology, and taxonomic survey of fish indigenous to reef systems
- II. Morphology, ecology, and taxonomic survey of invertebrates indigenous to reef systems
- III. Morphology, ecology, and taxonomic survey of coral colonies indigenous to reef systems
- IV. Morphology, ecology, and taxonomic survey of marine and terrestrial plants indigenous to reef systems and tropical islands
- V. Morphology, ecology, and taxonomic survey of birds in this area as either residents or neotropical migrants.
- VI. A cultural history of the islands of the Bahamas

3. Proposed classroom preparation and follow up

Each student will be expected to choose an area of focus at the beginning of the trip. Though all students are to participate in all activities, time will be allowed for individual specialization. In turn, the student will present a 5-10 minute lecture to the class on the last day at the station demonstrating knowledge gained in that area and sharing that knowledge with their peers. Additional prerequisites for attendance will include a swimming assessment. American Red Cross first aid training will be encouraged. All students must be in good physical condition and have no record of disciplinary action.

Though all students will participate in all activities, each student will select a specific exploration or investigation to observe, study, and learn about for the duration of the time on the island. For instance – reef ecology, reef fish adaptations, cave ecology, human

impacts on reefs, etc. On the last day each student will share with the group a 5-10 minute presentation summarizing their conclusions and what they learned regarding their area of concentration.

4. Destination in Detail

Island History

San Salvador Island is one of the outermost of a chain of some 700 islands sprinkled throughout more than 5,000 square miles of the most beautiful waters of the world. Although San Salvador is similar to the other islands of this archipelago, it is unique for its history, ecology, inland lakes, and potential for future development.

In 1492 Christopher Columbus made his first landfall in the New World at San Salvador. At that time the Lucayans, an Indian population who lived off fishing and agriculture, populated the island. After befriendng these people, the admiral explored the island, going north from Long Bay where his fleet was anchored and rowing some twenty miles in search of an entrance through the barrier reef. One such boat canal was found with seven feet of water leading to a deep harbor that Columbus reported, "would hold all the ships of Christendom." It is now known as Grahams Harbor.

The harbor remains as it was except for the Gerace Research Centre (GRC), which is located on the edge of a beach composed of calcareous sands.

Much of the interior of San Salvador is made up of lakes which were utilized in days past for transportation. This unique inner island passage promoted the development of several communities on the perimeter of these interconnected lakes. After trampling in the dense bush which covers the island, one can appreciate why this method of transport was used.

Today the island's paved perimeter road traverses through several small settlements which reflect the unspoiled Bahamian natural charm. The largest community, Cockburn Town, is the center of all activities on the island, having the Commissioner's office, Post Office, telecommunication station, and electricity generators

The Gerace Research Centre

The GRC, as part of the College of the Bahamas, has a continuing agreement with the Bahamas government to undertake a wide range of environmental research projects in the natural sciences, social sciences, and humanities. San Salvador offers a natural field laboratory for such studies.

Faculty Housing

Facilities at the GRC were built over forty years ago by the United States Sea Bees. Faculty rooms are all on the ground floor and designed to house two or more people. Each room has a sink and mirror, 2 beds or more, a dresser and desk. Most of the rooms have

private bathrooms. However, in some cases, two adjoining rooms share a toilet and shower. Each room has a ceiling fan, and a number of the rooms can be air-conditioned with window units for an additional fee.

Undergraduate students are housed in dormitories located in the barracks which housed the Navy personnel during their stay on the island. They consist of a number of separate rooms housing a maximum of five students each, in single beds and sharing a common bathroom. Men's and women's dorms are separate.

While these barracks were one of the finest built for military, they in no way compare with dormitories on a college campus. For a field station, however, living conditions are more than adequate for persons who are disciplined in keeping their quarters neat and who can function comfortably with minor inconveniences.

Each student room has at least one dresser and a desk. Most of the rooms have private bathrooms. In one case two rooms (housing two students each) share one bathroom. The GRC furnishes bed linens and towels for each room, but does not provide daily laundry service. Each participant must launder his/her own towels and bed linens. Maids clean each room and lavatory daily.

Laboratory Facilities

The GRC has available 10 modest but adequate laboratory classrooms, most of which are air-conditioned. A limited number of compound and dissecting microscopes, as well as assorted laboratory glassware, are available for student and faculty use. There are two large air-conditioned lecture rooms with overhead and slide projectors and VCRs, a wet lab containing aquariums with circulating sea water, a library, a computer lab, and a specimen repository. Each faculty member submits, prior to the trip, a list of those items of equipment and library references required to complete his/her research or individual course. In this way our laboratory will have equipment tailored to the specific research being undertaken.

Dining Facilities

The GRC has complete dining facilities for ninety people. The bulk of the food utilized on campus is shipped from Nassau by marine transport.

Fresh vegetables and fruits can be limited since the GRC is dependent not only on availability of supplies from Nassau but also on the supply boat being able to sail from Nassau to deliver produce. With the aforementioned problems in logistics, the menu is sometimes limited, however, the kitchen staff will provide balanced meals and normally serves a vegetarian alternative. Special accommodations are manageable but must be discussed with the trip coordinator before the trip.

Recreation and Entertainment

Sports equipment is provided for basketball and volleyball. Students should bring their own small games, such as cards, chess, etc. Paperback literature is available in the library for free time reading. Sodas, candy, snacks, postcards, and stamps are available for purchase at the Snack Bar located on campus. T-shirts are available for sale in the library.

Insects

Like most tropical places, San Salvador has insects. The island has palmetto bugs, flies, and roaches which are not usually considered a nuisance to our participants. However, of the several hundred species of mosquitoes, San Salvador can boast of twelve. During the rainy season, the nuisance level builds to intolerable levels. However, relief can be obtained in screened quarters, especially during the twilight hours. Throughout the year most participants should not experience mosquito bites during the heat of the day in unshaded cleared areas.

The biggest offender of the insect world on San Salvador is the "no-see-um." They are also known as the sand fly, punky, gnat, or nit. They can get through standard mosquito mesh and can sometimes crawl under covers to deliver a painful bite. Some people are more tormented by these insects than others. Two people sleeping next to each other may find one bothered by bites while the other experiences no discomfort at all. After the first two weeks on the island people either get used to the nuisance or develop immunity to bites. Insect sprays are useful in the control of these tropical nuisances, and anti-itch creams and aloe bring relief from bite irritation.

4. Proposed dates and times of departure and return

Late June 2015 to early July 2015*

*Dates of the trip are tentative and subject to change based on airline ticket prices and lodging availability. Although Feb. or April break would be ideal from our HS perspective, these time periods are typically very expensive as we are competing with other colleges and airline tickets are generally more expensive and more crowded.

5. Number of students participating

Students of Shrewsbury High School currently in 10th or 11th grade who have an interest in environmental science, ecology, or biology. Preferential placement will be given to those who will be enrolled in AP Environmental Science or AP Biology, followed by A-level Environmental Science, and lastly, Biology classes. There will be a maximum of 12 students enrolled in this field study and a minimum of 3 students due to accommodations and transportation availability on the island.

6. Number and names of adult supervisors and ratio

There will be at least 1 adult for every 6 students from Shrewsbury High School. This trip will be run in conjunction with a group from Carver High School, MA, which will

provide a minimum of 2 additional chaperones that will oversee the Carver group, but will work with Shrewsbury chaperones to oversee and organize all student activities on the island.

Chaperones:

Alexandra Wilson (Trip Coordinator)

Second Chaperone - Dave Hruskoci (SHS Science & Engineering Director)

7. Detailed itinerary

7:30AM	Breakfast
9:00AM - 11:45AM	Field work - land and/or water based; vehicle needed
12:00PM	Lunch
1:00PM	Field work - land and/or water based; vehicle needed
5:00PM	Return and clean-up
5:30PM	Dinner
7:00 - 10:00PM	Lecture, Lab, Independent Research, Synthesis (lab/lecture)

The specific sites visited each day are weather and/or tide dependant, but will be chosen from the following list:

Cockburn Town, Columbus Monument, Dump Reef, East Beach, Fernandez Bay, Fortune Hill, French Bay and observation tower, Government Dock, Grotto Beach, Inland Lakes, Light House, Light House Cave, Lindsey, Long Bay, North Point, Pigeon Creek, Rocky Point/Gerace Reef, Sand Dollar Bay, United Estates, White Cay, Green Cay, Fossil Reef

8. Sample form for parents – trip in detail

Please see attached parent information sheet.

9. Costs of trip for students

\$1600.00 – \$1900.00 per student.

The actual cost is dependent on several factors that are yet to be determined, including cost of airfare and the number of students attending. The more students that participate in the trip the lower the final cost will be to each student. This fee will include round trip airfare, overnight hotel in Miami, and room and board on the island for 8 days and seven nights (all meals included).

10. Sources of funding

Students are expected to provide their own funds for this trip and submit payments in a timely manner.



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: IV. Time Scheduled Appointment **MEETING DATE: 10/15/14**
C. PreK-12 Student Enrollment & PreK-8 Class Size: Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report on the district's enrollment and class size for the current school year, effective October 1, 2014?

BACKGROUND INFORMATION:

1. Each year the district is required to provide a report on enrollment as of October 1 to the Department of Elementary and Secondary Education. An overview of this data will be presented for School Committee review.
2. Dr. Sawyer will present an overview of district-wide enrollment data.

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:

Dr. Joseph M. Sawyer, Superintendent

ITEM NO: V. Curriculum

MEETING DATE: 10/15/14

SPECIFIC STATEMENT OR QUESTION:

Shrewsbury Public Schools

Preschool – Grade 12 Enrollment Report

Preschool – Grade 8 Class Size Report

2014-2015

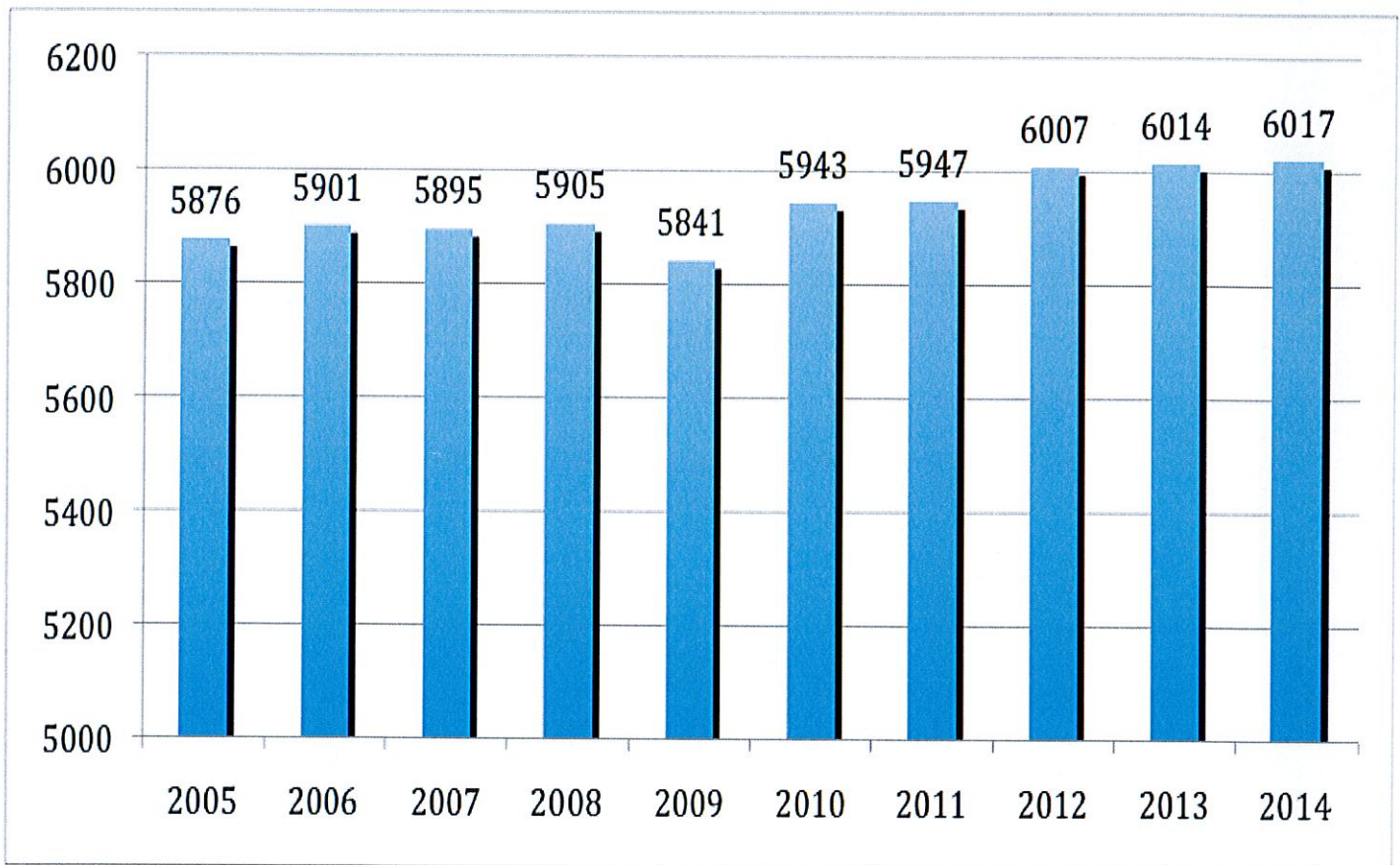
Data based on enrollment numbers as of October 1, 2014

SHREWSBURY PUBLIC SCHOOLS ENROLLMENT HISTORY

In-District PreK-12 Actual Enrollment: 2005-2014

The chart below illustrates the district's enrollment for the past 10 school years, which reflects growth from 5,876 to 6,017, an increase of 141 students.

PreK-12 Actual Enrollment 2005-2014

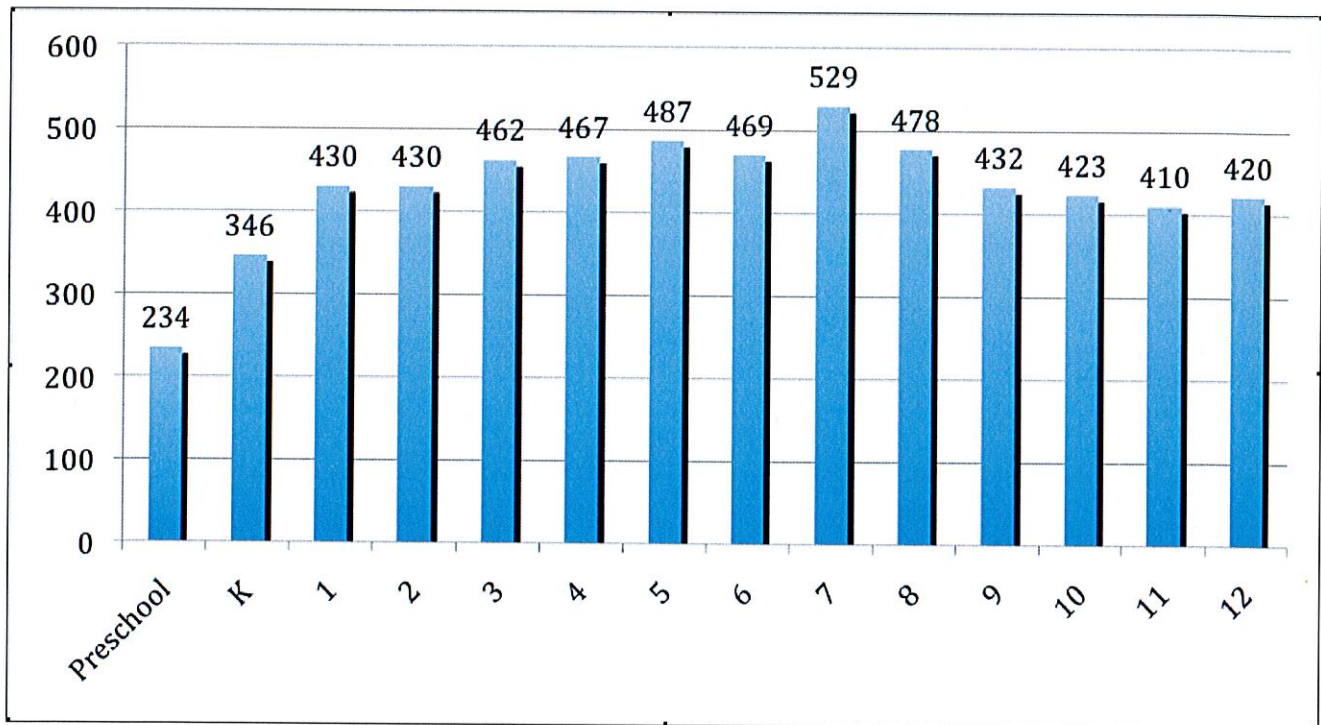


SHREWSBURY PUBLIC SCHOOLS 2014 ENROLLMENT BY GRADE

Enrollment by Grade October 1, 2014

The Department of Elementary and Secondary Education uses enrollment figures as of October 1 of each school year for its official statistics. The in-district populations for each grade in Shrewsbury as of October 1, 2014 are displayed in the chart below:

2014 PreK-12 Enrollment (October 1)



Enrollment History by Grade Level 2005-2014

Grade	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
PreK	188	173	181	196	211	241	243	262	250	234
K	394	378	376	342	348	372	341	364	392	346
1	452	440	439	476	426	429	429	416	399	430
2	466	468	454	456	493	448	457	447	450	430
3	502	452	482	459	465	515	464	474	452	462
4	466	507	454	478	459	472	516	458	480	467
5	502	462	496	456	473	469	485	524	462	487
6	461	488	450	461	436	465	476	465	518	469
7	486	449	485	453	466	435	462	473	490	529
8	443	501	449	489	439	479	443	466	471	478
9	425	408	419	393	421	401	414	408	420	432
10	402	436	404	429	398	417	414	421	406	423
11	345	388	423	390	415	390	413	417	421	410
12	344	351	383	427	391	410	390	412	403	420
Total P-12	5876	5901	5895	5905	5841	5943	5947	6007	6014	6017
% Annual Change	2.53%	0.43%	-0.10%	0.17%	-1.08%	1.75%	0.07%	1.01%	0.12%	0.05%

Special Education Out of District Placements

Grade	Pre	K	1	2	3	4	5	6	7	8	9	10	11	12	13*	Total
2010	0	0	0	2	3	5	4	5	2	9	3	6	5	7	11	62
2011	1	0	0	0	1	3	7	6	6	2	11	4	9	4	15	69
2012	1	0	0	0	1	1	3	8	6	9	5	10	4	8	22	78
2013	0	1	1	0	1	3	1	2	8	8	7	4	8	5	26	75
2014	0	0	1	1	0	1	4	2	4	7	6	10	5	8	26	75

*Grade 13 represents students requiring services until age 22.

Note: Some out of district placements are temporary, so totals fluctuate over the course of the year.

Vocational Technical School Enrollment

Grade	9	10	11	12	Total
2010	34	40	30	35	139
2011	40	29	38	25	132
2012	28	36	31	32	127
2013	37	29	37	28	131
2014	35	37	25	37	134

CLASS SIZE AVERAGES: HISTORY

Kindergarten Average Class Size

(School Committee Guidelines 17-19)

	Beal	Coolidge	Spring	Paton
2005	19	N/A	18	N/A
2006	19	N/A	18	N/A
2007	18	21	16	N/A
2008	19	21	18	N/A
2009	19	20	20	N/A
2010	21	21	19	N/A
2011	19	19	18	N/A
2012	20	19	21	N/A
2013	19	20	20	N/A
2014	19	20	20	20
Avg.	19	20	19	20

Elementary (1-4) Average Class Size School-Wide

(School Committee Guidelines Gr. 1-2 = 20-22; Gr. 3-4 = 22-24)

	Beal	Coolidge	Floral	Paton	Spring
2005	17	20	23	23	23
2006	21	21	23	22	20
2007	22	20	23	21	21
2008	22	21	23	21	22
2009	19	22	23	22	21
2010	21	21	23	23	22
2011	22	21	23	23	22
2012	N/A	23	25	23	24
2013	N/A	23	25	23	23
2014	21	21	22	22	21
Avg.	21	21	23	22	22

Middle School Average Class Sizes

(School Committee Guidelines Gr. 5-8 = 22-24)

	Grade 5	Grade 6	Grade 7	Grade 8
2005	25	23	22	22
2006	26	24	25	28
2007	25	23	24	25
2008	25	23	25	24
2009	24	24	26	22
2010	26	26	24	27
2011	27	26	26	25
2012	29	29	30	29
2013	29	29	31	29
2014	24	23	26	24
Avg.	26	25	26	26

Elementary Class Size History (Grade 1-4)

B=Beal; C=Coolidge; F=Floral; P=Paton; S=Spring																	
	Grade 1 (SC 20-22)					Grade 2 (SC 20-22)				Grade 3 (SC 22-24)				Grade 4 (SC 22-24)			
	B	C	F	P	S	C	F	P	S	C	F	P	S	C	F	P	S
2005	17	21	21	25	20	17	22	21	26	20	24	24	22	21	23	21	23
2006	21	21	22	20	20	20	23	25	20	21	23	20	20	20	24	24	22
2007	22	19	24	22	18	22	23	20	21	20	23	22	22	21	23	21	21
2008	22	23	24	22	23	22	23	22	19	22	22	21	22	20	23	21	23
2009	19	21	22	21	18	23	24	25	22	20	23	24	21	22	22	21	22
2010	21	20	23	22	21	21	22	21	20	24	24	26	24	21	23	23	22
2011	22	17	22	21	20	22	24	23	22	21	23	22	21	25	24	26	25
2012	N/A	20	23	20	25	25	22	21	21	22	25	23	23	29	29	28	29
2013	N/A	19	20	19	22	26	30	21	28	27	25	29	21	24	25	24	24
2014	21	22	22	21	22	22	21	20	19	19	24	22	20	22	22	24	22
AVG.	21	20	22	21	21	22	23	22	22	22	24	23	22	23	24	23	23

Year-to-Year Progression Grade 1 to Grade 12

	1	2	3	4	5	6	7	8	9	10	11	12	Gr. 1-12 % Change
Class of 2015	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	
Enrollment	484	489	502	507	496	461	466	479	414	421	421	420	-13.2%
Class of 2014	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	
Enrollment	442	464	464	466	462	450	453	439	401	414	417	403	-8.8%
Class of 2013	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	
Enrollment	475	483	480	504	502	488	485	489	421	417	413	412	-13.3%
Class of 2012	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	
Enrollment	420	444	442	464	463	461	449	449	393	398	390	390	-7.1%
Class of 2011	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	
Enrollment	466	471	469	488	494	492	486	501	419	429	415	413	-11.4%
Class of 2010	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	
Enrollment	381	395	402	424	428	436	444	443	408	404	390	390	2.4%
Class of 2009	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	
Enrollment	365	365	391	399	419	423	438	441	425	436	423	427	17.0%
Class of 2008	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	
Enrollment	381	400	408	424	433	427	426	437	413	402	388	383	0.5%
Class of 2007	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	
Enrollment	366	375	389	395	394	389	400	395	356	360	345	351	-4.1%
Class of 2006	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	
Enrollment	316	329	340	348	354	352	361	364	343	343	334	344	8.9%
Class of 2005	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	
Enrollment	311	329	327	341	359	356	356	367	324	330	324	320	2.9%
Class of 2004	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	
Enrollment	294	308	327	324	323	330	328	328	290	296	287	289	-1.7%
Class of 2003	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	
Enrollment	303	306	311	308	318	321	331	338	266	280	283	274	-9.6%
Class of 2002	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
Enrollment	265	259	257	281	281	280	288	291	241	234	245	236	-10.9%

Kindergarten Enrollment Numbers: Full Day/Half Day

Total Kindergarten		Full Day			Half Day		
Year	Enrollment	Sections	Students	Percentage	Sections	Students	Percentage
2002	407	2	38	9%	20	369	91%
2003	398	2	37	9%	18	361	91%
2004	384	2	33	9%	18	351	91%
2005	394	3	51	13%	18	343	87%
2006	378	3	57	15%	17	321	85%
2007	376	4	80	21%	17	296	79%
2008	342	4	77	23%	14	265	77%
2009	348	5	96	28%	13	252	72%
2010	372	8	166	45%	10	206	55%
2011	341	8	158	46%	10	183	54%
2012	364	15	307	84%	3	57	16%
2013	392	15	318	81%	4	74	19%
2014	346	12	242	70%	6	104	30%

Kindergarten Enrollment: Actual versus Town Manager Projections

Kindergarten			
Year	Actual Enrollment	TM Projection	% Difference
2002	407	428	-4.9%
2003	398	435	-8.5%
2004	384	419	-8.4%
2005	394	414	-4.8%
2006	378	397	-4.8%
2007	376	410	-8.3%
2008	342	362	-5.5%
2009	348	376 (357 modified)	-7.5%
2010	372	336	10.7%
2011	341	312	9.3%
2012	364	299	21.7%*
2013	392	353	11.0%*
2014	346	384	-9.9%*

*Full day sections decreased from 8 to 15 in 2012 allowing for families who desired full day to enroll. This continued in 2013. In 2014 there are 12 sections of full day. Tuition for full day kindergarten is \$3,700 annually.

Note: New England School Development Council projection for 2014 was 364 students.

Students Transferring to Private for Grade 9

	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14
Bancroft						1			1	10
Boston Latin			1		1	2				
Catholic Memorial						1				
Gann Academy							1			
Holy Name	1	1	1		2				1	4
Hudson Catholic	1									
Lancaster Academy			1							
Notre Dame	4	3	5	3	8	5	3	3	6	12
Phillips Academy			1							
St John's	27	16	18	22	38	42	34	35	33	47
St Mark's							2		2	
St Mary's Worc		1								
St Peter Marian	1		1				2	1		2
The Rivers							1			
Whitinsville Christian Academy							1	1		
Worcester Academy			1			2			1	1
Totals	34	21	29	25	49	53	44	40	44	76

**2014-2015
PROJECTED ENROLLMENT and GRADE CONFIGURATION
(Yes Override Scenario)
Updated 05-06-14**

Grade Level	Beal			Coolidge			Floral Street			Paton			Spring Street			
	Projected 2014-15	Students	Clrms/Sect	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Students	Clrms/Sect	Avg.
HDK*	114	114	3/6	19												
FDK*	252	126	6	21	63	3	21	21	1	21	42	2	21			
Grade 1	427	84	4	21	85	4	21	106	5	21	85	4	21	67	3	22
Grade 2	424				80	4	20	191	9	21	79	4	20	74	4	19
Grade 3	463				79	4	20	212	9	24	86	4	22	86	4	22
Grade 4	454				78	4	20	200	9	22	91	4	23	85	4	21
Total 1-4	1768															
Totals	2134	324	16	20	385	19	20	709	32	22	362	17	21	354	17	21
*Total K	366															

School Committee class size guidelines:
Kindergarten guideline: 17-19
Grades 1-2 guideline: 20-22
Grades 3-8 guideline: 22-24

* Town Manager Projection for K = 384; NESDEC Projection for K = 364
All projections based on analysis of information provided by Town Manager's office, New England School Development Council, and updated actual enrollment data as of 04/30/14.

Grade Level	Sherwood Middle			Oak Middle			High School			Preschool Program						
	Projected 2014-15	Students	Sections	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Program	Students	CR/Sect	Avg.		
Grade 5	488	488	20	24												
Grade 6	456	456	20	23							Parker Rd.	169	6/14	12		
Grade 7	525				525	20	26				Little Col.	30	1/2	15		
Grade 8	494				494	20	25				Wesleyan Terrace	65	2/6	11		
Grade 9	422							422	N/A	N/A						
Grade 10	426							426	N/A	N/A						
Grade 11	406							406	N/A	N/A						
Grade 12	416							416	N/A	N/A						
Totals	3633	944	40	24	1019	40	25	1670	N/A	N/A				264	22	
In-District Total K-12:																
In-District Total PreK-12:																

* Town Manager's Projection for K-12 = 5,805
• NESDEC Projection for K-12 = 5,772; NESDEC Projection for PreK-12 = 6,025

**2014-2015
ACTUAL ENROLLMENT and GRADE CONFIGURATION
October 1, 2014**

Grade Level	Beal			Coolidge			Floral Street			Paton			Spring Street			
	Actual 2014-15	Students	Clrms/Sect.	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Students	Clrms/Sect.	Avg.
HDK*	104	104	3/6	17												
FDK*	242	121	6	20	61	3	20				20	1	20	40	2	20
Grade 1	430	84	4	21	89	4	22	108	5	22	84	4	21	65	3	22
Grade 2	430				88	4	22	187	9	21	80	4	20	75	4	19
Grade 3	462				77	4	19	217	9	24	87	4	22	81	4	20
Grade 4	467				88	4	22	197	9	22	94	4	24	88	4	22
Total 1-4	1789				School Avg./class 21			School Avg./class 22			School Avg./class 21			School Avg./class 21		
Totals	2135	309	16		403	19		709	32		365	17		349	17	
*Total K	346															

* Town Manager Projection for K = 384; NESDEC Projection for K = 364
 All projections were based on analysis of information provided by Town Manager's office,
 New England School Development Council, and updated actual enrollment data as of
 04/30/14.

School Committee class size guidelines:
 Kindergarten guideline: 17-19
 Grades 1-2 guideline: 20-22
 Grades 3-8 guideline: 22-24

Grade Level	Actual 2014-15	Sherwood Middle			Oak Middle			High School			Preschool Program			
		Students	Sections	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Program	Students	CR/Sect.	Avg.
Grade 5	487	487	20	24										
Grade 6	469	469	20	23							Parker Rd.	153	6/14	11
Grade 7	529				529	20	26				Little Col.	24	1/2	12
Grade 8	478				478	20	24				Westyan Terrace	57	2/6	10
Grade 9	432							432	N/A	N/A	Note: Preschool enrollment grows during the year as eligible students with special needs turn 3 years old; these enrollments will increase.			
Grade 10	423							423	N/A	N/A				
Grade 11	410							410	N/A	N/A				
Grade 12	420							420	N/A	N/A				
Totals	3648	956	40		1007	40		1685	N/A					
In-District Total K-12:		956	40		1007	40		1685	N/A					
In-District Total PreK-12:		5,783			6,017									

* Town Manager's Projection for K-12 = 5,805
 • NESDEC Projection for K-12 = 5,772; NESDEC Projection for PreK-12 = 6,025

Totals by Schools 10/1/14	
Preschool	234
Beal	309
Coolidge	403
Floral	709
Paton	365
Spring	349
Sherwood Middle	956
Oak Middle	1007
High School	1685
TOTAL ENROLLMENT	6017
TOTALS BY GRADES	
Preschool	234
Kindergarten	346
Grade 1	430
Grade 2	430
Grade 3	462
Grade 4	467
Elementary Sub total	2369
Grade 5	487
Grade 6	469
Grade 7	529
Grade 8	478
Middle School Sub total	1963
Grade 9	432
Grade 10	423
Grade 11	410
Grade 12	420
High School Sub total	1685
TOTAL ENROLLMENT	6017
Out of District Special Education	75
Vocational High School	134
Walk-ins – Special Education	25
TOTAL	234
GRAND TOTAL	6251

Preschool	
PARKER ROAD	10/1/14
Typical	115
General Special Education	35
Intensive Special Education	3
TOTAL	153
LITTLE COLONIALS	
Typical	24
General Special Education	0
Intensive Special Education	0
TOTAL	24
PARKER at WESLEYAN	
Typical	43
General Special Education	14
Intensive Special Education	0
TOTAL	57
Total Typical	182
Total General Special Education	49
Total Intensive Special Education	3
TOTAL PRESCHOOL	234

Beal Early Childhood Center	
KINDERGARTEN AM	10/1/14
Aulenback	20
Downs	20
Thayer	21
TOTAL AM	61
KINDERGARTEN PM	
Barrett	13
Downs	18
Thayer	12
TOTAL PM	43
FULL DAY	
Biadasz	20
Cipro	19
Costello	21
Knott	20
MacLaughlin	20
Middlesworth	21
TOTAL FULL DAY	121
GRADE 1	
Chaves	20
McKiernan	22
Pinto	22
Zakar	20
TOTAL GRADE 1	84
TOTAL SCHOOL	309

Calvin Coolidge School	
Kindergarten	10/1/14
Broszeit	20
McInerny	19
Rubin	22
TOTAL KINDERGARTEN	61
GRADE 1	
Cantin	21
McQuade	22
Mongeon	22
Shepard	22
SPED Intensive Program	2
TOTAL GRADE 1	89
GRADE 2	
Cloyes	22
Fleming	21
Hurley	22
Osborne	21
SPED Intensive Program	2
TOTAL GRADE 2	88
GRADE 3	
Burnap	19
Kendrick	19
Lane	19
Richardson	19
SPED Intensive Program	1
TOTAL GRADE 3	77
GRADE 4	
Finneran	22
Innamorati	22
Rice	19
Weagle	23
SPED Intensive Program	2
TOTAL GRADE 4	88
SCHOOL TOTAL	403

Floral Street School	
GRADE 1	10/1/14
Grossman	21
Harrington	22
McGrail	22
Plourde	22
Poppalardo	21
TOTAL GRADE 1	108
GRADE 2	
Avery	20
Bradt	22
Caforio	20
Frankian	22
Hogan	22
Martel	22
Richard	20
Ward	20
Young	19
TOTAL GRADE 2	187
GRADE 3	
Beall	23
Bisceglia	24
Marold	22
McNamara	25
Nolli	25
Peterson	25
Stanwick	24
Suto	25
Ushinski	24
TOTAL GRADE 3	217
GRADE 4	
Edgren	22
Goulding	22
Manning	22
Morgan	22
Morrissey	22
Motyka	21
Ralys	22
Ross	23
Spangenberg	21
TOTAL GRADE 4	197
SCHOOL TOTAL	709

Walter J. Paton School	
KINDERGARTEN	10/1/14
Cosenza	20
TOTAL K	20
GRADE 1	
Catalanotti	21
Halacy	21
Hawley/Kilgore	21
Viscomi	21
TOTAL GR. 1	84
GRADE 2	
Connolly	20
Early	20
Gustafson	19
Symonds	21
TOTAL GR. 2	80
GRADE 3	
Campbell	21
Carlson	22
Darling	22
Kalagher	22
TOTAL GR. 3	87
GRADE 4	
Camerato	24
Cormier	24
Leifer	23
Moran	23
TOTAL GR. 4	94
SCHOOL TOTAL	365

Spring Street School	
Kindergarten	10/1/14
Camerato	20
Silver	20
TOTAL K	40
GRADE 1	
Baumann	21
Kinback	22
Lewis	22
TOTAL GRADE 1	65
GRADE 2	
Brand	19
Fraher	19
Porter	19
Reilly	18
TOTAL GRADE 2	75
GRADE 3	
Garabedian	20
McRae	21
Tolczko	20
Tougher	20
TOTAL GRADE 3	81
GRADE 4	
Doherty	22
Liporto	22
Luby	22
Travers	22
TOTAL GR. 4	88
SCHOOL TOTAL	349

Sherwood Middle School	
GRADE 5	10/1/14
Blash	25
Carney	25
Chalmers	25
D'Ascanio	25
Donahue	25
Gouley	25
Graham	24
Lavery	24
Marcigliano	24
Martin	25
Matthews	22
McCabe	23
McCarthy	25
Nolle	27
O'Neil	24
Rekemeyer	23
Ryan	24
Tinsley	25
Virzi	24
Walsh	23
TOTAL GRADE 5	487
GRADE 6	
Broderick	23
Butler	23
Corey	23
Cristy	24
DiGiacomo	24
Duggan	24
Egan	22
Goudreau	24
Grip	23
Hendrix	23
Kershaw	23
Lawson	24
Lipkin	23
Macchi	23
Middlesworth	24
Polechronis	23
Shamey	25
Shaw	22
Siegman	25
Stoychoff	24
TOTAL GRADE 6	469
SCHOOL TOTAL	956

Oak Middle School	
GRADE 7	10/1/14
Amdur	27
Andrews	29
Binder	26
Boyajian	27
Bushe	26
Davis	26
DePalo	27
Dolen	28
Dowd	26
Hadavi	26
Johnson	27
Lawlor	27
McGrath	25
Meaney	27
O'Brien	26
Pruett	29
Scibelli	25
Suri	27
Thomas	24
Ventura	24
TOTAL GRADE 7	529
GRADE 8	
Ahlin	24
Amaral	23
Carlin	23
Crosby	24
DeNolf	25
Dufault	24
Egan	23
Gearty	24
Heal	23
Kewriga	24
LaValley	23
Lewis	25
Madan	23
Militello	24
Mularella	24
Mulcahy	25
Pizzuto	23
Ponticelli	25
Read	24
Young	25
TOTAL GRADE 8	478
SCHOOL TOTAL	939



SHREWSBURY PUBLIC SCHOOLS
School Committee



DATE: **10/15/14** ITEM NO: **V. Curriculum**

MEETING

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: VI. Policy

MEETING DATE: 10/15/14

A. Fingerprint-based background checks: Second Reading and Vote

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a second reading of a new policy on fingerprint-based background checks and vote to approve?

BACKGROUND INFORMATION:

1. Massachusetts General Law Chapter 71, Section 38R established a requirement that school personnel and bus drivers submit to a state and national fingerprint-based background check.
2. Districts must create a local policy governing some elements of the law's administration. A first reading of a recommendation for the policy for the Shrewsbury Public Schools was done at the October 1, 2014 meeting.
3. Ms. Malone provided the revised draft based on feedback from the Committee.
4. This final draft is enclosed.

ACTION RECOMMENDED:

That the School Committee hear a second reading of a new policy on fingerprint-based background checks and vote to approve.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Jason Palitsch, Vice Chair, Member of the Policy Subcommittee
Ms. Sandra Fryc, Member of the Policy Subcommittee
Ms. Barbara A. Malone, Director of Human Resources
Dr. Joseph M. Sawyer, Superintendent of Schools

REVISED Draft of Policy

For Second Reading at October 15, 2014 School Committee meeting

Note: Language in italics is subject to local school committee determination.

Background Checks

Policy Governing Fingerprint-Based Criminal History Record Information (CHRI) Checks Made for Non-Criminal Justice Purposes

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the following practices and procedures will be followed.

I. Requesting CHRI checks

Fingerprint-based CHRI checks will only be conducted as authorized by M.G.L. c. 71, §38R and 42 U.S.C. § 16962, in accordance with all applicable state and federal rules and regulations, and in compliance with M.G.L. c. 6, §§ 167-178 and 803 CMR §§ 2.00, *et seq.* If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, he/she shall be informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment [e.g., IdentoGO web site address, Provider Identification Number (Provider ID)].

Shrewsbury Public Schools has considered the following factors in determining whether to conduct discretionary fingerprint-based background checks:

- *Likelihood of direct and unmonitored contact with students*
- *Duration of potential contact*
- *The ability of employees to limit potential for unmonitored contact*

After considering the factors listed above the Shrewsbury School Committee:

- *Will require overnight field trip volunteers to submit to the CHRI fingerprint background check*
- *Will require volunteers who may have extended, direct unmonitored contact with*

- students (e.g. volunteer athletic coaches, volunteer club advisors, etc.) to submit to the CHRI fingerprint background check*
- *Will require Municipal employees who are based within or who frequently perform work in the schools and who may have direct unmonitored contact with students (e.g., custodians, maintenance workers, etc.) to submit to the CHRI fingerprint background check*
 - *Will require all individuals in a teacher preparation program who are performing student teaching, classroom observations, or other pre-practicum activities to submit to the CHRI fingerprint background check*
 - *Will require individuals not covered by other provisions of the statute or this policy, who will provide services to the Shrewsbury Public Schools, to submit to the CHRI fingerprint background check if the Superintendent of Schools, Director of Human Resources, or a designee determine it is necessary based on the factors listed above*
 - *Will not require field trip volunteers without an overnight component to submit to the CHRI fingerprint background check*
 - *Will not require classroom volunteers to submit to the CHRI fingerprint background check*
 - *Will not require contractors/subcontractors to submit to the CHRI fingerprint background check, unless such individual will be working with students in a role where the Superintendent of Schools, Director of Human Resources, or a designee determine it is necessary based on the factors listed above*
 - *Will appoint the School Committee chair, with the assistance of the Director of Human Resources, to review the results of the CHRI background check of the Superintendent of Schools*
 - *Will require the Superintendent of Schools to review the CHRI background check of the Director of Human Resources*

II. Access to CHRI

All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Title 28, U.S.C, § 534, Pub. L. 92-544 and Title 28 C.F.R. 20.33(b) provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

III. Storage of CHRI

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent [CJIS Security Policy](#), have been implemented to ensure the security and confidentiality of CHRI. Each individual

involved in the handling of CHRI is to familiarize himself/herself with these safeguards.

In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

IV. Retention and Destruction of CHRI

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes *only*:

- Historical reference and/or comparison with future CHRI requests,
- Dispute of the accuracy of the record
- Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in the Director of Human Resources office, which is locked when the Director of Human Resources is not present.

When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. An employee of Shrewsbury Public Schools must supervise the shredding of paper copies of CHRI if an outside vendor is used for this purpose.

IV. CHRI Training

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at Shrewsbury Public Schools will review and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

V. Determining Suitability

In determining an individual's suitability, the following factors will be considered:

- *The nature and gravity of the crime and the underlying conduct*
- *The time that has passed since the offense*
- *The age of the individual at the time of the offense*
- *Conviction and/or completion of any sentence*
- *Nature of the position held or sought*
- *Number of offenses*
- *Any relevant evidence of rehabilitation or lack thereof*

A record of the suitability determination will be retained. The following information will be included in the determination:

- a. The name and date of birth of the employee or applicant;
- b. The date on which the school employer received the national criminal history check results; and,
- c. The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

VI. Relying on Previous Suitability Determination.

When an individual for whom a school employer or the Department of Elementary and Secondary Education has made a suitability determination applies to work for Shrewsbury Public Schools, Shrewsbury Public Schools may rely on a favorable suitability determination, if the following criteria are met:

- *The suitability determination was made within the last seven years; and*
- *The individual has not resided outside Massachusetts for any period longer than three years since the suitability determination was made; and either*
- *The individual has been employed continuously for one or more school employers or has gaps totaling no more than two years in his or her employment for school employers; or*
- *If the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination. Shrewsbury Public Schools will request that the initial school employer provide documentation that the individual is still deemed suitable for employment by the initial school employer. If such documentation is not received Shrewsbury Public Schools will require the employee/applicant to submit to another CHRI background check*

In any instance where Shrewsbury Public Schools relies on a suitability determination made by another school employer or by the Department of Elementary and Secondary Education, Shrewsbury Public Schools will retain the following documentation:

- *A copy of the documentation received from the school employer or agency that made the relied-upon suitability determination, and;*
- *Documentation establishing that the individual met the criteria for suitability for employment by the relied-upon school district*

Shrewsbury Public Schools may choose to perform a new national criminal history check on an individual rather than rely on a previous suitability determination. In this circumstance, Shrewsbury Public Schools will bear the cost of the new national criminal history check.

VII. Adverse Decisions Based on CHRI

If inclined to make an adverse decision based on an individual's CHRI, Shrewsbury Public Schools will take the following steps prior to making a final adverse

determination:

- Provide the individual with a copy of his/her CHRI used in making the adverse decision;
- Provide the individual with a copy of this CHRI Policy;
- Provide the individual the opportunity to complete or challenge the accuracy of his/her CHRI; and
- Provide the individual with information on the process for updating, changing, or correcting CHRI.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time, *but no more than 30 calendar days*, to correct or complete the CHRI.

VIII. Secondary Dissemination of CHRI

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI.

The following information will be recorded in the log:

1. Subject Name;
2. Subject Date of Birth;
3. Date and Time of the dissemination;
4. Name of the individual to whom the information was provided;
5. Name of the agency for which the requestor works;
6. Contact information for the requestor; and
7. The specific reason for the request.

IX. Reporting to Commissioner of Elementary and Secondary Education

Pursuant to M.G.L. ch 71, § 71R and 603 CMR 51.07, if *Shrewsbury Public Schools* dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, *Shrewsbury Public Schools* shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record check results. *Shrewsbury Public Schools* shall notify the employee or applicant that it has made a report pursuant to 603 CMR 51.07(1) to the Commissioner.

Pursuant to M.G.L. ch 71, § 71R and 603 CMR 51.07, if *Shrewsbury Public Schools* discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to 603 CMR 7.15(8)(a), *Shrewsbury Public Schools* shall report to

the Commissioner in writing within 30 days of the discovery, regardless of whether *Shrewsbury Public Schools* retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report pursuant to 603 CMR 51.07(2) to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

Policy Effective Date: October 15, 2014

This policy will be reviewed five years from the policy effective date.



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: VII. Budget

MEETING DATE: 10/15/14

A. Fiscal Year 2016 Budget Priorities & Guidelines: Discussion & Vote

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee vote to approve the Fiscal Year 2016 Budget Priorities & Guidelines?

BACKGROUND INFORMATION:

1. A draft document representing potential Fiscal Year 2016 Budget Priorities & Guidelines created by Dr. Sawyer, Ms. Wirzbicki, Mr. Palitsch and Mr. Samia, members of the Budget Guidelines & Priorities Subcommittee, was presented at the October 1, 2014 meeting.
2. The October 1, 2014 draft is enclosed.
3. The Committee may wish to consider any feedback received in the interim.

ACTION RECOMMENDED:

That the School Committee vote to approve the Fiscal Year 2016 Budget Priorities & Guidelines.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Jason Palitsch, Vice Chair, Member of the Budget Priorities & Guidelines Subcommittee
Mr. John Samia, Member of the Budget Priorities & Guidelines Subcommittee
Dr. Joseph M. Sawyer, Superintendent of Schools
Ms. Cecelia F. Wirzbicki, Director of Business Services



Shrewsbury School Committee

Priorities & Guidelines for Fiscal Year 2016 Budget Development

Draft for School Committee Discussion at October 1, 2014 Meeting

Overview

This document provides the community with information about the School Committee's priorities for the Fiscal Year 2016 School Department Budget. It also is designed to provide guidance to the Superintendent of Schools and the School Department administration regarding the development of its initial Fiscal Year 2016 School Department Budget proposal.

Priorities

The initial FY16 School Department Budget proposal shall include resources to address each of the following priorities for Fiscal Year 2016:

- To sustain the improvements in class size realized through the Fiscal Year 2015 budget by keeping as many sections as possible within School Committee guidelines for class size. These guidelines are: Preschool: 15; Kindergarten: 17-19; Grades 1 & 2: 20-22; Grades 3-8: 22-24; Grades 9-12: 18-20.
- To continue investing in instructional materials, curriculum personnel, and staff professional development in order to ensure that the district's educational program meets local expectations for academic rigor, as well as state mandates.
- To make sufficient investments in technology in order to realize the educational and operational benefits available through digital resources and to provide sufficient capacity for the state's new testing system, while creating opportunities to benefit from short and long term cost efficiencies.
- To make investments in district-based programming and resources in order to provide high quality, cost effective opportunities to educate students within their own community's schools rather than specialized placements outside of the district.

Assumptions

It is assumed that the initial FY16 School Department Budget proposal will:

1. Provide adequate resources to meet all legal mandates required of the school district.
2. Reflect the terms of collective bargaining agreements and other contractual obligations.
3. Provide sufficient resources to maintain a) the existing educational program and b) staffing levels necessary to meet mandates and priorities.
4. Utilize the best available information to project changes in costs (such as tuitions) and revenues (such as state funding through the Chapter 70 and Circuit Breaker programs, grants, etc.).
5. Not increase current fee levels.
6. Examine ways to reduce or shift costs in order to achieve district priorities without requiring additional funding allocations wherever possible.

Guidance

The School Committee recommends that the administration's initial FY16 Budget proposal should reflect the School Committee's fiscal and strategic priorities so that there are sufficient allocations for the following (categorized by strategic priority in no particular order):

Strategic Priority: Engaging & Challenging All Students

- Sufficient number of teachers to stay as close as possible to class size guidelines, based on enrollment projections.
- Curriculum and instructional materials necessary to align the district's curriculum with the updated Massachusetts Curriculum Frameworks and the proposed new state assessment system.
- Professional development for educators to successfully adapt to new curriculum and assessment requirements and initiatives, technology initiatives, and state mandates.

Strategic Priority: Promoting Health & Wellbeing

- Equipment and training necessary to further enhance safety and security.
- Comprehensive support for students experiencing significant social, emotional, mental and behavioral health issues.

Strategic Priority: Enhancing Learning Through Technology

- Investments that provide access to digital learning opportunities, including the expansion of the personal technology program to students in grades 9-12.
- Increased capacity to implement technology to provide cost-effective, in-district supports for special education.
- Investments to increase opportunities for quality online learning and to improve operational efficiencies.

Strategic Priority: Increasing Value to the Community

- Investments to build additional capacity for creating innovative and cost-effective in-district programs so that cost savings may be applied to minimize impact on taxpayers.
- Expansion of efforts to procure alternative sources of revenue to offset the appropriated budget through sponsorships, grants, and donor giving.



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: VIII. Old Business

MEETING DATE: 10/15/14

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: **IX. New Business**

MEETING DATE: **10/15/14**

A. Superintendent's Goals for 2014-2015: Vote

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee vote to approve the superintendent's goals for the 2014-2015 school year?

BACKGROUND INFORMATION:

1. The evaluation system requires that the superintendent present goals for the 2014-2015 school year for approval.
2. The materials outlining the goals will be provided under separate cover.

ACTION RECOMMENDED:

That the School Committee vote to approve the superintendent's goals for the 2014-2015 school year.

AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



SHREWSBURY PUBLIC SCHOOLS
School Committee



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

MEETING DATE: **10/15/14**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee approve the minutes of the School Committee meeting on October 1, 2014?

BACKGROUND INFORMATION:

1. The minutes have been reviewed by Ms. Canzano and are enclosed.

ACTION RECOMMENDED:

That the School Committee approve the minutes of the School Committee meeting on October 1, 2014.

STAFF AVAILABLE FOR PRESENTATION:

Dr. B. Dale Magee, Chairperson
Ms. Erin Canzano, Secretary

**SHREWSBURY PUBLIC SCHOOLS
100 MAPLE AVENUE
SHREWSBURY, MASSACHUSETTS**

MINUTES OF SCHOOL COMMITTEE MEETING

WEDNESDAY, OCTOBER 1, 2014

Present: Dr. B. Dale Magee, Chairperson; Mr. Jason Palitsch, Vice Chairperson; Ms. Erin Canzano, Secretary; Mr. John Samia, Dr. Joseph Sawyer, Superintendent of the Shrewsbury Public Schools; Ms. Barbara Malone, Director of Human Resources; Ms. Cecelia Wirzbecki, Director of Business Services; Mr. Todd Bazydlo, Principal of Shrewsbury High School, Ms. Nga Huynh, Director of Counseling Services at SHS.

Not Present: Ms. Sandra Fryc, School Committee Member and Ms. Mary Beth Banios, Assistant Superintendent

The meeting was convened at 7:00 PM by Dr. B. Dale Magee

I. Public Participation

None

II. Chairperson's Report and Members' Reports

Dr. Dale Magee said a new episode of School Talk will be broadcast soon on the Shrewsbury public access channel and on the Shrewsbury media connection website.

III. Superintendent's Report

Dr. Sawyer shared that the new episode of School Talk includes a video of teachers discussing how the current school year experience is different as a result of the lower class sizes. He thanked all the students, faculty and staff who were involved with making the video and the new episode of School Talk.

Dr. Sawyer said that the district has received students' MCAS scores and these have been sent home to parents. He said the district stayed at Level 2 and that this is not surprising with the large class situations and lack of resources last year. Dr. Sawyer said the hope is that this will turn around and the district will again achieve a Level 1 ranking in the future. He said more information will be shared about the students' MCAS results as the district evaluates this information.

Dr. Sawyer congratulated everyone in the community on a great Spirit of Shrewsbury celebration and said he was pleased to see the high level of participation and enthusiasm from students at all grade levels for school Spirit Week and the Spirit of Shrewsbury activities.

IV. Time Scheduled Appointments

A. Student Advisory Council: Report

Dr. Magee briefly explained that under the Massachusetts Education Reform Act, school districts are required to have a Student Advisory Committee (SAC) consisting of high school students who are elected by the student body. The SAC is required to meet with the School Committee during the year to review various issues of concern to the student body. He said that Ms. Erin Canzano is the School Committee liaison to the SAC for the 2014-2015 school year. SAC members Kayla Freeman, Class of 2015; Nithya Pathalam, Class of 2015; Emily Taylor, Class of 2015; Surabhi Godbole, Class of 2015 and Lindsay Mahowald, Class of 2016 presented the report to the School Committee. SAC members shared information about the effects of the override on students' experiences and recent updates on SHS events. Highlights of the presentation included the positive impact of the override for students with the hiring of new teachers, smaller class sizes and a better situation for class availability. SAC members said that although Shrewsbury students feel extremely positive about the override, they hope that sport and activity fees may be able to be addressed in the future. Student presenters shared that school Spirit Week was very successful, homecoming activities went well and many SHS students participated in the Spirit of Shrewsbury parade. Ms. Canzano asked SAC members if they felt it was a challenge to find students who were available to participate in the faculty hiring process that was conducted over the summer months. The students said they thought this was not a problem and students were available and interested in participating in the process. Dr. Sawyer and School Committee members thanked the SAC students for presenting at the meeting.

B. Class of 2014 Post-High School Plans: Report

Mr. Todd Bazydlo, Principal at SHS, and Ms. Nga Huynh, Director of School Counseling at SHS presented a report on the future plans of members of the Shrewsbury High School graduating class of 2014. They shared an overview presentation which included graphs and charts illustrating information regarding what students from the Class of 2014 planned to do after graduating from SHS. Mr. Bazydlo and Ms. Huynh said that given that the vast majority of students go on to post-secondary education, the report focuses on colleges and universities where students were accepted, where they matriculated, and the characteristics of these colleges and universities. They shared some trends that they are noticing regarding increased attendance at four year colleges, more females attending four year colleges and how the vast majority of students attend colleges in the northeast but more students than in the past are choosing to attend colleges in other geographical areas. Mr. Bazydlo and Ms. Huynh shared they were pleased with how SHS school counselors strive to work with students and families to find the best fit for students. They also gave information from surveys regarding what the top three choices that students consider when choosing to attend certain colleges and how they are paying for their post-secondary education. The Committee asked a number of questions regarding college major choice trends, the school counseling process and how students are informed about educational requirements and compensation levels for various career paths. Mr. Samia commented that the exit survey information is very interesting and questioned the data collection process from students a few years after graduation. Mr. Bazydlo said he believes this data is very important and SHS is very interested in capturing the information about students who transfer to different colleges and universities. Dr. Sawyer asked the presenters to give a brief overview of the Naviance college planning tools used by school counselors and available to SHS students. Ms. Nuynh shared information about the Naviance tools and exploration process for students. Mr. Bazydlo and Dr. Sawyer said that the school profile the district sends out to colleges is very important, will continue to be strong and will include information about the smaller class sizes.

V. Curriculum

None

VI. Policy

A. Fingerprint-based background checks: First reading of Revised Draft

Mr. Palitsch referred to the document for the first reading of Revised Draft policy for the Finger-Print based background checks. He said the recommended policy is being put forth by the policy subcommittee which includes Mr. Palitsch and Ms. Fryc, with consultation from Dr. Sawyer and Ms. Malone. Mr. Palitsch said that most of the policy is governed by state law and there are a few areas where districts can make decisions. He said the proposed policy will be posted online and public feedback is welcomed.

VII. Budget

A. Fiscal Year 2016 Budget Guidelines & Priorities: Discussion

Mr. Palitsch and Mr. John Samia met with Dr. Sawyer and Ms. Cecelia Wirzbicki, Director of Business Services, to create a draft document representing potential Fiscal Year 2016 Budget Guidelines and Priorities. Mr. Samia said the budget proposal should reflect the school priorities that were defined in 2011. School Committee members stated that they think the draft is very good. Dr. Sawyer said he believes that a key to the budget is sustainability. He said the draft will be posted for the public to view and School Committee members will vote on the guidelines and priorities at next School Committee meeting.

VIII. Old Business

A. Athletics: Information Update

Dr. Sawyer shared an information update regarding the Athletics Department. He said that out of sixty-nine student concussion cases reported last year, forty-one cases occurred while students were engaged in school activities. Dr. Sawyer said he is tentatively confident that he may be able to provide some additional details and information at the October 15 School Committee meeting. Dr. Magee said there seems to be a growing appreciation for the significance of concussion injuries. Dr. Sawyer said the Shrewsbury district and staff members implement all the mandated precautions for student safety. He added that working with an athletic trainer and medical personnel is very important and helpful for student teams and athletes.

IX. New Business

None

A. Superintendent's Goals for 2014-2015: Vote

Dr. Sawyer will present this information at the next School Committee meeting.

X. Approval of Minutes: Vote

Dr. Magee asked if there were any corrections to the School Committee meeting minutes for September 17, 2014 as stated. Since there were no objections Dr. Magee declared the School Committee meeting minutes for September 17, 2014 approved.

XI. Executive Session

None

XII. Adjournment

Dr. Magee requested a motion to adjourn the School Committee meeting for October 1, 2014. On a unanimous motion by the Committee, the meeting was adjourned at 8:16 PM.

Respectfully submitted
Christine Taylor, Clerk

Documents referenced:

- 1) Student Advisory Committee (SAC): Report
- 2) Shrewsbury High School (SHS) Class of 2014 Future Plans: Report
- 3) Fingerprint-based background checks: Revised Draft Policy
- 4) Priorities & Guidelines for Fiscal Year 2016 Budget Development: Draft Report
- 5) Athletics Update Memo



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: XI. Executive Session

MEETING DATE: 10/15/14

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee enter into executive session for the purpose of discussing negotiations with the Shrewsbury Education Association Unit A, where discussion in open session may have a detrimental effect on the bargaining position of the public body?

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 Sawyer, Superintendent of Schools

ITEM NO: XII. Adjournment

