

J^{Apple} Shrewsbury School Journal

Serving a community of continuous learners

Spring Edition 2012 · Vol XVI No. 3

Superintendent's Corner

Class Actions

DR. JOSEPH M. SAWYER
SUPERINTENDENT

Our school district's core values include "respect and responsibility." I tried to convey some related thoughts when I spoke to the Class of 2012 at graduation; below is an excerpt from my remarks.

When considering what I might say to you this evening, I kept coming back to the word "class." Some meanings of the word are directly connected to education: after all, you are the Class of 2012; you recently attended your last class here at SHS. Our aspiration as a school district is to provide our students with a world-class education, and I am very proud that there is much evidence that you have received one.

Of course, class also refers to one's position in life, typically related to one's financial means. Education, and public education in particular, has long been regarded as a crucial element in gaining access to and remaining in a higher socioeconomic class, as your ability to earn a living is tied closely to the knowledge and skills you possess. In the 21st century, this will be more important than ever, and I believe that the education you have received in Shrewsbury has prepared you well for a world where being able to think critically, to apply learning and collaborate to create innovative solutions to problems, and to communicate effectively are more necessary than ever for success in the workplace.

However, the meaning of class I want to focus on is the kind that is necessary for you to be considered a success as a person – in other words, the actions that define you as a person who has class. This kind of class has very little to do with how good your grades are, or how much money you have – and it has everything to do with how you conduct yourself. The world will continue to change rapidly, but I can assure you that one thing that will never change is that people who act with respect, with consideration, with

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inside • pages 2, 5&7

iPad program FAQ's and service learning at Coolidge and Parker Road

inside • pages 3, 4, 5 & 6

Retirees, Robotics at SHS, newsworthy artwork, Floral Goes Green, Career Day at OMS and a Sherwood building update



Pictured above is a display case in the lobby of Floral Street School containing projects made by the students at Extended School Care using recycled paper and materials for Floral Goes Green. See story on page 4.

"Competition has been shown to be useful up to a certain point and no further, but cooperation, which is the thing we must strive for today, begins where competition leaves off."

~ Franklin D. Roosevelt ~

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SHS First Robotics Team 467 "Shrewsbury Colonials" 2012 Washington, D.C. Regional Competition and Team Spirit Award...



...WINNERS!

Pictured above left are teams 467, 357 and 2914 robots scoring points in the final basketball shooting match to become Regional Winners. Pictured above right from l-r are team members Zak King, Joseph Fitzpatrick, Euan McNally, Justin Murphy, and one of the team mentors, Mr. John Tsombakos. See story "Two time winners" on page 4.

School Committee budget message

ERIN CANZANO
SCHOOL COMMITTEE CHAIRPERSON

The following is the text from the report on the School Department budget given by Mrs. Erin Canzano, School Committee Chair, at the Annual Town Meeting on May 21, 2012.

This has been an unusually challenging budget year, to say the least. With the loss of stimulus funds, the pressures of increased costs, and the realities of providing a quality education to Shrewsbury students, we have had a difficult time balancing this budget while maintaining our strategic priorities. Tonight I will update you on the budget process and discuss what it means to the students in this district and to the community as a whole.

Last year at Town Meeting, my colleague John Samia referenced the anticipated contractual salary obligations and the loss of the stimulus funds for this upcoming year so there was an expectation that the FY2013 budget process would be challenging. Indeed we didn't know how challenging. Final estimates indicated a gap of \$5.6 million over last year's appropriated budget to maintain the same level of services. In that \$5.6 million gap was the \$2.4 million loss of stimulus funds and Circuit Breaker special education reserve funds that were made possible by stimulus money, \$1.7 million in contractual salary and wage obligations, and \$1.5 million in increased educational costs, ranging from transportation to special education costs. A gap this size has been unprecedented. Through the past five months, the gap has been whittled away in three collaborative and significant ways. They are as follows:

1. \$2.72 million has been recommended to the school department from the Board of Selectmen and the Finance Committee. This is a significant amount of support, and it is clear that both the Board of Selectmen and the Finance Committee hold education as one their highest priorities. The School Committee thanks them for their support.
2. \$350,000 in Projected increases of Circuit Breaker

special education reimbursement, which the Senate's budget plans to fund at the maximum of 75%.

3. About \$2.5 million in cuts in the school program, which I will discuss in detail in a few minutes.

Even as late as this evening, this budget was in flux, and the School Committee had to resolve the last \$131,694 of the \$5.6 million budget gap. It was a serious quandary for this team; the Town had recommended to the School Department as much as it could but the School Committee was deeply reluctant to make any more cuts in personnel. \$131,694 is a little more than two teachers. Even the reduction of two more teachers would not be acceptable to any member on the team. However, as you know, Town Meeting, there are still factors in play that will not be fleshed out until after this meeting is adjourned tonight. There appears to be a combination of possibilities of some small increases in state funding which may break in the School Committee's favor, such as the reimbursement of the cost of transporting homeless students and the final estimates of the Circuit Breaker special education reimbursement fund. We are excruciatingly aware that these and other combination of possibilities may break against the district. However, with the knowledge we have at this moment, we decided to absorb the \$131,694 and voted tonight to reduce the School Department's budget request, with the clear directive to the superintendent that barring any unforeseen circumstances that there would not be any more cuts in teachers or support staff to get down to zero.

Therefore, the School Committee is asking you tonight for an appropriated budget of \$49,864,477 or a budget increase of 5.78% over FY2012. This is an extraordinarily tight budget, and I want to caution you, it may not be enough. There is a possibility that for the first time in recent memory that the School Committee may need to meet with the Finance Committee during the school year to ask for more funds. Obviously we will do what we can to avoid that option but the committee knows very well how fluid this budget is and how quickly unexpected costs can arise in a school district. We are on the razor's edge.

While at first glance you would think that a 5.78% increase

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Class actions

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empathy, with dignity, and with selflessness will always be considered to have class. It does not matter one bit where you live, or what school you attend, or what job you have when it comes to possessing class – but to have class it does matter that you treat others well no matter what their circumstances are. A classy person does not look down at those less successful or less fortunate, for when it comes to our shared humanity, as the great coach John Wooden said, “You are no better than anyone else and no one is better than you.” If you fail to treat others with dignity because you perceive them to be somehow less worthy than you, it diminishes you more than it does them.

I had the good fortune of learning to honor and respect all kinds of work from my dad. I recall a time, when I was not much older than you, when I visited him at the company where he worked, where he held a management position. He took me on a tour of the office building, introducing me to the various people with whom he worked. It affected me deeply that we not only visited his boss, the chief executive in his corner office suite, but also the custodian at his desk in the boiler room – and that my dad demonstrated the same genuine enthusiasm and respect for both regarding the role that each played in his success at work. I think it was then that I came to understand a line in *If*, that famous poem which will likely appear on at least one of the graduation cards you receive, when Kipling urged his son “...to walk with Kings - nor lose the common touch.”

I know that most of you have had the benefit of experiences that impart similar lessons, because of your class’s admirable commitment to community service. While I am proud of you for many reasons, I think it was your collective effort to give of yourselves to make a difference in others’ lives that has impressed me the most. I’m sure that you realize that the many ways in which you’ve contributed over 5,000 hours of your time for the benefit of others, which Mr. O’Connell cited at Commemoration, not only helped them but improved your own lives as well. As Emerson said, “One of the most beautiful compensations in life is that no person can help another without helping themselves.” Serving the needs of others is one of the best ways to show class, not when it is done merely to build your resume, or out of a sense of obligation or pity, or in a misguided, vain attempt to gain the admiration of others, but rather when it is done with the humble recognition that service is what binds us to each other and creates the community on which we all rely to live a good life.

So, Class of 2012, my final message to you is to urge you to remember that class isn’t about *who* you are, it is about *how* you are. You probably don’t remember, but when I spoke to you here four years ago at your eighth grade promotion ceremony, I included a quote from a song by Mary-Chapin Carpenter that says, “We’ve got two lives—one we’re given, and the other one we make.” I hope the life you choose to make beyond high school is one that is meaningful and satisfying. I know that no matter what you choose to do in the future, if you do it with class you will surely make many lives better, especially your own.

Shrewsbury School Journal

The non-profit Shrewsbury School Journal is published three times a year and reaches every household in the diverse and growing town of Shrewsbury. It is published by the central office of the Shrewsbury Public Schools with the help and expertise of many individuals. The mission of the Shrewsbury School Journal is to provide an accurate source of information about our school system and the town in which we live. We hope to foster a community of continuous learners.

Dr. Joseph M. Sawyer
Superintendent

Mary Beth Banios
Assistant Superintendent

Kimberlee Cantin
Project Coordinator/Designer

FAQ’s for the iPad initiative

MARY BETH BANIOS
ASSISTANT SUPERINTENDENT
JON GREEN
DIRECTOR OF TECHNOLOGY

Why are we proposing a Personal iPad Program for Sherwood Middle School?

Over the course of this school year, we have been implementing a 1:1 pilot of iPads with 53 grade 6 students on the 6 White Team at Sherwood Middle School. The results of this pilot have helped to inform the technology decisions that need to be made for the new Sherwood building, and have also provided useful guidance around how we can best proceed in attaining the district’s strategic goal of having all students in a 1:1 environment by 2016. The data that has been collected from this pilot clearly suggest that providing students with personal devices that they can take home has significant benefits by increasing both students’ and teachers’ level of **innovation, collaboration, motivation, and operating efficiency**. At this time, we are preparing to implement a 1:1 initiative at Sherwood next year, and a limited pilot program at Oak and SHS. This FAQ is intended to provide the community with information around next steps with our piloting programs and with the recommendations that have been proposed to School Committee around how we can move this initiative forward for all grade 5-12 students in a sustainable way.

How are we planning to sustain this initiative?

We are proposing a Personal Technology Fee to develop and sustain a 1:1 technology initiative in which each student in grades 5-12 has access to a dedicated, personal learning device inside and outside of school. Few districts in Massachusetts and around the country are able to sustain a 1:1 technology program solely with appropriated funds and Shrewsbury is no exception. Districts like ours that are committed to developing and sustaining a 1:1 program, but lack the funds to do so through the appropriated budget, are asking parents to either fund their students’ technology by providing them with something to bring to school (so-called Bring Your Own Device or BYOD), or by funding the student’s technology through a fee.

Is there financial aid for families who qualify for Free/Reduced lunch?

For families qualifying for reduced lunch the fee is reduced by 50% for a fee of \$82.50. For families qualifying for

free lunch, the fee is reduced by 75% for a fee of \$41.25.

How much is the Personal Technology Fee and why is it a good deal?

Parents that would like their students to participate in this program and give them the ability to use their personal learning device both in and out of school have two options; the annual \$165 Personal Technology Fee that includes exclusive use of a district-owned iPad, or purchase an iPad and pay the annual \$40 App and Management Fee.

- The Personal Technology Fee is an annual, \$165 fee for families that wish to take advantage of the district’s device program. It allows us to aggregate our purchasing power and leverage our not-for-profit status to deliver a complete package at a very reasonable cost, helping to cover the costs of purchasing the devices, cases, and apps and of operating the program. Because the fee is an annual payment it operates similar to a 0% financing agreement, allowing families to pay over the lifetime of the device. Due to our volume purchasing and tax exempt status, the value realized from the technology fee is higher than the retail cost. For example, a grade 5 student paying a \$165 technology fee for 4 years (\$660 total) provides use of the following: 16G WiFi iPad (\$499), case (\$25), \$40 of apps/year for a total of \$684. This represents a savings of \$24 and is not only less expensive than purchasing a new iPad for this program and paying the required, annual App and Management fee, it also alleviates the need for a large, up-front outlay.
- The App and Management fee is an annual, \$40 fee for families who already own a current iPad and decide to provide exclusive use of it to their student for this program. It covers the required apps and enrollment of the iPad in our Mobile Device Management system. It also provides up to \$50 worth of apps/year.
- Reduction of Needed School Supplies: No need to purchase a graphing calculator or certain other school supplies (e.g.: binders, paper, index cards). In an assessment of current school supply lists, we anticipate an annual savings of approximately \$80 per student.

Which version of the iPad will be distributed to students?

The iPad 3, Wifi, 16gb, with no cellular 3G. iOS 5 is installed on all of the iPads.

What if my student already has an iPad or I want to purchase one myself?

Families owning their own current model iPad will need to pay the \$40/year App and Management Fee. If you are purchasing the iPad yourself we have the following recommendations: We recommend WiFi-only iPads rather than 3G because they’re less expensive, do not require a data plan, and they’re not necessary; there is plenty of WiFi access on campus and in the community to meet our students’ needs.

We recommend purchasing a case for the iPad to protect it, preferably one that provides good protection to the corners of the iPad.

Why do we think that it is better for all students to use the same device than for students to “bring your own device” (BYOD)?

Traditional BYOD includes two independent concepts; 1) the student’s family pays for and owns the student’s personal learning device, and 2) the program is independent of the type, make, and model of the device resulting in a mix of devices in the classroom. We support the former and offer the App-only fee for families already owning or planning to own an iPad. While the latter model of having different device types, makes, and models can work, we believe that having a uniform, school and district-wide platform that can be fully utilized in the classroom offers better value and a better return.

- **Learning value:** We have been impressed with the educational opportunities that our students and teachers have been able to realize during our pilot and have seen first hand that when all students have the same device in a classroom, the learning value increases significantly.
- **Equity:** Differences in the capabilities and capacities of personal learning devices means differences in the educational opportunities and experiences available. By developing a program that provides a standard device at a more affordable cost with an annual payment and a sliding scale, we are working to increase the equity of these educational opportunities and experiences in our community.
- **Lowest Common Denominator:** Without a single, standard device or platform, the feature set accessible to teachers to create meaningful learning opportunities and experiences for their students becomes limited to what is

CONTINUED, see page 6

Service learning at SHS

DAWN VIGLIATURA
COMMUNITY SERVICE LEARNING
COORDINATOR

The students at Shrewsbury High School have volunteered at many different venues this year. Many have found volunteer opportunities on their own at area hospitals, their places of worship, the public library and many students have participated in various fundraising walks throughout the year. Last summer, the Floral Street Summer Enrichment program saw a large number of students volunteer hundreds of hours collectively helping the teachers with that program.

Throughout the year, as the Community Service Learning Coordinator, I have been contacted by many different community organizations and teachers from other schools in the district looking

for volunteers. Some of the community requests for volunteers came from The Burroughs YMCA, Shrewsbury Health and Racquet Club, The ReStore, The Shrewsbury Garden Club, The Metro West / Greater Worcester Habitat for Humanity office, The Spirit of Shrewsbury, and the Shrewsbury Relay for Life Committee. The Shrewsbury Social Club (formerly the Welcome Wagon) organized a bake sale in the fall and our students helped raise \$700 for the Worcester County Food Bank.

Other schools in our district have sought volunteers to help with MathCounts at Sherwood Middle School, Floral Goes Green, a road race called “Trot for the Memory” run by Mrs. Lizotte on Thanksgiving morning, and a recent India Festival at Spring Street School.

The grant that Mrs. Degon in the Physical Education Dept. received this year created opportunities for our students

also. They have helped with a Healthy Heart Jump-rope-a-thon for families at the high school, and a learn to dance night for families at Coolidge School. The two other recent events this month were a Hot Shot Basketball Competition at Sherwood and the Great SHARC R.A.C.E. for all our middle school students held at the Shrewsbury Health and Racquet Club.

A group of seniors organized and ran event called “An Evening for Andy.” This was fundraiser in memory of Andy Reese, a member of their class who died last year. This event raised \$3,400 for the non-profit organization called “Andy’s Attic.”

The total hours the students volunteer are totaled by grade and to date they are:

Class of 2012 - 5198
Class of 2013 - 1758
Class of 2014 - 1538
Class of 2015 - 181

Five centuries of service!

THOMAS M. KENNEDY
DIRECTOR OF HUMAN RESOURCES

Twenty-one staff members are nearing the end of their education careers after having served the children of Shrewsbury for a combined total of 518 years! This represents an average of 25 years of service to the Shrewsbury Public Schools. Each of these individuals will be recognized at an upcoming School Committee meeting for their commitment and dedication to the children of Shrewsbury. Listed below are the names, position, school, and years of service to Shrewsbury. The entire community wishes a happy and healthy retirement to all our retirees.

Susan Abril

18 years of service in education, all in Shrewsbury as an elementary classroom teacher at Coolidge School.



Alice Brennan

30 years of service in education, including 26 years in Shrewsbury as a kindergarten teacher at both Coolidge School and the Beal Early Childhood Center, as well as a curriculum specialist, instructional coach and principal at the Beal Early Childhood Center.



Norman Danielson

36 years of service in education, including 28 years as an English teacher and English department director at Shrewsbury High School.



Pamela Davis

16 years of teaching experience, including 13 years as a math and science teacher at Shrewsbury Middle School and a science teacher at Shrewsbury High School.



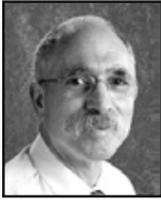
Judith DeFalco

38 years of service in nursing, including 29 years at Shrewsbury High School as a school nurse and the lead school nurse.



Marc Fine

31 years of service in education, including 24 years as a science teacher and a technology education teacher at Shrewsbury High School.



Mary Lou Ganas

37 years of service in education, including 33 years as an elementary classroom teacher at Coolidge School and Spring Street School.



Joanne Gielda

24 years of service in education, including 16 years as a Spanish teacher at Shrewsbury Middle School and Oak Middle School.



Annette Hanson

40 years of service in nursing, including 24 years as the school nurse at Walter J. Paton School.



Thomas Kennedy

24 years of service in education, including 12 years in Shrewsbury as the director of human resources.



Barbara Larson

25 years of teaching experience, including 15 years as an elementary classroom teacher at Spring Street School and a language arts/social studies teacher at Sherwood Middle School.



Linda Lepieszka

40 years of elementary classroom teaching experience, all in Shrewsbury, at the former North Shore and Ward schools, as well as at Spring Street School and Paton School.



Sharon Lorah

31 years of service in education, all in Shrewsbury, as a mathematics/computer teacher at Shrewsbury High School and as an elementary classroom teacher at Coolidge School and Paton School.



Linda Mongiat

37 years of service in education, including 35 years as a mathematics teacher at Shrewsbury High School.



Jane Roddy

25 years of service in education, all in Shrewsbury, as a visual arts teacher at the Beal Early Childhood Center, Floral Street School, Spring Street School, Oak Middle School, and Shrewsbury High School.



Joanne Rose

19 years of teaching experience, including 14 years as a mathematics teacher at Shrewsbury Middle School and Oak Middle School.



Paul Sinibaldi

40 years of service in education, including 25 years as a School Psychologist at Spring Street School, Beal Early Childhood Center, and Floral Street School.



Susan Steiner

37 years of service in education, including 29 years at Shrewsbury High School and Shrewsbury Middle School/Sherwood Middle School as a Technology Teacher.



Lynn Stevens

38 years of service in education, including 35 years as an English teacher at Shrewsbury High School.



Elizabeth Van Atten

36 years of service in education, including 29 years in Shrewsbury as an elementary classroom teacher at Beal School and Paton School and as a math and science teacher at Sherwood Middle School.



Joyce Teggart

36 years of service in education, including 17 years as a foreign language teacher at Shrewsbury High School and foreign language department director for the district.

Budget message

CONTINUED from page 1

would not mean a cut budget, that is by no means the reality. This budget required the committee to make significant and detrimental cuts to program and staff. These cuts are reflected on page six of your School Budget request book and are as follows:

- Reduction of 38.35 positions from the appropriated budget
- Shifting of 6.55 of those positions onto grant funding/revolving accounts – They will be in the program but not the budget
- Remaining reduction of 31.8 positions from the program

There is a high level of detail and complexity in the School Department budget, and the Central Office team and myself will be very happy to answer any questions you have, but the key message I want you to hear tonight is that this budget plan cuts 32 position out of the educational program: this means the loss of 16 classroom teachers, 12 support staff, and four administrators. The loss of these positions will significantly compromise the ability of the School Department to provide the standard of excellence to which this district aspires and which is expected by the community.

Fortunately, due to the careful planning and the innovation of the Central Office team, these 32 reductions will not exceed more than six actual layoffs occurring because of these budgetary constraints. The goal was to use attrition wherever possible. In addition to the regularly occurring retirements, the School Committee offered a \$20,000 retirement incentive to those qualified to retire. As you can see in your budget book, that was a successful program. Coupled with the increased kindergarten fee revenue, all these retirements in the district allowed talented teachers to continue working here next year. But let me be clear: while the human toll of job loss has been reduced, it does not change the fact that our schools will have 32 fewer individuals serving the needs of students next year.

You may be asking yourself what this means for students. Next year, in Shrewsbury's schools, the reduction of 32 positions means that in grades 4-8, there will be class sizes of 29 to 30. Beal and Paton Schools will share one principal, the middle schools will lose half of their curriculum leadership positions, and the Foreign Language Department will not have a director for most of the year. The High School will also sustain increased class sizes and a reduction in programming due to fewer core academic teachers, and fewer choices in art and possibly athletics. Right now there still remains a \$70,000 deficit in the athletic budget for next year. Increasing fees was considered, but was rejected due to the already significant burden placed upon families as we are already the highest fee district in the area.

The Committee relied heavily on its recently crafted strategic priorities to guide this budget process. Those priorities are to increase the value to the community, to engage and challenge all learners, to enhance learning through technology, and to promote health and wellness. It also relied on the mitigation efforts and strategies that have occurred in previous budget cycles. On page eight in your school budget request book, you can already see the number of reductions in teaching positions, administration and programming that have taken place over the past nine years; you will also note that most of these cuts have not been returned back to the program. This budget process has been a juggle, Town Meeting, not just of balancing the needs of the district with the economic constraints in which we live but also of balancing the short-term harm of 29/30 in a classroom with the long-term consequences of removing programming that would have little likelihood of return. It is an imperfect budget, there is no doubt, but it was crafted both with these clear priorities in mind and with the fiscal realities facing the town and state.

Let me take a quick moment to discuss the superintendent's compensation. Dr. Sawyer's salary is \$161,670. The School Committee negotiated with him on May 16th, and at that

Newsworthy art and artists

PAMELA LEBLANC
K-12 DIRECTOR OF VISUAL ARTS

Art All-State

This program hosted and co-sponsored by the Worcester Art Museum (WAM) and Massachusetts Art Education Association. The program allows high school juniors from across Massachusetts have an opportunity to meet their peers and professional artists from diverse disciplines to collaborate and work together in a studio setting.

Over 250 junior students are nominated and only 140 are selected to participate in the spring. This year, Shrewsbury was honored to have both nominated students be selected to participate. They are Alexandra Chan and Hanna Masek. Art

All-State took place on June 1st and 2nd. **"Memory Project"**

Members of National Art Honor Society completed fifteen portraits for children living in an orphanage Honduras. These portraits will be hand delivered to each child by Ben Shumaker, founder of the Memory Project. If you are interested in learning more about the Memory Project, please visit their web site at www.thememoryproject.org

"Recycle Runway"

In honor of Earth Day, St. Vincent's Hospital hosted a design contest for local high school and college students. The theme was "Go Green." Using recycled materials students were to show their creative side in the categories of Clothing, Accessories or Yard Ornaments. Six high school students submitted their art.

The juried show was displayed in the Atrium of St. Vincent's Hospital and winners were announced on April 20th. Congratulations to Sarah Feitelberg for being awarded First Place in the Clothing category and Devinne Zdravec for her First Place award in the Accessories category. Both students are currently enrolled in Ms. Butler's Ceramics and Sculpture II course.

Youth Art Month – Feb./March

Each year, the Worcester Art Museum hosts Youth Art Month, which is sponsored by the Massachusetts Art Education Association. K-12 art teachers select student artwork during the month of February to be exhibited during the month of March.

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News-worthy art

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The following students represented Shrewsbury Public Schools in this year's Youth Art Month exhibit at the Worcester Art Museum:

Grade 1:

- Morgan Rosiello, Coolidge – Ms. Gillis

Grade 2:

- Zoe Wolfus, Paton - Ms. DeAngelis

Grade 3:

- Kayla Daignault, Paton - Ms. DeAngelis
- Zoey Gia-An Araquel, Paton - Ms. DeAngelis
- Jordan Jarvi, Coolidge – Ms. Gillis
- Jarrod Palladino, Angelina Richard, Victoria Scott, Floral - Mr. Wilson

Grade 4:

- Jessica Peng, Sophia Peng, Ruhan Ponnada, Samantha Scott, Sophia Szal, Zackary Rubley, William Yankee, Group Project – Coolidge, Ms. Gillis

Grade 6:

- Alaina Bailey, Braeden Chan, Sohpie Geremia, Sherwood – Ms. Kunar

Grade 7:

- Cyrena Medbury, Ellie Winslow, Oak – Mr. Paquette

Grade 8:

- Rachel To, Oak – Mr. Paquette

Grade 9:

- Sierra Decatur – Ms. Roddy
- Hayley Greenough – Ms. Roddy
- Katty Nguyen – Ms. Roddy
- Emily Taylor – Mrs. Cobb
- Hilary Wong – Mrs. LeBlanc

Grade 10:

- Domitille Buricatu – Mrs. LeBlanc
- Julia Crutchfield – Mrs. Fox
- Lily Englund – Mrs. Fox
- Amanda Fonatine – Mrs. LeBlanc
- Ross Kerr – Mrs. Cobb
- Sai Shushruma – Mrs. Fox
- Hinal Vaghela – Mrs. LeBlanc

Grade 12:

- Nicholas Ceppi – Mrs. LeBlanc
- Madison McKinley, Anthony Qualey, Devinne Zadravec – Ms. Butler

“Therese M. Bacharz Award”

Westboro Gallery

The Westboro Gallery hosted their fourth annual juried student senior exhibition. Congratulations to Teagan Flint and Stephanie Kalinowski for being the recipients of the Therese M. Bacharz Award. Teagan and Stephanie were amongst of several senior art students from surrounding schools who submitted their works to be juried by artists at the Westboro Gallery. As a recipient of this award, both students had eight works exhibited in the Westboro Gallery from May 20th – June 3rd.



Pictured above are Stephanie Kalinowski and Teagan Flint - recipients of the Therese M. Bacharz Award.

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A double win for Robotics

KARINA NARAS

9TH GRADE STUDENT AND ROBOTICS TEAM 467 MEMBER



Our team trip to Washington DC can be summed up in two words: WE WON. For the first time in 10 years, First Robotics Competition team 467, the Shrewsbury Colonials, placed first in a regional competition. After six weeks of building, a week of packing, nine

“As the timer counted down, the crowd was on the edge of their seats as 467 pulled ahead and scored the last basket needed to pull us into second place.”

hours of travel, and three days in the stadium, our team's dreams came true.

On Tuesday night, the team packed up the workshop. The next morning, we loaded the robot, tools, and plenty of snacks into the underbelly of the bus and set off. After a very long and sleepy drive, the bus arrived in the nation's capital. The team donned our jerseys and spent Wednesday sightseeing. When we checked into the hotel Wednesday night, 34 pairs of feet dragged 34 very tired teenagers up the stairs where they promptly collapsed into beds. Wakeup call came bright and early the next morning, and we set off for the stadium.

The Walter E. Washington Convention Center is, quite possibly, one of the biggest buildings ever. It took almost 45 minutes to get the team and the gear from the bus to the floor set

aside for the competition. We got our pit area set up as quickly as possible. Inspection was passed without a hitch, and Artemis was ready for action.

Thursday's practice matches and Friday's qualifying matches flew by. Our scouting team worked hard to observe and record information about each of the 64 participating teams. By Saturday morning, we were heading into the last day of competition ranked as one of the top three teams.

Saturday morning brought our final two qualifying matches. We finished our last two qualifiers on Saturday, the last of which came down to a do-or-die moment. As the timer counted down, the crowd was on the edge of their seats as 467 pulled ahead and scored the last basket needed to pull us into second place. By noon, it was time for alliance selections and we were proud to send up our representative as captain of the second seeded alliance. We chose our alliance members, and went in to the final matches with the best all-around alliance we could have had.

Excitement built up steadily as we made it through the quarterfinals, and then the semifinals. We almost lost in the second round, but a technical issue

“By the time everyone had calmed down and the field had been cleared, the awards ceremony brought another surprise: Team 467 received an award for Outstanding Team Spirit.”

and field reset gave us another chance. By the first of the finals matches, all 55 Colonials were on their feet, cheering louder than any other team. When we finally won, our team went wild. We nearly broke the stands with out celebratory cheering, chaos, and group hugs. By the time everyone had calmed down and the field had

been cleared, the awards ceremony brought another surprise: Team 467 received an award for Outstanding Team Spirit. It was one of the proudest moments in team history.

“...it wasn't the robot that made our win possible; it was teamwork. It was the combined efforts of our team and our alliance partners that allowed us to make the day what it was.”

That Saturday was amazing, and none of us will ever forget it. But it wasn't the robot that made our win possible; it was teamwork. It was the combined efforts of our team and our alliance partners that allowed us to make the day what it was. We never could have done it without First Robotics Competition teams 357 and 2914, to whom we are eternally grateful. And it wasn't just the robot; our team, our coaches and students, our parents and mentors, made it possible for us to do what we did in DC. Their dedication, support, and countless hours in the workshop came together and landed us with a trophy. And it wasn't the crazy hair, face paint, and team pins that got us the team spirit award. It was our family-like atmosphere and close friendships that showed the judges what kind of team we are.

Every single member of team 467 should be incredibly proud of what they did. Our talented drive team, amazing scouting team, inspirational mentors, and spirited kids are entirely responsible for our win. Next year we will be using our ticket to the national competition to attend the St. Louis competition, and maybe we can pull off a national win. But for now, we are all thrilled to have had the season we had and to have accomplished what we did. Our team is amazing, and we have a winning banner to prove it!

Floral Street School “Goes Green”

KARA FRANKIAN

FIRST GRADE TEACHER

On Friday, May 18th, Floral Street School held their annual celebration of the environment, Floral Goes Green.

Throughout the school day students participated in a wide range of interactive displays, all grounded in the theme of conservation and in the goal of promoting environmental literacy. New this year, an evening event from 5:00 – 7:00pm was held for families to come check out the exhibits for themselves. From biodiversity to issues of sustainability, there was quite a lot to think about and to do. The nature trail was open and periodic guided tours were available.

Thursday evening, before the event, a team of parents, students and teachers worked

together to transform the front of the school building so that when students walked in on Friday morning, they were greeted by something dramatically different. The students researched and presented information for their peers to read, and then had the opportunity to read what others had found out about topics like hydro fracking, the Pacific

Trash Gyre, life cycles, endangered species and Community Sponsored Agriculture. Hands on experiments were set up for students to explore the power of solar oven cooking as well as gain some understanding of the albedo effect.

This event is a perfect fit with the district goals because it truly encompasses 21st century skills. It is a chance for students to learn what they need to know through a series of open-ended investigations in order to build understandings that will enable them to make well-informed decisions about their own health and wellness.

Carbon Offset
A way of decreasing the impact of the greenhouse gases you create. An offset can be created by an action, such as planting a tree.

DID YOU KNOW?
THERE ARE LOTS OF WAYS YOU CAN HELP TO CONSERVE THE LIMITED SUPPLY OF WATER THAT WE HAVE ON THE PLANET. CHECK OUT THESE TIPS!

WATER CONSERVATION

Post-Consumer Content
Refers to the part of product, container, or type of packaging that comes from sources that have been recycled or recovered after consumers have used them.

5/10/12
Erin Bodyh
Floral Goes Green

I think Floral goes Green is important because all of these amible kids and teachers come together to save are environment. Classes in every grade are assigned to do something that shows what of how we should save the planet. When you walk around the school during Floral goes green you can get a better understanding for ideas of how you should save the environment. Everyone should help the environment, that's what Floral goes green is all about!

Pictured at left clockwise from the top are: a “Learn the Lingo” poster on “Carbon Offset”, a “Water Conservation” display of student writing and information on the school hall wall, a “Learn the Lingo” poster on “Post-Consumer Content” and a portion of a student writing piece on “Floral Goes Green” by fourth grade student Erin Bodyh.

Career Day: a hands-on experience

SUE DiLEO
GRADE 7
GUIDANCE/ADJUSTMENT COUNSELOR

KRISTEN MINIO
GRADE 8
GUIDANCE/ADJUSTMENT COUNSELOR

On April 6, 2012, the Guidance Staff of Oak Middle School partnered with teachers and local business leaders to sponsor Career Workshop Day for all seventh and eighth grade students. These hands-on workshops provided students with an opportunity to explore areas of interest to them as well as careers associated with their area of interest. All Oak Middle School staff participated in Career Workshop Day, with some staff members choosing to create a workshop based on an area of interest to them while other staff members hosted parents, family members, friends, or local business leaders.

Over forty professionals from the community came to present on a variety of career topics including automotive, cosmetology, engineering, veterinary medicine, health care,

sports management, law enforcement, orthodontics, surgery, fitness, physical therapy and rehabilitation services, television and media production, computer programming, video game designing, and many others.

Oak staff presented workshops that included titles such as: "Say Yes to the Dress" (event planning), "Cupcake Wars" (culinary arts), "CSI" (law enforcement), "The Sports Network" (coaching and officiating), and "Little Colonials" (education), among others. Off site workshops included trips to the Senior Center, the Fire Station, and Britton's Funeral Home.

Career Workshop Day was made possible by the generous donations of Shrewsbury



Pictured above is Surgical resident Lily Maguire instructing students on suture technique during a surgery workshop.



Pictured above are Street Signs that pave the way for students to find their workshop locations during "Career Workshop Day." The workshop Street Signs were created by Jiyeon Lim, a student on 8 Blue.

Federal Credit Union, Britton's Funeral Home, Central One Credit Union, Webster Five Cents Savings Bank, Wagner BMW, Cerrone Public Accountants, and RMB Consulting.

We are very grateful for the tremendous support of the professionals who gave of their time, talent and treasures and to the staff who provided a great experience for our students.



Photo Credit: All photos taken by Alex Lucchese, SHS Grade 12, ACE Intern Mr. Fisher, parent of 8 White student Doug Fisher (pictured), brought a tow truck and two police cruisers as part of his automotive demonstration during his workshop titled, "Overhauledin".

Chalkboards of the future are here

KACIE HOLTON
SECOND GRADE TEACHER
KELLY FINNERAN
FOURTH GRADE TEACHER

Gone are the days of chalk and clapping erasers! For the past year and half we have been teaching using a new tool - interactive whiteboard (IWB). An interactive whiteboard is a large display that connects to a computer and a projector. What makes whiteboards

surface, where users control the computer with a stylus.

IWBs are used while teaching all subjects throughout the day. In our elementary classrooms this has changed both teaching and learning. A typical math lesson might have a screen full of coins. Students are able to drag, clone, and display their thinking to solve problems. Teachers are able to create lessons that enrich and remediate all curriculum using the interactive software.

This has been especially helpful in math. Students are able to show and explain their thinking to others in ways that before IWBs would have been impossible.

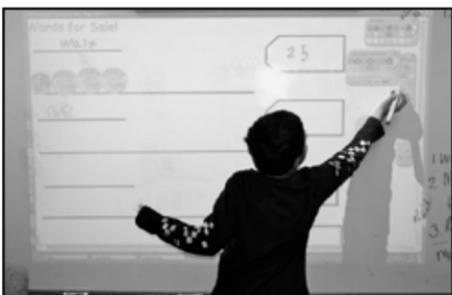
Maps have come alive in social studies. Students are highlighting and labeling landforms within the regions they are studying. They are annotating scientific articles and interacting with live bats! Teachers are able to assess students' knowledge both formally and informally using this interactive tool. Every book becomes a "big book" in the eyes of the students. Pieces of literature are easily



Pictured above is third grader Julia Rider facilitating a small group of readers using Interactive Whiteboard technology and web 2.0 tools.

projected to the screen for all students to see. Students are able to independently use the board to run book discussion groups and sharing their thinking about books in new ways.

Instant feedback is a pure motivator for our learners. Along with the IWB we also have a document cameras that allows students to instantly display their writing. In seconds students can display their work as well as share and critique others' work. The document camera is a tool where we can place picture books, articles,



Pictured above is third grader Sammy Hayes, sharing his problem solving strategies in math with his classmates.

interactive? Students use the stylus (electronic pen) to manipulate images that are projected on the screen. The projector projects the computer's desktop onto the board's

Great deeds

AMY CLOUTER
CALVIN J. COOLIDGE SCHOOL PRINCIPAL

In my humble opinion, Coolidge students are great for lots of reasons, and community service is just one of them. This year, our first graders wrote valentines to veterans. Our oldest students were active in two school-based initiatives to support good causes as well. In the fall, fourth grade Student Council members coordinated the donation and delivery of hundreds of pounds of food to St. Anne's. Most recently, students stayed after school to make and sell lollipops as a fund raiser for Coolidge's Relay for Life team, an event that raises money for cancer research. Further, this year our fourth graders launched two data collection efforts to raise awareness in the school community around two building-based goals: supporting Time for Kids campaign and eating fruits and vegetables. As part of the data initiative, students created different types

**Martin Luther King, Jr. once said,
"Anybody can be great, because anyone can serve."**

of graphs in the main hall, incorporating features like keys and symbols to share information with each grade level in real time and to facilitate MCAS review.

Individual students from all levels have worked hard to support their favorite charitable organizations as well. To do this, children presented at All School Meeting and invited peers to contribute. For example, one child launched a drive to collect pet food and supplies. Other students raised funds for the Water Project, an initiative to bring clean water to people in need. No matter the cause, organizing to support someone else has helped all of our students to realize the district values of lifelong learning, citizenship, and caring.

Lastly, I am particularly proud to note that the experience of giving seems to stay with Coolidge students over time. For example, this past summer, a former Coolidge student leveled books and created a database of titles for staff use. Our fourth graders in the Linking Learners program are benefitting from the volunteer hours logged by former Coolidge students who are now at Shrewsbury High. Finally, this summer a former Coolidge student will help paint our cafeteria. As a school, we are fortunate to have such a legacy. How nice for all of us to know that our young people expect to pitch in, and that they enjoy helping others in need.

Newsorthy art

CONTINUED from page 4

Elementary and Middle School Art Festival

Art teachers and their students celebrated this year's Art Festival held on Saturday, May 5th at the Shrewsbury Senior Center. Over 400 pieces of artwork from students in grades K-8 were on exhibit throughout the senior center.

Shrewsbury High School Art Festival

Shrewsbury High School held their Annual Art Festival on Thursday, May 17th. Reception and viewing of artwork was from 6-7pm with an awards ceremony at 7pm in the Anthony J. Bent Presentation room. Shrewsbury High School was brightened with hundreds of pieces of artwork from art students throughout the year. In addition, senior art students had individual art exhibits.

Spring Street School India Festival

A celebration of India culture was held on May 19 at Spring Street School. The festival included artwork, crafts, dance, sports, games and more. All students at Spring Street had a part in preparing works for the festival - special thanks to Mrs. Sally Lividini, Mrs. Barbara Luby and the 4th graders for their additional efforts in planning for the festival. This festival was grant funded on behalf of a Target grant. The grant was written by both Mrs. Sally Lividini and Mrs. Barbara Luby.

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CONTINUED, see page 6

iPad FAQ's

CONTINUED from page 2

commonly available across all devices. This greatly diminishes the educational value of the program and the financial return on the device. Our pilot has shown us that being able to access browser-based services and local device apps greatly increases the available opportunities and value.

- **Curriculum Materials:** Distributing, installing, and maintaining district purchased software and textbook titles becomes more complicated and limits options.
- **IT Complexity and Support:** An environment with many different device types greatly increases the demands on technical support (expertise, time, knowledge base, etc.) or requires families to support the devices themselves.

Why are we starting our 1:1 program with iPads?

We have been working with iPads for over a year and during that time the iPad has consistently demonstrated ease of use, flexibility, and creative potential. We believe that the value to price ratio of the educational experiences and opportunities they provide are unmatched. They are no longer just media consumption devices having evolved to support media creation. We expect their evolution and expansion to continue and with it an expansion of the learning opportunities and experiences that they provide.

Specifically, iPads have the following characteristics that make them ideal in a classroom setting:

- Less expensive than a laptop
- Long battery life
- Small desk footprint
- Light and portable
- Instant readiness
- Engaging
- Sense of ownership of a personal device

that can be customized, personalized, and managed

- Mobile paradigm affords anywhere/anytime access to learning opportunities
- Intuitive Interface

While we believe the iPad is the best choice at the moment, the technology industry continues to change and advance at a remarkable rate. We will continuously monitor this market and if we find a better device, we will have the capacity to adopt an alternative.

Where in school can it be used? Or not used?

The faculty will clearly articulate where and when the iPad can be used, and where it is off limits. Areas like the gym, locker room, cafeteria, etc. will be "No-iPad" areas.

What about online safety and exposure to inappropriate content?

As parents, teachers, school staff, and administrators we're all rightfully concerned about student safety including online or cyber safety. Just as we teach our kids to safely cross the street, use the playground, and bike to their friend's house, we'll need to teach them to use technology and the internet in a safe and responsible manner. The first step in doing so is to educate ourselves about the nature and severity of the risks, the likelihood and consequences of the risks, and the benefits and costs associated with the risks. With a clear understanding of these we can work together to develop strategies for mitigating risks while teaching independence. Inappropriate content will always be a challenge. At school all Internet access through our wireless network infrastructure (WiFi) is filtered for inappropriate content. For off campus use, parents may opt to have their child use a child appropriate browser such as Mobicip Safe Browser which provides content filtering. Additionally we can set the iPad to only allow age-appropriate media for Music & Podcasts, Movies, TV Shows, Apps, and In-App purchases.

For more information go to: <http://tinyurl.com/spsipad>

A work in progress

JANE O. LIZOTTE
SHERWOOD MIDDLE SCHOOL
PRINCIPAL
HEATHER GABLASKI AND
MICHELLE MELICK
SHERWOOD MIDDLE SCHOOL
ASSISTANT PRINCIPALS

Sherwood Middle School Building Project – An update

*"Coming together is a beginning.
Keeping together is progress.
Working together is success."
~ Henry Ford ~*

The new Sherwood Middle School building project continues to progress in a positive and productive way, thanks to the efforts of many people. The Sherwood Middle School Building Committee consisting of parents, town and school administrators, as well as a representative from the Shrewsbury School Committee, has worked diligently over the past few years with the building architects,

consultants, and supervisors at Gilbane Building Company to ensure that the project is going well. The communication between all parties has been exceptional.

As of mid May, the learning spaces are now recognizable as classrooms, office spaces, specialist areas (art, media, music, technology, physical education...) and workrooms. The wallboard is up throughout the building and the walls are freshly painted. Beautifully colored tiles identify each of the classroom neighborhoods and workspaces. Plumbing has been installed in the restrooms and classrooms. Each classroom has a sink, ample storage space, whiteboards, interactive whiteboards, and sufficient lighting. The windows in each of the classroom spaces have screens and are able to open and close with ease.

The building's design is warm and welcoming with several large, community spaces that are filled with natural light and ample space for group work. In each of the classroom neighborhoods, there is a common

area where teachers and students can work on curriculum - related projects and be uninterrupted by traffic flow. Though each of these spaces consists of one large window area, shades will provide an appropriate buffer to block unwanted sunlight when projectors are in use.

The layout of the building is conducive to community events and we look forward to sharing this wonderful space with the entire Shrewsbury community. The gymnasium, stage, cafeteria, and media spaces will provide groups with several opportunities to gather. We welcome citizens to visit our new school in the coming months!

Making the Move Committee

Sherwood Middle School faculty members, under the direction of Ms. Michelle Melick, grade 5 Assistant Principal, have formed the *Making the Move Committee* to begin to plan for the upcoming move to the new Sherwood Middle School. During the first meeting, the group brainstormed questions about which faculty members have inquired regarding the new Sherwood building. As a group, we organized the questions into three categories: pre-move, move and post move. Our first pre-move task included developing a survey to gather more information from the faculty in regards to the organization of teaching teams at the new Sherwood Middle School. The committee is in the process of analyzing the survey results and will discuss the findings at our next meeting. We will then share with the faculty at an upcoming staff meeting. For more information regarding the work of the committee, please contact Ms. Michelle Melick, grade 5 Assistant Principal, at mmelick@shrewsbury.k12.ma.us.



Pictured above is an interior shot of what will be a classroom space at the new Sherwood Middle School as of May 2012.



Pictured above is an exterior shot of the front of the new Sherwood Middle School as of May 2012.

Check out this Show Me!

Heather Gablaski, Grade 6 Assistant Principal, organized a *Show Me* for the faculty to view portions of the building using an iPad. Feel free to view some of the building plans by using the following link.

<http://tinyurl.com/SMSShowMe>

Future chalkboards

CONTINUED from page 5

literature, and more for all to see. Imagine dissecting an owl pellet while observing on a big screen. This brings new meaning for a published piece of work or science experiment.

Not only have the IWBs changed learning for students, it also has changed the way teachers plan and deliver content including how they collaborate. Each elementary building within the district have been working with the IWB this year. IWB teams have been meeting on a

regular basis to streamline and plan curriculum lessons as well as share ideas on how to facilitate lessons and bring learning alive. It has created a rare opportunity for teachers across district to get together. This is truly the epitome of professional development as teachers seek each other out to better their practice, share ideas and strategies, and problem solve.

What!? Teaching has changed again? Throughout our years of teaching rarely have we been excited

as we are about this huge change. Our students are technology natives and we, (the teachers), as immigrants to the technology world, are always trying to speak their language. This tool has allowed us to reach all students collectively. We often find ourselves reflecting upon past lessons and think "How can I do this differently now that I have the IWB?" This tool has added a new spark!

The benefits of a healthy “start”

BETH MCCOLLUM
COORDINATOR
OF VOLUNTEER SERVICES

The month of April got off to a healthy start for participants in the fifth annual Shrewsbury Road Scholars 5k/Fun Run, held Sunday, April 1, at 12:00 noon. Over 400 bibs were issued



The photo above features Presenting Sponsor Fallon Community Health Plan's Kathy Fournier, Account Manager, speaking at the race.

to runners and walkers who came out to support this community event that raises much-needed revenue for Shrewsbury Public Schools.

In its first five years, the Shrewsbury Road Scholars 5k/Fun Run has raised nearly \$50,000 for our schools. This would not have been possible without the support of local businesses

that graciously agreed to sponsor the event. Presenting Sponsors (\$1000 – please see accompanying photos) for 2012 were Avidia Bank, Dunkin' Donuts of Shrewsbury, Fallon Community Health Plan, and SHARC – Shrewsbury Health & Racquet Club. Supporting Sponsors (\$500

were The Law Offices of Joseph J. Cariglia, Darryl Henry Arborist and Landscape Contractor, National Facility Services, Inc., Patel Brothers, and Price Chopper. Food, beverages, and bibs were also donated to the event, and a complete list of sponsors can be found on the race website: shrewsburyroadscholars.org.

Planning committee members began meeting in December 2011 to prepare for the event. On race day, volunteers were recruited to safeguard the routes, register runners, and distribute t-shirts, medals, and food. A total of 424 bibs were issued, and 272 participants were timed in the 5k. Revenue from this year's race is estimated at \$9600, and will go to the Citizens for Education Fund (CEF) to



The photo above for Presenting Sponsor Dunkin' Donuts of Shrewsbury is at the 34-36 Maple Avenue store and includes L - R: Kym Nieves, Khaled Mohamed, Jairo Dos-santos, Jacqueline Demelo and Andrew Cadette.



Pictured above is Presenting Sponsor Avidia Bank's AVP/Market Manager Ms. Patricia Maher-Harrington.

The photo at left features Presenting Sponsor SHARC. Back row from L-R: Sheila Meucci, Group Exercise Director; Darline Yatim, SHARC Owner; Beth Farrell, Member Services Team Member; Joy Restucci, Commit to Get Fit Administrator and



Matt Pearson, Aquatics Director. Front row L-R: Jad and Maya Yatim and Stephanie Muzzy, Human Resources Director.

purchase books and materials, and to support innovative programs and activities in Shrewsbury Public Schools.

Budget message

CONTINUED from page 3

time he requested a total compensation freeze and an extension of his contract by one year. He also asked that the School Committee form a subcommittee that would study and inform the team of potential adjustments in FY2014 to his salary and benefits based on his performance and value to the district, the market conditions, and the cost of living. The committee agreed to his proposal and voted unanimously to approve it. Dr. Sawyer has proven his worth and value many times over in the past three years. He is a highly effective and talented superintendent who has navigated this district through very turbulent waters, and who, in the opinion of the School Committee, definitely deserves a raise. By taking a 0% increase next year, in his four contracts with the School Committee, Dr. Sawyer has received an average yearly increase of half of one percent.

So where does all this information leave us, Town Meeting members? In a rather precarious position. As the chairperson of a committee deeply committed to the education of students, I am here tonight to caution you about the long-term consequences of these reductions. Educational research and educator experience have informed us that 30 students in a class is not optimal for any type of learner. Teachers, confined by the sheer number of minutes in a day, will not be able to intervene as effectively and as quickly as they are accustomed; some students will be challenged to access the curriculum due to the constraints of the classroom and may increase demand for special education services; and certainly students from grades 4-12 will have fewer opportunities available to them to which previous years' students had access. I want the message to be extremely clear: as a well-informed and deeply engaged School Committee, this team does not believe that the district will be able to sustain these cuts without substantially altering the district's ability to fulfill its mission, and without heading the district towards mediocrity instead of excellence.

It is a sobering and grave situation. However, while the School Committee is made up of realists, we are also optimists as well. Our focus, starting tomorrow, will be on recovery, on returning critical positions back to the budget beginning in the next fiscal year. That is our goal and our intention. Clearly we all know in this room that educating our youngest citizens is expensive; you've seen the numbers tonight. However, we must remember the value that an excellent school system brings to a community, and Shrewsbury provides outstanding value to its taxpayers. You know of the awards won by talented students in academic competitions, and the commendations our schools receive for top test scores. You watch agile athletes on high school fields and listen to them perform in music and drama productions. You know that Shrewsbury's per pupil expenditure is in the bottom 10% of the state and that the average of our last three years' budget increases have been less than 1%. And you know how the quality of a school system reflects well on your property values. However you participate and are invested in this town, there is no denying the financial and social benefits of an exceptional school system to your quality of life here in Shrewsbury.

If it is the will of the community of Shrewsbury, then this moment in time will be temporary, and the consequences will only be short-term and not permanent. Franklin D. Roosevelt stated in a similar time of economic difficulty: "We cannot always build the future for our youth, but we can build our youth for the future." This budget in front of you is not ideal, there are serious and limiting constraints within it; however we know that all parties, from the people in this room tonight to the educators and support staff on the front lines, will all be working together to the best of their ability to provide next year's students with an appropriate and responsible education that will do its best to prepare them for their future. We appreciate your continued support of education, and the continued support of the Board of Selectmen and Finance Committee, and we look forward to working together in collaborative and respectful way with all of Shrewsbury's citizens to resolve this financial crisis and to begin our return to a more promising future. Thank you.

Little community helpers

KERRIANN KIMBALL
PARKER ROAD PRESCHOOL TEACHER

Students in Mrs. Kimball's Pre-K class at Parker Road Preschool have been learning about Community Helpers. During their study, the children's interests were piqued when photos,



Pictured above are Mark Benyamin, Jason Malo, Reese Marcello and Isabelle Cleverly enjoying a shelter worker's very friendly dog named Shelly.

stories or discussions involved the role of animals in the community including K-9 officers, fire dogs, rescue dogs, therapy animals, and guide dogs. The children were excited to learn about the reciprocal relationship between humans and animals in a community, and could relate specifically to the role of pets in their own lives. The class learned about how pets help people feel happy and relaxed, while the pet owners have a responsibility in turn to take care of the pet: to provide food, clean shelter, opportunity for exercise and consistent medical care.

The children were thrilled to find an animal shelter set up in their classroom with barking pretend dogs and meowing cats. To introduce this new dramatic play area, Mrs. Kimball asked the children what happens when pets get lost or when owners are no longer able to care for their pets? Where do they go and who takes care of those animals? In this area, the children role play caring for the animals; walking them, brushing and bathing them, feeding them, providing medical care, and describing lost pets to "shelter workers" who look to see if the pet who matches the description is at the shelter and can be reunited with their owner. The children deeply enjoyed this role-playing as well as many other activities about pets.

Deb Cushman, Parker Road School Psychologist, and parent of a student in Mrs. Kimball's class reached out to the Worcester Animal Shelter (WARL) to see if it would be possible to arrange a tour.

In preparation of the visit to the shelter, Mrs. Marcello, speech pathologist for the class, helped the children make homemade biscuits for the animals.

The children also previewed the WARL website to see the animals at the shelter and read the wish list of needed items. Mrs. Kimball explained that the shelter is run completely by donations, and if it weren't for donations from the community, the animal shelter would not be able to provide care and food for the animals as they

await adoption. The children brought in their own donations for the shelter and were very excited to give what they could to the animals in the shelter.

The visit to the shelter was after school and accompanied by parents. The children were thrilled to participate in a guided tour and got to visit cats, dogs and even bunnies at the shelter. They were able to see where the animals are bathed and fed and exercised, and marveled at the humongous laundry pile of blankets and towels! The highlight though was being able to feed the homemade biscuits to Shelly, one of the shelter worker's dogs who was very friendly and gave lots of happy kisses to thank the children and made the children giggle and smile...another wonderful example of animals and people helping one another.



Pictured above are Seth Cushman, Kevin Tharakan, Isabelle Cleverly, Harris Yang, Harrison Miles, Jason Malo, Abby Cushman, Mark Benyamin and Reese Marcello proudly pose with their donations to the Worcester Animal Rescue League.

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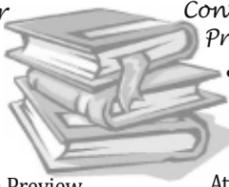
Shrewsbury Literacy Center

Fun Summer Programs

- Reading/ Writing Workshop
June 25-28
- Kindergarten Preview
July -23-26th
- Summer Enrichment
August 6-9
- Fun With Plays
August 13-14

Convenient Private Tutoring

- Reading/ Writing/Study Skills
- Personalized Attention
- Fun Approach to Learning
- Academic Confidence
- Grades K-6
- Schedule hourly sessions



Instruction by certified teachers with experience in the Shrewsbury Public Schools Title 1 Program.
MaryPat Calderwood Marcia Leonard

Shrewsbury Literacy Center
19 Maple Avenue
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For information and registration, visit:
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