

J Shrewsbury School Journal



Serving a community that empowers learners

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Superintendent's Corner

Our investment is making a difference

DR. JOSEPH M. SAWYER
SUPERINTENDENT

We are a little more than two months into the new school year, and I am pleased to report to the community that the significant additional investment we

“I am pleased to report to the community that the significant additional investment we have made in our schools is already paying off in many ways.”

have made in our schools is already paying off in many ways.

When I visit classrooms, the contrast to recent years is stark now that they contain many fewer students than before, sometimes by as much as one third. The physical space is not nearly

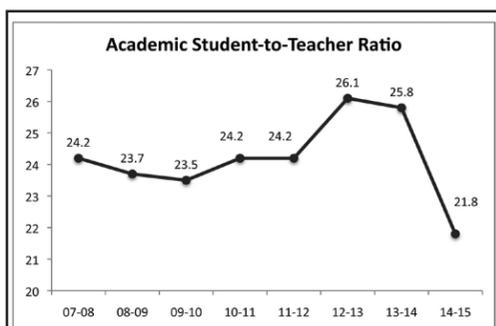
CONTINUED, see page 2

inside • pages 2, 3 & 4

New hires, focus on elementary and middle level math, and enrollment and class size information

inside • pages 5, 6 & 7

Visual arts with “value”, professional status, food service information and Superintendent's Awards



Pictured above is a graph showing a comparison of student-teacher ratio at Shrewsbury High School. See story on page 4.

“When you show deep empathy toward others, their defensive energy goes down, and positive energy replaces it. That’s when you can get more creative in solving problems.”

~ Stephen Covey ~



Pictured above are Ms. Carol Virzi, 5th grade teacher at Sherwood Middle School and 7th grade students Haleema Siddiqui and Andrew Tevekelian holding an original piece of art created by Pam Haynes from the Artist Guild of Shrewsbury. For a full explanation of this project that connected Sherwood students and artists in the community, please see story on page 6.

Community values

DR. B. DALE MAGEE
SCHOOL COMMITTEE CHAIR

People still move to Shrewsbury because of the schools. This says a lot about us as a community. It says that we value education and we feel that every family that moves here can expect a system that sees their child as an important part of who we are, and that we want them to achieve at their potential.

But when we talk about “schools” what we really are talking about is educators- those professionals who have committed themselves to recognizing the potential in every child and helping them to believe in themselves, to learn as much as they can and to dream of the better life that all parents want

for them. This is what the teachers and aides do every day and this is what makes Shrewsbury a great school system. Ask any successful person about why they have succeeded and they will name at least one teacher.

Good schools attract families that not only value education, but that will, in ways too numerous to count, make this a better community. Good education is the means by which children move towards an adulthood that is more secure, that brings the satisfaction of fulfilling work, and that is healthier. All of this translates to communities that are more prosperous, safer and cost less to govern. Investments in schools yield savings in other areas of our government.

The recent Proposition 2 ½ Override has enabled the district to address

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Superintendent's Corner

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as strained, allowing for teachers to arrange students flexibly and creating a more calm and focused atmosphere by simply having fewer bodies and voices competing for space and attention -- and as a result fewer distractions.

When asked how this year is different, teachers cite having more time to work with individuals and small groups of students as a major improvement. Teachers have had the opportunity to get to know their students more quickly, build strong relationships, and understand individual needs. This not only helps educators better target and tailor their instruction, it also creates more positive classrooms and schools where students are motivated and focused on learning. It is well understood that ensuring strong, positive connections between students and adults in school communities is a critical factor in having safe schools.

Having more time and fewer students greatly benefits the quality of teaching and learning. Feedback is more immediate and robust; teachers have more time to plan in order to craft engaging lessons; and teachers have more time to engage in the kinds of professional collaboration with their peers that results in innovative practices, which has been a hallmark in Shrewsbury for decades. Having smaller numbers of students in a class allows the teacher to provide instructional experiences that are not possible or effective with very large class sizes, such as hands-on science experiments, simulations, and focused small group rotations.

Smaller class sizes and caseloads are having the secondary benefit of freeing teachers to provide extra opportunities for students. Rather than triaging only the most pressing student issues and being swamped by the demands of core responsibilities such as grading for excessive numbers of students, teachers now have more time to assist students who need extra help and to participate in other elements

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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

Thank you, Shrewsbury — welcome to our new hires!

BARBARA A. MALONE
DIRECTOR OF HUMAN RESOURCES

Shrewsbury Public Schools has successfully completed the hiring process to fill key positions created by the “yes” override vote in June. Thanks to the generosity of the community we were able to fill 61.5 professional positions created by the override, as well as vacancies created by retirements and resignations, maternity leaves, and a very small number of non-renewals for performance reasons. 110 professional searches in all were conducted by the first day of school; 97 of these searches resulted in full year appointments. The other 13 were for less than a full year long-term substitute appointments. Since school opened we have appointed three additional professional positions, including a new Director of Extended Learning. Several of these appointments were promotions for existing Shrewsbury educators who accepted new roles and responsibilities within the district.

Finding top caliber educators for Shrewsbury Public Schools was truly a collaborative effort, one that in one way or another involved nearly 200 professional educators, either to lead a search, participate in a search committee, serve as a mentor, or in some other way provide support to the search and selection process. Staff members in the Central Office created new processes and procedures, including providing online payroll paper-

work and streamlined group orientation sessions, to help efficiently onboard our new staff.

We received 5,287 total applications for our professional level positions. Selection committees, principals, assistant principals and directors reviewed these application packets. Some applicants were selected for telephone screening, promising candidates were invited to participate in face-to-face interviews, and finalists were invited to teach demonstration lessons. Reference checking was conducted when determining the single finalist to be forwarded to the superintendent for appointment. Many parents and students were participants on selection committees, which we appreciated, particularly for searches that convened during summer vacation. Ultimately, fewer than 2.1% of individuals who applied for professional level educator positions ultimately were appointed to a position with us, and we are very pleased with the quality of those hired.

Our new professional staff attended a two-day orientation program on August 21 and August 22, with each staff receiving an assigned mentor for the school year to prepare and support them in their new role for Shrewsbury Public Schools. They are also attending a district-developed course, titled “Strategies for Effective Teaching,” that will further prepare and support them to teach in Shrewsbury. Besides the staff listed below, many other positions have

also been filled, including paraprofessionals, day-to-day substitute teachers, and long term substitute teachers.

Thank you to all who made the hiring of these new educators possible!

New hires at the district level:



Cecelia Wirzbicki
Director of Business Services,
B.A. Psychology, Assumption
College



Debra Garcia
Director of Physical Education,
Health, and Family Consumer
Science, PreK-12, B.S. Health
and Physical Education, Virginia
Commonwealth University;
M. Ed. Education, University
of Dayton

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Fundraising at SPS has a new name

MICHELLE BISCOTTI &
KATHLEEN KEOHANE
CO-COORDINATORS FOR DEVELOPMENT AND VOLUNTEER SERVICES



As the two new “Coordinators of Development” for Shrewsbury Public Schools, we are excited to take the district’s fund raising efforts into new directions. To expand

our current sources of funding, we are looking at individual donations, grants, corporate funding and community partnerships with local businesses, as additional sources of revenue for our schools.

The Colonial Fund, announced last year, is one such source of revenue for the schools. Superintendent Joe Sawyer created the Colonial Fund, to help with the financial challenges the district was facing. The \$17,000 received through the Colonial Fund last year was used to support technology initiatives in our

schools, including the installation of interactive whiteboard technology in our elementary schools and improving the WiFi network at Shrewsbury High School.

This fall, we will expand the scope of the Colonial Fund to include additional needs beyond technology and which are not currently covered by the school budget. The Colonial Fund is an opportunity for anyone who values the quality of education in Shrewsbury, whether they are parents, alumni, busi-

CONTINUED, see page 4

Focus on math - elementary grades

SUSAN CONLEY, REBECCA DUMPHY, SHELLEY HOEY, GINA MARIE KELLY, LISA PAPA ZIAN & DONNA RICE
ELEMENTARY INSTRUCTIONAL COACHES/
CURRICULUM COORDINATORS

Lily plants 80 seeds in her garden.

Half of them are carrots.

The rest are pumpkins and radishes.

There are 6 more pumpkin seeds than radish seeds.

a. How many radish seeds are there?

b. How many carrot and radish seeds does Lily plant?

(Grade 4)

When you walk by a fourth grade classroom, there is a shift in math instruction that is noticeably exciting and engaging! Some students are sitting on the carpet with tools such as base 10 blocks working through a problem in pairs. There is a buzz in the classroom as students collaborate and think through the problem together. Other students have markers in their hands drawing bar models to solve the problem. The classroom teacher works with a group of students at the interactive whiteboard, projecting virtual math tools that students are manipulating to solve the problem. This problem may or may not be solved within this math session.

As we move towards preparing students for college-readiness

and being able to apply math to real-world problems, problem solving is at the heart of any effective math program. Students think critically through problems as they read and reread to understand what the problem is asking, and then accurately solve it. In the past, students may have been able to solve problems by highlighting key words or “putting numbers together” without any real understanding of the problem. No longer can students rely on one key word in order to solve complex problems that may require multiple steps to solve. We are fostering critical thinking skills and encouraging students to persevere as they collaborate and apply their mathematical understanding.

How are teachers supporting students as they persevere? No longer are teachers dispensers of answers. Educators are fa-

ilitating math conversations and encouraging students to take an active role in math discussions, sharing strategies and solutions for problems. Teachers are asking specific questions to guide students’ mathematical thinking and facilitate student discourse. As students share their thinking, they are proving their understanding and defending their answers using tools, drawings, or visual representations.

When different solutions are found, students collaborate with their peers to find the accurate solution and discuss efficient strategies to refine their thinking. The level of complexity and rigor associated with tasks has intensified. Students are inspired to grapple with math, excited about problem solving, and math classes truly resemble mathematical problem solving in the real world.



Superintendent's Corner

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of the school program by serving as club advisors, coaches, mentors, etc., which has a positive impact on students’ overall experience.

Beyond reducing class sizes and caseloads, investments have also been made in upgrading curriculum materials for mathematics and restoring curriculum support positions that had been cut in previous years. Thanks to these new materials and additional support, teachers of mathematics in grades kindergarten through eight have been shifting their practice in order to provide students with more rigorous math instruction, where students are required to solve more sophisticated problems with accuracy while being able to clearly articulate how they arrived at the solution. We are confident that over time we will make an already strong math program even more effective at preparing students for success in college-level math and to take advantage of an economy that values strong math skills more than ever.

Finally, it is important to note that we have also made investments in providing additional supports for

“We are already seeing immediate benefits in our classrooms.”

students with mental and behavioral health needs. By increasing school psychologist support at the elementary level, adding a second behavioral clinical coordinator, and implementing an innovative in-school support program for at-risk students at SHS, we have more capacity to meet critical student needs within our schools and reduce our risk of needing to provide more expensive outside placements to provide such support. While students who experience these challenges are a small percentage of our population, their number has been growing, and the impact on both the school environment and budgetary resources can be great. By adding resources to address these issues in a more proactive manner, we aim to keep more students in their home school communities while delivering cost effective service.

This year, the difference in our schools’ ability to meet the demands placed upon them is substantial, and this would not have been possible without the town’s support of the override. The critical investments that Shrewsbury has made in our children will bring a substantial return by preparing our students for success and enhancing the quality of life in our community. While it will take time to realize all the positive effects these investments will bring, we are already seeing immediate benefits in our classrooms. On behalf of our students and staff, I again thank you for these resources, which are already making a positive difference for our town’s young people.

Focus on math - middle grades

MELISSA McCANN
MIDDLE SCHOOL MATH
CURRICULUM COORDINATOR

Students across the middle grades continue to build proficiency in problem solving and communication while applying complex math concepts and skills. They work collaboratively and independently to demonstrate their mathematical understanding.

Grade 5 students focus on solving problems involving whole numbers, fractions, and decimals. They are taught to use drawings and calculations to show their understanding. According to one grade 5 teacher, our updated curriculum “has definitely shifted the focus to the importance and understanding of place value, along with the importance and understanding of why different mathematical strategies/methods work.” Here is an example of the type of problem that grade 5 students

would be asked to solve during their study of fractions:

An organic farmer buys a piece of land. She plants tomatoes on $\frac{5}{9}$ of the land and green beans on $\frac{1}{12}$ of the land. She plants potatoes on the remaining portion of the land. What fraction of the land does she plant with potatoes?

Grades 6-8 students focus on proportional reasoning and algebraic thinking, along with using multiple models to represent a solution. Here is a problem that grade 7 students would solve during their investigation of ratios:

Movie screens often have an aspect ratio of 16 by 9. This means that for every 16 feet of width along the base of the screen there are 9 feet of height. The width of the screen at a local drive-in theater is about 115 feet wide. The screen has

a 16:9 aspect ratio. About how tall is the screen?

Problems such as these are typical in a middle grades math class. They connect realistic contexts with relevant math topics. Teachers work with students to develop fluency with calculations and procedures, and require them to apply such skills to challenging investigations. One grade 6 teacher exclaimed, “The students have been enjoying the inquiry approach to math. Instead of my teaching an algorithm, or teaching the steps through a particular process, the students are completing in-class investigations, with guidance from me, to discover the process on their own. Math class looks very different today than it did a year ago!”

Shrewsbury’s K-8 math curriculum builds a strong foundation for all students and follows a coherent progression to prepare students for further study of algebra in high school.

Community values

CONTINUED from page 1

many problems that have crept up over the past several years. First and foremost, we have added over forty teachers. This relieves the class size issue that is so familiar to all involved

“Ask any successful person about why they have succeeded and they will name at least one teacher.”

with our schools.

We have also been able to firm up our commitment to technology and curriculum that will enable us to both bring our classes up to speed and enable us to explore innovations to improve the value of education. Addressing mental and behav-

“The culture of doing things well and doing them for less has not changed.”

ioral health, an area of growing need, has also been strengthened. In all, we have added a little over 70 more positions across the system, and we have come in over \$160,000 below our budgeted amount for those positions. The culture of doing things well and doing them for less has not changed.

When Shrewsbury passed the recent Proposition 2 ½ Override we invested in people and we invested in our future. We made a great decision.

Fundraising

CONTINUED

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ness owners or residents, to bring new ideas to our classrooms. Up until now, we have been raising funds to maintain status quo. Going forward, we would like to support short-term needs but also invest towards larger, long-term projects. Having a fund that builds over time, would allow our district to respond quickly to new and innovative ideas for education.

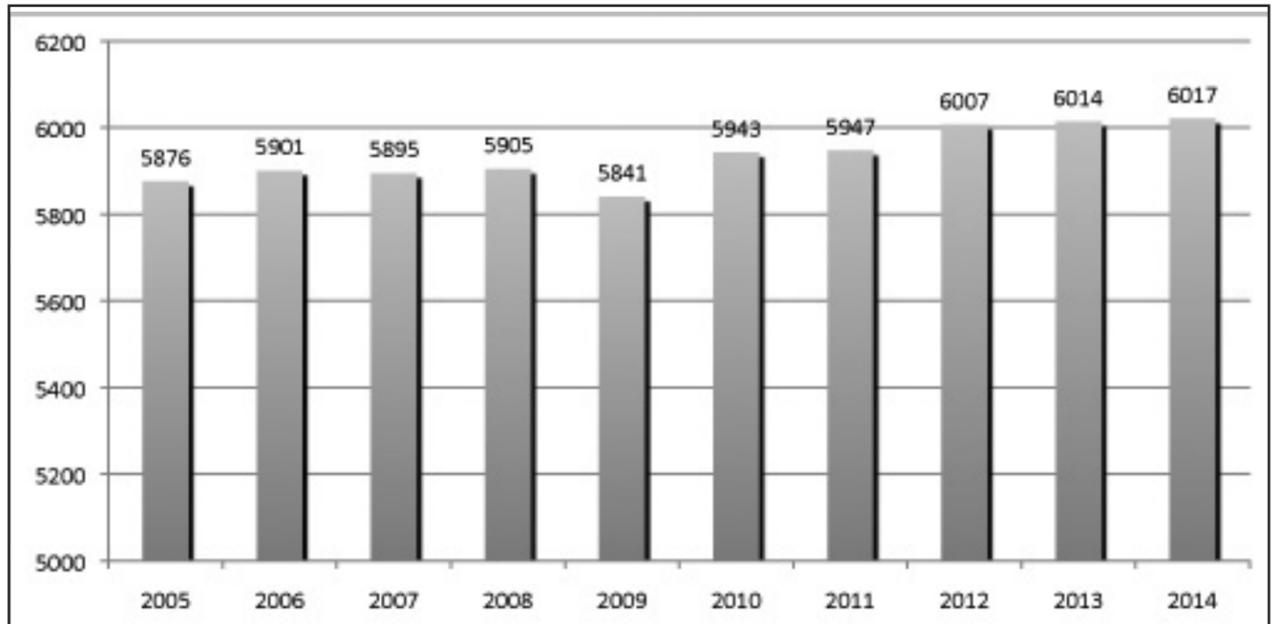
If you would like to be part of future innovation in Shrewsbury Public Schools, please contact Michelle and Kathleen at development@shrewsbury.k12.ma.us or at 508-841-8470. To donate to the Colonial Fund, please visit: <http://shrewsbury.wix.com/colonialfund>. Thank you for your support!

Enrollment and class size data

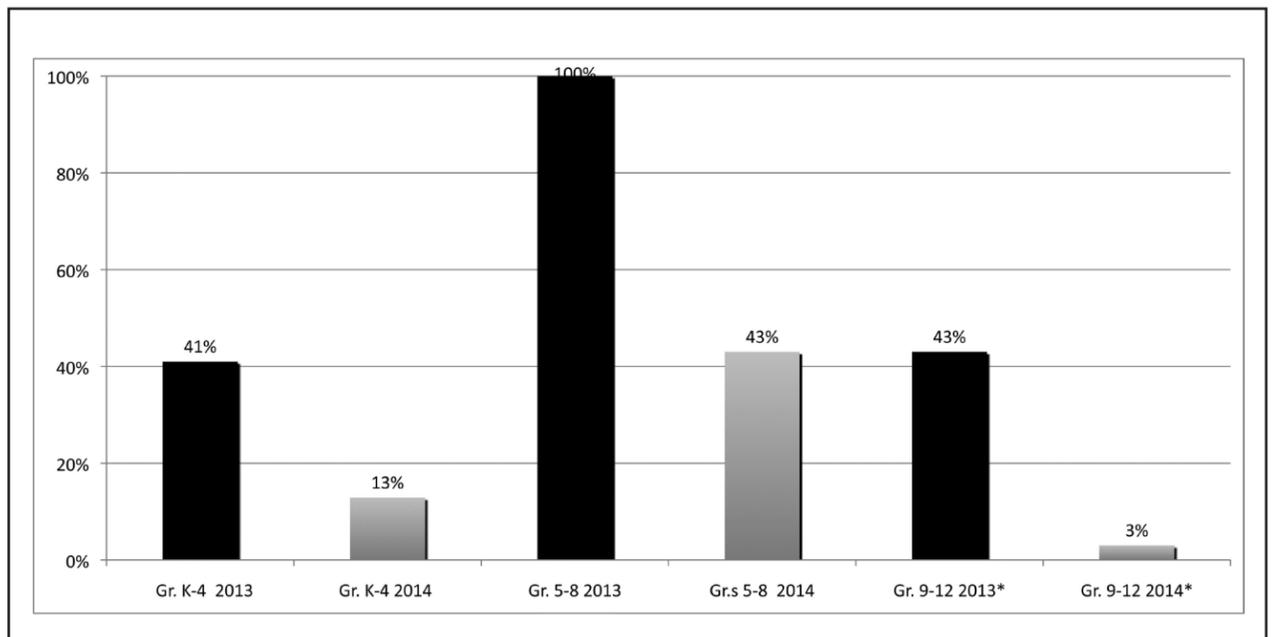
The graphs below illustrate information regarding enrollment, class size, and student-teacher ratio. School Committee class size guidelines are 17-19 students for kindergarten; 20-22 students for grades 1 & 2; and 22-24 students for grades 3-8. For the high school, the guideline is 18-20 students, with core class-

es above 26 and science labs above 24 considered to be “overenrolled” (percentage “overenrolled” is illustrated in SHS data in the second graph, marked by an asterisk). This year, a significant majority of classes are now within guidelines, and those that are beyond are much closer to meeting guidelines than in past years. Detailed reports are available on our website.

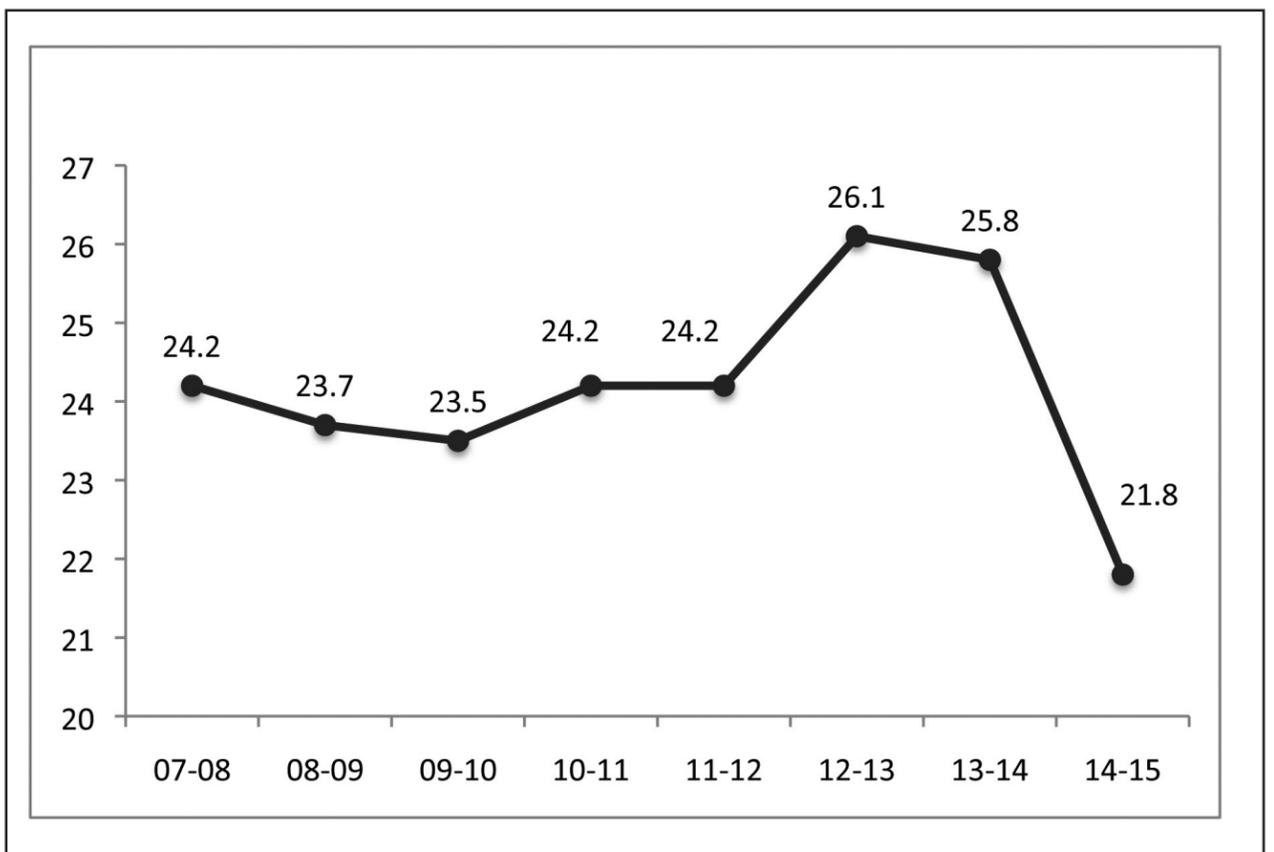
Enrollment History Preschool-Grade 12



Percentage of Classes Over Guidelines



SHS Student-Teacher Ratio History



New hires at the district level continued from page 2



Karen Isaacson
Director of Extended Learning, B.A., University of New Hampshire, Family Studies; M.Ed., Early Childhood Education, University of Massachusetts Amherst



Patricia Waterhouse
Director of Sherwood Special Education, B.A., Education, Mount Holyoke College; M. Ed., Special Education, Fitchburg State University



Moreen Labelle
Director of Elementary Special Education, B.S., Communication Disorders, Worcester State College; M.Ed., Special Education, Worcester State College



Shawna Powers
Director of Instructional Technology, PreK-12, B.S., Psychology, Vassar College; M.Ed., Instructional Technology, Bridgewater State College



Thomas O'Toole
Director of Performing Arts PreK-12, B.A., Music, University of Massachusetts Lowell; M.A. Music, University of Illinois-Urbana

Additional newly hired educators and staff in new roles according to their school location:

District - In addition to those pictured

- Brian L'Heureux** - Director of Information Technology, B.S., Computer Technology, Worcester Polytechnic Institute
- Stephen Rocco** - Safety, Security and Transportation Coordinator, B.S., Criminal Justice, Northeastern University
- Daryl Rynning** - Clinical Coordinator, PreK-12, B.A., Education, Fitchburg State University; M.Ed., Special Education, Simmons College
- Deena Sebell** - Special Education Team Chair, Coolidge & Paton, B.S. Psychology, State University of New York College at Binghamton; M.A., Psychology, University of Massachusetts Boston

Parker Road Preschool

- Donna DeSantis** - Pre-School, B.S., Business Management, Worcester State College; M.Ed., Early Education, American International College
- Jacqueline Marcello** - Team Chair/ Speech Language, B.S., Education, University of Maine Orono; M.S., Communication Disorders, Worcester State College

Beal Early Childhood Center

- Margaret Aulenback** Kindergarten, B.A., Foreign Language, University of Massachusetts Amherst; M.Ed., Education, Framingham State College

- Hayley Smith** Special Education, B.S., Interdisciplinary Studies, Fitchburg State University

- Rebecca Dumphy** (shared with Parker Road Preschool) Curriculum Coordinator/ Instructional Coach, B.A., Education, Lesley University; M.Ed., Education, Cambridge College

Calvin Coolidge School

- Lisa Cantin** - First Grade, B.A., Criminal Justice, Westfield State University; M.Ed., Education, Simmons College
- Susan Conley** - Curriculum Coordinator/Instructional Coach, B.A., Education, Worcester State College; M.Ed., Education,

- Lesley University
- Linda McQuade** - First Grade, B.A., Marketing, Southern Massachusetts University; M.Ed., Education, University of Massachusetts Lowell
- Erin Pickett** - Special Education, B.A., Elementary Education, Providence College; M.Ed., Literacy and Language, Framingham State College
- Shannon Rice** - Fourth Grade, B.S., Mathematics, Assumption College;
- Kara Richardson**, - Third Grade, B.A., Education, Worcester State College; M.A., Social Work, University of Connecticut

Floral Street School

- Verity Gentile** - ELL, B.A., Liberal Studies, Lesley University; M.Ed., Education, Lesley University
- Shelley Hoey** - Curriculum Coordinator/Instructional Coach, B.A., Education, University of Connecticut; M.Ed., Education, University of Connecticut
- Gina Kelly** - Curriculum Coordinator/ Instructional Coach, B.A., Education, Fitchburg State University; M.Ed., Education, Lesley University
- Sarah McNamara** - Third Grade, B.A., Studio Art, Clark University; M.Ed., Education, Clark University
- Mikaela Motyka** - Fourth Grade, B.A., English Literature, Assumption College; M.Ed., Special Education, Assumption College
- Kristen Young** - Second Grade, B.A., Education, Wake Forest University

Walter J. Paton

- Daniel Campbell** - Third Grade, B.A., Education, Wheelock College; M.Ed., Special Education, Wheelock College
- Angelina Ciccantelli** - School Psychologist, B.A., Psychology, Marquette University; M.Ed., Education, University of Massachusetts Boston
- Abby Cosenza** - Kindergarten, B.S., Early Childhood Education, Worcester State College;
- Hannah Hall** - Music, B.A., Music, Keene State College
- Erin Kennedy** - ELC Coordinator, B.A., Organizational Communications, Assumption College; M.Ed., Special Education, Simmons College
- Melissa Newell** - Special Education, B.S., Psychology, Worcester State College; M.Ed., Education, Lesley University
- Lisa Papazian** - Curriculum Coordinator/Instructional Coach, B.A., Education, Anna Maria College; M.Ed., Education, Worcester State College

Spring Street School

- Susan Brand** - Second Grade, B.A., Education, University of Massachusetts Amherst; M.A., Reading, Elms College
- Gregory Buckley** - ELC Coordinator, B.A., Religion, Saint Anselm College;
- Rebecca Carle** - School Nurse, B.S., Nursing, Worcester State College
- Sarah Perreault** - Special Education, B.A., Education, Worcester State College; M.Ed., Special Education, Alleen International College
- Colleen Reilly** - Second Grade, B.A., English/Literature/Composition, Assumption College; M.Ed., Special Education, Assumption College
- Donna Rice** - Curriculum Coordinator/Instructional Coach, B.A., Westfield State University; M.Ed.,

New hires

CONTINUED from article at left

Education, Worcester State College

Sherwood Middle

- Jonathan Butler** - Mathematics/Science, B.S., Biology, Fitchburg State University; M.Ed., Education, Fitchburg State University
- Erin Cook** - Advanced Mathematics Coach, B.A., Education, Worcester State College; M.Ed., Education, University of Massachusetts Dartmouth
- Brett Corey** - English Language Arts/Social Studies, B.A., Education, Worcester State College
- Jessica Grip** - English Language Arts/Social Studies, B.A., Education, Hofstra University
- Jamie Hawley** - Special Education, B.S., Psychology, Worcester State College; M.Ed., Special Education, Assumption College
- Payson Hendrix** - Mathematics/Science, B.A., Education, Framingham State College; M.Ed., Framingham State College
- Amanda Jeznach** - Spanish, B.A., Foreign Language, Worcester State College;
- Douglas Kershaw** - English Language, Arts/ Social Studies, B.A., History, Bridgewater State College
- Jacqueline Lawson** - Mathematics/Science, B.A., Education, Bridgewater State College;
- Caroline Peacock** - Mathematics/Science B.S., Chemical Engineering, Cornell University; M.B.A., Lehigh University
- Paige Quinn** - Special Education, B.A., Communications, Lynchburg College; M.Ed., Special Education, Assumption College
- Caitlin Shaw** - English Language Arts/Social Studies, B.A., English/Literature/Composition, Assumption College; M.Ed., Education, Worcester State College

Sherwood & Oak Middle Schools

- Robert Dunn** - Curriculum Coordinator, Middle School, Social Studies, B.S., Economics, University of Massachusetts Amherst; M.Ed., Education, Framingham State College
- Melissa McCann** - Curriculum Coordinator, Middle School Mathematics, B.S., Psychology, Connecticut College; M.A., Mathematics, Central Connecticut College

Oak Middle School

- Natalie Amaral** - Social Studies, B.A., History, University of Massachusetts Amherst; M.Ed., Education, University of Massachusetts Amherst
- Meredith Boyajian** - Mathematics, B.A., Education, University of Rhode Island
- Dylan Bushe** - Science, B.A., Education, Lesley University
- Jill Carlin** - Mathematics, B.S., Computer Systems Engineering, University of Massachusetts Amherst; M.Ed., Education, Fitchburg State University
- Michael Gearty** - Social Studies, B.A., History, University of Massachusetts Amherst; M.Ed., Education, University of Massachusetts Amherst
- Chad Gray** - Visual Arts, B.A., Visual Art Framingham State College
- Sara Heal** - English Language Arts, B.A., Marketing, Ohio University Athens; M.Ed., Education, Brandeis University
- Carolyn Jepsen** - Music/Drama, B.A., Drama/Theatre Arts/Dance, Franklin Pierce University
- Kelly Lawlor** - English Language Arts, B.S., English Education, York College of Pennsylvania; M.Ed., Classroom Technology, Wilkes University
- Jennifer Lencioni** - Adjustment Counselor B.A., Psychology, Towson University; M.A., Counseling Psychology, Antioch College
- Zarina Madan** - Mathematics, B.S., Education, Indiana University Bloomington
- Sinead Meaney** - English Language Arts, B.F.A., English/Literature/Composition, University of Massachusetts Amherst; M.Ed., Education, University of Massachusetts Amherst
- Jessica Noyes** - Special Education, B.S., Education, Bridgewater State College; M.A., Special Education, Bridgewater State College

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New hires

CONTINUED from page 5

Daniel O'Brien - Social Studies, B.A., Political Science/Sociology, Boston College; M.Ed., Education, University of Massachusetts Boston

Matthew Peloquin - Physical Education/Health, B.S., Physical Education, Westfield State University; M.A., Movement Science, Westfield State University

Sarah Powers - Special Education, B.S., Business, Worcester State College; M.Ed., Education, American International College

Michelle Read - Science, B.S., Biology, Holy Cross College; M.Ed., Education, Clark University

Jesse Shaw - Special Education, B.A., History, State University of New York College at Oneonta; M.Ed., Education, Mercy College Dobbs Ferry

Shawn Thomas - Social Studies, B.A., History, University of Massachusetts Amherst;

Lauren Veneziano - Health PE-Adaptive, B.S., Physical Education, Eastern Connecticut State University; M.Ed., Educational Psychology, Pepperdine University

Lindsay Ventura - Mathematics, B.S., Meteorology, Plymouth State University; M.Ed., Education, Providence College

Kristine Young, Mathematics, B.S., Mathematics, Worcester State University

Shrewsbury High School

Elizabeth Anderson - Mathematics, B.A., Mathematics, Assumption College

Jessica Bisbee - Spanish, B.A., Spanish, Clark University; M.Ed., Education, Clark University

John Brocki - Science, B.S., Marine Biology, Florida Institute of Technology; M.Ed., Education, Vanderbilt University

Michael Carpentier - Social Sciences, B.A., History, Assumption College

Kathryn Cawley - English, B.A., English, Rhode Island College

Patrick Collins - Physics, B.A., Physics, Holy Cross College

Kristin Collins - English, B.A., Communications, University of Massachusetts Amherst; M.Ed., Urban Education Bridgewater College

Daniel Doherty - Social Sciences, B.A., Education, Temple University

Richard Doherty - Science, B.S., Neuroscience and Physiology, University of California San Diego

Frank Flynn - Guidance Counselor, B.A., Human Services and Rehabilitation, Assumption College; M.A., School Counseling, Assumption College

Kate Fuoco - English, B.A., Public Relations, Rider University

Tara Gauthier - Instructional Technology, B.S., Communications Media Graphic Design, Fitchburg State University

Alicia Harrigan - Special Education, B.A., Communications, Worcester State College; M.Ed., Interdisciplinary Studies: Special Education/Behavior Management, Cambridge College

Yan Liu - Mandarin Chinese, B.A., Chinese Language and Literature, University of Massachusetts Amherst

Andrew Moran - Mathematics, B.A., Mathematics, Assumption College

Hannah Moriarty - Biology, B.A., Biology, Clark University; M.Ed., Education, Clark University

Victoria Perrone - Chemistry, B.S., Chemistry Emmanuel College

Kimberly Smith - Social Sciences, B.A., History, Westfield State University; M.Ed., Education, Framingham State College

Steven Sousa - Physics, B.S., Physics, Worcester Polytechnic Institute

Lucas White - Mathematics, B.S., Mathematics, University of Hartford

Sarah Williams - Visual Arts, B.A., Visual Art, Massachusetts College of Art; M.F.A., Sculpture, San Francisco Art Institute

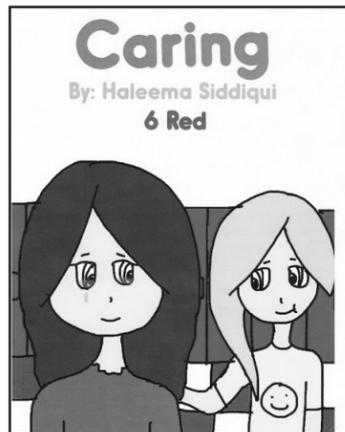
Justin Winn - English, B.A., English/Literature/Composition, Holy Cross College; M.Ed., Education, Clark University

Allison Wright - Social Sciences, B.A., International Relations/Diplomacy, Northeastern University; M.Ed., Education, Merrimack College

Visual art project with “value”

KIMBERLEE CANTIN
EXECUTIVE ASSISTANT FOR
COMMUNICATIONS & OPERATIONS

Hanging in the main office of Sherwood Middle School (SMS) is a unique painting depicting (caring), one of

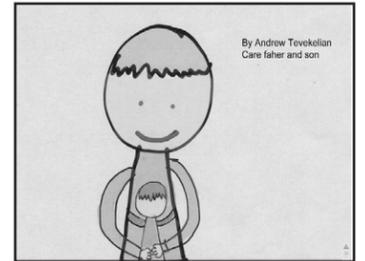


The painting above by 7th grade student, Haleema Siddiqui, was selected from the numerous submissions to be included on the final painted panel by Pam Haynes from the Artist Guild.

the school's ten core values. It is the first in a series and

the result of a collaborative project involving students, teachers and members of the Artist Guild of Shrewsbury (AGS). The painting depicts artwork from a number of students who created pieces representing the core value of caring. What went into this visual arts project is much more involved than one would realize. The developer and coordinator of this endeavor, Ms. Carol Virzi, fifth grade teacher at Sherwood Middle School, had this to say, “This project was inspired by the Tom Sawyer Mural Collection at the Shrewsbury Public Library, created by the AGS. A group of Sherwood Middle School faculty and members of the SPS art department met with the Artists’ Guild of Shrewsbury in the spring of 2014 to develop some initial ideas. We wanted to design an art experience for our

students, which gave them an opportunity to collaborate with mentor artists from the community. Over 200 students have submitted original art designs. At SMS, our core values are woven throughout our daily routines. Students reflect on these values in our morning



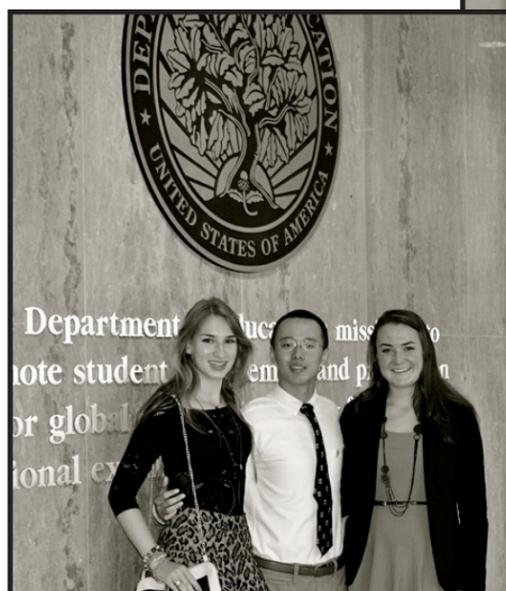
The painting above by 7th grade student, Andrew Tevekelian, can also be seen on the final painted panel.

announcements, in a variety of creative writing pieces, and in their social interactions

CONTINUED, on page 7

Student artist earns national honors

Megan Reznicek, Class of 2015, was awarded a gold medal for her photograph titled “Drama Queen” from the national Scholastic Art & Writing Awards. Megan’s creation was judged to be among the top 1% out of almost 255,000 works of art submitted from around the country. This award is sponsored by the Alliance for Young Artists & Writers, a non-profit organization that works with arts, education and community leaders throughout the country to identify teenagers with exceptional literary and artistic ability. Not only was she invited to a national ceremony in June at Carnegie Hall in New York City to celebrate this achievement, but she also had the pleasure and privilege of traveling to the headquarters of the U.S. Department of Education in Washington D.C. because her piece was among a very few selected to be exhibited there for the coming year.



In the photo above right Megan is showing off her artwork (top) on display at the exhibit. The second photo, to the left, shows her standing with two other student winners of the Scholastic Art & Writing Award at the headquarters of the Department of Education in Washington D.C.

Superintendent's Awards

The day before school starts each year SPS employees can be found gathered together for the annual all staff meeting. Before they head off to their respective schools to prepare for the start of the school year, they hear remarks from the School Committee chair, central office administration, and officers of the Shrewsbury Education Association and Shrewsbury Paraprofessional Association. The meeting culminates with the announcement of the Superintendent's Awards, the Thomas M. Kennedy Award and the Jayne M. Wilkin award.

This year the deserving recipients were a mix of staff members who have gone above and beyond to ensure our students are given every opportunity to succeed.



In the photo above standing to the left of Dr. Sawyer is SHS Director of Mathematics, Jean-Marie Johnson, who was awarded the Jayne M. Wilkin Award and standing on the right is Peter Collins, math teacher at SHS, who was awarded the Thomas M. Kennedy Award.



Pictured at left are the recipients of the Superintendent's Award. From left to right, they are Colleen Kalagher, third grade teacher at Paton; Marc Rischitelli, SHS Speech and Debate team coach, Stacey Militello, eighth grade science teacher at Oak; Gina LeBlanc, food service staff member at Oak, Dr. Sawyer; Carol Virzi, fifth grade ELA/social studies teacher at Sherwood; Kristin Herrick, ELC Coordinator, Parker Road Preschool and Annette Tobia, instructional aide, Beal Early Childhood Center.

Educators attain professional status

In Massachusetts, educators are granted professional status (known elsewhere as tenure) after three years of successful performance. The following teachers were recognized for this accomplishment at a reception in October. While administrators cannot earn professional status, those with three successful years in their role were also honored.

Beal Early Childhood Center
Tahnee Fallis
Lisa Drobinski
Heather Downs

Walter J. Paton
Sara DeAngelis
Kathleen Camerato
Allison Figueras-Smith

Spring Street School
Lynne Bazydlo

Calvin Coolidge School
Pamela Weagle

Floral Street School

Julie Leifer
Kathleen Blair
Sandra Sorenson

Sherwood Middle School

Paula Vargas
Erin Hruskoci
Mary Ellen Considine
Gloria DiGiacomo
Erica McMahon
Laura Ryan

Oak Middle School

Sharon Freedman

Shrewsbury High School

Kara Constantine
Moir Lumley-Chan
John Aloisi
Catherine Murray
Zachary Hertel-Therrien
Mario Gonzales
Katie Heald
Dan Shaughnessy
Colleen Hall
Lee Diamantopoulos

District

Mary Beth Banios
Heather Gablaski
Ann Jones
Scott Yonker
Maureen Monopoli
Greg Nevader
Gerald "PJ" O'Connell
Todd Bazydlo

Thank you to the Parent Teacher Organizations and the Shrewsbury Education Association for their continued support and participation in this important event. We would also like to recognize and thank the following business partners for graciously sponsoring this event: Avidia Bank, Danielson Flowers and Napoli Italian Deli & Catering.

Visual art

CONTINUED from page 6

with peers and adults. It seemed very natural to embed these values into a visual art project."

Student paintings were reviewed and chosen by the Artist Guild and then member Pam Haynes, combined them into the final painting. When asked why she was involved in this project she explained, "I love and care about children and more importantly that they have these core values to enrich their everyday lives as they grow and develop. Art is a perfect medium to communicate these essential values. Art has always been a medium for me to speak to others. This was a wonderful way to connect to children for me both on an individual basis and with the broader community. It is so great to see so much enthusiasm for this project!"

Ms. Virzi commented, "The Artist Guild has been wonderful to collaborate with. Directed by Floral Street School Art teacher and AGS member, Mr. Robert Wilson, this collection has developed into a project filled with excitement and enthusiasm. Integrating technology into the project, another Guild member, Mr. Sam Lee, scanned each piece of student artwork onto the AGS website for viewing. In addition, we hoped to develop a visual arts display for our newly constructed middle school with our ten Core Values as its theme. We are eager to continue working on our collection into the Spring of 2015."

Kathy Mangan, ABA Technician at Sherwood, was closely involved with students who created artwork for consideration. Kathy explained, "The Core Value Project was an extension of what we teach our Educational Learning Center (ELC) students every day. While we all know it is important to reach out to others, the emphasis on teaching the idea of caring about other individuals' perspectives is a priority with our students. The work our students did took a total of four weeks. They read books about caring and respect for others, created graphic organizers from what they read, and drew pictures. This Artist Guild project was a great opportunity for our students to work together talking, coloring and cutting flowers and letters to create their caring poster. It was really fun for all!"

During the past several weeks, over 200 fifth and sixth graders submitted art pieces for this project. A group of artists from the Artists Guild of Shrewsbury will utilize these pieces of student art to create additional panels focusing on the remaining nine core values over the course of the next several months. The SMS community eagerly awaits the unveiling of each panel!



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<http://shrewsburysuperintendent.blogspot.com/>

School meal information

Breakfast Program
 A breakfast program is offered daily at the High School, Oak and Sherwood Middle Schools and Coolidge Elementary School before the school day begins. Breakfast is not served at the other elementary schools. A variety of cereals, fruits, morning breads, juice and milk are offered daily. All meals meet the USDA requirements for good nutrition. The cost of breakfast is \$1.50. Families with financial need may qualify for a reduced price breakfast at \$.30 or a free breakfast.

Lunch Program
 A lunch program is offered daily at all schools. A minimum of four entrees are offered daily. In addition a variety of sandwiches, milks, 100% juices, fruits, vegetables and a salad bar are offered daily. All meals meet the USDA nutritional guidelines.

Full Priced Prepaid Meal Plans - Elementary Schools
 A prepaid full price ticket breakfast and lunch plan is available for the school year. Lunch at the elementary schools costs \$3.00. Books of 20 -\$3.00 lunch tickets can be purchased for \$60.00. Tickets for the elementary Schools are orange.

Full price breakfast at Coolidge costs \$1.50. Books of 20 - breakfast tickets can be purchased for \$30.00. Breakfast tickets are pink. Breakfast is not served at Floral, Beal, Paton or Spring Schools. To purchase tickets: send a self addressed stamped envelope along with your check for the number of strips or books requested to: Shrewsbury School Food Service, 64 Holden Street, Shrewsbury, MA. 01545. Checks should be made out to the Food Service Department. Tickets will be mailed back to you. Tickets are non-refundable.

Middle Schools & High School
 The Meal Magic Point of Sale System is available at the Oak and Sherwood Middle Schools

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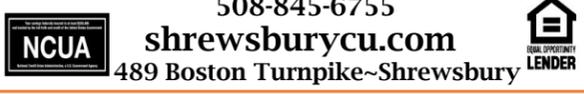
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and the High School. This system allows parents to put money on their child's account for meal or a-la-carte purchases. Any amount of money can be added to a student's account. This system eliminates the need for cash or tickets. Cash can be used for purchases. Parents can send a check or cash with their child to give to the cafeteria cashier at their school. The cashier will add this money to the student's account. Checks should be made out to the Food Service Department. In the check memo section note the child's name whose account should be credited. To take advantage of monthly promotions offered by the Food Service Department checks must be mailed to the Food Service Department 64 Holden Street Shrewsbury, Ma. 01545. Monthly promotions cannot be applied at the schools. Checks or cash will be credited at face value at the schools.

Reduced Meal Plans - Elementary School
 An Elementary Prepaid Reduced Price Breakfast and Lunch Ticket Plan is available for the school year. Lunch at the Elementary Schools costs \$.40. Strips of 5 lunch tickets can be purchased for \$2.00. Lunch tickets are orange at the Elementary Schools. To purchase tickets : send a self addressed stamped envelope along with your check for the number of strips or books requested to: Shrewsbury School Food Service, 64 Holden Street, Shrewsbury, MA. 01545. Checks should be made out to the Food Service Department. Tickets will be mailed back to you. Reduced price tickets can only be purchased through the mail to protect the confidentiality of those students Parents can also opt to send \$.40 for Lunch or \$.30 for Breakfast in daily with their child.

Middle School and High School

The Meal Magic Point of Sale (POS) System is available at the Oak and Sherwood Middle Schools and the High School. This system allows parents to put money on their child's account for meals or a-la-carte purchases. Any amount of money can be added to a student's account. This system eliminates the need for cash or tickets. Parents can send a check or cash with their child to give to the cafeteria cashier at their school. The cashier will add this money to the student's account. Checks should be made out to the Food Service Department. In the check memo section note the child's name whose account should be credited. Parents can also opt to send \$.40 for Lunch or \$.30 for Breakfast in daily with their child.

Free and Reduced Breakfast/Lunch Applications
 Free and Reduced price meals are available to students if there is financial need. Applications are available on line at: <https://www.lunchapp.com/> Applications must be submitted each school year by October 9th to continue eligibility. Applications will be accepted for new applicants at any time as the need arise for families. If you need an application at any time during the year call the Food Service Office at 508-841-8819 and one will be mailed to you or visit our web pages at: www.shrewsbury-ma.gov/schools and submit the online application: <https://www.lunchapp.com/> .Eligibility is governed by guidelines set by the Federal Government. A written notification will be sent to all families stating what program they qualify for. Remember to check program permissions on the online application if you want to be eligible for reduced program fees.

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