



**School Committee
Meeting Book**

**October 7, 2015
7:00 pm**

**Town Hall
Selectmen's Meeting Room**



SHREWSBURY PUBLIC SCHOOLS
School Committee



The meeting will open at 6:15pm in Town Hall - Conference Room A and immediately enter executive session for the purpose of a) discussing negotiations with the Shrewsbury Education Association, Unit A; b) reviewing and acting upon a student residency issue; & c) for the purpose of reviewing and releasing executive session minutes from a prior meeting.

<u>Items</u>	<u>Suggested time allotments</u>
I. Public Participation	7:00 – 7:10
II. Chairperson's Report & Members' Reports	
III. Superintendent's Report	
IV. Time Scheduled Appointments:	
A. SHS Class of 2015 Post-High School Plans: Report	7:10 – 7:30
B. SHS Student Athletes: Student Presentation	7:30 – 7:45
C. Interscholastic Athletics: Annual Report	7:45 – 8:05
D. Student Concussions: Report	8:05 – 8:20
E. Nursing Services: Annual Report	8:20 – 8:45
V. Curriculum	
VI. Policy	
VII. Finance & Operations	
A. Fiscal Year 2017 Priorities & Guidelines: Second Discussion & Vote	8:45 – 8:55
VIII. Old Business	
IX. New Business	
X. Approval of Minutes	8:55 – 9:00
XI. Executive Session	
XII. Adjournment	9:00

Next regular meeting: October 21, 2015



SHREWSBURY PUBLIC SCHOOLS
School Committee



Executive Session

MEETING DATE: 10/7/15

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee enter into executive session for the purpose of a) discussing negotiations with the Shrewsbury Education Association, Unit A; b) reviewing and acting upon a student residency issue; & c) for the purpose of reviewing and releasing executive session minutes from a prior meeting, where discussion in open session may have a detrimental effect on the bargaining position of the public body?

BACKGROUND INFORMATION:

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

ACTION RECOMMENDED:

That the School Committee enter into executive session.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Barbara A. Malone, Director of Human Resources
Dr. Joseph M. Sawyer, Superintendent of Schools
Mr. Patrick C. Collins, Assistant Superintendent for Finance and Operations



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: I. Public Participation

MEETING DATE: 10/7/15

SPECIFIC STATEMENT OR QUESTION:

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

BACKGROUND INFORMATION:

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

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

SPECIFIC STATEMENT OR QUESTION:

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

BACKGROUND INFORMATION:

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

STAFF AVAILABLE FOR PRESENTATION:

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

ITEM NO: III. Superintendent's Report

SPECIFIC STATEMENT OR QUESTION:

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

BACKGROUND INFORMATION:

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

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

ACTION RECOMMENDED FOR ITEMS I, II, & III:

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



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: **IV. Time Scheduled Appointment** MEETING DATE: **10/7/15**
A. SHS Class of 2015 Post-High School Plans: Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report on the future plans of members of the Shrewsbury High School graduating class of 2015?

BACKGROUND INFORMATION:

1. Each year the high school administration provides data regarding the post-high school plans of the most recent graduating class.
2. Mr. Bazydlo and Ms. Huynh will present an overview of the attached report, which provides information regarding what students planned to do after graduating. Given that the vast majority of students go on to post-secondary education, the report focuses on the colleges and universities where students were accepted, where they matriculated, and the characteristics of these colleges and universities.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Ms. Nga Huynh, Director of School Counseling, Shrewsbury High School
Mr. Todd Bazydlo, Shrewsbury High School Principal



SHREWSBURY PUBLIC SCHOOLS
School Committee



Shrewsbury High School Future Plans Report

Class of 2015



presented to the School Committee
October 7, 2015

Todd Bazydlo, Principal
Nga Huynh, Director of School Counseling



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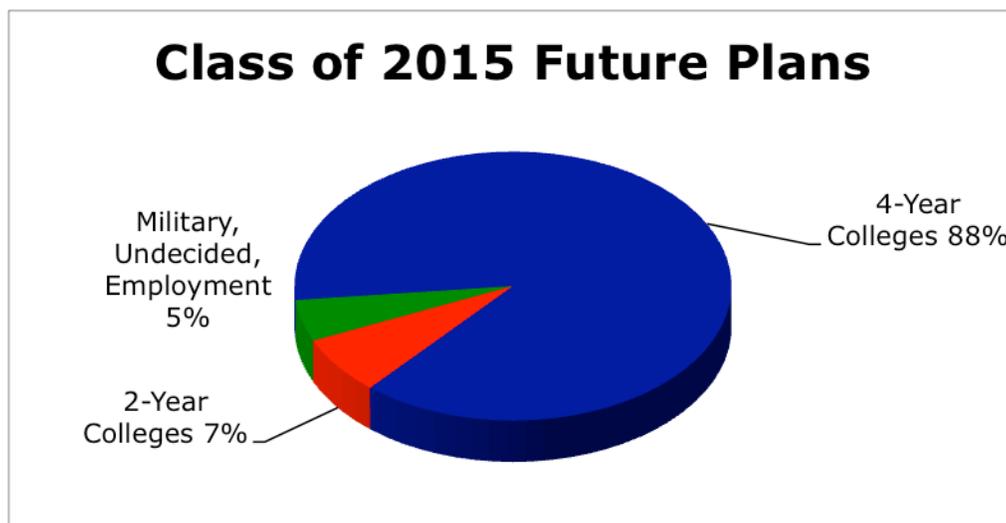


Future Plans

The Class of 2015 enjoyed a successful post-secondary planning year.

- 411* students graduated in the Class of 2015 with the following plans:
 - 88% attended 4-year colleges
 - 7% attended 2-year colleges or technical schools
 - 5% entered the employment field, enlisted in the military, or were undecided

*This number does not include 3 students who were granted a Certificate of Attainment (rather than a high school diploma).



Career Exploration and the College Process

Sophomore Year

- Counselors deliver the school counseling curriculum to all sophomores (3 days) which includes an introduction to career search and planning in Naviance, as well as an introduction to the college search process and exploration of college majors as a result of student career interests.

Junior Year

- Counselors deliver the school counseling curriculum to all juniors (4 days) introducing the College & Career Portfolio including the college search process, the college essay and interviewing skills.
- Students learn to navigate Naviance using the scattergram feature to review the college results data of past SHS students to build a working college list of "Best Fit Colleges".
- Junior Planning Night is offered to juniors and their parents/guardians to "kick off" the college search process and includes a student and college admissions panel.

Senior Year

- Application Bootcamp is offered to rising seniors. This summer, four sessions were offered servicing 96 students. This program includes completion of the Common Application, work on Naviance, individual essay review and feedback by both an English teacher and a college admissions counselor, mock interviews with an admissions counselor and feedback by school counselors, and financial awareness and budgeting in the freshman year.



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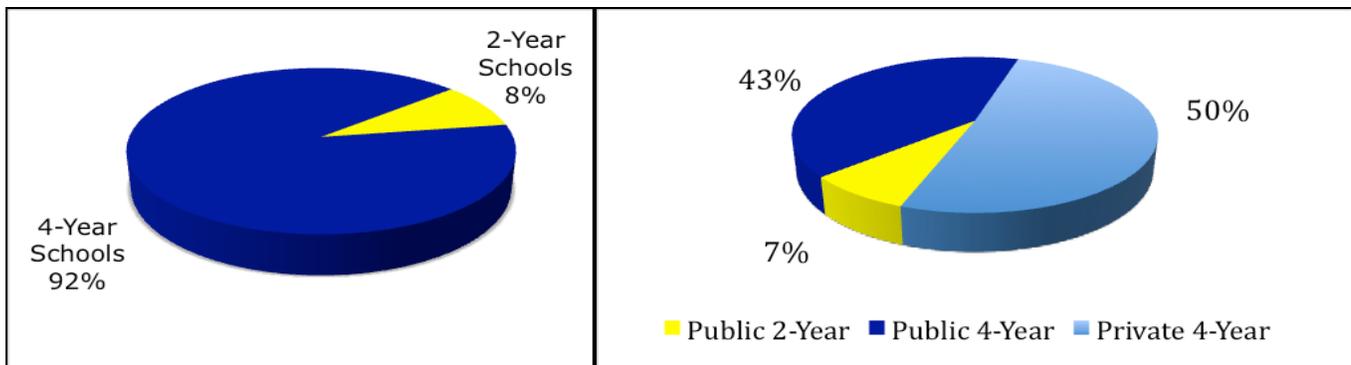


- Nuts and Bolts Night is offered to seniors and their parents/guardians to address the application process with a question-and-answer breakout session with the students' counselors.
- Counselors deliver the Application workshop to all senior English classes in September. This workshop includes a discussion of the senior checklist, matching the Common Application and Naviance to prepare for the electronic submission of transcripts, completing the FERPA agreement in Naviance, and inviting teachers to upload letters of recommendations.
- Stress Reduction workshops are delivered to all senior English classes by Dr. Kim Kusiak, the district's consulting psychiatrist, and counselor interns.
- Counselors meet individually with all seniors during the fall and early winter to complete the application process with discussions including the final college list, processing teacher recommendations, sending official SAT/ACT scores to colleges, options of college deadlines (regular, early action, early decision, and rolling), and processing the transcript request forms.
- Counselors write letters of recommendations for all seniors.
- Financial Aid Night (presented by MEFA, the Massachusetts Educational Financing Authority) is offered to all seniors and parents/guardians to understand the financial aid process and deadlines.
- An alumni panel is offered to seniors in the winter to begin the conversation of transition to college academically, personally, and socially.
- Paying the College Bill Seminar (sponsored by MEFA, the Massachusetts Educational Financing Authority) is offered in early spring to discuss understanding and comparing financial aid packages offered by colleges.

The School Counseling Department processed over 2,500 college applications to 335 different colleges and universities for the class of 2015.

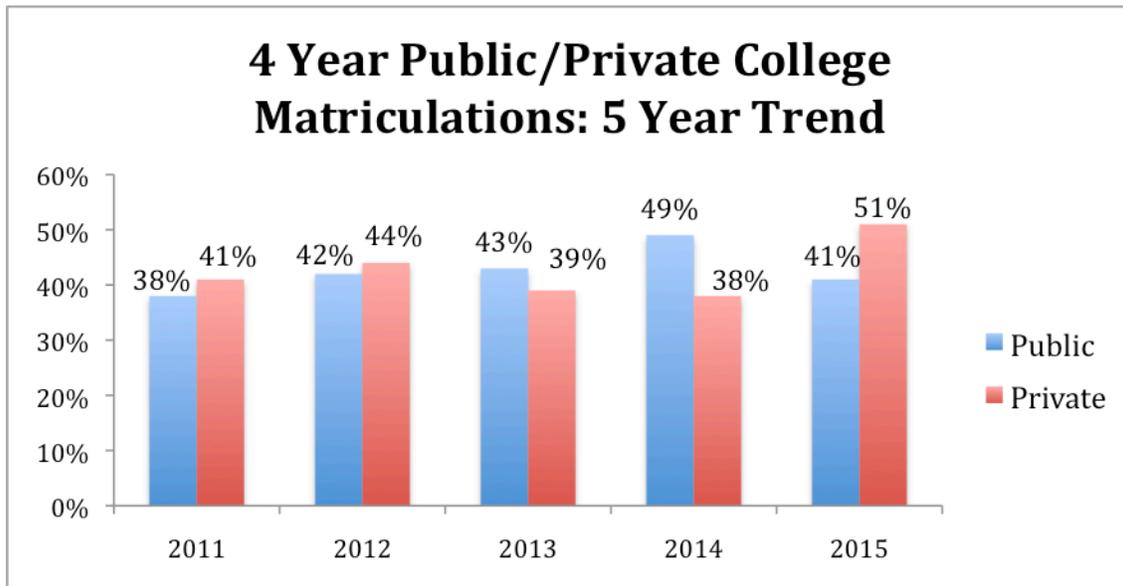
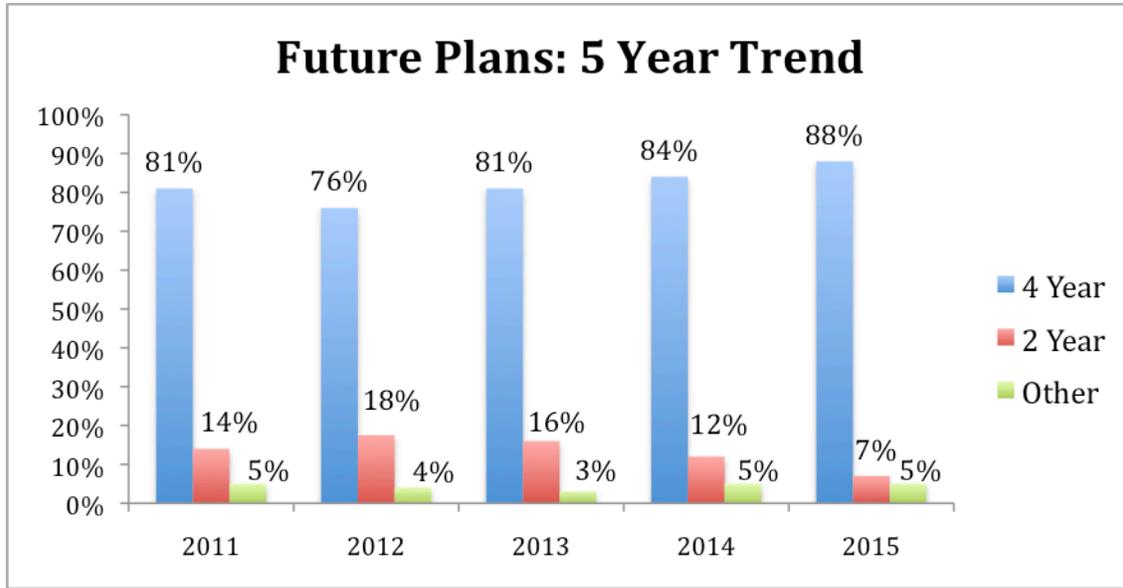
Public and Private 2- and 4-Year Matriculations

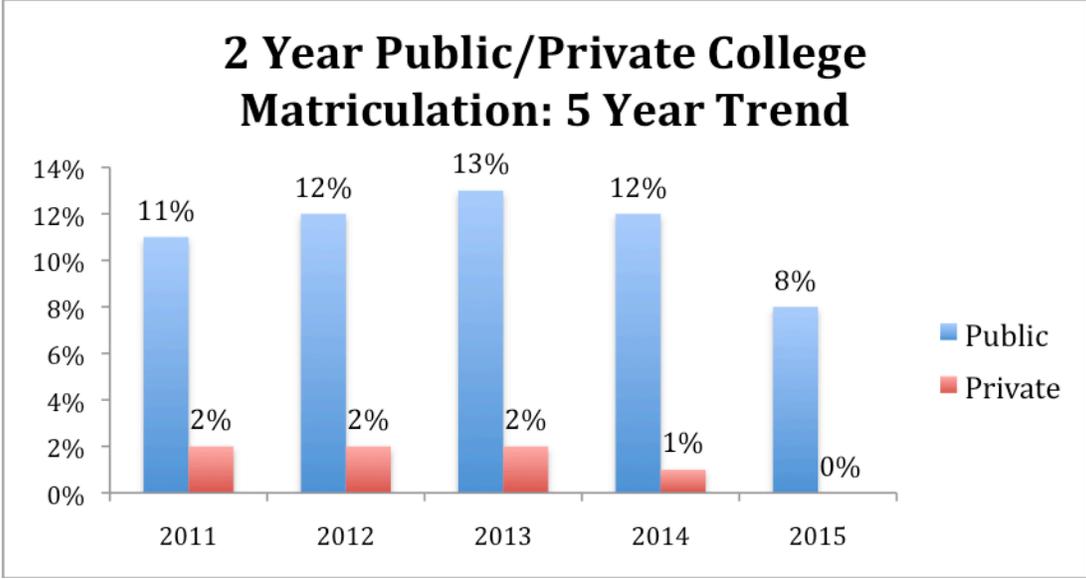
- Of the 411 students graduating in the Class of 2015, a total of 392 (95%) students continued their education at 2- and 4-year colleges and universities, or technical schools.
- Of these 392 students, 92% attended 4-year colleges and 8% attended 2-year colleges or technical schools.
- Of these 392 students, 50% attended public colleges and universities; 50% attended private colleges and universities.





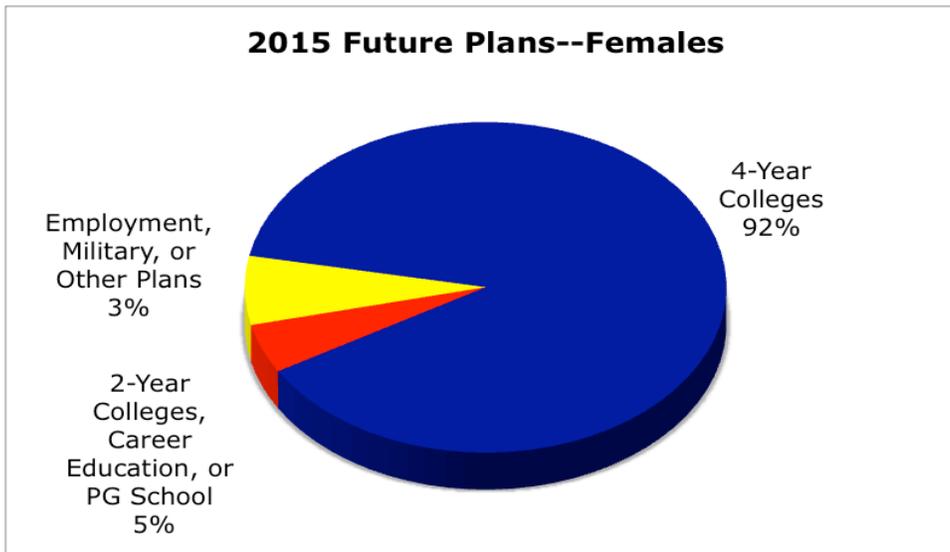
5 Year Trend Data

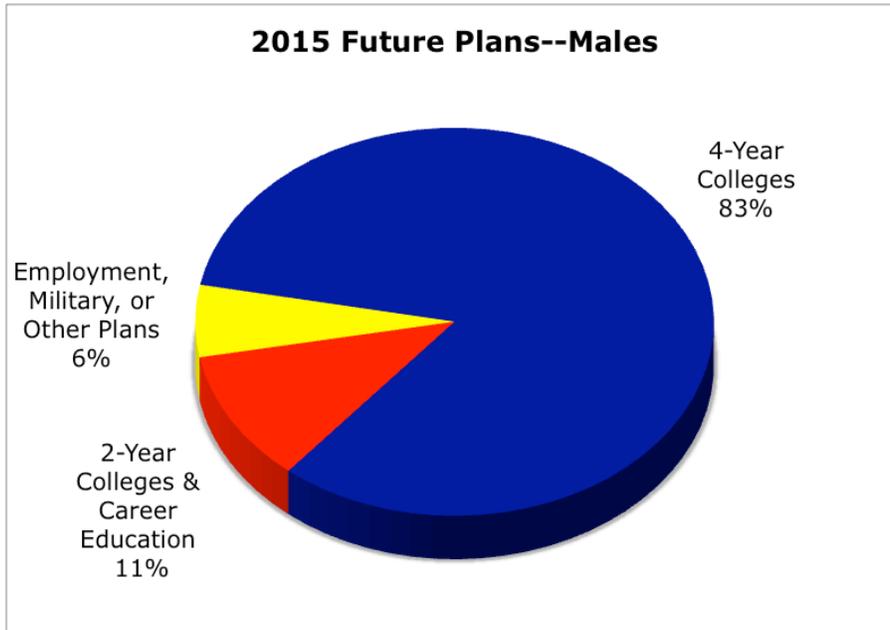




Future Plans by Gender

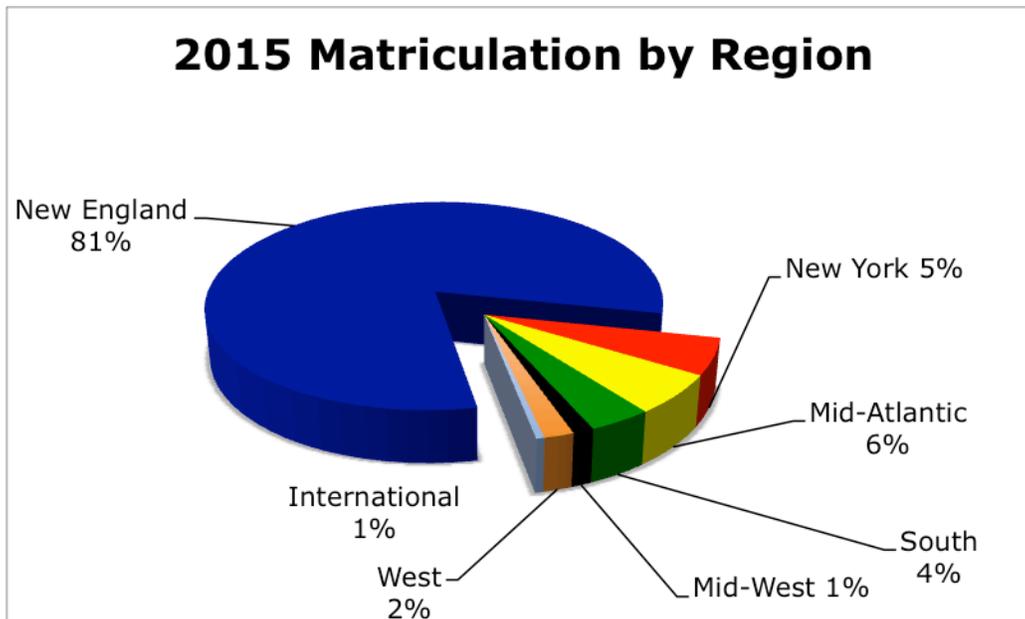
	Male	Female	Total
4-Year Colleges	166	194	360
2-Year Colleges	20	10	30
Career Education	2	0	2
Employment	1	0	1
Military	2	0	2
Other Plans	9	7	16
Totals	200	211	411





Geographic Breakdown by Matriculation

- Seniors in the Class of 2015 were accepted to 259 different colleges and universities in 30 different states, Canada, and the United Kingdom.
- Seniors in the Class of 2015 enrolled in 127 different colleges and universities in 28 different states, District of Columbia, Canada, and the United Kingdom.

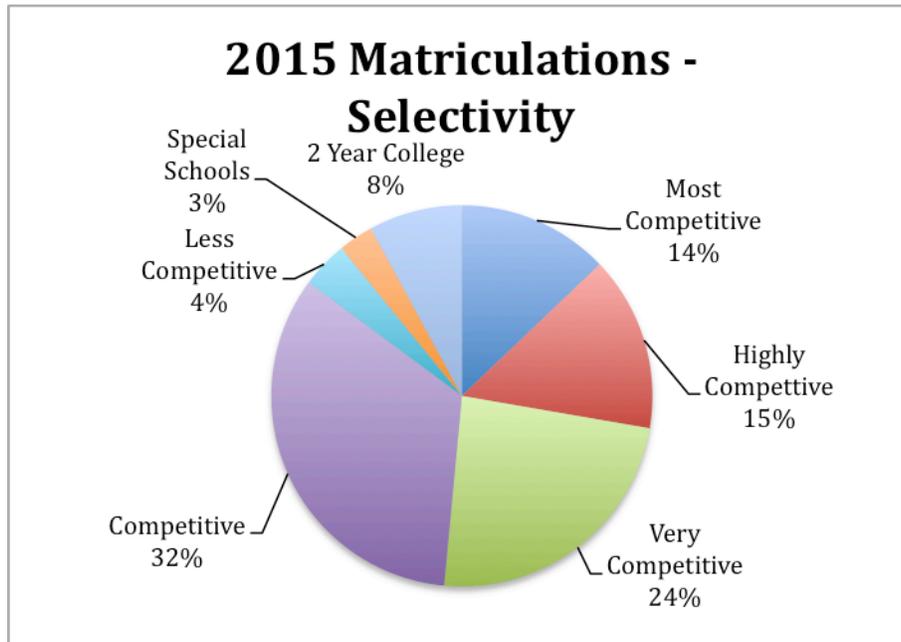




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	Private		Public	
	2-Year & Technical	4-Year	2-Year	4-Year
New England				
Maine	-	3	-	-
Massachusetts	-	107	30	115
Rhode Island	-	17	-	2
Connecticut	-	9	-	14
New Hampshire	-	7	-	11
Vermont	-	1	-	3
New York	-	21	-	-
Mid-Atlantic				
District of Columbia	-	2	-	-
Virginia	-	-	-	3
Pennsylvania	-	11	-	2
Maryland	-	4	-	1
South				
Alabama	-	-	-	3
Florida	-	1	-	1
Georgia	-	-	-	1
Kentucky	-	-	-	1
Louisiana	-	1	-	-
South Carolina	-	-	-	3
North Carolina	-	2	-	1
Tennessee	-	1	-	-
Midwest				
Indiana	-	1	-	-
Ohio	-	2	-	1
Minnesota	-	-	-	1
West				
Arizona	-	-	-	1
California	-	2	-	-
Colorado	-	-	-	2
Utah	-	2	-	-
Canada	-	1	-	-
England	-	1	-	-
Totals	-	196	30	166



Barron's Selectivity Categories Class of 2015 Students Enrolled at the Following Colleges & Universities

Most Competitive:

Even superior students will encounter a great deal of competition for admissions to the colleges in this category. In general, these colleges require high school rank in the top 10% to 20% and grade averages of A to B+. Median freshman test scores at these colleges are generally between 655 and 800 on the SAT I and 29 and above on the ACT. In addition, many of these colleges admit only a small percentage of those who apply.

- Boston College (7)
- Brandeis University
- Bryn Mawr College
- Bucknell University
- Carnegie Mellon University (2)
- Colby College (2)
- College of the Holy Cross (5)
- College of William & Mary
- Connecticut College
- Cornell University (2)
- The George Washington University
- Georgetown University
- Georgia Institute of Technology
- Hamilton College
- Hampshire College
- Johns Hopkins (2)
- Lehigh University
- New York University (2)
- Northeastern University (13)
- The Ohio State University
- Rensselaer Polytechnic Institute (3)
- Smith College
- Tufts University
- University of Southern California



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Highly Competitive:

Colleges in this group generally look for students with grade averages of B+ to B and accept most of their students from the top 20% to 35% of the high school class. Median freshman test scores at these colleges generally range from 620 to 654 on the SAT I and 27 or 28 on the ACT. These schools generally accept between one third and one half of their applicants. To provide for finer distinctions within this admissions category, a plus (+) symbol has been placed before some entries. These are colleges with median freshman scores of 645 or more on the SAT I or 28 or more on the ACT, and colleges that accept fewer than one quarter of their applicants.

+Bentley University (4)
+Boston University (6)
Brigham Young University (2)
Bryant University (6)
Clark University (2)
Clarkson University
Clemson University
+Dennison University (2)
+Drexel University (2)
Elon University
Emerson College (2)
+Mount Holyoke
Providence College (3)
Seewanee, The University of the South
+Trinity College
University of Connecticut (13)
+University of Florida
University of Minnesota, Twin Cities
+Worcester Polytechnic University (7)

Very Competitive:

The colleges in this category generally admit students whose averages are no less than B- and who rank in the top 35% to 50% of their graduating class. They generally report median freshman test scores in the 573 to 619 range on the SAT I and from 24 to 26 on the ACT. These schools generally accept between one half and three quarters of their applicants. The plus (+) has been placed before colleges with median freshman scores of 610 or higher on the SAT I or 26 or higher on the ACT, and colleges that accept fewer than one third of their applicants.

College of Charleston
Dusquesne University (3)
Elms College
Emmanual College (3)
Fairfield University (2)
+Gordon College
+Hofstra University
James Madison University
Loyola University of New Orleans
Marymount Manhattan College
Messiah College
Quinnipiac University (3)
Rochester Institute of Technology (3)
Sacred Heart University
Saint Anselm College (2)
Sienna College
Simmons College (3)
+Stonehill University
Temple University (2)
The University of Alabama (3)
Townson University
University of Colorado, Boulder (2)
University of Mary Washington
University of Massachusetts at Amherst (44)
University of New Hampshire (9)
University of Vermont (2)



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Competitive:

This category is a very broad one, covering colleges that generally have median freshman test scores between 500 and 572 on the SAT I and between 21 and 23 on the ACT. Some of these colleges require that students have high school averages of B- or better, although others state a minimum of C+ or C. Generally, these colleges prefer students in the top 50% to 65% of the graduating class and accept about 75% of their applicants. Colleges with a plus (+) are those with median freshman SAT I scores of 563 or higher or median freshman ACT scores of 24 or higher, and those that admit fewer than half of their applicants.

Assumption College (12)
Barry University
Bay Path College
Bridgewater State University (4)
Castleton State University
Central Connecticut State University
Coastal Carolina University
Colby-Sawyer College
Curry College (2)
Daniel Webster College
East Carolina University
+Elmira College
+Endicott College
Fitchburg State University (7)
Framingham State University
Franklin Pierce University (2)
Holy Cross College, Indiana
Johnson and Wales University
Lasell College
Lenoir-Rhyne University
Lesley University (5)
Marist College (2)
Merrimack College (5)
Norwich University
Plymouth State University (2)
Roger Williams University (5)
Southern New Hampshire University
Springfield College (2)
St. Bonaventure University
Stevenson University
Suffolk University (2)
The College of Saint Rose
University of Arizona
Union College
University of Kentucky
University of Massachusetts at Boston (2)
University of Massachusetts at Dartmouth (8)
University of Massachusetts at Lowell (9)
University of New Haven
+University of Rhode Island
Wentworth Institute of Technology (2)
Westfield State University (17)
Worcester State University (19)

Less Competitive:

Included in this category are colleges with median freshman test scores generally below 500 on the SAT I and below 21 on the ACT; some colleges that require entrance examinations but do not report median scores; and colleges that admit students with averages generally below C who rank in the top 65% of the graduating class. These colleges usually admit 85% or more of their applicants.

Anna Maria College



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Becker College
Fisher College
Newbury College
Nichols College (7)
Salem State University (5)

Special Schools:

Listed here are colleges whose program of studies are specialized—professional schools of art, music, health fields, the military, etc. In general, the admissions requirements are not based primarily on the academic criteria, but on evidence of talent or special interest in the field.

Academy of Art University
Aston University (UK)
Berklee College of Music
Brock University, Canada
Maine College of Art
Maryland Institute College of Art
MA College of Pharmacy & Health Sciences (3)
Rhode Island School of Design (2)

2-Year Colleges:

Quinsigamond Community College (29)
Massachusetts Bay Community College

Top 11 Most Popular Schools Enrolled—Private

1. Northeastern —13
2. Assumption College —12
3. Worcester Polytechnic Institute —7
4. Boston College—7
5. Nichols —7
6. Boston University —6
7. Bryant University —6
8. Merrimack College —5
9. College of the Holy Cross —5
10. Lesley University —5
11. Roger Williams —5

Top 10 Most Popular Schools Enrolled—Public

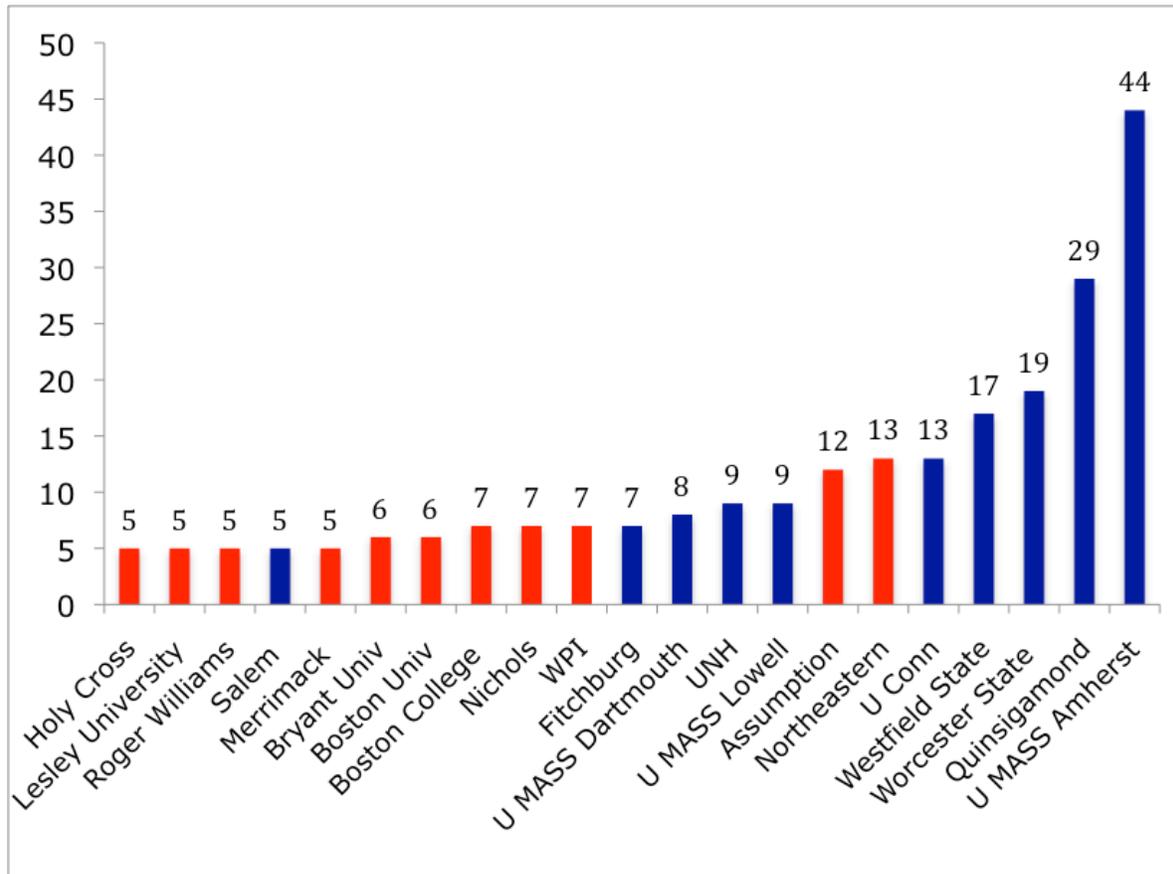
1. University of Massachusetts, Amherst —44
2. Quinsigamond Community College —29
3. Worcester State University—19
4. Westfield State—17
5. University of Connecticut—13
6. University of New Hampshire—9
7. University of Massachusetts, Lowell—9
8. University of Massachusetts, Dartmouth—8
9. Fitchburg State—7
10. Salem State—5



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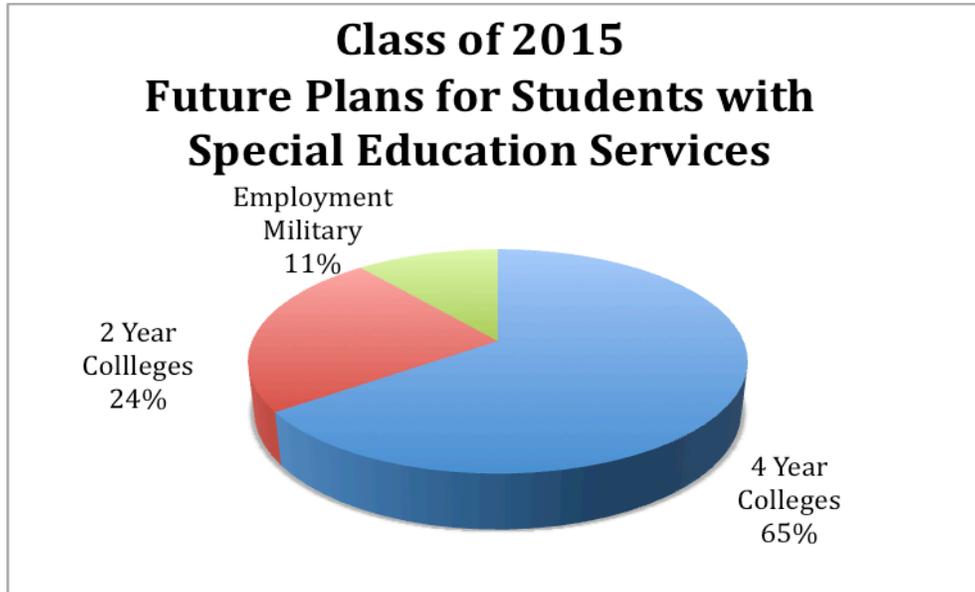
Top 10 Private and Public Enrollments



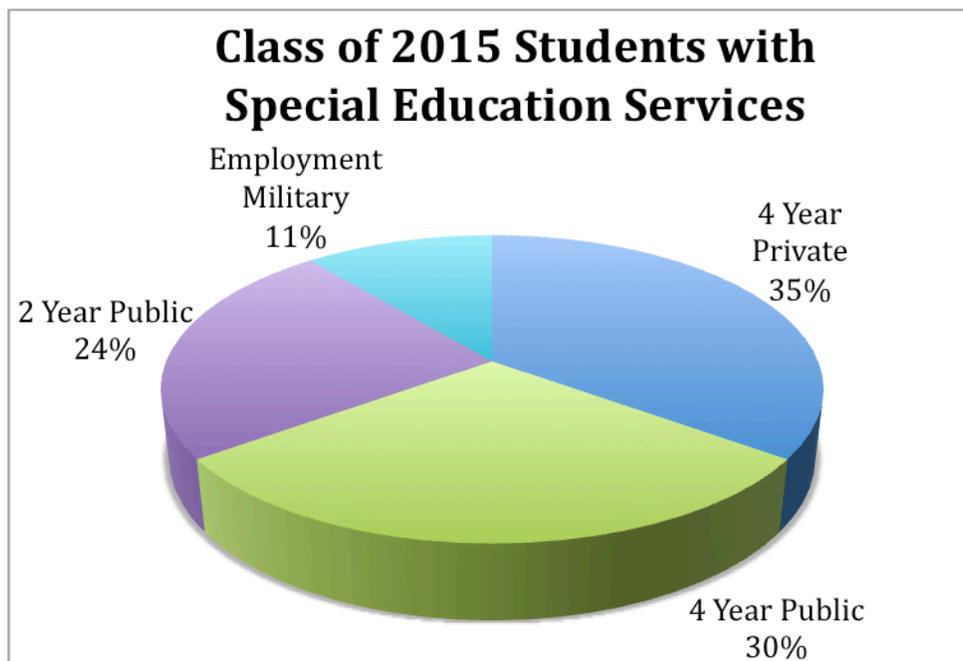


Class of 2015
Students with Special Education Services

- Forty-six students (11%) in the Class of 2015 received special education services. Of these 46 students:
- 65% attended 4-year colleges
- 24% attended 2-year colleges & technical schools
- 11% entered the employment field or military

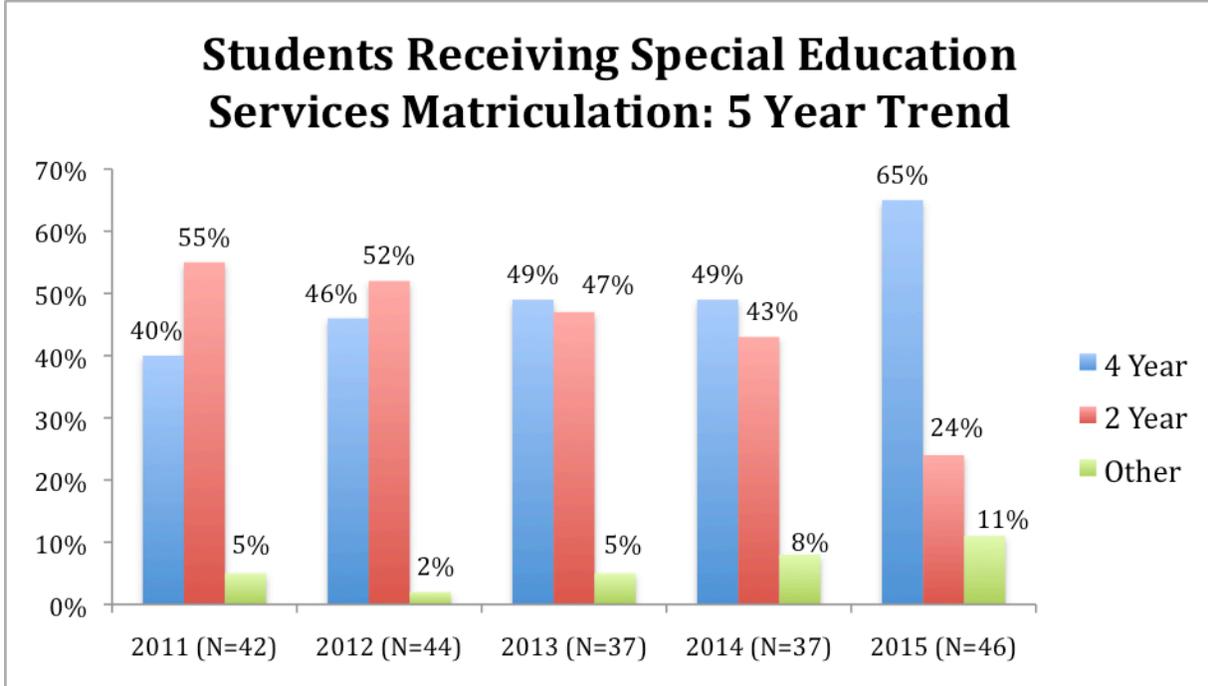


- Of these 46 students, 54% attended public colleges and universities; 35% attended private colleges and universities.





SHREWSBURY PUBLIC SCHOOLS
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ITEM NO: **IV. Time Scheduled Appointment**
B. Athletics: Student Presentation

MEETING DATE: **10/7/15**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a presentation from Shrewsbury High School student athletes?

BACKGROUND INFORMATION:

1. The athletics program at Shrewsbury High School is an important element of many students' educational experience. Several student athletes will discuss the impact that participation in athletics has had for them and their fellow students.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools
Mr. Todd Bazydlo, Principal, Shrewsbury High School
Mr. Jason Costa, Director of Athletics



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ITEM NO: **IV. Time Scheduled Appointment**
C. Interscholastic Athletics: Annual Report

MEETING DATE: **10/7/15**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear an annual report on Shrewsbury Athletics for 2014-2015?

BACKGROUND INFORMATION:

1. Each fall the athletic director presents a report to the School Committee that summarizes athletic participation and achievements during the previous year.
2. The 2014-2015 year was highly successful as 28 of 31 teams qualified for post-season play. More importantly, the athletics program provided a variety of outstanding experiences that helped student-athletes develop their athletic, teamwork, and leadership skills.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Mr. Todd Bazydlo, Principal, Shrewsbury High School
Mr. Jason Costa, Director of Athletics



SHREWSBURY PUBLIC SCHOOLS
School Committee



Memorandum

To: Dr. Joseph Sawyer, Superintendent of Schools
From: Jason Costa, Athletic Director
Date: September 22, 2015
Re: Annual Athletic Report

CC: Todd Bazydlo, Principal

It is a pleasure to present you with our Annual Athletic report. The report is an effort to provide you and the School Committee a comprehensive understanding of the Athletic Program and to highlight the accomplishments of our student-athletes during the 2014-2015 school year.

Please let me know if you have any questions

Thank you!



SHREWSBURY PUBLIC SCHOOLS
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Shrewsbury High School Athletic Report 2014-15



Presented to the School Committee
October 7, 2015

Todd Bazydlo, Principal
Jason Costa, Athletic Director



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Overview of 2014-15

Programming

Shrewsbury High School continues to offer a diverse range of sports for the student body averaging 419 athletes per season. The Athletic Department supports 34 different sports, which account for 60 teams and approximately 691 contests played this past year. In 2014-2015, our coaching staff maintained 70 positions at the high school level. SHS continued to offer and support the Unified Track program for a second year.

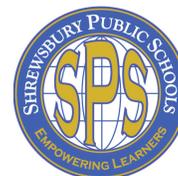
The Unified Track team consists of 25 regular and special education students competing against other Central Massachusetts schools. Currently, there are 17 schools in the Midland-Wachusett League that offer Unified sports. The first two years of SHS Unified Track program were subsidized by the Massachusetts Special Olympics. The grant for Unified Track team has expired and the Athletics Department is partnering with the Special Education Department to support the continued funding of the program.

Our middle school program consists of 7 coaches and we offer boys' and girls' cross-country and basketball that provided athletic opportunities for approximately 180 students.

Highlights

The Athletic Department provided the same quality programming in our ninth year with athletic fees. This was made possible by combined financial support from the school budget as well as the SHS Boosters Association, Friends of Shrewsbury Crew, various organizations and the sponsorship program. The community support for athletics continues to be strong. Highlights from this past year include:

- 28 out of 31 teams qualified for postseason play.
- League Championships
 - Cheerleading
 - Boys' Cross Country
 - Gymnastics
 - Girls' Ice Hockey
 - Boys' Ice Hockey
- District Finalist
 - Baseball
- District Championships
 - Girls' Tennis
- Advanced to the Division 1 State Championship
 - Girls' Tennis Runner-up-2nd year in a row
 - Gymnastics-Runner-up



II. Teams, seasons, levels and contests

During the 2014-15 school year, Shrewsbury High School offered a total of 34 competitive sports to the student body. There were 60 teams that participated at various levels of play ranging from freshman level to varsity level and athletes competed in over 691 contests throughout the school year. Our coaching staff totaled 70 positions (with an additional 29 volunteer positions). The Athletic Department contracts with a part-time trainer for each of the three seasons.

Sports Offered/Levels of competition (Varsity, Junior Varsity, and Freshmen)

Fall Season

Boys' Sports

Football (V, JV, FR)
Soccer (V, JV)
Golf-Coed (V, JV Club)
Cross Country (V)
Crew (V, Novice)

Girls' Sports

Cheering (V, JV)
Soccer (V, JV)
Golf-Coed (V, JV Club)
Cross Country (V)
Crew (V, Novice)
Field Hockey (V, JV)
Volleyball (V, JV)

Winter Season

Boys' Sports

Basketball (V, JV, FR)
Swimming-Coed (V)
Track (V)
Ice Hockey (V, JV)
Skiing-Coed (V)

Girls' Sports

Basketball (V, JV, FR)
Swimming-Coed (V)
Track (V)
Ice Hockey (V)
Skiing-Coed (V)
Gymnastics (V)
Cheering (V, JV)

Spring Season

Boys' Sports

Track (V)
Tennis (V)
Baseball (V, JV)
Crew (V, Novice)
Lacrosse (V, JV)

Girls' Sports

Track (V)
Tennis (V)
Softball (V, JV)
Crew (V, Novice)
Lacrosse (V, JV)



III. Comparative Data Information Sheet

Programming and Participation

The following tables shows five-year overview of programming and participation. (**Note:** numbers in brackets indicate the number of girls on a co-ed team.)

Number of sports offered:	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>
Boys	15	15	15	15	15
Girls	19	19	19	19	19
Number of teams offered:					
Boys	26	26	26	26	26
Girls	31	31	31	31	31
Number of athletes per season:					
Fall	451 (+28)	458 (+7)	450 (-8)	461 (+11)	477 (+16)
Winter	368 (-79)	376 (+8)	325 (-51)	295 (-30)	348 (+53)
Spring	<u>425 (-22)</u>	<u>401 (-24)</u>	<u>384 (-17)</u>	<u>398 (+14)</u>	<u>430 (+32)</u>
Total	1244 (-89)	1235 (-9)	1159 (-76)	1154 (-5)	1255 (+101)

Number of one, two, and three sport athletes:

- One sport athletes - 884 students
- Two sport athletes - 268 students
- Three sport athletes -103 students



SHREWSBURY PUBLIC SCHOOLS
School Committee



Participation of athletes by sport:	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>
Football - Boys	95	103	95	100	87
Fall Crew - Boys	41	35	38	43	50
Fall Crew - Girls	53	43	48	50	39
Soccer - Boys	39	42	44	44	45
Soccer - Girls	49	46	44	47	50
X-Country - Boys	31	34	29	36	41
X-Country - Girls	26	32	32	24	35
Golf - Co-Ed	21	21 [1]	18 [2]	20 [2]	17 [1]
Fall Cheering - Girls	27	31	27	21	29
Field Hockey - Girls	37	37	31	34	40
Volleyball - Girls	32	33	42	40	43
Basketball - Boys	44	44	45	40	37
Basketball - Girls	37	36	38	38	29
Indoor Track - Boys	58	65	53	47	87
Indoor Track - Girls	66	66	50	37	53
Swimming - Co-Ed	8 [24]	10 [21]	10 [17]	8 [14]	8 [14]
Ice Hockey - Boys	51	54	41	44	44
Ice Hockey – Girls	19	22	25	21	17
Skiing - Co-Ed	12 [11]	8 [6]	6 [7]	6 [9]	5 [9]
Gymnastics - Girls	11	13	10	10	17
Winter Cheering	27	31	23	21	28
Spring Track - Boys	83	70	79	87	92
Spring Track - Girls	95	75	69	61	71
Tennis - Boys	16	14	11	13	10
Tennis - Girls	12	12	12	11	15
Baseball - Boys	32	37	32	35	36
Softball - Girls	28	29	29	28	30
Lacrosse - Boys	42	45	38	39	41
Lacrosse - Girls	34	39	34	37	40
Spring Crew - Boys	41	41	36	44	53
Spring Crew - Girls	42	39	44	43	42



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Winter %	1.00%	34%	28%	20%	17%	100%
(Athletes grade/total athletes)						
	<u>Grade</u>	<u>Grade</u>	<u>Grade 10</u>	<u>Grade</u>	<u>Grade</u>	<u>TOTAL</u>
	<u>8</u>	<u>9</u>		<u>11</u>	<u>12</u>	
B. Lacrosse	0	13	11	7	10	41
G. Lacrosse	0	20	8	5	7	40
Baseball	0	7	14	6	9	36
Softball	0	8	9	9	4	30
G. Tennis	0	6	1	4	4	15
B. Tennis	0	2	5	2	1	10
B. Track	0	21	30	18	23	92
G. Track	0	28	19	17	7	71
B. Crew	0	17	18	12	6	53
G. Crew	<u>0</u>	<u>7</u>	<u>11</u>	<u>15</u>	<u>9</u>	<u>42</u>
	0	129	126	95	80	430

Spring %	0%	30%	29%	22%	19%	100%
(Athletes grade/total athletes)						
	<u>Grade</u>	<u>Grade</u>	<u>Grade 10</u>	<u>Grade</u>	<u>Grade</u>	<u>TOTAL</u>
	<u>8</u>	<u>9</u>		<u>11</u>	<u>12</u>	
2014-15	2	390	357	263	245	1257
%	1%	31%	28%	21%	19%	100%

% of Athletes by Season & grade
(# of Athletes by grade/class enrollment)

	Total students	Fall	Winter	Spring
Class of 2018	414	34%	29%	31%
Class of 2017	439	30%	22%	29%
Class of 2016	413	23%	17%	23%
Class of 2015	404	26%	15%	20%



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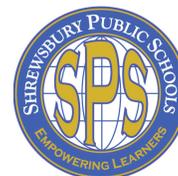


Team records by sport

	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>
Golf	15-3	15-3	14-4	14-4	13-5
Football	5-7	4-7	5-7	9-3	6-5
Fall Crew- Boys	Top 25%	Top 25%	Top 25%	Top 50%	Top 50%
Fall Crew - Girls	Top 25%				
Soccer - Boys	7-10-1	10-7-2	7-10	8-9-2	15-4-1
Soccer - Girls	15-4-2	12-3-2	10-6-4	8-8-4	6-10-2
X-Country - Boys	7-2	8-0	5-2	5-1	5-1
X-Country - Girls	7-2	7-0	3-3	2-3	2-3
Field Hockey	11-4-5	10-4-6	18-4	16-4-2	10-9-2
Volleyball	14-8	9-10	12-8	13-8	15-6
Basketball - Boys	17-4	4-16	7-13	5-15	11-10
Basketball - Girls	19-4	18-4	11-10	14-8	8-12
Indoor Track - Boys	7-3	5-3	6-1	5-2	5-1
Indoor Track - Girls	7-2	6-2	5-1	5-1	4-1
Swimming	2-8	4-8	8-3	2-8	5-5
Ice Hockey-Boys	11-9-2	10-10-1	14-5-2	21-2-1	17-5
Ice-Hockey-Girls	13-7-2	9-6-5	11-9-1	13-7-3	13-6-3
Skiing-Boys	6-19	N/A	N/A	14-26	25-15
Skiing-Girls	22-8	N/A	N/A	32-13	30-9-1
Gymnastics	11-3	9-5	6-6	12-0	15-0
Spring Track - Boys	6-3	4-4	5-2	4-3	6-0
Spring Track - Girls	7-1	5-3	5-1	4-3	4-2
Tennis - Boys	16-3	14-4	13-4	12-6	9-8
Tennis - Girls	11-6	13-5	17-3	17-4	13-3
Baseball	10-11	13-9	14-8	12-9	16-7
Softball	16-6	16-5	13-8	13-9	13-9
Spring Crew - Boys	Top 25%	Top 25%	Top 25%	Top 50%	Top 50%
Spring Crew - Girls	Top 25%				
Lacrosse - Boys	13-9	11-9	17-6	20-5	8-12
Lacrosse - Girls	14-8	12-8	17-6	15-7	16-6



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Numbers of student-athletes selected to All-Stars

	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>
League / Conference [MVP's]	90	99	95 [5]	99 [4]	90 [2]
T&G	25	20	34	58	25
Central Mass	20	17	23	20	22
All-State	2	3	1	5	6
All-New England	1	1	1	3	1
All-American	0	0	1	4	1

2014-15 Championship Teams

Fall

- Boys' X-Country Midland-Wachusett League "A" Champions
- Cheerleading Midland-Wachusett League "A" Champions, Regional Champions

Winter

- Girls' Ice Hockey CMASS/GEMHHL League Champions
- Gymnastics Midland-Wachusett League "A" Champions, State Finalists
- Cheerleading Midland-Wachusett League "A" Champions
- Boys' Ice Hockey Auburn Tournament Champions, Coughlin Conference Champions

Spring

- Girls' Tennis District Champions, State Finalists
- Baseball Midland-Wachusett League "A" Runner-up, District Finalist

Class of 2015 Collegiate Participants

- 9 members (5 male and 4 Female) of Class of 2015 signed National Letter of Intent (NLI) to participate in NCAA athletics. The student-athletes signed NLI in the following sports: field hockey, crew, lacrosse, soccer, football, tennis.
- Additionally, 28 student-athletes from the Class of 2015 reported that they would participate in NCAA athletics for the 2015-2016 school year.

IV. Athletic Administration and Support Groups

Athletic Administration

- **Middle School Program** Last year Oak Middle School provided cross-country in the fall for both boys and girls. Both teams had a successful season and had over 100 runners participating in the program and competed in a 6 meet schedule. During the winter season, basketball was offered for boys and girls with each team averaging 24 athletes. Both basketball teams continue to be very competitive and each completed an 18 game



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schedule. The excitement and energy generated on the cross-country course and on the basketball court was outstanding.

- **Coaches' Education** The landscape of coaching high school athletics is becoming more complex as there are numerous mandates to complete prior to coaches working with student-athletes. New coaches are required by the MIAA to complete the state coaches' education course. The course reviews and outlines expectations and responsibilities of being a coach. Coaches also have to complete a concussion course to help assist them in identifying students who may have suffered a concussion. Lastly, all coaches are required to be certified in CPR, First Aid and AED. The addition of these mandates has added to the complexity of managing the athletic department. The training is important to help our coaches support our student-athletes, however the trainings create additional logistics of managing requirements, coordinating and offering programming, and has increased the financial burden of coaches and the athletic department paying for these trainings.
- **Athletic Internship** SHS offers student internships in the athletic program throughout the school year. Students can be assigned to assist the athletic director, work with an individual team as manager/statistician, or work with the Athletic Trainer to develop a baseline understanding of sports medicine. Students receive 2.5 credits per semester for their work. Internships have provided outstanding opportunities for students to investigate and experience working in an Athletic Department.
- **Student Leadership** Each year the athletic department works to promote and develop student leaders in our community. The Athletic Director works in close partnership with the MIAA, school administration, school counseling department, and the coaching staff to provide opportunities for student-athletes to develop their leadership capacity. Below is a list of events that students attend with the Athletic Director.
 - **SHS Captains Workshop**-Each summer the Captains of each sport are required to attend a 4 hour leadership workshop at SHS. The workshop reviews expectations for Captains, conducts teambuilding activities, helps develop student leader communication with coaches and teammates, and captains participate in scenarios and simulations that require thinking quickly and critically when faced with a dilemma.**MIAA programming** –The Athletic Director provides students opportunities to attend the following programming sponsored by the MIAA and typically accompanies student-athletes to these events.
 - Student Ambassador-Midland-Wachusett League
 - Sportsmanship Summit- Gillette Stadium
 - New England Student Leaders Conference-Stonehill College
 - National Girls and Women in Sports Day-TD Garden
 - Midland-Wachusett League Community Service Event-Community Harvest, Grafton



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- **Evaluation of Coaches** All head coaches are evaluated annually by the Athletic Director. Coaches are required to fill out a reflection sheet and then meet with the Athletic Director at the conclusion of the season. The Athletic Director then completes and shares the written evaluation with the head coach. Head coaches evaluate the performance of Assistant Coaches and share their findings with the Athletic Director. (See Appendix A)
- **Coordinate and manage visits of college recruiters** Numerous college recruiters contact the Athletic Department in order to schedule meetings with student-athletes. The Athletic Director manages all recruiting visits with student-athletes. Coaches and/or the Athletic Director attend these meetings with students and representatives from colleges and universities.
- **Pre-season meetings** Prior to the start of each season, student-athletes and their families are required to attend a pre-season meeting with the Athletic Director (3 per year). The meetings last approximately 45 minutes and review the expectations for student-athletes and their parents. Additionally, the Athletic Trainer conducts concussion education and the procedures utilized in the event of an injury.
- **Awards Night** The Athletic Department conducts its annual awards night each June. The ceremony recognizes the achievement of each team and outstanding individual accomplishments. The entire coach staff attends the event to celebrate the conclusion of the school year and meet one last time with members of their team.

Support Groups

- **Shrewsbury High School Athletic Boosters Association**
This past year has been a very active year for our parent-run SHS Athletic Boosters Association. Their primary functions are to raise funds to support athletic programming, foster overall spirit for SHS sports teams, organize parent volunteers to provide support for contests, provide post contest-refreshments for athletes, and help coordinate end of the season banquets for individual teams to bring formal closure to their season. In addition, the Athletic Boosters Association has provided funding for replacement uniforms and equipment. The athletic program is very appreciative for the parental support it receives. The Athletic Department will continue to partner and work with the dedicated parent volunteers to help support and maintain a quality athletic program.

The SHS Athletic Boosters Association held monthly meetings during the year. The 2014-15 school year marked the eighth year in which all athletic teams at Shrewsbury High School became members of the SHS Boosters Association. One of the boosters' primary functions is to raise money in order to help provide student-athletes equipment and materials not covered through the appropriated budget. They continue to provide funding for uniforms, equipment, senior scholarships, athletic fee scholarships, athletic awards,



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and other athletic needs by holding three major fundraisers each year. In the fall, the annual “Gold Card” fundraiser brings in approximately \$35,000 each year. Between the Boosters’ seasonal fundraisers, the annual golf tournament, and hosting USA Gymnastics events, the group was able to assist with the provisions needed to maintain an athletic program. This past year the Boosters Association contracted with Gale Associates to conduct an evaluation of the outdoor athletic complex and developed recommendations for improvements to the facility.

- **Corporate Donations/Sponsorships**

Last year the athletic department received a \$20,000 donation from Central One Federal Credit Union and a \$1,000 donation from Buffalo Wild Wings. The donations were used to supplement funds that were cut during previous budget cycles. As a result, Shrewsbury was able to maintain its complete program of offerings for student athletes.

- **Friends of Shrewsbury Crew**

Financial need and increased participation led to a need for an additional source of funding for the crew program. The Friends of Shrewsbury Crew purchases specific pieces of equipment, including costly shells. The athletic program is very appreciative of all that FOSC does to benefit the athletes within the crew program.

V. Athletic Financials 2014-15

Fees 2014-15

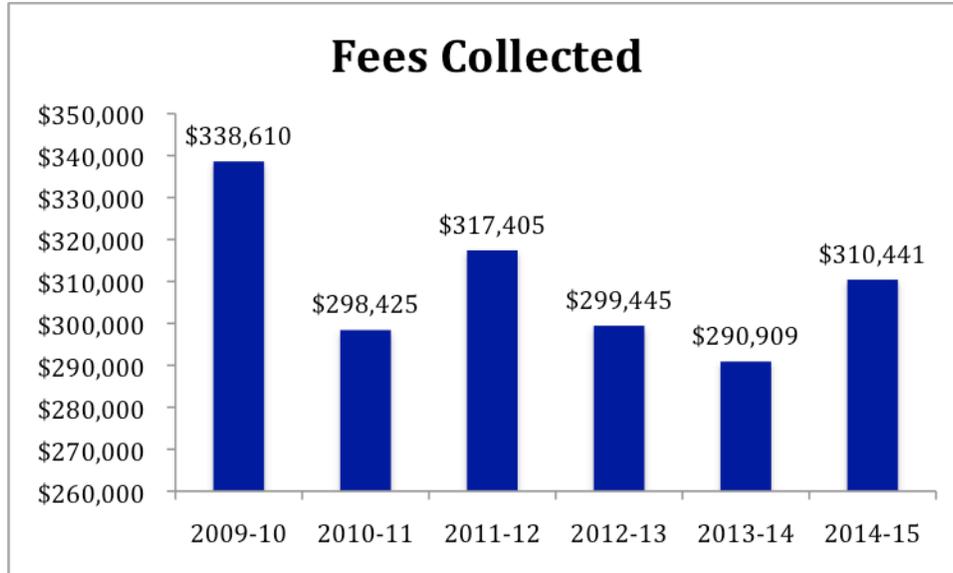
The fall of 2014 marked the ninth year of athletic fees. The fee structure and registration process was explained at the *Parent/Athlete Nights* held at the beginning each season for the 2014-15 school year. Athletes and parents were informed that all fees, medical and permission forms were due to the Athletic Department on a specified date. There were 16 athletes who were unable to pay the athletic fee due to hardships. This was a decrease of 12 from the year before. The Boosters Association and private donations sponsored these students. Students who decided not to participate or were cut from a sport had checks mailed back to them when rosters were turned into the Athletic Office.



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Athletic Fee Totals

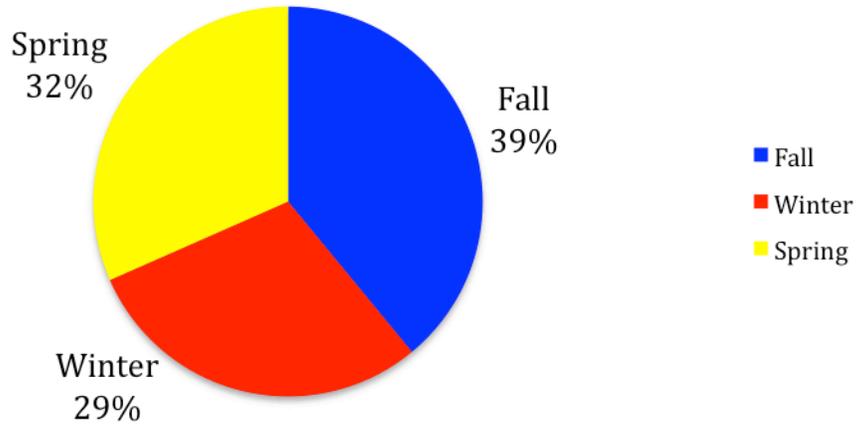


Athletic Fees 14-15

Fall Sports	Amount Collected	Winter Sports	Amount Collected	Spring Sports	Amount Collected	
Cheerleading	\$8,145	Cheerleading	\$7,300	Baseball	\$7,355	
B. Cross Country	\$11,360	B. Indoor Track	\$18,520	B. Crew	\$13,705	
G. Cross Country	\$9,860	G. Indoor Track	\$13,441	G. Crew	\$8,850	
B. Crew	\$11,610	B. Basketball	\$14,380	B. Lacrosse	\$9,370	
G. Crew	\$8,950	G. Basketball	\$8,120	G. Lacrosse	\$9,645	
Field Hockey	\$10,465	B. Ski Team	\$1,450	B. Tennis	\$2,610	
Football	\$20,370	G. Ski Team	\$2,320	G. Tennis	\$4,060	
Golf	\$4,700	B. Swim Team	\$2,055	B. Track	\$19,580	
B. Soccer	\$11,735	G. Swim Team	\$4,060	G. Track	\$15,615	
G. Soccer	\$13,200	B. Ice Hockey	\$10,515	Softball	\$7,300	
Volleyball	\$10,755	Gymnastics	\$4,930			
		G. Ice Hockey	\$4,110*	*Additional 12,601.03 collected from Co-Op school districts		
Total	\$121,150		\$91,201		\$98,090	Grand Total
						\$310,441



Revenue Generated from Athletic Fees 2014-2015



Athletic Fees 13-14

Fall Sports	Amount Collected	Winter Sports	Amount Collected	Spring Sports	Amount Collected	
Cheerleading	\$5,825	Cheerleading	\$5,535	Baseball	\$7,855	
B. Cross Country	\$9,885	B. Indoor Track	\$10,815	B. Crew	\$9,860	
G. Cross Country	\$6,960	G. Indoor Track	\$9,155	G. Crew	\$9,140	
B. Crew	\$11,790	B. Basketball	\$9,380	B. Lacrosse	\$8,920	
G. Crew	\$12,305	G. Basketball	\$9,040	G. Lacrosse	\$9,600	
Field Hockey	\$8,715	B. Ski Team	\$1,160	B. Tennis	\$3,250	
Football	\$25,136	G. Ski Team	\$2,320	G. Tennis	\$3,190	
Golf	\$6,115	B. Swim Team	\$1,865	B. Track	\$19,310	
B. Soccer	\$11,145	G. Swim Team	\$4,060	G. Track	\$13,998	
G. Soccer	\$12,760	B. Ice Hockey	10,665	Softball	\$6,960	
Volleyball	\$10,795	Gymnastics	\$2,900			
		G. Ice Hockey	\$10,500			
Total	\$121,431		\$77,395		\$92,083	Grand Total
						\$290,909



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Athletic Fees 12-13

Fall Sports	Amount Collected	Winter Sports	Amount Collected	Spring Sports	Amount Collected	
Cheerleading	\$7,035	Cheerleading	\$4,135	Baseball	\$6,960	
B. Cross Country	\$6,405	B. Indoor Track	\$11,120	B. Crew	\$9,015	
G. Cross Country	\$9,570	G. Indoor Track	\$11,675	G. Crew	\$10,250	
B. Crew	\$10,200	B. Basketball	\$10,515	B. Lacrosse	\$9,040	
G. Crew	\$12,305	G. Basketball	\$9,910	G. Lacrosse	\$10,150	
Field Hockey	\$8,410	B. Ski Team	\$1,160	B. Tennis	\$2,925	
Football	\$23,425	G. Ski Team	\$1,740	G. Tennis	\$3,770	
Golf	\$5,800	B. Swim Team	\$2,345	B. Track	\$16,705	
B. Soccer	\$9,985	G. Swim Team	\$4,060	G. Track	\$16,050	
G. Soccer	\$13,050	B. Ice Hockey	\$10,250	Softball	\$7,250	
Volleyball	\$11,625	Gymnastics	\$2,610			
		G. Ice Hockey	\$20,000			
Total	\$117,810		\$89,520		\$92,115	Grand Total
						\$299,445



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Athletic Fees 11-12

Fall Sports	Amount Collected	Winter Sports	Amount Collected	Spring Sports	Amount Collected	
Cheerleading	\$7,085	Cheerleading	\$6,820	Baseball	\$7,905	
B. Cross Country	\$8,750	B. Indoor Track	\$14,385	B. Crew	\$9,380	
G. Cross Country	\$9,280	G. Indoor Track	\$16,630	G. Crew	\$8,510	
B. Crew	\$9,065	B. Basketball	\$11,030	B. Lacrosse	\$10,780	
G. Crew	\$11,095	G. Basketball	\$7,905	G. Lacrosse	\$10,465	
Field Hockey	\$9,305	B. Ski Team	\$2,030	B. Tennis	\$3,795	
Football	\$25,630	G. Ski Team	\$1,740	G. Tennis	\$3,480	
Golf	\$5,825	B. Swim Team	\$2,925	B. Track	\$13,755	
B. Soccer	\$10,590	G. Swim Team	\$5,800	G. Track	\$16,655	
G. Soccer	\$13,340	B. Ice Hockey	\$10,465	Softball	\$6,960	
Volleyball	\$10,465	Gymnastics	\$4,060			
		G. Ice Hockey	\$21,500			
Total	\$120,430		\$105,290		\$91,685	Grand Total
						\$317,405



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Athletic Revenue and Expenses 2014-15

REVENUE:

Appropriations:

Transportation	\$85,000.00
Insurance	\$3,536.00
R+M Equipment	
Reconditioning	\$16,115.00
Athletic Uniforms & Equipment	\$25,610.00
Doctor's Fees	\$900.00
Professional Development	\$1,606.00
Dues/Memberships	\$12,500.00
Facility Rental	\$32,400.00

Subtotal Appropriations	\$177,667.00
Gate Receipts	\$42,617.00
Athletic Fees	\$310,441.00
TOTAL REVENUE:	\$530,725.00

EXPENSES:

Coaches' Salaries	\$285,826.63
Officials:	\$39,172.75

Gameday Expenses (ticket sellers, site supervisors, announcers)	\$11,305.00
Fall	\$3,167.00
Winter	\$8,138.00
Spring	\$0.00
	\$11,305.00

Transportation	
Fall	\$36,302.50
Winter	\$36,497.50
Spring	\$32,579.00
Middle School	\$3,796.00

Transportation Subtotal	\$109,175.00
Athletic Trainer	\$40,000.00
Athletic Medical Supplies	\$4,000.00
TOTAL EXPENSES:	\$500,784.38



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Coaches and Officials Cost by Sport 2014-2015

Fall:	Football	Soccer	X-Country	Volleyball	Golf	Cheerleading	Crew	Field Hockey
Coaches	\$32,300.00	\$15,565.88	\$10,543.18	\$10,869.59	3,946.82	\$6,193.59	\$19,791.60	\$7,824.76
Officials	\$5,099.00	\$4,711.00	\$213.00	\$3,875.00	\$0.00	\$0.00	\$0.00	\$2,147.00
Total:	\$37,399.00	\$20,276.88	\$10,756.18	\$14,744.59	\$3,946.82	\$6,193.59	\$19,791.60	\$9,971.76
Total Cost:	\$123,080.42							
Winter:	Basketball	Ice Hockey	Gymnastics	Indoor Track	Skiing	Cheerleading	Swimming	
Coaches	\$29,039.85	\$21,083.31	\$5,271.59	\$15,729.08	\$3,457.96	\$7,907.39	\$6,011.12	
Officials	\$5,781.00	\$2,755.00	\$1,718.00	\$0.00	\$0.00	\$0.00	\$1,231.00	
Total:	\$34,820.85	\$23,838.31	\$6,989.59	\$15,729.08	\$3,457.96	\$7,907.39	\$7,242.12	
Total Cost:	\$99,985.30							
Spring:	Baseball	Softball	Crew	Outdoor Track	Tennis	Lacrosse		
Coaches	\$11,448.97	\$12,520.01	\$19,791.60	\$23,636.46	\$6,915.90	\$15,977.97		
Officials	\$2,837.00	\$1,996.00	\$0.00	\$1,178.75	\$0.00	\$5,631.00		
Total:	\$14,285.97	\$14,516.01	\$19,791.60	\$24,815.21	\$6,915.90	\$21,608.97		
Total Cost:	\$101,969.66							
Total Sports Costs:	\$324,999.38							



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VI. Future Considerations

The Shrewsbury High School Athletic program provides significant opportunities for student-athletes and significantly contributes to our positive school culture. As we reflect upon the program, we have identified areas that need to be considered as we move forward. Below are five areas in need of consideration:

1. Electronic Collection of Fees-Ease the collections and reconciliation of athletic fees and streamlining the process which creates efficiencies for the department and families.
2. New Uniforms-Work on developing a regular refurbish or replacement schedule for school uniforms.
3. Athletic Trainer-Add the athletic trainer as a SPS full time employee to help ensure continuity of service and communication to student-athletes, families and school's health office. Ensure quality control in the management of complex state and federal reporting mandates.
4. Increase Freshman Athletic Offerings-Consider adding more opportunities for freshman athletes.
5. Improvement to Athletic Facilities-Partner with booster and community groups, local businesses, and alumni in order to raise \$1 million towards the renovation and improvement of the athletics infrastructure at Shrewsbury High School, (a district goal).

VII. Conclusion

The Shrewsbury Athletic Program cultivates social and emotional well-being of our students. By participating in sports, the students-athletes learn essential skills that they will use throughout the rest of their lives. Some of the skills include team-work, responsibility, and perseverance. We hope to continue to build upon our program and offer the best opportunities to showcase our student-athletes' talents.



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APPENDIX A

Supervision and Evaluation: Shrewsbury High School Coaches



*Jay Costa
Athletic Director
Shrewsbury High School
64 Holden Street
Shrewsbury, MA 01545*



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Coach's Code of Ethics

1. The function of the coach is to educate students through participation in interscholastic competition. It is recognized that there are benefits from participation in athletics that cannot be duplicated in the classroom. Interscholastic programs are designed to enhance academic achievement and increase opportunities for academic success. Each student-athlete will be treated with respect, and his or her welfare will be uppermost at all times.
2. The coach is aware that he or she has tremendous influence on the education of a student-athlete and, thus, instilling the highest ideals of character shall be placed above the value of winning.
3. The coach shall uphold the honor and dignity of the profession. In all personal contact with student athletes, officials, athletic directors, school administrators, the MIAA, the media, parents and the public, the coach shall set an example of the highest professional, ethical and moral conduct.
4. The coach shall take an active role in encouraging all athletes to stay in compliance with the Shrewsbury High School Athletic Code and Student Handbook.
5. The coach shall not use alcohol or tobacco products when in a coaching or supervising role.
6. The coach shall promote the entire interscholastic program of the school and direct his or her program in conjunction with the total school program.
7. The coach shall master the contest rules and teach them to his or her team members.
8. The coach shall exert his or her influence to enhance good sportsmanship and school spirit.
9. The coach shall respect and support contest officials. The coach shall avoid conduct that would incite players or spectators against the officials. Public criticism of officials is unethical.
10. A coach shall not exert pressure on faculty members to give student athletes special considerations.



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Supervision and Evaluation: Criteria

- Coaches will receive Evaluation packets before the end of their respective seasons from the Athletic Director.
- All coaches, at all levels (Varsity, JV, Freshen and Middle School) will be required to fill out the Annual Performance Review and the Coach's Self-Reflection form within 20 days of the end of the season.
- All Assistant Coaches at all levels will meet with the Head Varsity Coach within 30 days of the end of the season to go over their Evaluation forms.
- Once the Varsity Head Coach meets with his coaches, all Varsity Head Coaches will meet with the Athletic Director within 30 days of the end of the season to go over their Evaluation forms as well as their assistant coaches.
- If it is found that any coach "Needs Improvement" at any level, a separate meeting will be scheduled with the Athletic Director, Varsity Head Coach and coach in need of improvement to discuss the situation and collaboratively develop a plan for improvement. Twice during the next season, the coach will meet with the Head Coach to monitor progress made on the plan of improvement.
- If it is found that any Varsity Head Coach "Needs Improvement", a separate meeting will be scheduled with the Athletic Director, Principal and Varsity Head Coach to discuss the situation and collaboratively develop a plan for improvement. Twice during the next season, the Head Coach will meet with the Athletic Director to monitor progress made on the plan of improvement.



Shrewsbury High School Coaching Standards

Standard	The Coach is someone who:
Standard 1: The coach communicates well.	1.1 Communicates with athletes, parents, other coaches, and Principal. 1.2 Promotes professional communication with parents. 1.3 Fosters accurate and balanced communication with news personnel. 1.4 Shows self-control and poise in all areas related to coaching responsibilities. 1.5 Provides an atmosphere for open dialogue with student athletes.
Standard 2: The coach knows how to organize an athletic environment.	2.1 Provides an adequate system for management of equipment. 2.2 Cooperates with Principal in regards to completion of responsibilities.
Standard 3: The coach is knowledgeable of the sport they are coaching.	3.1 Is well-versed and knowledgeable in matters pertaining to their sport. 3.2 Abides by event regulations including district, conference, state (MIAA) and national rules. 3.3 Keeps informed of modern trends, techniques, and strategies (i.e. clinic, staff development and workshop opportunities).
Standard 4: The coach is able to identify and apply ethical conduct in their sport.	4.1 Maintains self-control in the competitive arena, providing an example of sporting behavior. 4.2 Uses ethical means of motivation. 4.3 Enforces training rules, codes, eligibility, and MIAA policies.
Standard 5: The coach provides a safe environment for practices and competitions.	5.1 Appropriately supervises the student athlete in locker rooms, training areas, and while being transported. 5.2 Organizes, supervises, coordinates, and evaluates practice sessions and related activities with attention to individual and group safety. 5.3 Understands the potential for injury and recognizes the importance of first aid, injury policies, and working with medical professionals, including athletic trainer.
Standard 6: The coach is connected with other coaches and the athletic community.	6.1 Maintains a positive rapport with his/her assistants. 6.2 Displays cooperation and support for the school's athletic program.



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Rating Scale	(3)	Performance Above Expectation			
		(2)	Performance	BELOW EXPECTATION	MEETS EXPECTATION
Meets Expectation		(1)	Performance	BELOW EXPECTATION	MEETS EXPECTATION
Below Expectation				BELOW EXPECTATION	MEETS EXPECTATION

Comments?

STANDARD 4: I AM ABLE TO IDENTIFY AND APPLY ETHICAL CONDUCT IN THE SPORT.

- 4.1 Maintains self-control in the competitive arena, providing an example of sporting behavior. 1 2 3
- 4.2 Uses ethical means of motivation. 1 2 3
- 4.3 Enforces training rules, codes, eligibility, and MIAA policies. 1 2 3

Comments?

STANDARD 5: I WILL PROVIDE A SAFE ENVIRONMENT FOR PRACTICES AND COMPETITIONS.

- 5.1 Appropriately supervises the student athlete in locker rooms, training areas, and while being transported. 1 2 3
- 5.2 Organizes, supervises, coordinates, and evaluates practice sessions and related activities with attention to individual and group safety. 1 2 3
- 5.3 Understands the potential for injury and recognizes the importance of first aid, injury policies, and working with medical professionals, including athletic trainer. 1 2 3

Comments?

STANDARD 6: I AM CONNECTED WITH OTHER COACHES AND THE ATHLETIC COMMUNITY.

- 6.1 Maintains a positive rapport with his/her assistants. 1 2 3
- 6.2 Displays cooperation and support for the school's athletic program. 1 2 3

Comments?



Coach's Evaluation Form

Name of Coach	Sport	Level
Athletic Director	Date	

Comments are optional unless a "1" is checked.

Rating Scale	(3)	Performance Above			
Expectation		(2) Performance	BELOW EXPECTATION	MEETS EXPECTATION	ABOVE EXPECTATION
Meets Expectation		(1) Performance			
Below Expectation					

STANDARD 1: THE COACH COMMUNICATES WELL.

- | | | | |
|---|----------------------------|----------------------------|----------------------------|
| 1.1 Communicates with athletes, parents, other coaches, and Athletic Director. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 1.2 Promotes professional communication with parents. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 1.3 Fosters accurate and balanced communication with news personnel. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 1.4 Shows self-control and poise in all areas related to coaching responsibilities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 1.5 Provides an atmosphere for open dialogue with student athletes. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

Comments?

STANDARD 2: THE COACH KNOWS HOW TO ORGANIZE AN ATHLETIC ENVIRONMENT.

- | | | | |
|--|----------------------------|----------------------------|----------------------------|
| 2.1 Provides an adequate system for management of equipment. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 2.2 Cooperates with Athletic Director in regards to completion of responsibilities related to coaching assignment. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

Comments?

STANDARD 3: THE COACH IS KNOWLEDGEABLE OF THE SPORT THEY ARE COACHING.

- | | | | |
|--|----------------------------|----------------------------|----------------------------|
| 3.1 Is well-versed and knowledgeable in matters pertaining to their sport. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 3.2 Abides by event regulations including district, conference, state (MIAA) and national rules. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 3.3 Keeps informed of modern trends, techniques, and strategies (i.e. clinic, staff development and workshop opportunities). | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

Comments?



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Rating Scale	(3)	Performance Above			
Expectation		(2)	Performance	BELOW	MEETS
Meets Expectation		(1)	Performance	EXPECTATION	EXPECTATION
Below Expectation				ABOVE	EXPECTATION

STANDARD 4: THE COACH IS ABLE TO IDENTIFY AND APPLY ETHICAL CONDUCT IN THEIR SPORT.

- 4.1 Maintains self-control in the competitive arena, providing an example of sporting behavior. 1 2 3
- 4.2 Uses ethical means of motivation. 1 2 3
- 4.3 Enforces training rules, codes, eligibility, and MIAA policies. 1 2 3

Comments?

STANDARD 5: THE COACH PROVIDES A SAFE ENVIRONMENT FOR PRACTICES AND COMPETITIONS.

- 5.1 Appropriately supervises the student athlete in locker rooms, training areas, and while being transported. 1 2 3
- 5.2 Organizes, supervises, coordinates, and evaluates practice sessions and related activities with attention to individual and group safety. 1 2 3
- 5.3 Understands the potential for injury and recognizes the importance of first aid, injury policies, and working with medical professionals, including athletic trainer. 1 2 3

Comments?

STANDARD 6: THE COACH IS CONNECTED WITH OTHER COACHES AND THE ATHLETIC COMMUNITY.

- 6.1 Maintains a positive rapport with his/her assistants. 1 2 3
- 6.2 Displays cooperation and support for the school's athletic program. 1 2 3

Comments?



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OVERALL SUMMARY OF COACHING PERFORMANCE

ATTACH “PLAN FOR IMPROVEMENT” IF APPLICABLE.

COACH’S
SIGNATURE _____ **DATE** _____

ATHLETIC
DIRECTOR’S
SIGNATURE _____ **DATE** _____

COACH’S COMMENTS:



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: **IV. Time Scheduled Appointment**
D. Student Concussions: Report

MEETING DATE: 10/7/15

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report regarding the number of incidences of student concussions?

BACKGROUND INFORMATION:

1. Per the School Committee policy #649, procedures have been established for dealing with training of individuals in prevention and management of head injuries and concussions, reporting of head injuries and concussions, procedures if injuries occur, and procedures for student's returning to school after suffering from on of these injuries.
2. As stated in the policy, an annual report will be presented to show data of instances that occur in and outside of school, processes for treatment and prevention education.
3. Ms. Noelle Freeman, Director of Nursing and Walter Hildebrand, SHS Athletic Trainer have provided a report outlining the details.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Ms. Noelle Freeman, Director of Nursing, Shrewsbury Public Schools
Mr. Walter Hildebrand, Athletic Trainer, Shrewsbury Public Schools



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Concussion Report to the School Committee
Data from 2014-15 School Year
Presented by Noelle Freeman, BSN, RN, NCSN; Director of Nursing Services,
and Walter Hildebrand, MS, LATC, CSCS, Athletic Trainer, SHS
October 7, 2015

Introduction

According to the CDC's "Heads Up Concussion" website, "A concussion is a type of traumatic brain injury—or TBI—caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move quickly back and forth. This fast movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging the brain cells."

Signs and symptoms typically appear immediately following the injury. However the severity may not be clearly understood for hours or days later. Monitoring of concussion symptoms should take place immediately following the injury and for several days after.

Children and teens who show or report one or more of the signs and symptoms listed below—or simply say they just "don't feel right" after a bump, blow, or jolt to the head or body—may have a concussion or other serious brain injury.

Signs that may be observed by parents or coaches include:

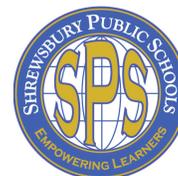
- Appears dazed or stunned
- Forgets an instruction, is confused about an assignment or position, or is unsure of the game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (*even briefly*)
- Shows mood, behavior, or personality changes
- Can't recall events *prior to* or *after* a hit or fall

Symptoms that may be reported by children and teens include:

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness, or double or blurry vision
- Bothered by light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Confusion, or concentration or memory problems
- Just not "feeling right," or "feeling down"
- Difficulty sleeping



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A total of 123 concussions were reported to Shrewsbury Public Schools (SPS) school nurses and/or the SHS athletic trainer throughout the 2014-15 school year. This total includes concussions that occurred during athletics and other school activities, as well as those that occurred outside of school activities. Depending on the severity of the injury, a concussion may have short- or long-term impact on a student's learning. Some students return to full academics and other activities within 7 - 10 days, while other students can continue to have symptoms that affect their ability to attend classes and complete assignments for months after the initial injury. These students require careful monitoring and academic accommodations in order to ensure an eventual full recovery.

Statistics

School nurses throughout the district collected the following data over the 2014-15 school year:

	SHS athletes	OMS athletes	Non-athletes district wide - concussions occurring in school	Non-athletes district wide - concussions occurring outside of school
total number	50	2	5	66

Below is breakdown of concussions sustained in SHS athletic activities by sport per data collected by Walter Hildebrand, ATC:

	2011-12	2012-13	2013-14	2014-15
Baseball	2	0	0	0
Basketball, Boys	1	2	3	0
Basketball, Girls	2	2	5	1
Cheer	5	1	3	2
Crew, Boys	0	2	0	1
Crew, Girls	0	1	3	0
Dance	1	0	0	0
Field Hockey	0	3	2	4
Football	19	13	16	26
Gymnastics	0	1	0	1
Hockey, Boys	1	4	0	2
Hockey, Girls	1	1	1	1
Lacrosse, Boys	4	1	1	2
Lacrosse, Girls	3	3	0	0
Ski	1	0	0	0
Soccer, Boys	1	2	2	5



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Soccer, Girls	4	3	3	4
Softball	1	0	2	1
Swim, Girls	0	1	0	0
Track, Girls	4	1	3	0
Volleyball	2	1	3	0
TOTAL	52	42	47	50

Process for caring for students diagnosed with concussion

Nursing Care of All Students

Nurses are involved in the care and daily monitoring of all students who are diagnosed with a concussion, whether the concussion is sustained during a school event such as an athletic competition, or sustained outside of school. At times, the school nurse is the first to notice symptoms of a concussion. She then contacts the parents to recommend follow up care with an outside provider.

After a diagnosis of concussion has been made, the school nurse meets with the student and parent to evaluate the student’s symptoms, and determine if the student should be in school, should attend partial or half days, or if the student needs additional time at home for cognitive rest. Rest at home for one to several days may be required. When a student is able to attend school, a plan is put into place for the student to attend class as tolerated, with a reminder that any increased symptoms should be reported to the nurse.

Partial days or alternating class and rest is often necessary. Upon return to class, an email with accommodation information similar to the following is sent to the student’s teachers:

Please implement the usual post concussive accommodations for (Student):

- Extra time for all course work
- No tests this week
- Decrease the amount of homework nightly, as reading and concentration are headache triggers
- Hold student responsible for **essential** assignments only
- Easy access to the Nurse's Office for periods of rest during the school day
- No PE or Sports until cleared by health care provider

Additional accommodations are sent to teachers as they are received from the student’s physician, and updates are sent as needed

Throughout the return to class process, students are evaluated daily by the nurse to assess any increase in symptoms with academic work. If an increase in symptoms is noted, teachers will be contacted to further decrease academic expectations. For increased symptoms, half or partial school days are encouraged. If symptoms persist, student will be referred back to his/her physician for evaluation. The school nurse maintains frequent communication with parents and outside providers throughout this process.



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When symptoms have subsided, and the student is able to attend a full day of school, the student's academic workload will gradually increase. Only when the student is able to tolerate a full day of school and a full academic workload can he/she begin the return to play (RTP) protocol for athletics, and/or consider returning to other extracurricular activities such as band, chorus, orchestra, play rehearsal, etc.

Care of Student Athletes

If an athlete is suspected of sustaining a head injury at a practice or game, the Coach notifies the Certified Athletic Trainer (ATC) of the injury. The injured athlete is then assessed by the ATC to determine the severity of the injury based on the Sport Concussion Assessment Tool 2 (SCAT 2), a sideline testing and on field neurocognitive screening. If immediate medical attention is warranted, EMS is summoned and the SHS emergency action plan is put into place, while the ATC continues to treat the injured athlete.

Parents are notified by the ATC or Athletic Director of any student injury upon completion of the assessment. Depending on the severity of injury, a follow up appointment is advised with the student athlete's health care provider, ER, or team physician. In less severe cases, parents are instructed in home monitoring of student, and when to seek further care if symptoms worsen. The parents of the student athlete are given a brief informational packet that informs them of the signs and symptoms that were observed at the time of initial evaluation. This packet should be used as a resource when following up with their health care provider, as initial findings are often an important part of the final diagnosis. A copy of the SHS return to play protocol and copy of the Massachusetts Department of Public Health "*Head Injury During Sports Season*" Reporting form is also provided to the student athlete's parents.

The parents of any athlete who sustains a blow to the head or body jarring injury will receive notification from the ATC or Athletic Director informing them of the incident and advise home monitoring of the student athlete for signs and symptoms of concussion, even if concussion is not suspected upon completion of the initial evaluation.

After any suspected concussion, the ATC notifies the school nurses and Athletic Director by email, advising a follow up with the student athlete on the next school day. The school nurses will then conduct their own assessment of the student athlete and communicate any newly developed symptoms with the ATC.

If the student returns to school with the diagnosis of concussion, the school nurses work with the student, parents and school staff around recovery and return to full academics as noted above. When the student is attending school fully, the SHS Return to Play protocol is as follows:

- Day 1-2: The student athlete must be asymptomatic for a minimum of 2 days, attending school full time before beginning any physical activity
- Day 3: Light Aerobic Exercise: Walking, cycling, or light jogging. No resistance training. Limit 30 Minutes.
- Day 4: Sports Specific training: Agility drills, change of direction, sprinting. No extended exertion. No contact, No helmet or equipment.



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- Day 5: Light Contact Training: Resume body contact drills, limit direct head contact drills (tackling in football, heading in soccer, checking in hockey), light resistance training is allowed.
- Day 6: Full Contact Practice: Participation in all areas of practice, contact is allowed (tackling drills, heading, checking). Full resistance training.
- Day 7: Game Play: Return to full Participation

If at any point throughout the RTP the student athlete's symptoms return, the student athlete will stop the protocol immediately and the ATC will reevaluate her/him for lingering or newly developed symptoms. Once asymptomatic the RTP protocol will restart at day one. If the student athlete is incapable of finishing the RTP for a second time due to the recurrence of symptoms, s/he must return to her/his health care provider for follow up prior to proceeding with the RTP protocol.

If a student athlete has taken an ImPACT Baseline test they must return to their baseline score prior to beginning the RTP protocol. ImPACT Baseline testing is offered to all Shrewsbury High School student athletes at no additional fee. (See additional information below.)

After completion of RTP, the student athlete is responsible to report back to the ATC, School Nurses, or coaches if experiencing any symptoms at any time throughout the day.

The average time from diagnosis to return to academics/play varies depending on severity of injury and sport in which the student is participating. Students must be able to fully participate in their academic schedule before return to play is started. For a simple concussion, return may be as soon as 2 weeks, while more complex injuries can take several months. Some students have long-term impact (months to years) on both academics and athletics.

Prevention/Education

Education of students, parents, teachers and coaches is our best strategy for concussion prevention. Each of these stakeholders is provided with opportunities to learn about the causes, signs and symptoms of concussion, as well as what to expect for treatment and follow up if a concussion does occur.

Student athletes and their parents attend a mandatory Sports Night which takes place at the beginning of each season (fall, winter and spring). At this meeting, basic information regarding concussion and return to play are presented by the Athletic Director and ATC. As part of the sports registration process, both students and parents are also expected to read the SPS Concussion Manual and sign off that they have read and understand the information that is provided therein.

Coaches receive annual concussion training through the National Federation of State High School Associations (NFHS). Each coach completes an online training and certificates of completion are kept on file by the Athletic Director. Our ATC is available to provide recommendations on how to reduce the risk of concussion and as a general resource for coaching staff throughout school year should they have questions or concerns.



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Teachers throughout the district receive a staff handbook annually that includes basic concussion information and typical academic accommodations. As noted above, individual emails are sent to teachers when a student in their class is diagnosed with concussion, and specific accommodations are recommended. School nurses are available as a resource to teachers as needed throughout the school year.

Pre-participation baseline screening (ImPACT - Immediate Post-Concussion Assessment Cognitive Testing) is another layer of education and awareness that is provided for student athletes. ImPact is a computerized concussion evaluation system, which provides trained clinicians with neurocognitive assessment tools that aid in determining safe return to play for athletes. At SHS, this testing is mandatory for football, hockey, soccer, lacrosse, and is offered as an option to all SHS athletes. ImPACT testing is a fee-based service, which is paid for by athletic department for students who choose to participate. Initial screening provides a baseline to which subsequent data can be compared if an athlete sustains a concussion. For the 2014-15 school year, 218 students participated in baseline testing, and 59 post injury tests were administered for 34 individual students.

All student athletes must submit medical clearance in the form of a recent physical exam by their primary healthcare provider. MIAA rules require that every athlete has a physical exam within 13 months of any participation. School nurses track this information and provide clearance lists to coaches. Any student who has sustained a concussion is required to have documentation of full clearance from that concussion by their doctor before being cleared to participate.



SHREWSBURY PUBLIC SCHOOLS
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ITEM NO: IV. Time Scheduled Appointment
E. Nursing Services: Annual Report

MEETING DATE: 10/7/15

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear an annual report on nursing services in the Shrewsbury Public Schools?

BACKGROUND INFORMATION:

1. Each year, the School Committee is updated on the breadth and scope of nursing services provided within the schools.
2. The enclosed information provides details regarding the nurses' work during the past year.
3. Ms. Freeman will make a brief report and answer any questions the Committee has about this topic.

ACTION RECOMMENDED:

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

STAFF AND OTHERS AVAILABLE FOR PRESENTATION:

Ms. Melissa Maguire, Director of Special Education and Pupil Personnel Services
Ms. Noelle Freeman, director of Nursing, Shrewsbury Public Schools



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Department of Nursing Report to the School Committee
Data from 2014-15 School Year
Presented by Noelle Freeman, Director of Nursing Services
October 7, 2015

Introduction

The Shrewsbury Public Schools Department of Nursing plays a critical role in the life of the school and as part of the overall team to support student learning. The nurses are integral in supporting the district's strategic priorities, one of which is the promotion of health and wellness. The school nurses support this goal daily as they work to keep students safe, healthy and ready to learn.

The Massachusetts School Nurse Organization (MSNO), describes the role of the school nurse in this way, "The rapid changes occurring in our society and in our health care system present many challenges for the school nurse. Many students come to school shouldering a background of profound health risks, which, in turn, affect their academic progress and success. Modern technology and pharmacology have made it possible for students with special health care needs to participate within the mainstream educational setting. Through the professional expertise of the school nurse, student health needs are assessed, identified and monitored. The school nurse functions with other professionals in the school community to facilitate health and wellness so that each student will have the opportunity for academic success."

The school nurses in Shrewsbury come from a variety of backgrounds and bring with them a wealth of experience and nursing knowledge. The academic achievement of our students is bolstered by the skillful care that they receive when visiting the health office. After being treated, most students (93%) are able to return to class to continue learning. Functioning as an integral part of the interdisciplinary team, school nurses communicate with teachers, administrators, parents, and outside providers to ensure that our students are receiving the care and services that they need to optimize their learning potential.

Mission Statement

The mission statement for the Shrewsbury Public Schools Department of Nursing is:

To promote and advocate for the physical and emotional health and well being of the students, families, and staff in a proactive manner, realizing different individuals will be at varying levels on the health spectrum in their pursuit of educational excellence.



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School Nursing Staff

During the 2014-15 school year, Shrewsbury Public Schools Nursing Services employed 10 full-time nurses, and three part-time nurses working two hours per day, providing health care services to **6,157** students and **861** staff in the Shrewsbury Public Schools. Each nurse brings a myriad of health care experience with her.

For the 2015-16 school year, a Director of Nursing position and two .4 FTE positions (one each for Oak Middle School and Sherwood Middle School) were added to the department, bringing our staffing to: one Director (51% direct student services and 49% Director responsibilities), 10 full-time nurses, two 0.4 FTE nurses, and one part-time two hour nurse (Floral Street School).

We have 10 substitute nurses who fill in for the regular staff nurses or accompany field trips when necessary.

The Massachusetts Department of Public Health recommends a school nurse to student ratio of 1.0 fulltime equivalent (FTE) certified nurse in each building with 250 to 500 students. In buildings with more than 500 students, there should be .1 FTE for each additional 50 students.

Data Management

The school nurses are responsible for maintaining the integrity and confidentiality of the student Health Record. Each student has a computerized Health Record as well as a paper file. The nurse ensures all immunizations are up to date, that state physical exam requirements are met, and that mandated screenings are accomplished, recorded and reported.

We implemented a new Electronic Health Record, SNAP Health Center, in August of 2015. This system is more efficient than the FilemakerPro database that was utilized in the past and will allow for improved documentation of student encounters, medication administration, and information exchanges with parents, staff and community providers.

For the purposes of this report, statistics using our FilemakerPro system were used. A daily nursing log was maintained for each student and staff encounter throughout the year. The log was categorized by type of visit as well as the nursing intervention performed. These visits are divided into four categories:

- Health Maintenance
- Injury/First Aid
- Mental/Behavioral Health
- Miscellaneous

An “encounter” is defined as any contact with a student during which the school nurse provided counseling, treatment, or aid of any kind. Mandatory screenings (vision, hearing and postural) are not counted as encounters. Screenings are tracked and reported separately.

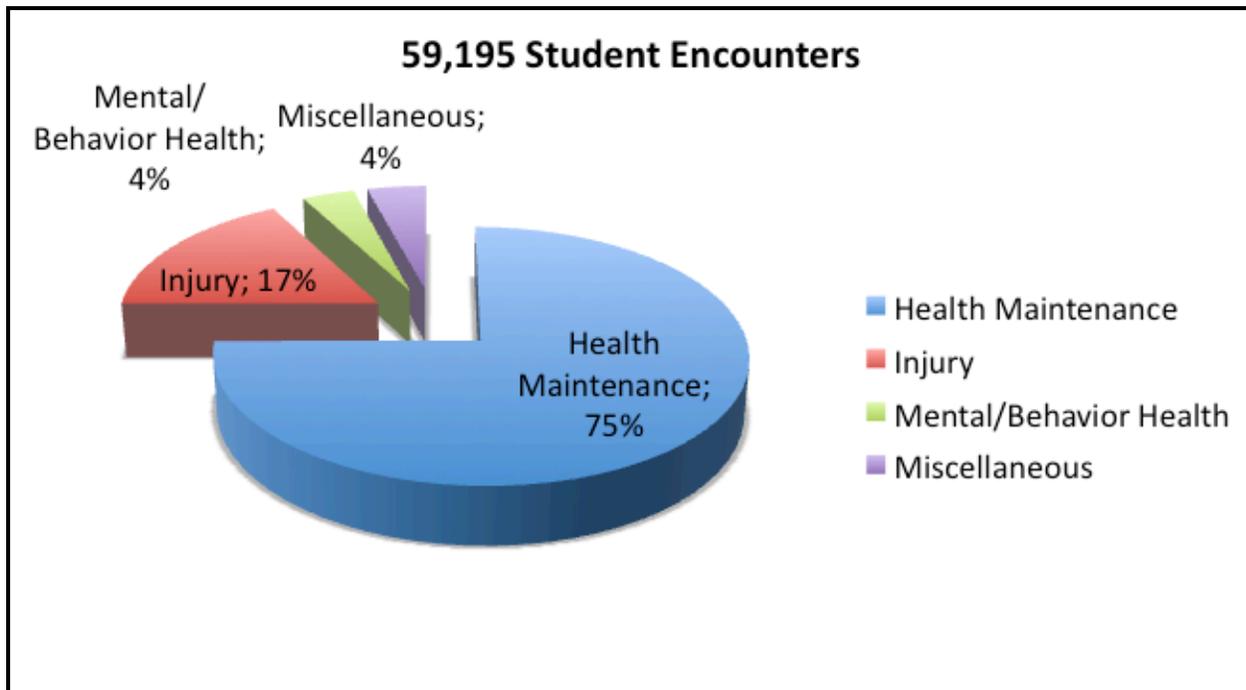


SHREWSBURY PUBLIC SCHOOLS
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For the 2014/15 school year the Shrewsbury Public School nurses reported a total of **59,195** student health encounters and **1,171** staff health encounters. The chart below outlines the specifics of the total number of encounters for this period.

Encounter	Total # of Students	Total # of Staff
Health Maintenance	44,374	945
Injury/First Aid	10,174	166
Mental Health/Behavioral Health	2,186	46
Miscellaneous	2,461	14
Total	59,195	1,171





Primary Responsibilities

The school nurses manage a comprehensive, coordinated health service program that includes:

- Providing skilled nursing care to students and staff who present with a broad range of physical and mental health issues
- Implementing mandated health screening programs (vision, hearing, postural, and BMI)
- Managing the school’s medication program
- Managing immunization compliance for incoming and existing students
- Coordinating health care needs for students attending field study trips, field day, etc.
- Implementing disease management education for children and families with chronic illnesses such as diabetics and asthma among others
- Coordinating and/or participating in health related community outreach activities
- Providing a safe haven for students needing additional emotional support to remain in school

MA Department of Public Health Mandated Screenings

Massachusetts Department of Public Health mandates screenings for students at certain grade levels as seen below. The screenings result in many conditions being identified, referred and treated by primary care physicians and specialists.

Screening	Total # of Students
Hearing and vision screenings required for all students grades Pre-K-5, 7 and 10	3,907
Referral for further vision evaluations	365
Referral for further hearing evaluations	38
Postural screenings required for grades 5 - 9	2,432
BMI (Body Mass Index) measured in grades 1, 4, (6)*, 7 and 10 <i>*(6th grade is also measured for BMI, however it is not state mandated)</i>	2,365
Total	9,107

Hearing and Vision Screenings

Hearing and vision screenings are completed for all students in grades K – 5, 7 and 10. Vision screenings are also completed for Pre K students. It may take several attempts to have some of our younger students participate in a valid screening procedure. The nurses are responsible for sending notifications to the parents/guardians recommending further follow up for any student who does not pass a screening.

Postural Screenings

The Physical Education staff weighs, measures and performs initial postural screenings. The nurses are responsible for all re-screens of students who had questionable results, failed or who were absent on the day of screening. The nurses record data in the health record and notify parents of the need for medical follow up.



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During the 2014-15 school year, **490** students were re-screened by the nurses and **110** referral letters were sent to parents/guardians to recommend follow up for an abnormal finding.

Medication Management and Administration

There were **866** scheduled prescriptions and **7,075** as needed prescriptions on file for students this school year.

Additionally, we have Standing Orders that are reviewed and signed annually by our school physician, Dr. Tim Gibson. Each family is asked, at the beginning of each school year, to give written consent for the administration of these medicines. These include medications such as Ibuprofen, Acetaminophen, Tums, etc. as well as life-saving medications such as an EpiPen or Albuterol nebulizer treatment.

The number of medications given during the 2014/15 school year were as follows:

Medication Administration	Total # given to Students	Total # of Staff
Daily Prescription Med	10,312	-
Prescription and Over The Counter doses given as needed	12,485	1,929

Tracking Immunization Compliance

School nurses are responsible for checking the immunization status of all students who enter SPS. The district welcomed 440 students who moved into Shrewsbury during the 2014-15 school year, plus approximately 480 Preschool and Kindergarten initial enrollments. For each of these students, immunization records are checked against Massachusetts requirements and parents/guardians are informed if any immunizations are missing. Students are not permitted to begin school until they are fully immunized (or on a catch-up schedule). Referrals are made to area clinics, including St. Anne's Free Medical Clinic, as needed.

Field Study Preparation

SPS nurses prepared medical alert information for approximately 195 field trips last year. Preparation includes accessing a list of students who will attend a trip, determining the medical needs of those students (allergies requiring EpiPens, asthma, daily medications, anxiety issues, etc.) and assessing the need to send a substitute nurse to care for those needs. If a substitute nurse is required, the school nurse must find an available sub from our pool and inform her of the needs for the day. If a substitute is not needed, the school nurse must review the needs with the teacher who will be responsible for the students during the trip. In either scenario, the nurse prepares a bag of first aid supplies to be sent along with the adult in charge; medications are included as needed if a substitute nurse is in attendance.



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Procedures/Treatments/Nursing Interventions

The nurses perform various procedures and treatments throughout each day. Some of these include:

- Respiratory Procedures (auscultation of lungs, peak flow monitoring, nebulizer treatment, oxygen saturation check)
- Diabetic Procedures (blood glucose testing, insulin pump care, carbohydrate/insulin calculations, monitoring and treatment of ketones)
- Cardiovascular Procedures (blood pressure measurement, central line care, site care, flushing)
- GI/GU Procedures (Naso-gastric, gastrostomy or other feeding tube care or usage)
- Orthopedic Procedures (Wheelchair assistance, crutch-walking instruction)
- Wound Care
- Head Checks for Pediculosis
- Creation and service of school evacuation plan for students with physical disabilities

Disposition after Illness/Injury Assessment

By addressing the immediate health needs of students and providing onsite care, school nurses support learning through improved attendance levels. After assessment and treatment by a school nurse, the majority (approximately 93%) of students visiting the nurses' office with an illness or injury complaint returned to the classroom to continue their studies.

Students who are treated by the school nurse can return to the classroom with minimal interruption to their educational activities, working parents do not have to take time off, and the high cost of treatment in a doctor's office or emergency department may be avoided.

Emergency Calls to 911

Student 911 Medical Emergencies	8
Student 911 Behavior Health Emergencies	7
Student Calls to Mobile Crisis	3
Student Referrals for Emergency Health Care	23
Staff 911 calls	1

Case Management

The Shrewsbury Public School nurses spend a significant portion of their day performing Public Health case management duties that include communication with families, school staff, and community health care providers regarding student health issues.



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Type of Communications		Total # of Students
Communications with Parents or Guardians	< 15 mins	10,081
	> 15 mins	1,845
Communications with School Staff about health issues	< 15 mins	4,451
	> 15 mins	928
Communications with Community Agencies	< 15 mins	162
	> 15 mins	13
Number of Group Meetings with staff/Parents	< 15 mins	184
	> 15 mins	159
Total		17,823

Students with Special Health Care Needs

The table below shows the number of physical and developmental conditions throughout the Shrewsbury School District. Some students may have more than one condition.

Physical/Developmental Conditions	Number of Students With Condition
Allergies	
Bee Stings	21
Food Allergies	484
Latex Allergies	27
Total number of students with EpiPens in Health offices	296
Asthma History	639
Inhaler in Office	181
Other Respiratory Disorders	27
Autoimmune Disorders (Arthritis, Lupus, etc)	14
Blood Dyscrasias	
Hemophilia	1
ITP	1
Sickle Cell	1
Von Willibrand	0
Other blood dyscrasias	10
Cancer	3
Cardiac Conditions	25
Celiac Disease	23
Cerebral Palsy	7
Cystic Fibrosis	2
Diabetes Type 1	23
Diabetes Type 2	4
Inflammatory Bowel Disease	8
Migraine Headaches	47
Neuromuscular Degenerative Disorder	7
Pulmonary Hypertension	1



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Seizure Disorder	36
Spina Bifida	2
Other Physical/Development Conditions	15
ADHD/ADD	421
Anxiety	136
Autism	144
Depression	79
Eating Disorders	4
Encopresis	3
PTSD/Trauma History	42
Other Behavior/Emotional Conditions	79
Total Number of Students with 504 Accomodation Plans	181

Total Number of Students with Individual Health Care Plan	22
Number of Students with Do Not Resuscitate	1
Number of Students with Tracheostomies	1
TOTAL NUMBER OF INDIVIDUAL STUDENTS WITH SPECIAL HEALTH CARE NEEDS	1,894

Secondary Nursing Responsibilities

All of the Shrewsbury nurses are involved with the following activities in their respective buildings:

- The collection of monthly report data required by Essential School Health Service Program Grant
- Attending Individualized Educational Program (IEP) and 504 meetings
- Child Abuse Prevention (CAP) Team
- Building Crisis Team
- Medical Emergency Team (MERT)
- Student Support or Early Intervening Team
- Building Leadership
- Responsible to create and update evacuation plans for our students with physical impairments
- Responsible for maintenance of Automated Electronic Defibrillators (AED's)
- Coordinating flu shot clinic for staff

The following are examples of additional teams/activities that include school nurse involvement:

- School Wellness Advisory Committee
- Health and Safety Committee



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- Shrewsbury Board of Health Emergency Preparedness Team - Flu Pandemic, Directing Emergency Medication Dispensing Sites, Anthrax and NIMS Training, and provide Emergency Shelter Staffing
- Responsible for completion of MA Department of Public Health mandated surveys: Immunization, Diabetic, Asthma, 911 forms
- Provide professional leadership in the Shrewsbury community, for example: Stroke awareness, blood pressure checks, Relay for Life, 5K road races, Health and Wellness Crew
- EpiPen training for bus drivers for Assabet Valley Collaborative (AVC) Evolution program
- Partnering with AVC Evolution Program at SHS to ensure the Health and Safety of their students

Tertiary Nursing Responsibilities

- Mentoring SHS students who are considering nursing as a career/ACE (Advanced Career Exploration) Program
- Serving as preceptor for RN-BSN students in their Community Health practicum
- Co-ordinate food drives, winter coat and hat/mitten, holiday giving distribution in conjunction with school based groups and community organizations (St. Anne's Human Services, Worcester County Food Bank, etc.)
- Classroom presentations on health related subjects
- Developing Classroom Emergency Kits for first aid and shelter in place
- Assist TV production students with timely health related interviews for viewing on local cable network

Essential School Health Service Program

Shrewsbury Public Schools participates as a mentored school district and receives consultation on school health services from the Northbridge School District (funded ESHS program) based on the requirements of the Essential School Health Infrastructure Grant. The grant provides opportunities for consultation in the areas of policy development, programming and interdisciplinary collaboration and develops linkages between School Health Service Programs and Community Health Care providers.

Some of the responsibilities inherent with the grant are to provide data to MDPH. This data is utilized for published studies, statewide reports and strategic planning. The types of information included are:

- Health Service activity
- Incident reports
- Emergency referrals
- Number of diagnosed or suspected head injuries
- Medication management for students
- Medication management for staff



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- Nursing assessments/interventions/procedures/treatments
- Nursing care management
- Linkages
- Wellness management
- Support groups
- Program development
- Professional development

Behavioral Health Interventions Tracking

- Anti-Bullying intervention by district protocol
- Coping enhancement strategies
- Reassurance check-in
- Self-calming activities; Stress/anxiety reduction activities
- Emotional support
- Monitor for self-harm
- Social skills support
- Relationship guidance

In return, we receive a stipend of \$3,000 per year. These monies are used for such things as medical equipment and professional development opportunities for nursing staff.

Emergency Equipment

EpiPens

We continued with the program that gives free EpiPens to schools. The “EpiPen for Schools” program was made available by Mylan Speciality. We were able to take advantage of this program resulting in a savings of \$2800 to our district.

AEDs

An automatic external defibrillator is a portable device used to restore normal heart rhythm to a patient in cardiac arrest. Shrewsbury Public Schools has a total of 16 AEDs with at least one AED in every preschool and elementary school (Floral and Coolidge have two), two at Sherwood Middle School, two at Oak Middle School (one belonging to Parks and Recreation) and four at Shrewsbury High School, one designated for the athletic trainer.

The SPS nurses are responsible for checking the AED status on a regular basis and the Director of Nursing works with the Town’s Emergency Management Coordinator to facilitate the updates and maintenance of the equipment.



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Professional Development

Topics covered during the 2014-15 professional development days were as follows:

- Mental Health First Aid, Part I and Part II, presented by Melissa Maguire
- Seizure Training for School Personnel, presented by the Epilepsy Foundation of New England
- District Determined Measures, presented by Melissa Maguire
- Neuromuscular Diagnostic Case Studies, presented by Dr. Tim Gibson
- Collaborative & Proactive Solutions for Mental Health, presented by Kim Doheny, RN
- Review of SNAP Health Center Program, a comprehensive medical documentation and tracking software suite that manages every aspect of student health related data

Health and Wellness Initiatives

“Taking Root at Parker Road Preschool” *Project leader Kristin Stewich, BSN, RN, NCSN*
The school garden at Parker Road continues to be a huge success! This project is a collaborative effort with Home Depot of Shrewsbury. A combination of funding in the form of a second SEF grant and funding from Kohl’s Associates in Action program resulted in new permanent raised beds, and the upcoming addition of a fence. The garden expansion was a true community event this year as students from SHS and associates from Kohl’s took part in the effort. All kinds of wonderful veggies and flowers have been planted this year.

“A Visit from the Dentist,” *Coordinated by Sandy Sorenson, BSN, RN and Lisa Smith, BSN, RN, NCSN*
Dr. Alisa Feldman, a dentist in Shrewsbury for over 30 years, returned to Floral and Paton to present an interactive program to practice correct dental hygiene to one kindergarten class and 9 First Grade classes.

“Healthy Habits in the Classroom” *Classroom presentations by Rebecca Carle, BSN, RN; Lisa Smith, BSN, RN, NCSN; Sandy Sorenson, BSN, RN; Jill Wensky, BSN, RN, NCSN; Katie Zimmermann, BSN, RN, NCSN*
The school nurses in all of the elementary schools ventured into classrooms to teach kindergarten and first grade students about healthy habits for school, including hand washing and proper cough/sneeze etiquette. Nurses read aloud a grade level appropriate book, demonstrated the skills and answered students’ questions.

“Strategies for Building Emotional Resilience in Middle School Students” *Facilitated by Kristin Franger, BSN, RN, NCSN and Noelle Freeman, BSN, RN, NCSN in collaboration with Kristin Minio, LMHC, and Jenni Lencioni, LMHC OMS School Adjustment Counselors*



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By incorporating the 1:1 devices that all middle school students now have, modalities such as biofeedback (focused breathing), symptom and trigger checklists that increase self-awareness, and sensory integration are being used as strategies for reducing anxiety and stress in our students. Students who utilized the biofeedback app were surveyed at the end of the school year and reported a decrease in their symptoms after using the strategies provided.

“Fostering Independence in Senior Students with Diabetes” *Facilitated by Brenda Filiere, BSN, RN and Pam Johnson, BSN, RN, NCSN*

Students with diabetes must learn to be independent in the management of their chronic illness. The SHS nursing team is working with students to assess their level of self-care skills and foster complete independence before graduating and moving into the “real world”. Complete independence is defined as: knowledge of the disease, the ability to recognize symptoms of hypo- and hyperglycemia, the ability to manage daily blood glucose levels including carbohydrate calculation and insulin delivery, and the ability to self advocate at SHS, and in future school settings regarding academic needs related to diabetes.

Goals for the 2015/16 School Year

EpiPen Training for Staff – It is our goal to more formally train several staff and administrators in the use of Epipens for students with known life-threatening allergies. An MDPH approved training will be used, including a post test and skills demonstration.

CPR/AED Training for Staff – It is our goal to train several staff members in each building in CPR and AED skills in order to be more prepared to respond to emergency situations. Three of the nurses have been trained as American Heart Association BLS Instructors and will offer trainings throughout the year.

SNAP Proficiency – As the year progresses we will all become more familiar with and efficient in the use of our new EHR, SNAP Health Center. Proficiency in the use of this system will allow us to capture more accurate data, identify trends, and shape our interventions and focus areas.

Possible Implementation of Narcan (naloxone) in all SPS schools – As the opioid epidemic in Massachusetts continues to grow, the Department of Public Health is asking that school nurses add Narcan to our stock of emergency medications. Five of the nurses in the district have been trained in the use of Narcan, and we anticipate additional training as this school year progresses. We are currently in the process of gathering information and planning for implementation in Shrewsbury.



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ITEM NO: **V. Curriculum**

MEETING DATE: **10/7/15**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

ITEM NO: **VI. Policy**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



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ITEM NO: **VII. Finance & Operations**

MEETING DATE: **10/7/15**

A. Fiscal Year 2017 Priorities & Guidelines: Second Discussion & Vote

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee vote to approve a proposed Fiscal Year 2017 Budget Priorities & Guidelines?

BACKGROUND INFORMATION:

1. At the September 23 meeting, a draft document representing recommended Fiscal Year 2017 Budget Priorities & Guidelines was presented for consideration.
2. The document was sent out for public comment.
3. The draft is enclosed.

ACTION RECOMMENDED:

That the School Committee vote to approve the proposed Fiscal Year Budget Priorities & guidelines.

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Mr. John Samia, Member of the Budget Priorities & Guidelines Subcommittee
Ms. Erin Canzano, Member of the Budget Priorities & Guidelines Subcommittee
Mr. Patrick Collins, Assistant Superintendent for Finance and Operations
Dr. Joseph M. Sawyer, Superintendent of Schools



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**Shrewsbury School Committee
Priorities & Guidelines for Fiscal Year 2017 Budget Development**

Patrick C. Collins
Assistant Superintendent for Finance and Operations

DRAFT

Overview

This document provides the community with information about the School Committee's priorities for the Fiscal Year 2017 School Department Budget. It also is designed to provide guidance to the Superintendent of Schools and the School Department administration regarding the development of its initial Fiscal Year 2017 School Department Budget proposal.

Priorities

The initial FY17 School Department Budget proposal shall include resources to address each of the following priorities for Fiscal Year 2017:

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

Assumptions

It is assumed that the initial FY17 School Department Budget proposal will:

1. Provide adequate resources to meet all legal mandates required of the school district.
2. Reflect the terms of collective bargaining agreements and other contractual obligations.
3. Provide sufficient resources to maintain a) the existing educational program and b) staffing levels necessary to meet mandates and priorities.
4. Utilize the best available information to project changes in costs (such as tuitions) and revenues (such as state funding through the Chapter 70 and Circuit Breaker programs, grants, etc.).
5. Estimate level funding of all federal and state grants with the exception of the Full Day Kindergarten Grant which we assume will not be funded. Program or tuition rate changes may be necessary with the loss of this \$62,000 grant.
6. Review fee levels for all programs and adjust, as necessary, to reflect market price conditions and specific cost structure of each program.



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7. Examine ways to reduce or shift costs in order to achieve district priorities without requiring additional funding allocations wherever possible.
8. Consistent with prior practice, the initial budget proposal will take into consideration the town's tax levy constraints.
9. Budget document preparation will be modified to align with the best practices inherent in the Association of School Business Officials International (ASBO) Meritorious Budget Awards Program.

Guidance

The School Committee recommends that the administration's initial FY17 Budget proposal should reflect the School Committee's fiscal and strategic priorities so that there are sufficient allocations for the following (categorized by strategic priority in no particular order):

Strategic Priority: Engaging & Challenging All Students

- Sufficient number of teachers to stay as close as possible to class size guidelines, based on enrollment projections.
- Curriculum and instructional materials necessary to align the district's curriculum with the updated Massachusetts Curriculum Frameworks and the proposed new state assessment system.
- Professional development for educators to successfully adapt to new curriculum and assessment requirements and initiatives, technology initiatives, and state mandates.
- Creation of innovative programs that extend student learning beyond the classroom and leverages expertise and proximity of institutions of higher education and area business enterprises.

Strategic Priority: Promoting Health & Wellbeing

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

Strategic Priority: Enhancing Learning Through Technology

- Continued investments that provide access to digital learning opportunities.
- Increased capacity to implement technology to provide cost-effective, in-district supports for special education.
- Investments to increase opportunities for quality online learning and to improve operational efficiencies.

Strategic Priority: Increasing Value to the Community

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

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ITEM NO: **VIII. Old Business**

MEETING DATE: **10/7/15**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

ITEM NO: **IX. New Business**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

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

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



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ITEM NO: **XI. Executive Session**

MEETING DATE: **10/7/15**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

ITEM NO: **XII. Adjournment**