

Superintendent’s Corner

## Snowflakes

DR. JOSEPH M. SAWYER  
SUPERINTENDENT

*I shared the following remarks with the Shrewsbury High School Class of 2018 at their graduation ceremony on May 31, 2018.*

During your time at SHS, you have collectively achieved many honors in academics, student government, the visual and performing arts, academic competitions, robotics, speech and debate, and athletics. I know one of your most cherished memories is when you experienced an incredible back-to-back triumph. No, I’m not talking about the two consecutive boys hockey state championships, but rather something you seniors found even more momentous: back-to-back snow days this past January. This started a run that included a total of six cancellations, three two-hour delays, and even one early dismissal. You’re welcome.

I actually had intended to include the topic of snow days in these remarks even before some of you referenced the many snow day calls I made during this past epic winter at Commemoration, and again just now in my introduction. While my job has many facets, the one that people are clearly most fascinated with is the power to cancel school due to bad weather. So, what goes into the decision to have a snow day? Ouija board? Flip a coin? Pressure from your clever social media postings the night before the storm? Pleas from my own three daughters? Nope. Of course, sometimes it’s an easy call, when the

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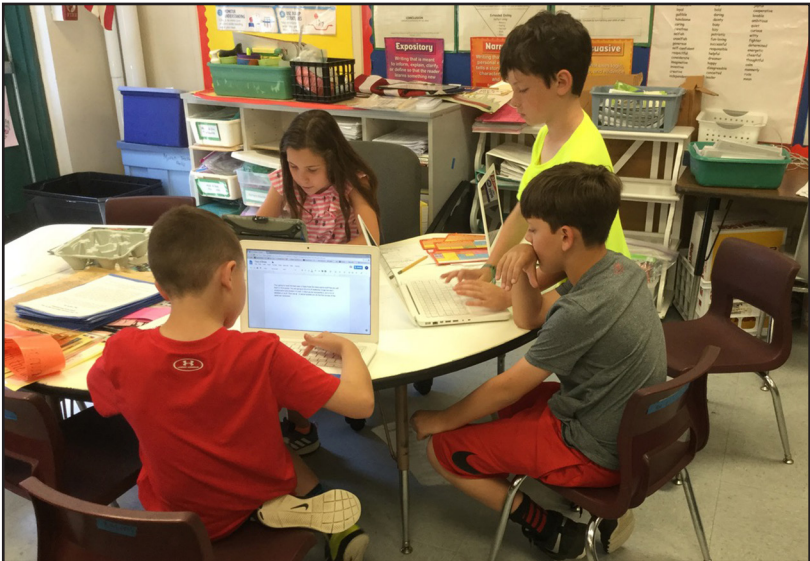
“ Anyone who does anything to help a child in his life is a hero to me. - Fred Rogers ”

## Promoting inclusion with co-teaching

DANIEL CAMPBELL  
TEACHER, GRADE 3  
COLLEEN KALAGHER-TRAVAGLIO  
TEACHER, GRADE 3  
KERI WARWICK  
SPECIAL EDUCATION  
TEACHER, GRADE 3  
NICOLE CORMIER  
TEACHER, GRADE 4  
WENDY MORAN  
TEACHER, GRADE 4  
MELISSA NEWELL  
SPECIAL EDUCATION  
TEACHER, GRADE 4  
WALTER J. PATON SCHOOL

*“What I liked about having two teachers is that they teach lots of different strategies so I can choose which way is better for me.” - Akintya Sirsiwal, student of Colleen Kalagher-Travaglio and Keri Warwick, grade 3 co-teachers at Paton School*

This past winter, the Shrewsbury Public Schools adopted a new strategic plan to guide our work for the next five years. Our second priority, *Learning Environments*



*Paton School grade 3 students (left to right) Brody Peters, Addison Cutting, Anthony Giampapa, and Jacob Linton are shown doing small-group work in the co-teaching program.*

where *Everyone’s Success Matters*, has placed a strong emphasis on building stronger inclusive practices within our schools. Inclusive practices are teaching models and strategies that improve the academic and social-emotional outcomes for all students, both with and without disabilities. One such strategy to promote inclusion that was implemented at Paton School

this school year was co-teaching in both grades three and four.

The co-teaching model implemented at Paton allowed for two classroom teachers and one special educator, along with multiple paraprofessionals, to work together to deliver instruction in new and

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## We need graduates to make the world a better place

MR. JASON PALITSCH  
SCHOOL COMMITTEE CHAIR

*The following are Mr. Palitsch’s remarks given at the graduation of the Shrewsbury High School Class of 2018, edited for publication.*

Parents, family, friends, community members, distinguished faculty and staff, and members of the Shrewsbury Public Schools graduating class of 2018, on behalf of my colleagues on the School Committee, Vice Chair Erin Canzano, Secretary Sandra Fryc, and members Dale Magee and Jon Wensky, it is my great honor to extend our congratulations to our graduates.

To the parents and family members of our graduates, I know this must be a moment of great pride, if not also a little bittersweet, as

these outstanding young people complete one phase of their lives and move towards another. To the faculty and staff, thank you for your hard work over the years in preparing our students so well for this next chapter; your guidance and dedication have helped bring them to this moment. To the entire Shrewsbury community, thank you for providing the resources utilized to endow these students with a world-class education.

And to the graduates of the class of 2018: congratulations. You have not only achieved a personal milestone, but you have done a great deal to distinguish our community.

Shrewsbury Public Schools has asked a lot of you over the past twelve years, likely longer for most, and as the last person you’ll ever have to listen to while you’re still a high school student, I have just one final ask of you on behalf

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Superintendent’s Corner

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roads are impassable and school parking lots and entrances can’t possibly be cleared in time. Other times, it’s very tricky, because the conditions are questionable. Those situations, like many situations in life, require observation, analysis, and the consideration of principles before making a judgment. In the case of deciding whether to cancel school, I observe the road conditions (sometimes while still in my SHS Colonial pajamas); I analyze the weather forecast; and I consider the most important principle, which is the safety of students and staff. However, my decision does not hinge on whether there is *any* risk to safety – because there’s always some risk – but on whether holding school under those conditions will create *too great* of a risk. Regardless of what I decide is prudent, I know that some, perhaps many, will disagree with my decision and criticize me for it. I also know that I could very well end up being wrong and making a bad decision. Now, few if any of you are going to become superintendents and need to know how to decide whether to call off school due to a bunch of snowflakes, but I think the approach applies more broadly. In fact, in your futures, how you determine the facts, assess risk, make decisions, cope with disagreement and criticism, and acknowledge your own imperfections will determine whether you will affirm – or defy – the pejorative moniker used to label your generation: namely, that *you* are a bunch of snowflakes.

You may have heard that your age group has been described as “Generation Snowflake.” This stereotype stems from the idea that you can’t handle the metaphorical heat of the “real world” without melting away; that your ability to cope with difficulty or disagreement is fragile; that

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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

Elizabeth McCollum  
Project Coordinator

Cristina Luther  
Designer

Recognizing 2018 retirees

BARBARA MALONE  
DIRECTOR OF  
HUMAN RESOURCES

Sixteen educators are ending their education careers with a well-deserved retirement. In combination, they have served the students of Shrewsbury for 331 years. This total represents an average of 20.69 years of service in Shrewsbury and does not include prior educational experience in other districts. Each of these talented educators is recognized for their commitment and dedication to the children of Shrewsbury. Listed below are their names, positions, schools and years of service to Shrewsbury. We wish them a healthy, happy and fun retirement.

Teachers/Professional Staff:

**Allen Beer** has served 35 years as an educator with all of those years here in Shrewsbury. He is retiring as the Technology Education Teacher from Oak Middle School.

**Lauren Cacula** has served 36 years as an educator with 11 of those years here in Shrewsbury. She is retiring as an English Teacher from Shrewsbury High School.

**Janet Duggan** has served 25 years as an educator with 18 of those years here in Shrewsbury. She is retiring as a Sixth Grade Mathematics and Science Teacher from Sherwood Middle School.

**Deborah Friedman** has served nearly 25 years as an educator

at Shrewsbury with 10 years of previous clinical experience before she became an educator. She is retiring as a Speech Language Pathologist from the Walter J. Paton Elementary School.

**Susan Hirsh** has served 38 years as an educator with 16 of those years here in Shrewsbury. She is retiring as a Special Education Teacher from Sherwood Middle School.

**Martha Kinback** has served 22 years as an educator with 19 of those years here in Shrewsbury. She is retiring as a First Grade Teacher from Spring Street Elementary School.

**Mary Beth Leifer** has served 20 years as an educator with all of those years here in Shrewsbury. She is retiring as a Fourth Grade Teacher from the Walter J. Paton Elementary School.

**Joanne MacLaughlin** has served 33 years as an educator with 30 of those years here in Shrewsbury. She is retiring as a Kindergarten Teacher from the Beal Early Childhood Center.

**Patrice McCabe** has served 22 years as an educator and is wrapping up her 20th year in Shrewsbury. Patrice was hired in August 1998 as a Paraprofessional at Floral Street School then, in April of 1999, accepted a 5th grade teaching position at the same school. She is retiring as a Fifth Grade English Language Arts and Social Studies Teacher from Sherwood Middle School.

**Janet Pope** has served 32 years as an educator in Shrewsbury. Janet taught Home Economics

at Shrewsbury High School for 12 of those years, and 20 years working in the middle school media centers. Janet is retiring as the Media Specialist from Sherwood Middle School.

**Rosann Silver** has served 17 years as an educator with all of those years here in Shrewsbury. She is retiring as a Kindergarten Teacher from Spring Street Elementary School.

**Stephen Winters** has served 33 years as an educator with 17 of those years here in Shrewsbury. He is retiring as a Special Education Teacher from Oak Middle School.

Paraprofessionals:

**Barbara Andrukonis** has served 20 years in education with all of those years here in Shrewsbury. She is retiring as a Child Specific Aide from Spring Street Elementary School.

**Barbara Andreano** has served 43 years as an educator with 16 of those years here in Shrewsbury. She is retiring as a Media Aide from Floral Street Elementary School.

**Laura-Kay Cosenza** has served 25 years as an educator with 14 of those years here in Shrewsbury. She is retiring as a Child Specific Aide from Sherwood Middle School.

Other Roles:

**Mary Ricker** has served 21 years in food service here at Shrewsbury Public Schools. She is retiring as the Cafeteria Manager from Shrewsbury High School.

Get a “Reality Check”  
at Shrewsbury High School

JEAN-MARIE W. JOHNSON  
DIRECTOR OF MATHEMATICS,  
SHREWSBURY HIGH SCHOOL

BECKY MOISAN  
MATH TEACHER,  
SHREWSBURY HIGH SCHOOL

On Tuesday, May 1st, Shrewsbury High School held its annual *Reality Check*. In its second year, the event hosted approximately 450 students and nearly 100 adults; most volunteers were from the community-at-large. Jean-Marie Johnson, Director of Mathematics at SHS, and Becky Moisan, Mathematics Teacher at SHS, coordinated the *Reality Check*, working the entire school year to make it the success it was.

The *Reality Check* is a type of financial literacy fair, set up to

help students better understand the ins and outs of budgeting in the real world and empower them to make informed life decisions, including those involving finances. “This includes managing loans, credit card payments, making choices between needs and wants, and event planning for unexpected situations that force a person’s finances to change,” said Johnson.

The fun started with some in-class curriculum weeks before the fair. At that time students researched and selected careers, learned about credit scores, and worked with an interactive budget calculator in their math classes. During the fair, the students traveled from booth to booth, filling in the interactive calculator, watching as their “monthly paycheck” was

divided up amongst real-life costs such as housing, transportation and retirement. As the students worked their way around the fair, random acts of kindness, luck and misfortune occurred, causing them to make split-second financial decisions. Furthermore, students spent time listening to a motivational speaker who challenged them to take control of their lives so they could make sound financial decisions and be positive contributors to the world in which they live.

“The event was a real success. I think the students are walking away with something unique, meaningful and lasting,” said Moisan. Johnson added, “this authentic learning experience

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# Shrewsbury High School Transitions Program

SUSAN DONOFRIO  
ADJUSTMENT COUNSELOR,  
SHREWSBURY HIGH SCHOOL  
KELLI MCSWEENEY  
SPECIAL EDUCATION TEACHER,  
SHREWSBURY HIGH SCHOOL



Sue Donofrio, Clinician/Program Leader, and Kelli McSweeney, Academic Coordinator, of the SHS Transitions program (left to right)

**Why this program:** According to the National Alliance on Mental Illness, approximately one in five youth aged 13–18, or 21.4% of this age group, experiences a severe mental disorder at some point during this time. Given the nearly 1900 students at SHS, this statistic would correlate to approximately 350 students having an experience of significant mental health symptoms at some point during their middle or high school years.

In addition to managing mental wellness during their teen years, students can often suffer from concussion, medical issues or illness that result in extended absences from school. Re-entry into school can be incredibly overwhelming for a student who has faced an extended absence, especially after managing significant medical or mental health issues.

**Who we are:** SHS Transitions is a new program designed to support our students' wellness and academic success at Shrewsbury High School. SHS Transitions follows the BRYT (Bridge for Resilient Youth In Transition) model through Brookline Mental Health, which partners with schools and families to get teens back on track after prolonged school absences. Dating back to the establishment of the original BRYT Program in 2004 at Brookline High School, the rapidly-growing BRYT Network now includes 80 Massachusetts schools collectively enrolling 88,000 students.

**Who we serve:**

- Students returning to school after missing five or more consecutive absences due to psychiatric hospitalization or participation in another mental health/intervention program.
- Students returning to school after missing five or more consecutive days of school due to a medical crisis, (e.g., concussion) who have been identified as needing focused social/emotional support and academic case management.
- Additionally, students may be reviewed to attend the Transitions program who may not be hospitalized, but have been unable to attend school/function in school for at least five days due to a serious mental health

challenge.

**Students are referred by:** School Counselors, Psychologists, Nurses, or a Grade Administrator.

**Program Components include:**

**Academic Coordination** - Direct academic support (tutoring) to students. Communication/negotiation with a student's teachers to modify assignments and/or secure direct teacher support as needed for the student to demonstrate sufficient mastery to accrue credits.

**Direct Clinical Supports to Students** - Each student will have a re-entry plan to include direct clinical supports to students which includes intentional/planned clinical supports (customized to each student), on-demand supports, and crisis intervention where needed.

**Family Engagement and Supports** - Consistent, culturally-appropriate two-way communication with parents/guardians about student progress needs; and provision of support, learning, and leadership opportunities for family members.

**Care Coordination** - For many students and families, figuring out and managing the various and often unfamiliar elements of the mental health, health care or school system can be overwhelming. Care coordination helps put the pieces together to carry out the student's transition plan. Key elements are treatment and transition planning, working with outside providers, problem-solving challenges, and coordinating a student's exit from the program with connection.

**2017-18 (Year 1) SHS Transitions Program Data**

Kelli McSweeney, Academic Coordinator, and Sue Donofrio, Clinician/Program Leader of the SHS Transitions program, presented to the School Committee in May 2018, and reviewed first year program-

ming development and data (to date):

**60** students total had used the SHS Transitions program over the academic school year

**36%** were referred for concussion

**25%** were referred for medical reasons (surgery, illness)

**39%** were referred for mental health (anxiety, depression, substance use, etc.)

In the 2017-18 school year, to date, **28** SHS students had sought mental health evaluation or treatment including use of the Emergency Department, Emergency Mental Health services, substance abuse treatment, partial hospitalization, or inpatient hospitalization.

**“Alum”/Exit criteria:** The program is designed to be one of transition and for students to resume their typical schedule as soon as possible based on individual needs, typically within 2-3 weeks of re-entry. The decision as to when a student moves from “active” to “alumni” status in the program is made by the program staff, student, and parent(s)/guardian(s), and school support staff as a team. This team shares the understanding that it is a short-term, transitional program aimed at supporting students in successfully returning to their full schedule.

The team will look at multiple indicators to help determine when a student is ready to exit the program. These include: observable improvements and stability in moods and emotions; school functioning; and (where applicable) self-harming behaviors/ideation and substance abuse, mainstream classroom attendance (80% or better is a good indicator of readiness), no recent re-hospitalization, and completion of academic assignments (80% completion of assignments missed while in treatment, and completion of work required for receiving term grades are good indicators of readiness).

Exit planning also ensures that if any additional resources are needed in school or in the community, that these resources are in place and students and families know who will be providing those supports moving forward.

**Shrewsbury High School community support:** Kelli McSweeney and Sue Donofrio are proud to be a part of the SHS team that prioritizes students' well-being and success.

## Graduates

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of Shrewsbury Public Schools: *We need you to go out and make the world a better place.*

I won't specify in what way we need you to do that, because for each of you, that's a different question. We need you each to use your unique skills, talents, and abilities to impact those areas you personally are passionate about. And I trust that the sum total of your contributions will touch many lives for the better.

You are already armed with many of the skills you will need to do this: through your education in Shrewsbury, you've been prepared to think critically, examine different sources of information, work collaboratively, communicate effectively, support your positions with evidence, set goals, identify obstacles, and develop strategies to overcome them. Shrewsbury schools have strived to teach you about perseverance, overcoming adversity, the importance of sticking with it -- and in point of fact, some of you have overcome significant personal obstacles to be here this evening. Though this is not even close to the end of your educational journey, that, too, is something Shrewsbury schools have drilled into you from the beginning: the need to be lifelong learners, which I know you will be.

We need you to apply that education to not only your own endeavors, but hopefully to improving the circumstances of those around you. That sense of responsibility to give back is deeply ingrained in this Class of 2018, who have given over 16,000 hours of service to our community, and raised thousands upon thousands of dollars for worthy charitable causes of all stripes.

You've received and will continue to receive your fill of advice, much of it good; some things are cliched for a reason. I'm going to assume, however, based on what I know about you, that you're already planning to reach for the stars, follow your dreams, be true to yourself, and so forth. So what can I add to that that you haven't already heard? I'm only a little bit more than a decade removed from the seats you're sitting in now, so it does feel a little pretentious to pretend that what I might have to say is anything tantamount to wisdom. But I'll offer two brief suggestions, nonetheless, that I think will serve well anyone who wishes to make change:

The first is to be a skeptic, but never a cynic. Though often conflated, a skeptic seeks information, and asks questions. A cynic rejects further information, and asks no questions, except rhetorical ones. If you're going to improve the world, ours or yours, you're going to have to have the optimism to believe that that change is possible. Tearing things down, telling someone they can't, is easy; building things, making things happen, is hard -- but the only way to make a difference.

The second is simply to favor action over talk. There is a Latin proverb that dates to the last Century BC, “Fortune Favors the Bold.” In other words, his-

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## Superintendent's Corner

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you cannot handle disappointment and failure; and that you cannot tolerate risk or even discomfort. Some who subscribe to this idea suggest that it's all your parents' fault, because they are "helicopters" who hovered too close, never allowing you to experience independence and develop self-confidence, or because they are "snowplows" who cleared away any and all obstacles and difficulties in your path, never allowing you to experience failures and consequences. This stereotype sometimes adds a modifier, as in "*special* snowflakes," suggesting that the adult world has told you all along how unique and amazing you are, creating a sense of entitlement where you and your parents believe you should get a trophy just for being *you* – and woe to the teacher or coach who suggests that success needs to be earned, not bestowed.

But...I'm not buying into this stereotype. It's not that some of these characteristics and behaviors don't exist, because they surely do, and they can be very problematic. However, they have existed in every generation to some degree. I'm sure certain attributes show up with more or less frequency in certain generations depending on the times, but suggesting that everyone born between certain years, and their parents, all act the same is painting with a way-too-broad brush. Of course, the tendency of one generation to criticize the next as being less motivated, less respectful, and not as tough as one's own has existed throughout human history, and that won't change (I've done it, and you'll likely do it someday as well).

So while some may think you're all snowflakes, here's what I know: I know that you've worked hard; I know that you've overcome obstacles; and I know that you've earned the many accomplishments you've individually and collectively achieved. I also know that you have been kind, accepting, and thoughtful regarding many of the challenges we face in today's society, whether supporting those who experienced natural disasters, serving the less fortunate, or honoring the victims of school shootings. I appreciate the sensitivity you've shown. Unfortunately, the term "snowflake" has also become a way in which some seek to disparage those whom they deem as overly sensitive. While hypersensitivity is counterproductive, don't fall for the falsehood that being sensitive means that you're weak. Being empathetic, honoring differences, and considering others' perspectives are signs of strength. As the late, great basketball coach, John Wooden, once said: "There is nothing stronger than gentleness."

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# Campaign for Shrewsbury Athletic Fields update

MICHELLE BISCOTTI &  
KATHLEEN KEOHANE  
COORDINATORS FOR  
DEVELOPMENT AND  
VOLUNTEER ACTIVITIES

### WE DID IT!

In November 2016, the Shrewsbury School Committee approved a recommendation to replace the stadium field at Shrewsbury High School with a synthetic turf field, repave the surrounding track and make other general repairs to the field area. The renovation would benefit the entire community, including over 1,800 students and athletes at Shrewsbury High School and over 3,000 children who participate in community youth sports programs.

The project was expected to cost \$2.1 million, including \$285,000 that the Town of Shrewsbury had previously approved and appropriated to fund the resurfacing of the track. The remaining \$1.8M balance was to be raised through private donations.

Shortly after receiving School Committee approval, *The Campaign for Shrewsbury Athletic Fields* was launched, led by a group of committed Shrewsbury residents and co-chairs Jim Buonomo, Paula Buonomo and Debra Mooney, who all had a dream to build this field for their community.

Eighteen months later, *The Campaign for Shrewsbury Athletic Fields* is pleased to announce that they have *successfully raised* the full \$1.8 million needed to build the new turf field and track for the fall 2018 season!



The project was put out to bid on May 2nd and awarded to R.A.D. Sports of Rockland, MA. Field Turf will provide the synthetic carpet. R.A.D. Sports has installed hundreds



Past - October 2017



Present - June 2018



Future - September 2018

of fields along the east coast, including Xaverian Brothers High School in Westwood, MA, Harvard University and Gillette Stadium. Field Turf is used in thousands of high school, college and professional fields throughout the country.

The official groundbreaking ceremony was held on June 5th. Attendees included State Senator Michael Moore, State Representative Hannah Kane and Superintendent Joe Sawyer, as well as representatives from the Shrewsbury Public Schools, the School Committee, Athletic Boosters, Parks and Recreation and the Public Buildings Department.

Major donors were also in attendance, including Central One Federal Credit Union, Shrewsbury Federal Credit Union, Paula Buonomo, Mel and Maria Chacharone, and Richard Ricker. The fundraising committee and many other donors interested in celebrating this milestone also attended.

Construction is now underway and will continue throughout the summer. We expect the work to be completed in September. The scope of the construction includes: earth removal and grading, installation of drainage, re-routing of the irrigation system for the lower field, installation of goal posts, installation of a shock pad and the turf carpet, G-Max testing of the turf, re-surfacing of the track, repairs to the fencing, and installation of a new scoreboard.

Because of the ongoing construction, the stadium field and track, outdoor basketball courts and the tennis courts will be closed for use all summer.

Also, parking spaces closest to the stadium will be blocked for use by the construction team.

When construction is complete, the entire Shrewsbury community, all donors and everyone who purchased a brick will be invited to visit the new turf field and track during our Grand Opening celebration! The celebration will be planned for mid- to late-September, during a home football game. There will be a special recognition of our major donors and all those who helped make this field a reality.

We are grateful to our Shrewsbury community for coming together so quickly to give our town its first all-weather playing surface. Special thanks go to Central One Federal Credit Union, Susan J. Adams and her family, Shrewsbury Youth Soccer, Shrewsbury Federal Credit Union, Jim and Paula Buonomo, Shrewsbury Athletic Boosters, Mel and Maria Chacharone, Mark and Lisa Govoni, Avidia Bank, Columbia Tech and the Coghlin Family, Gene Defeudis, Life-touch National School Studios, Richard and Alison Ricker and many, many other businesses, families, teams and individuals who all helped to make the new turf field and refinished track a reality for our community. A special thank you goes to Mr. Donnie Green who tirelessly campaigned on behalf of this project.

For more details about *The Campaign for Shrewsbury Athletic Fields*, please visit [www.turf4shrewsbury.org](http://www.turf4shrewsbury.org). For construction updates and important announcements, please follow us on Facebook "Turf 4 Shrewsbury" and on Twitter, @Turf4Shrewsbury.



Graduates

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Beal project LEEDS the way

PATRICK COLLINS  
ASSISTANT SUPERINTENDENT  
FOR FINANCE AND  
OPERATIONS

The Beal Project Building Committee, the Shrewsbury School Committee, and the Massachusetts School Building Authority [MSBA] have agreed upon a site and conceptual design for the Beal Project as shown below. Furthermore, the Building Committee voted to direct the designer, Lamoureux Pagano Associates, to design the school in a manner that achieves the so-called LEED4 [Version4.0] level of energy efficiency. LEED stands for Leadership in Energy and Environmental Design and is a building rating certification program administered by the U.S. Green Buildings

Council to develop building construction standards that lead to reduced energy consumption and environmental sustainability. For many years the MSBA has agreed to provide two more percentage points of reimbursement towards the school projects contingent upon receiving the LEED [or equivalent] certification.

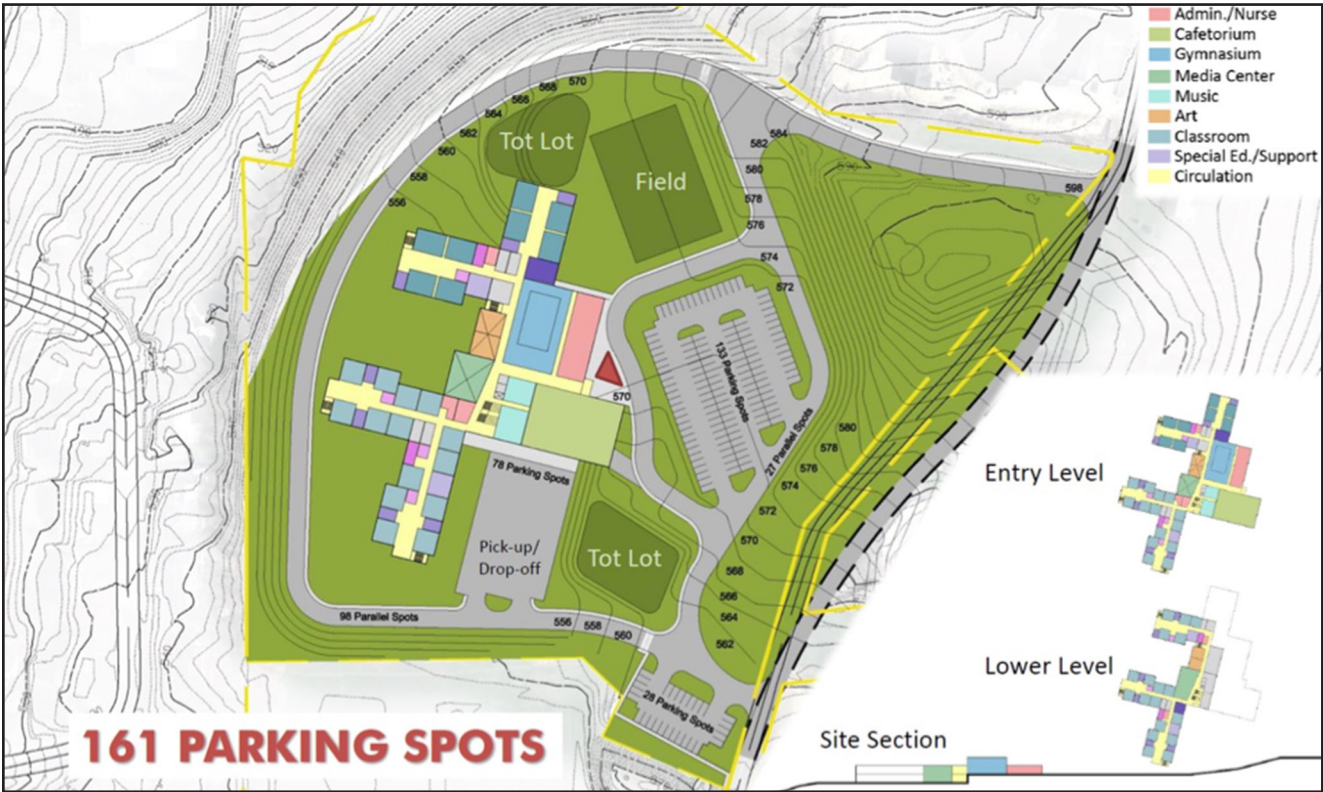
While designing the site and building for the LEED4 school certification is a significant achievement unto itself, it is also noted that this would mean that the Beal Project would exceed the Sherwood Middle School in energy efficiency and environmental-friendliness. Remember, the Sherwood Middle School earned an award from *School Planning and Management* for **Innovation and Sustainability** in 2013.

The Beal project remains on schedule with the MSBA Board of Directors approving the Building Committee’s “Preferred Solution Report” at their June 27th meeting. Next up is the so-called Schematic Design submittal which primarily includes the site and building concept layout shown below designed to 60% completion and with updated cost estimates. A Special Town Meeting is being targeted for October 2018 consideration of borrowing funds for the project and excluding the debt from limits of Proposition 2 1/2 . A town-wide election for project approval is slated for November 6th provided the project and all related approvals remain on schedule. If approved, the new school could open as early as August 2021 but certainly by August 2022.

tory smiles on people who take action. It’s not a statement about fortune as money, but actually a fairly obvious observation that luck, or success -- *fortune* -- more often comes to those who undertake a daunting task. It’s true not because those who take action are *lucky*, but because most good things come from difficult, trying efforts. “Speaking out” is a term we hear often, and indeed speaking out against injustices large and small is commendable. But speaking out is step one, not the whole process. It’s a means to an end. Don’t confuse a post on social media with activism. It’s the work, the organizing, the researching, the preparation, the execution, that make change. Words have been a powerful starting point to many a revolution, but they’re rarely the end.

But then again, this is not a class that needs to be told about getting the job done. I look at what you’ve accomplished already. I’ve been fortunate to see and hear about just a small fraction of the things you’ve achieved so far, and the fact is that I have *no doubts* you will change the world for the better. I have no doubt that you will lead or take part in teams that make tremendous scientific and technological breakthroughs, or contribute to our culture and art in a way that moves people, or fight injustices, or mold young minds.

But someday, *you* might have doubts. I just want you to know, in those low moments, that your Shrewsbury Public Schools, whether you’re near us or very far away, still think you can do it, and we’ll still be proud to say that you’re a product of our community. We’ve seen what you’re capable of, and it truly is for you that the sky is the limit. To the Shrewsbury Public Schools Class of 2018, the entire Shrewsbury community wishes you success, we wish you happiness, and we are ever optimistic that each of you in your own way will make the world what *you* know it can be.



Design concept sketch by Lamoureux Pagano Associates on the current Glavin Center Site

Transitions

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Over 95% of the faculty at the high school have worked with Transitions in some capacity this year, and have gone above and beyond to support Transitions students to be successful in their classes. Kelli and Sue truly appreciate the administration, nurses, teachers and faculty in their full support of the SHS Transitions program and students in need.

The SHS Transitions program looks forward to next school year and ongoing support of students, families and community outreach. In addition to ongoing support of students, they will look for opportunities to provide more resources to the faculty and school community on topics of mental health and social- emotional learning.

Family/Community Response

A parent survey conducted as each student exits the SHS Transitions program has provided positive feedback. Here are a few quotes from our families:

“SHS Transitions Program is a wonderful new addition. The program was very helpful in coordinating E’s transition back into the classroom. Getting support from both the academic coordinator and the therapeutic services was very helpful.”

“The resource itself was the most important, it would have been very stressful for my son to return to school and succeed without the help he received.”

“I have been extremely pleased with the communication and assistance from SHS. The staff was in contact with me immediately and met personally with the family. They were willing to accommodate our every need.”

“Make this service more well known before there is a desperate need.”

“The communication between the program and parent is highly effective and very efficient. I was extraordinarily satisfied.”

“Personal guidance, intervention, and support for myself and my child.”



Superintendent's Corner

CONTINUED from page 4

Don't confuse being tough with being callous, which is a problem every generation in our society is struggling with these days.

However, to live your best lives, you will need to develop the right kinds of toughness. You will need to develop the courage to take risks and put yourself in challenging, uncomfortable situations in order to develop your abilities, and you will need to stand up for what is right to develop your character. You will need to cope with disappointment and tragedy. When you do, you'll be even stronger than before. As my grandmother often said, "You can't come out steel unless you go through the fire."

I am confident that you have the capability to defy the snowflake stereotype. To do so, be aware of the facts; be courageous and prudent when assessing risk; be principled in your decision-making; be open to learning from those who disagree and criticize; be humble in the knowledge that you are imperfect and your mistakes will be your own; be gentle and kind towards others; be resilient when the inevitable challenges and disappointments come; and be tough when it comes to doing the right thing. If you are these things, it won't matter what anyone labels you, because you will be a person who makes your family, your friends, and yourself, proud.

On behalf of everyone in the Shrewsbury Public Schools, congratulations, and good luck.

Reality Check

CONTINUED from page 2

showed students that the *Reality Check* is more than just a game."

In order to make this event possible, Jean-Marie and Becky worked with a group of local business people from Shrewsbury Federal Credit Union, Central One Federal Credit Union, and Uni-Bank to plan recruitment of volunteers and solicit donations. Knowing that manpower and funding was needed to run such a large and meaningful event, the group reached out to the community and was given generous support from Spectrum Enterprises, SHS Parent Forum, Chick-fil-A, Panera, Starbucks, Stop & Shop, and Whole Foods. The coordinators also wrote several grant proposals, receiving funding from one such submission to the state's Office of Economic Empowerment. In addition to funding, many adults graciously stepped forward to volunteer their time setting up the event, or to be Booth Captains and Booth Staff at the *Reality Check*.

The next *Reality Check* is scheduled to run in the spring of 2019. If you are interested in helping with the event, please contact Becky Moisan at: [rmoisan@shrewsbury.k12.ma.us](mailto:rmoisan@shrewsbury.k12.ma.us)

Shrewsbury learns: empowering educators at the Summer Institute

AMY CLOUTER  
ASSISTANT SUPERINTENDENT  
FOR CURRICULUM AND  
INSTRUCTION

Parents and extended families know well that summer presents a realm of diverse learning opportunities for students. Our children go to camp, make art, play sports, try out for plays, practice instruments and enjoy independent activities across the subject areas. Summer is an exciting time for our teachers, too- but not for the reasons you might think. Like the students they teach, educators use their summers to engage in new learning. In fact, every year hundreds of teachers flock back to Shrewsbury High School to participate in the Summer Institute, a professional development initiative jointly supported by Shrewsbury Public Schools and Westborough Public Schools.

Why give up free time to head back into the classroom? Camille Viscomi, first grade



Instructor Joshua Cabral helps World Language teachers to develop oral proficiency techniques at the 2017 Institute

teacher at Paton School, explains the enthusiasm teachers feel when she says, "The Summer Institute gives teachers the opportunity to collaborate with colleagues. This creates a learning environment that sparks excitement best captured as: I LOVE WHAT I DO - I TEACH!"

This year there's lots to be enthusiastic about. The 2018 Summer Institute will feature 13 classes taught by 20 different people. Teachers may choose from offerings focused on content areas like literacy, math, science and language. In addition, there are several courses organized around themes like *Teaching Diverse Learners* and *Mindfulness in*

*the Classroom*. In fact, our own Dr. Sawyer will teach a class entitled *Communication and Relationship Building* this year. He's in good company as most of the instructors at the Institute come from within the district. In this way, the structure of the Institute provides an opportunity for learning and leading- a potent combination.

Jen Flemming, a teacher leader in Shrewsbury, explains that she can offer training at the Institute that she's unable to offer during the school year. She states, "The Summer Institute plays a vital role in continuing to spread *Responsive Classroom* techniques throughout the district. *Responsive Classroom* is the first layer of our social emotional learning work. The set-up of the institute allows all participants to take in information and then process, sit with it and work with that information to help their students the following year. I have valued being both a participant and an instructor during Sum-

CONTINUED, see page 7

Co-teaching

CONTINUED from page 1

exciting ways. Co-teaching included different variations of small group work as well as combined classrooms with three teachers all sharing the instruction together. Throughout the school year, the third grade team of Dan Campbell, Colleen Kalagher-Travaglio, and Keri Warwick as well as the fourth grade team of Nicole Cormier, Wendy Moran, and Melissa Newell received ongoing professional development and worked together to create this new model of instruction for our students. Over the course of any given day, different models of co-teaching were utilized. In one model, the class is split in half and each educator is instructing half of the class at the same time cutting the student-teacher ratio in the classroom in half. Another co-teaching model is station teaching, where each educator and sometimes a paraprofessional staff member will take small groups of five or six students to instruct a skill or a concept. Sometimes co-teaching looks like one lead teacher and a floating teacher who is informally assessing student understanding and redirecting misconceptions. Throughout all of the different co-teaching models, we saw the benefits of providing students with common expectations while simultaneously providing them with instruction that is tailored to their individual and unique learning styles.

Though most of the early data is observational, Paton teachers are

reporting that the benefits of this instructional strategy are numerous for our students. Children have opportunities to receive more frequent small group instruction and feel as though there is always a teacher available to support them. Because they have multiple teachers with different viewpoints, they are provided with a larger toolbox of strategies than one educator might be able to provide alone. Third grader Ethan Fogg reported that "I liked learning different strategies with different teachers." Likewise, the sense of community in the co-taught classroom is really exciting. The small group instruction throughout the day in heterogeneous groups allows students to build empathy, different viewpoints, and self-awareness and management skills. Third graders Dylan Mailly and Henry LaPierre explained this when they shared, "In partnership you can communicate and you can work together on different strategies and help friends." There is a shared understanding within the co-taught classrooms that everyone gets what they need when they need it, and it might look different for each child.

One of the unexpected benefits of co-teaching is the renewed energy and excitement for teaching that is being experienced by our teams of teachers. They are learning from one another and collaborating continuously at high levels. Special educators are developing a stronger understanding of grade level content and expectations and classroom teachers are learning how to better accommodate and provide individu-

alized instruction for more students. All of our educators involved in co-teaching are reporting that they have never felt more thoroughly planned and prepared to meet the needs of every child in their classroom. Fourth grade co-teacher and special education teacher Melissa Newell explained, "I have learned so much about managing a classroom and have had to step out to the edge of my comfort zone so many times this year. It has made me a stronger teacher."

Reflecting upon the year, the co-teaching teams share that they have been excited to see expectations become consistent for all of their students. They are reporting that although it is hard work, the benefits for our students make their efforts so worthwhile. All of the teachers commented on the tremendous support from their families throughout the year as being a key piece of the success within their classrooms. Moving into year two of this new model in grades three and four, our teachers are excited to hit the ground running quickly and are anxious to build upon the co-teaching models that they have implemented. There is less anxiety entering into the next school year because they have a stronger sense of what to expect. They are also looking forward to mentoring and supporting a new co-taught team in grade two next year. Our hope is to provide more opportunities for more students within the school to experience this inclusive strategy for learning in the coming years.



# Shrewsbury Food Service

## Department information 2018-2019

BETH NICHOLS  
FOOD SERVICE DIRECTOR

We look forward to seeing you when school opens in August!

### 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 served on 1/2 days at these schools. 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 \$2.00. 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 variety of entrees are offered daily. In addition, a variety of sandwiches, milks, 100% juices, fruits, vegetables and a salad/fruit bar are offered daily. All meals meet the USDA nutritional guidelines. The cost of lunch is \$3.25 at the elementary schools, \$3.50 at the middle schools and \$3.75 at the High School. Families with financial need may qualify for a reduced price lunch at \$.40 or a free lunch.

### Allergies

The Food Service Department will try to accommodate allergies related to food. A student will be considered having a food allergy upon notification by the school nurse that a receipt of medical evidence for a child has been submitted. The parent should contact the Cafeteria Manager at the school their child attends to plan menu modifications to accommodate their child's allergy.

### Meal Magic Point of Sale System

The Meal Magic Point of Sale System is available at all schools in the District. 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. Cash can also 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. Parents can

also send a check directly to the Food Service Department. **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.** Parents can also use the online system, School Pay, to add money to their children's accounts.

### Kindergarten Snack Program

A kindergarten snack program is available to Full Day Students. Both a snack and a beverage are delivered to your child's classroom daily. The cost of the snack and beverage is \$158.00 for the year. The snack enrollment form is posted on the Shrewsbury website home page under Food Service Department.

### High School Meals to Go

An after-hour meal program is available daily for students. Students must order their meal by 8AM of the day the meal is requested. Bag Meals include a sandwich, beverage, snack and fruit. Bagged Meals cost \$4.00. Order forms are available at the school store, the cafeteria, and in the serving area.

### Free and Reduced Breakfast/Lunch Applications

Free and reduced price meals are available to students if there is financial need. Applications are available online at: <https://www.lunchapp.com/>. Applications must be submitted **this school year by October 12, 2018 to continue eligibility.** If you received a letter from the Food Service Department stating your children were eligible for free meals in school year 2018-2019 as a result of a Direct Certification from the Department of Health and Human Services for school year 2018-2019, you do not need to fill out an online application.

Applications will be accepted at any time during the school year for new applicants as the need arises for families. If you need an application at any time during the school year visit our web pages at: <http://schools.shrewsburyma.gov/foodsvc/free-reduced-price-lunch-breakfast> and fill out the online application: <https://www.lunchapp.com/>. Eligibility is governed by guidelines set by the Federal Government. A notification will be sent to all families stating what program they qualify for. If you need help filling out the application, or have questions

about the Free and Reduced Meal Program, please call the Food Service Department at 508-841-8819 or email Beth Nichols, the Food Service Director, at [bnichols@shrewsbury.k12.ma.us](mailto:bnichols@shrewsbury.k12.ma.us)

### Menus

The menu is posted on the Shrewsbury Home Page website at <http://schools.shrewsburyma.gov/foodsvc/lunch-menus> under Food Service Department. The Food Service is committed to serving what is on the printed menu.

### Food Service Department Contacts

Please contact the Food Service Department with any questions, suggestions, or ideas. The Food Service Department is located at Shrewsbury High School, 64 Holden Street, Shrewsbury, MA, 01545. The telephone number for the Food Service Director, Beth Nichols, is 508-841-8819. Each school site has a manager also available to speak with you. The numbers are as follows:

<b>Beal</b>	508-841-8874
Lisa Birnie	
<b>Coolidge</b>	508-841-8889
Charlene Campbell	
<b>Floral Street</b>	508-841-8723
Sheila Tomaiolo	
<b>Paton</b>	508-841-8635
Jennifer Potter	
<b>Spring Street</b>	508-841-8708
Michelle Kehoe	
<b>Sherwood</b>	508-841-8681
Sandy Litchfield	
<b>Oak</b>	508-841-1217
Patti Saniuk	
<b>High School</b>	508-841-8848
Lisa Phipps	

Please visit our web page on the Shrewsbury Home Page website at <http://schools.shrewsburyma.gov/> for forms, menus and Food Service information.

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## Summer Institute

CONTINUED from page 6

mer Institute.” Other leaders echo Flemming’s words as they describe the importance of the Institute to supporting the needs of their departments. Liza Trombley, Director of English at Shrewsbury High School adds, “For the English Department, the Summer Institute is an opportunity to take a deep dive into topics that directly affect teaching and learning. This year’s focus on expanding the literary canon to represent more multicultural authors and topics will allow us to explore literature that reflects the world around us and our diverse student population. The time to collaborate and learn from one another is incredibly valuable. Teachers will walk away with units they can implement as soon as next fall.” Moreover, given the number of Westborough teachers joining her course, Trombley is excited about the potential for continued collaboration across districts. Jean-Marie Johnson, Shrewsbury High School’s Director of Mathematics, puts it this way: “I think the Summer Institute has been a great way for some of my teachers to reflect on their own practice, look at current research and explore ways to support their students to study advanced math topics in depth. Many of the Institutes in recent years have looked at how to foster a growth mindset and engage students in modeling problems that support creativity and conceptual understanding. My teachers always look forward to the national speakers that present at the institutes. Their presentations have been thought-provoking and have initiated many engaging professional practice discussions among the Summer Institute participants.”

The structure of Shrewsbury’s Summer Institute is designed to accommodate a range of scheduling constraints as well. For example, last year Shrewsbury hosted guest speaker Ron Berger, a consultant for EL Education, an organization that specializes in project-based learning. Berger offered a series of mini lectures on a variety of subjects, and participants in the Institute opted into the series during independent work time. 2018 participants with limited availability have the choice of signing up for a workshop series on personalized learning with Ed Tech Teacher consultant Tom Driscoll for one, two or all three days. Finally, anyone in the district is always welcome to attend the daily keynote address, regardless of whether they are enrolled in a course. This is a good way to get a healthy dose of inspiration for those with limited time.

In Shrewsbury, “empowering learners” is more mission than motto. We see teachers as learners with all the diverse needs our children exhibit. The Summer Institute is just one way we offer growth opportunities to educators. Continuing to give our teachers voice in the ways in which we support professional development is one of the best examples of how the district engages in continuous improvement. Whether you are an attendee or a student in the district, I am confident that the “ripple effect” of summer learning will last well into the coming year.





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