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## Superintendent's Corner

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## A close-up photograph of a garden bed. In the foreground, there are several clusters of small, bell-shaped blue hyacinth flowers. Behind them, several pink tulips with pointed petals are in bloom. In the background, numerous yellow daffodils with six petals and a central corona are visible. The flowers are set against a backdrop of green foliage and a dark, possibly wooden, fence or wall.

*Floral Street School bulb planting. See more on page 3.*

## - George Washington



*From the check ceremony; left to right: Korey Patwari, Michaela Kelly, Gary Ren, Dominic Ritacco, Drew Dzencelowicz, Sahil Vyas, Julianne Fay, Juliette Smieszek, Madelyn Winder, Sam Brownstein, Eli Beberman, Aastha Gupta, Misbah Rindani, Allie Pisano-Stratton, Alaina Bailey, Jameson McCue. See “Community coming together” article on page 5.*

DR. B. DALE MAGEE  
*SCHOOL COMMITTEE CHAIR*

A multiyear project has been unfolding within the School Department that will culminate in a statement called *Profile of a Graduate* as well as an aligned document listing Strate-

gic Priorities for the next five years. In getting to this place we began with a group within the department looking at innovation in learning in 2016. Using grant funds, we visited a wide variety of schools in a wide variety of locations (including Worcester Technical, the King Middle School in Portland, Maine, the High Tech High School in San Diego and several others). We looked at physical layouts, course offerings, project-based learning, and means of evaluation. We interviewed teachers, administrators and students. Later, a separate group, consisting of members of the department as well as parents, met over several months and discussed the findings of the innovation group, and also heard from past graduates, and experts in stress reduction, employment and technology. This resulted in a draft of a document referred to as *Profile of a Graduate*. Although there were some remarkable discussions and insights from the parent-teacher group, it is important that *all* parents understand this document, think about the goals therein and give us feedback. This document will shape the goals of teaching and evaluation as we move forward.

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Superintendent's Corner

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providing to our students, and is often focused on what will be necessary for future gainful employment. While developing students' skills and knowledge is central to our work, and the economic benefits of a strong education to both individuals and society are well known, these are not sufficient for sustaining democracy. Further, the development of positive character traits


***“If we are to educate our community’s youth to be good citizens in a democracy, what does that require?”***

in our students, while important and desirable, is also not enough. As author Joel Westheimer points out, socializing children to be respectful, honest, helpful, hardworking, kind, and collaborative is appreciated in our culture, but so would it be in virtually any society, including those governed as totalitarian dictatorships or by other non-democratic means.

So, if we are to educate our community’s youth to be good citizens in a democracy, what does that require? Westheimer suggests, and I agree, that this involves teaching students to think critically by learning how to ask questions about why things are the way they are; to seek and consider multiple perspectives and sources of information on controversial issues; and to engage in the study of what is happening now in our community, state, nation, and world.

This kind of learning requires the development of empathy, the willingness to imagine what it is like to be in other people’s shoes and to

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

**Dr. Joseph M. Sawyer**  
Superintendent

**Elizabeth McCollum**  
Project Coordinator

**Cristina Luther**  
Designer

Beal School project update

PATRICK COLLINS  
ASSISTANT SUPERINTENDENT  
FOR FINANCE & OPERATIONS

**Feasibility Study Underway**  
With the public procurement process for an architect completed and approved by the Massachusetts School Building Authority (MSBA) in July, the Feasibility Study began in August. With Lamoureux Pagano Associates serving as the project architect and PMA Consultants serving as the Owner’s Project Manager, a Feasibility Study timeline with milestones was presented to the Building Committee. Since that time several important tasks have taken place.

First, a review of the current Beal School facility and site was initiated. At the same time, the architect has also reviewed a list of 31 other potential sites in town for suitability to host a school with an estimated size of 750-790 students. At least 10-

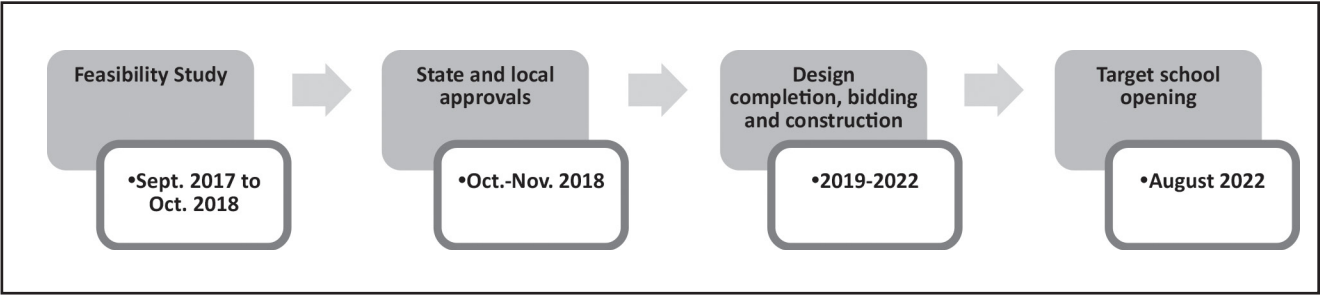


12 buildable acres are required to accommodate a school with a preliminary estimated size of 115,000 square feet. The current Beal School site is approximately 3.5 acres and viewed as inadequate in size.

Secondly, the School Department completed a process to determine the future elementary school grade configuration contingent upon approval of the Beal Project. Over 1,100 community members, parents, and staff participated in a survey seeking input on the benefits

and drawbacks of having the new or renovated Beal School retain the early childhood model of housing kindergarten through grade 1 students or alternatively having all elementary schools be neighborhood schools and house kindergarten through grade 4 students. On October 25th the School Committee voted unanimously to support the K-4 model for all elementary schools in the future.

Depicted below is a preliminary project timeline.



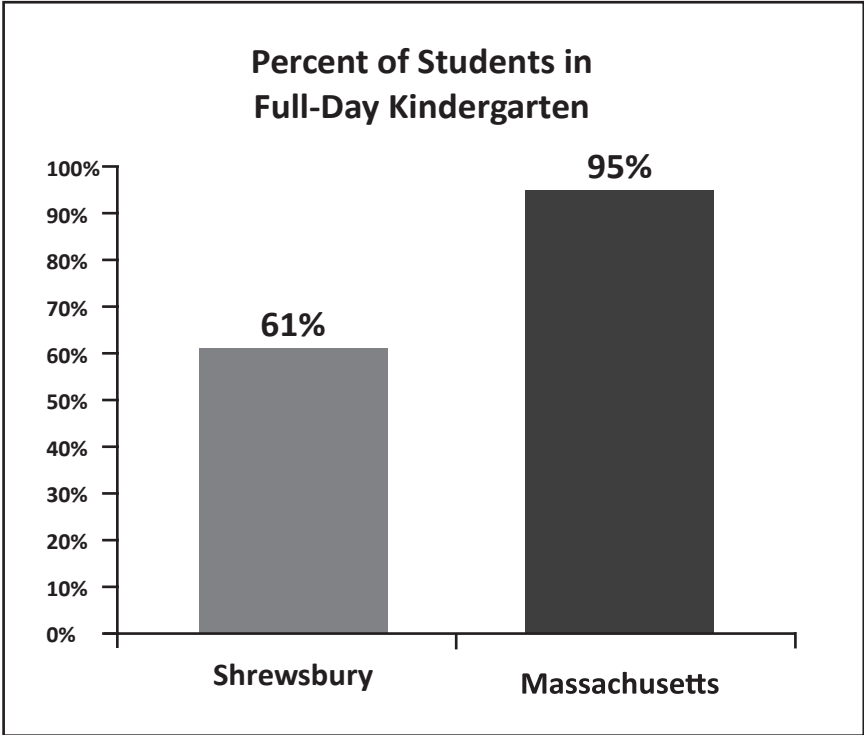
**Facility Condition**  
Beal School was constructed in 1922 as a high school and retains much of the original infrastructure and utilities. After application to the MSBA to remedy building deficiencies and solve our long-term space needs, Beal School was selected into their construction pipeline in January 2016. Because of its age, the school does not meet current building codes and lacks both a sprinkler system and ventilation system. Replacement boilers were installed in 1981 and

provide steam heat to original cast iron radiators. Classrooms range in size from 645-780 s.f. while today’s standard for kindergarten classrooms is a minimum of 1,200 s.f.. The 940 s.f. cafeteria is significantly undersized for current needs.

**Student Enrollment & Elementary School Capacity**  
Since 1987, Beal has functioned as an early childhood center, initially housing all town kindergartens. In the late ’90s it began housing overflow first grade

classes from the Floral Street School, which continues today. Growing enrollment and the lack of school space across all of our elementary schools has also forced us to convert rooms previously dedicated to art, music, meeting spaces, etc. into regular grade-level classrooms. Like other districts, Shrewsbury also must allocate space for special education programs and for specialized instruction for our approximately 250 English Language Learners.

Space limitations have also prevented the district in providing full-day kindergarten to all students, whereas 95% of Massachusetts students are enrolled in a full-day program according to a recent study by Strategies for Effective Children. This is despite adding kindergarten sections at Coolidge, Paton, and Spring Street in recent years in order to provide more full-day sections. Currently, of the 355 kindergarten students in the district, 218, or 61%, are in a full-day kindergarten program while 39% are in half-day kindergarten. Many other Shrews-



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# Former Coolidge principal, Amy Clouter, takes on role of assistant superintendent

NICHOLAS SPOSATO  
SHS CLASS OF 2018



Left to right: Amy Clouter, Assistant Superintendent for Curriculum, Instruction, and Assessment, and Nicholas Sposato, SHS Class of 2018.

This past May, Amy Clouter was appointed as Shrewsbury’s

assistant superintendent for curriculum, instruction, and assessment. For 11 years prior to this she served as principal at Calvin Coolidge Elementary School, during that time having taken the lead on multiple curriculum initiatives. I sat down with Mrs. Clouter to discuss her recent appointment and she explained that although she is still adjusting, she is eager to take on the responsibilities that come with having such an influence on Shrewsbury education.

The focal point in her new role entails fulfilling the goal of education, which is to create opportunities for students that will prepare them for college and career. She will strive to accomplish this by focusing on materi-

als in the classroom, data from assessments, and the practices used in all levels of education. The aim of her job in one word: improvement. She observes the systems and projects being implemented in the education system, evaluates them, and then works with the principals and directors at each level to find better, more effective ways for educators to teach and students to learn.

As assistant superintendent of curriculum, it is essential for Mrs. Clouter to coordinate with other school districts to gain further insight regarding techniques and programs which will serve to further the success of

CONTINUED, see page 5

## Updating our strategic priorities

AMY CLOUTER  
ASSISTANT SUPERINTENDENT  
FOR CURRICULUM,  
INSTRUCTION, & ASSESSMENT

In August, members of the District Leadership Team started a discussion – and it’s still going. In fact, the topic of this conversation has since spread into the community. What could so many people be interested in? In a word, *strategy*. Like other successful organizations, our district and our schools develop strategic priorities in order to determine what goals and actions are most important for the investment of time, attention, and resources. Having recently completed a very successful plan, we are ready to tackle new challenges. A strategic plan is like a roadmap: It will help us to prioritize and plan for the journey ahead. Most importantly,

because this plan is so important, we’re inviting input from everyone.

The process begins with reflection. What are our schools doing well? How can we improve? Which priorities will emerge as we think about what our students and families will need in the next five years, as we prepare our students for a society and world undergoing rapid change? These are some of the key questions various stakeholder groups have wrestled with since the summer. In addition to posing these questions to educators within the schools, our administrators have reached out to school councils and the general public to invite feedback from a wider swath of the community. Just recently, we held a public forum where parents, community members,

educators, and high school students provided in-person feedback, and shortly thereafter we extended an opportunity to all of these groups to provide input through a new online tool called Thoughtexchange.

We’re proud of the work we’ve accomplished to date. We’re excited about the work left to do, and we’re eager to analyze the trends we see emerging across groups in our community. Interested in learning more? Tune in to the School Committee meetings on November 29 and December 6 for reports on potential topics and a draft of our new strategic plan. School Committee meetings begin at 7:00pm in the Selectmen’s Meeting Room at Town Hall, and are broadcast live on SELCO Chan-

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The school district has a tradition of recognizing high performing staff at the onset of each new school year. The Superintendent’s Awards are presented in recognition of extraordinary service to the Shrewsbury Public Schools, and were conferred to recipients at Opening Day for Staff on August 28, 2017. Pictured left to right are Deborah Martel, Teacher, Grade 2, Floral Street School; Janet Allen, Instructional Aide and LTS Teacher, Oak Middle School; Hailley French, ABA Technician, Parker Road Preschool; Bridget Nichols, ELC Coordinator, Parker Road Preschool; Cara Allison, ABA Technician, Parker Road Preschool; Meghan Bartlett, Assistant Director of Special Education & Pupil Personnel Services, District; Dr. Joseph M. Sawyer, Superintendent of Schools; Angelina Adams, School Psychologist, Walter J. Paton School; Gregory Nevader, Assistant Principal, Shrewsbury High School (Thomas M. Kennedy Award); Ann Jones, Principal, Oak Middle School (Jayne M. Wilkin Award); Derric Lowery, Science Teacher, Shrewsbury High School; Barbara Luby, Teacher, Grade 4, Spring Street School.

### Profile

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The traits that were felt to be most important for our graduates to emerge with include: Global Citizenship and Engagement; Collaboration and Communication; Resilience and Focus; Innovation; Critical Thinking and Content Mastery; and Leadership. They are listed with a brief explanation in the table on page 5. Please look them over and give them some thought. Key is that everyone understands what the school system is aiming for and that it represents the perspectives and values of the families using our system. The schools represent a partnership with families in educating the children of our community. Let us hear from you. You may reach us as a School Committee at: [schoolcommittee@shrewsbury.k12.ma.us](mailto:schoolcommittee@shrewsbury.k12.ma.us) or you may reach me at: [dماغee@shrewsbury.k12.ma.us](mailto:dماغee@shrewsbury.k12.ma.us)

### Beal

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bury kindergarten students are enrolled in full-day kindergarten in area private schools because space was not available in our district. Finally, the district has thirteen “modular” classrooms across the district and also rents two additional preschool classrooms to house overflow from Parker Road Preschool.

### State Funding

In closing, we are very excited about the progress made in the Feasibility Study thus far. Our goal is to provide sufficient, modern, and safe space to meet our K-4 long-term enrollment projection. If the community supports funding the project then the Massachusetts School Building Authority [MSBA] will provide 50.16% of eligible projects costs, provided that we adhere to all of their regulations and process requirements. This level of state funding is a great incentive and will significantly mitigate the financial impact at the local level.

The Floral Street School community is celebrating its 20th anniversary this year. Several classes participated in a beautification project this fall by planting hundreds of bulbs in the front gardens of the school, just like Floral students did twenty years ago. Students can’t wait to see the gardens bloom this spring! Pictured below: Students from the Harrington class





Superintendent's Corner  
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consider their points of view. Given the echo chamber that exists in today's news media and social media environments, and the coarsening of public discourse that has emerged, it is important to help our students recognize what those who are on the other side of a controversial issue believe and why, and to recognize that while it may be uncomfortable to have one's own assumptions challenged, that is the path to better understanding.

A crucial ingredient in this work is teaching our students how to respectfully disagree while being open to the possibility of being wrong. As Princeton University's president, Christopher Eisgruber, wrote: "Some people mistakenly think the art of disagreement is mainly about winning debates or being able to say, 'I was right.' It is much harder than that. The art of disagreement is not only about confrontation, but also about learning. It requires that

**"A crucial ingredient in this work is teaching our students how to respectfully disagree while being open to the possibility of being wrong."**

we defend our views, as we do in debate, and, at the same time, consider whether our views might be mistaken."

For our students to be engaged citizens, it will take more than just talking or tweeting about an important issue; it will require them to use what they have learned to take thoughtful action. Shrewsbury High School's mission aims "to empower students to become capable, caring, and active contributors to the world in which they live." In other words, we aspire for our graduates to use their knowledge, skills, and understanding of what is right to *act* in order to make a positive difference. If they do, we will have succeeded in sustaining and advancing our cherished democracy.

Updating

CONTINUED from page 3

nels 29/329 and streamed live on the Shrewsbury Media Connection website. If you have input or questions regarding our strategic plan, please contact me at [aclouter@shrewsbury.k12.ma.us](mailto:aclouter@shrewsbury.k12.ma.us) or contact the School Committee at [schoolcommittee@shrewsbury.k12.ma.us](mailto:schoolcommittee@shrewsbury.k12.ma.us) We are excited to take the feedback we are getting and craft it into a plan that helps us make our schools work even better for our students, their families, and our entire community.

Sidewalk Math - bringing ideas from the outside in

AMY CLOUTER  
ASSISTANT SUPERINTENDENT  
FOR CURRICULUM,  
INSTRUCTION, & ASSESSMENT

Most of us have noticed how a nice rug can brighten a room, but have you ever wondered if everyday exposure to a piece of carpet can actually make you smarter? Researchers have been studying this question for some time as part of a joint initiative with the Creativity Commons, a shared space at Lesley University where scholars and Education students explore innovations in teaching and learning. In September, Professor and Shrewsbury resident Martha Barry McKenna helped to



James and Mason, tracing numbers

connect educators in the field to Kindergarten teachers at Coolidge Elementary School. Things have been hoppin' ever since.

Professor McKenna wanted to support a district focus on developing creativity in all students. Thanks to her generosity, classroom teachers Patricia Broszeit and Katherine Mills have added another resource to their Math kits. The tool is called *Sidewalk Math*, and the best thing about it is the way it integrates play and discovery. The result of a collaboration across departments at Lesley, this project is just one of several ventures aimed at integrating the arts into instruction. Created by Lesley's faculty to be developmentally appropriate, beautifully designed and mathematically meaningful, *Sidewalk Math* is a creative approach for developing number sense with young children. The use of techniques from a text called *The Footbook* and a colorful collection of rugs designed to support counting activities have students jumping, exploring and talking about number concepts in various ways. The goal is to develop and strengthen Math skills in young children so that they more easily

"see" relationships and number patterns.

Kindergarten teachers Patricia Broszeit and Katherine Mills have joined Lesley's Sidewalk Math Collaborative Inquiry Project which involves 20 kindergarten teachers across Massachusetts who are sharing their experiences in introducing *Sidewalk Math* to their students. So far students have practiced with several different rugs. As they work, their teachers note which strategies are most effective. Connecting teachers in the field to researchers has strengthened practice in other ways, too. It's exciting to build new partnerships, and this initiative fits nicely with Shrewsbury's mission: *empowering learners*.

Learning to count and learning the patterns of numbers are at the very foundation of developing knowledge of mathematics. Interested in learning more? *Sidewalk Math* has developed suggestions for parents and caregivers of young children to support the development of math skills in their children at home. We encourage all parents and caregivers to count with their children.

Math activities to do with younger children

When	What
Getting your child dressed...	Count articles of clothing (one sock, two socks) or count buttons. Ask questions: "We inserted three buttons. How many buttons are left?" Also, talk about size of objects and make comparisons.
While you are busy...	Give your child objects to sort: Mixed cereals, gummies, toys, chunky crayons, plastic cups, bowls, or containers, socks, or coins for older children. Ask them how they sorted the objects; have your child count them or count with them.
While you are cooking...	Talk about measurements and have your child help. "We need 3 cups. We just put in 1 cup. How many more do we need?" Compare the sizes of measuring cups.
While walking or riding the bus...	Count objects: cracks in the sidewalk, doors, manhole covers, red cars, bikes, trucks, or streets you have passed. Notice numbers on buses, houses, and cars. Notice the directions of cars and buses on two way streets and name them, for example north and south, or towards school or away from school, etc.
While waiting...	Play "Guess my Number" say "I'm thinking of a number between one and ten." Ask your child to guess the number. Allow your child to ask questions: "Is it more than or less than 5?" "Is it an even number?" "Is the number between 10 and 20?" Have your child pick a number and have you guess.
On a rainy day...	Cut out snowflakes from scraps of paper. Fold the paper repeatedly and cut out some triangles or other shapes from the open sides.
At bedtime and bedtime...	Count the parts of your child's body, noting that she has two of some but just one of other parts. Count fingers up to ten and notice that it doesn't matter whether you count them left to right or right to left! Recite rhymes together like "Five little monkeys jumping on the bed." Read books with numbers in them and talk about the numbers in books you read.



# Community coming together

MICHAELA KELLY  
SHS CLASS OF 2018

So often, we take what we have for granted. The roof over our heads, the food on our table— for most of us, these are things we don’t have to worry about. We have the ability to complain about getting up early and being stuck in traffic because we all have places to go, and cars to drive. After the tragic events of Hurricane Harvey, many of

those things were no longer available to the people of Houston. One of the many things



Donation collection cans

the storm took from them was their schools. Countless buildings were flooded and deemed unsafe for re-entry, leaving students without a place to learn. The deadlines for Texas schools to reopen were fast approaching, but the extensive damage was making it impossible for those deadlines to be met, unless they got help. So, Shrewsbury High School decided to step in. A post was sent out by

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## Assistant superintendent

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students, both in their academic and future careers. Through programs such as the Assabet Valley Collaborative, superintendents from districts such as Northborough-Southborough, Westborough, and Maynard come together to share their knowledge and experience. For her, it provides the chance to learn from individuals who are more seasoned in the position and to answer questions that arise in designing the curriculum of a school system.

For the future, she hopes to find ways to address these questions as well as to continue to work with and improve current initiatives. Mrs. Clouter recognizes that students are taught to master skills in the classroom, but that there should also be a focus on when to apply those skills in real life situations; she feels supporting more outside the box thinking rather than having a definitive right or wrong answer is vital. Furthermore, she continues to search for practices that will embed the skill of communication (which is essential in all careers) into every class. All students are different and therefore, one defined format that works for everyone does not exist; she believes there is a need for more alternative routes to success.

In her words, “We want to have consistent high standards and we want more kids to get to mastery, but we also want to look at some flexible models of school [as] our model of school hasn’t shifted very much.”

She will continue to discover new ways to change education as she becomes accustomed to the differences between principal and assistant superintendent. For her, one notable comparison is the shift in leading one community to leading multiple communities and sub-communities. Her relationships within the education system have also been altered; being assistant superintendent often means her work is less direct—as opposed to being a part of the school community, she is a supervisor of it. She will no longer be the one leading the assembly or working with teachers on what happens in their classes, but will work with heads of the schools to discuss what is going on and what steps to take next.

Overall, the ability to learn is key for the position. Mrs. Clouter seeks to understand what does and what does not work in the school environment while also adapting to the requirements of an assistant superintendent. As I myself am a SHS senior, my closing question was “Do you have any advice for this year’s graduating class?” She replied, “Be open to new learning, look at positive and negative experiences always as growth opportunities. You can learn from success, but you can also learn from challenge.” If she practices what she preaches, it’s certain that she will be a great asset to the Shrewsbury school community.

## Traits in Profile of a Graduate: Draft

see article on page 1

### I. GLOBAL CITIZENSHIP AND ENGAGEMENT

- **Listen with an open mind** to understand others' situations
- **Learn from and engage collaboratively and reflectively** with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work, digital and community conversations
- **Demonstrate knowledge and understanding of society's impact on the natural world**
- **Understand the local and global implications of civic decisions**

### II. COLLABORATION AND COMMUNICATION

- Demonstrate ability to **work effectively and respectfully with diverse teams**
- **Assume shared responsibility** for collaborative work, and value the individual contributions made by each team member
- **Listen effectively** to decipher meaning of knowledge, values, attitudes, and intentions
- **Communicate for a range of purposes** (e.g. to inform, instruct, motivate and persuade)
- **Articulate thoughts and ideas effectively** through oral, written and nonverbal communication skills, utilizing a variety of forms and media

### III. RESILIENCE AND FOCUS

- **Persevere** to accomplish difficult tasks and to overcome academic and personal barriers to meet goals
- **Work effectively in a climate of ambiguity** and changing priorities
- **Employ strategies to maintain personal wellness, focus, and intention** in their lives
- **Incorporate feedback effectively** and deal positively with praise, setbacks, and criticism
- **Monitor and direct their own learning**, adapting their approach as needed to successfully complete a task or solve a problem

### IV. INNOVATION

- **Use a wide range of idea creation techniques and problem solving techniques** (such as brainstorming, divergent & convergent thinking, effective reasoning, and systems thinking)
- **Elaborate, refine, analyze and evaluate their own ideas** in order to improve and maximize creative efforts
- **Demonstrate originality and inventiveness** in work and understand the real world limits to adopting new ideas
- **View failure as an opportunity to learn**; understand that creativity and innovation is a longterm, cyclical process of small successes and frequent mistakes
- **Act on creative ideas to make tangible and useful contributions**
- **Reflect critically** on learning experiences, processes and solutions

### V. CRITICAL THINKING and CONTENT MASTERY

- **Develop and draw from a baseline understanding of knowledge in an academic discipline**
- **Transfer knowledge to other situations**
- **Identify, define and solve authentic problems** and essential questions
- **Reflect critically on learning experiences**, processes and solutions

### VI. LEADERSHIP

- **Use interpersonal and problem-solving skills to influence and guide others toward a goal**
- **Demonstrate integrity, humility, and flexibility** of response
- **Recognize and support the leadership of others**
- **Act responsibly with the interests of the larger community in mind**



Community

CONTINUED from page 5

our great administration, pretty late at night, informing all seniors that there would be a meeting the next day after school for anyone interested in helping to fundraise. The next day, every seat in the room was filled. No matter what it was we did to raise the money, we knew we had to do something, and we had to do it *now*.

After some brainstorming, we decided the best way to raise money and get everyone involved was to bring the fundraising straight to them. I created collection cans and at every lunch, I and three or four others would walk table to table, asking for donations. That Friday, we took the cans up and down the stadium seats at our school’s football game, where generous parents, teachers and students gave to support the students down in Texas.

In less than a week, we were able to raise over \$5,000. When that total was announced, the first words I heard were those of a student behind me - “Wow. That’s amazing.” It *was* incredibly amazing. Based off a plan made in a 30 minute meeting after school, and having less than a week to work with, the Shrewsbury community was able to come together to support a school system thousands of miles away from us. What we had done not only benefited the community of Texas, but the community here as well. In helping them, we had shown ourselves the power of what a few helping hands have the power to do- *make a change*. Through the generosity of the community, selfless service, and believing in our ability to do good, we were able to make something seemingly unachievable happen.

Acts like these reap positive benefits on both ends, and often inspire more good work to follow. All that is needed are a few dedicated people to take the first step. We are always told it only takes one person to change the world, but that statement is hard to believe until you see it for yourself. So go, be that person, and give it a try- I guarantee you it will result in something amazing.



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Enjoying “The Colonial Way Experience”

MEHER GANDHI  
SHS CLASS OF 2019

Assistant Principal PJO’Connell stopped by a Student Council meeting last year. He took us all outside, to the road in between the back of the school and the fields. Mr. O’Connell told us to imagine a family-friendly event with games, live music, and food. He called it “The Colonial Way Experience.”

Starting at the end of the last school year, student council officers Alaina Bailey (President), Meher Gandhi (Vice President), Thomas O’Neill (Secretary), Shawn Noronha (Treasurer), and Lauren Tocman (Historian) set to work to plan out the “Colonial Way Experience” along with our advisor, Mrs. Becky Moisan.

After a series of meetings throughout the summer, the school year got off to a busy start. The goal was to create a community event that students at Shrewsbury High School could attend with their families. After meeting with Athletic Director Jay Costa, and working closely with him throughout the summer and fall, the idea began to turn into a reality. Mr. Costa was able to work out many of the logistics that were necessary to make this event happen. The date was set for October 6th - the day of the Shrewsbury High



left to right: Students Divya Raghunathan, Afra Rindani, Becky Moisan (Student Council Advisor), Thomas O’Neill, Maggie Frederick, and Alaina Bailey.

School vs. St. John’s football game, which is always a hit for families.

The idea of a family-friendly event at the high school was something Student Council had been very excited about. It allowed students and their families to enjoy a large tailgate before the football game. We had over 25 clubs and sports set up booths, from face paint to a rowing machine competition. Live music was provided by John G. Barrett’s band, along with Ocean Plaza, which drew a large crowd. Lastly, we invited four different food trucks to come set up.

At our meeting on the day before “Colonial Way,” we were reminded to look around at all the people, hectic responsibilities,

and high demands of the day to truly take in what we had done. It was amazing to have seen an event with such a diverse turnout of students from all grades, including middle schoolers, and families all brought to one community event. We were able to host an event that we hope will last for many years to come. Student Council thanks every club, activity, advisor, and student who dedicated their time towards “The Colonial Way Experience.”



Food trucks were part of the fun at “The Colonial Way Experience” at Shrewsbury High School on October 6, 2017.

Being “Present” banner at Sherwood Middle School

DR. JANE O. LIZOTTE  
PRINCIPAL  
SHERWOOD MIDDLE SCHOOL

At the beginning of the 2017-2018 school year, Mrs. Kelly O’Connell, Grade 5 Adjustment Counselor, and Mrs. Karen Gutekanst, Grade 5 Assistant Principal, visited fifth grade teams to lead a discussion about the school’s core values and ways to be “present” to the school experience, based on the book *What Does It Mean to Be Present* by Rana DiOrio. Following the presentations, fifth graders generated thoughts on ways they can be “present” at school to help them be successful Sherwood students. These individual thoughts are displayed collectively on a large banner in the main foyer of SMS.



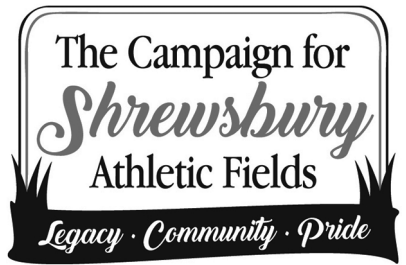
Some examples of students’ insights:

- “Focus on what’s happening now instead of what’s happening next.”
- “...trust my inside voice.”
- “I could listen to others when they are talking.”
- “I can be present by persevering and put effort towards anything coming my way.”



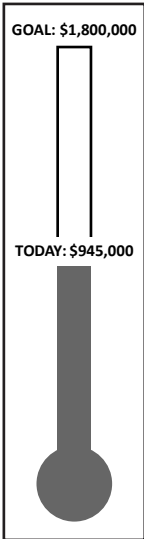
# Campaign for Shrewsbury Athletic Fields: Leaving a Legacy

MICHELLE BISCOTTI  
KATHLEEN KEOHANE  
CO-COORDINATORS OF  
DEVELOPMENT & VOLUNTEER  
ACTIVITIES



The Campaign for Shrewsbury Athletic Fields will raise \$1.8 million to install an artificial turf field in the Shrewsbury High School stadium and replace the surrounding track. These funds must be raised by February 1 in order to have the new field and track installed by September, when the 2018-2019 school year begins. If we fall short of our goal on February 1, the project will be delayed at least one year.

To date, we have raised \$945,000 -- an impressive total for a campaign launched just shy of a year ago. We are very grateful to those local businesses and individuals who have already generously invested in this project. However, we need YOU – the support of the entire community – to reach our goal.



This project is not a “want” or a “nice to have.” These improvements to the field and track are necessary to provide better playing surfaces for our athletes and to improve access for more



Artist's rendering of new field and refinished track



Photo of track and field after heavy rain in late October. Soccer games were moved to turf field in Grafton

than 1,800 students at our high school, 3,000 students in our youth sports programs, and the community as a whole.

Once the new stadium field and track are complete, Shrewsbury's athletes of all ages will have:

- An all-weather playing surface for multiple sports (field hockey, football, lacrosse, soccer & track) for boys and girls, and for all levels at SHS (Freshman, JV & Varsity teams)
- Field access for youth sports, physical education classes, band and more
- Enhanced player safety with more consistent surfaces on the

field and track

The field will also be a source of revenue. We will be able to rent the field to outside groups, club sports, and for regional competitions. Those rental fees will be reserved for the future costs of replacing the field in 10-12 years, without putting an additional cost burden on the community.

YOU CAN MAKE A DIFFERENCE. Please make your gift to *The Campaign for Shrewsbury Athletic Fields* by February 1. This is an exciting, transformative project for our town and we need **you** to get it done. Please join us in making this important project a reality for our community.

## I want to build that field!

Please make checks payable to “**Shrewsbury Public Schools.**” All donations and this form can be sent to: **Campaign for Shrewsbury Athletic Fields, 100 Maple Avenue, Shrewsbury, MA 01545**

My gift of \$ \_\_\_\_\_  
\_\_\_\_\_ is enclosed  
\_\_\_\_\_ payment of \$ \_\_\_\_\_ enclosed  
\_\_\_\_\_ will be paid by (date) \_\_\_\_\_

**Securities/Stock donations,**  
please call 508-841-8470

MC or VISA Card Number: \_\_\_\_\_

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Signature: \_\_\_\_\_

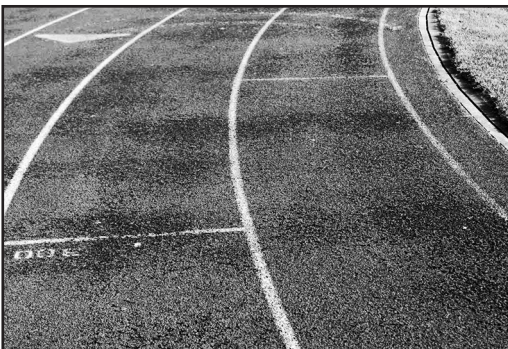
**My gift is in honor/memory  
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## Donor Recognition Levels

Blue & Gold Circle	Up to \$249
Boosters Circle	\$250 - \$ 999
Colonial Club	\$1,000 - \$2,499
Captains Club	\$2,500 - \$4,999
Varsity Club	\$5,000 - \$9,999
MVP Club	\$10,000 - \$24,999
Coaches Club	\$25,000 - \$49,999
Hall of Fame Circle	\$50,000 - \$99,999
Legacy Circle	\$100,000 & above

**Give online at [www.turf4shrewsbury.org](http://www.turf4shrewsbury.org)**

Your contribution is tax deductible to the extent allowed by law. Tax id # 04-6001300



Current Track Conditions

## Bricks for Turf Buy a brick, leave a legacy

Support *The Campaign for Shrewsbury Athletic Fields* and leave a lasting imprint – literally – on this project. Purchase a personalized brick that will be a part of the donor recognition area at the stadium complex forever. Bricks can be personalized with names, dates and special messages.

### Why buy a brick?

- As a gift to yourself or a child or grandchild
- To commemorate your time in Shrewsbury - as a resident, student, teacher or coach
- In remembrance or honor of someone or something special
- To denote an achievement
- For a birthday, holiday, wedding or retirement
- You just love Shrewsbury

Use this opportunity to put your name on this project or honor your children, grandchildren, family members, team, class, club, etc. There are also brick options for local businesses.

Bricks start at \$150. Go to [www.turf4shrewsbury.org](http://www.turf4shrewsbury.org) for more information and to order your brick today.







# Bank different. Bank unique. Bank Shrewsbury.

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18 month CD  
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\*APY = Annual Percentage Yield. Minimum deposit of \$500 to open a Certificate of Deposit (CD) and receive annual percentage yield (APY) shown above. Maximum deposit of \$500,000. Other rates and terms are available. Personal Account only. A penalty may be imposed for early withdrawal from a CD. APY effective as of 09/11/2017 and is subject to change without notice. Limit one CD per person. Offered at UniBank's Shrewsbury branch only.

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**SUPERINTENDENT'S  
ACCOUNT:**  
[https://twitter.com/SPS\\_Supt](https://twitter.com/SPS_Supt)

**DISTRICT ACCOUNT:**  
<https://twitter.com/ShrewsburyPS>

**SUPERINTENDENT'S BLOG:**  
[http://shrewsburysuperintendent.  
blogspot.com/](http://shrewsburysuperintendent.blogspot.com/)

rectly with the issues of harassment. Copies of these policies are available in the Principal's Office at each school or through the Superintendent's Office, located at 100 Maple Avenue, Shrewsbury, MA 01545. Further information may be obtained by contacting Ms. Barb Malone, Director of Human Resources @ 508 841-8400. The following grievance procedure, which was approved by the Shrewsbury School Committee, is to be used for all issues relating to harassment or discrimination involving student and/or staff: 1. The Shrewsbury Public Schools does not and will not knowingly discriminate against any student or employee on the basis of race, color, sex, religion, national origin, sexual orientation or disability. All reports of harassment or discrimination will be taken seriously and investigated in a timely fashion. Reports will be held in the utmost confidence. Any individual who believes he/she has been the subject of harassment or discrimination should immediately report the incident, either verbally or in writing to an administrator, adjustment counselor, guidance counselor, or teacher. The principal must be notified in all cases of harassment or discrimination. All cases of harassment involving a staff member will be reported to the Director of Human Resources. An administrator will first meet with the parties involved in an attempt to resolve the issue informally. If the complainant is unable to meet with the alleged harasser, the administrator, teacher, or counselor may assist the complainant in drafting a letter clearly describing the incident (behavior, where and when it occurred), how the complainant felt, and a request that the behavior stop immediately. Any letter should be signed by the complainant, sent to the alleged harasser and is kept on file by the school administrator. The alleged harasser may be encouraged to apologize, personally or by letter or to write a letter refuting the allegations. In cases of alleged harassment requiring formal investigations, the following shall be implemented. The complainant shall have the support of a staff member of his/her choice and the alleged harasser will also have the opportunity to select representation (union representative, attorney, teacher, etc.). An administrator from the appropriate level will complete an investigation promptly and make a decision regarding the allegations. In serious cases, where alleged harassment does not stop following a warning, appropriate disciplinary sanction may be imposed, up to and including suspension or dismissal. If the conduct violates the law, the incident will be reported to the appropriate authorities by the school administration. Retaliation or threats of retaliation are unlawful and will not be tolerated. In all cases of harassment or discrimination, the investigating administrator will make a final disposition and issue a written report, which will be maintained in the school files. If the complainant cannot utilize the procedure detailed above because the alleged harasser is involved in the procedure, the complainant should contact the Superintendent of Schools. Complaints about the Superintendent of Schools should be made to the Chairper-

son of the School Committee. Section 504 of the Rehabilitation Act of 1973 is a federal statute which states, in part, "No otherwise qualified individual, shall solely on the basis of handicap, be excluded from participation in, be denied benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance." This requirement not to discriminate in educational programs and activities also extends to employment. Each school has a designated Section 504 Coordinator. Initial inquiries relating to Section 504 should be directed to the building-based Section 504 Coordinator who can be contacted through the principal's office. Further information may be requested by contacting Ms. Margaret Belsito, Director of Special Education and Pupil Personnel, the district's Section 504 Coordinator at (508) 841-8400. The following grievance procedure should be used to report discrimination under Section 504 of the Rehabilitation Acts of 1973: To fulfill its obligation under Section 504, the Shrewsbury Public Schools recognizes a responsibility to avoid discrimination in policies and practices regarding personnel and students. No discrimination against a person with a disability will knowingly be permitted in any of the programs or activities of the Shrewsbury Public Schools. The school district has a specific requirement under the Rehabilitation Act of 1973, which includes the responsibility to identify, evaluate and if the child is determined to be eligible under Section 504, to afford access to free and appropriate educational services. Questions about eligibility or services should be first directed to the building-based coordinator. If a parent or guardian disagrees with the determination made by the professional staff of the school, he/she has a right to a hearing, first with the district's Section 504 Coordinator, and secondly with an impartial hearing officer. The district's Section 504 Coordinator can be reached at 100 Maple Avenue, Shrewsbury, MA 01545 or by phone at (508) 841-8400. The Director of Special Education and Pupil Personnel, the district's Section 504 Coordinator, who will provide a written report of the district's findings, will hear all grievances in a timely manner. If a parent or guardian is unsatisfied with the results of the review, they may contact one of the agencies listed below. For grievances not resolved at the Director of Special Education and Pupil Personnel level, a review by an impartial hearing officer may be scheduled. Individuals with grievances are not required to use the Shrewsbury Public School's grievance procedure. Written complaints may be filed with the following agencies: Massachusetts Department of Education, 75 Pleasant Street, Malden, MA 02148, (781) 338-3000; United States Department of Education Region 1 - Office of Civil Rights, 8th Floor, 5 Post Office Square, Boston, MA 02203 (800) 368-1019; Equal Employment Opportunity Commission, John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203 (800) 669-4000; Massachusetts Commission Against Discrimination, One Ashburton Place, Room 601, Boston, MA 02108 (617) 994-6000.

Statement of Non-discrimination  
Shrewsbury Public Schools is required by the Massachusetts Department of Education to publish an annual statement of non-discrimination. This notice serves to meet that requirement. The Massachusetts Equal Educational Opportunity statute, General Laws Chapter 76, § 5, ensures that all students have the right to equal educational opportunities in the public schools. The Shrewsbury Public School District is committed to ensuring equal educational opportunities for all students, and does not discriminate on the basis of race, color, sex, religion, national origin, gender identity or expression, sexual orientation or disability. The Shrewsbury Public Schools are in compliance with state and federal laws prohibiting discrimination and harassment. The following laws apply: Massachusetts General Law Chapter 76, § 5, which states, "No person shall be excluded from or discriminated against in the admission to a public school or in obtaining the advantages, privileges, and course of study of such public school on account of race, color, sex, religion, national origin, gender identity or expression, or sexual orientation." Title IX of the Educational Amendments of 1972 is a Federal statute which states, in part, "No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program receiving federal assistance." This requirement not to discriminate in educational programs and activities also extends to employment. Ms. Barb Malone, is the Title IX Coordinator, Director of Human Resources at (508) 841-8400. Title VI of the Civil Rights Act of 1964, provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in be denied the benefits of or be otherwise subjected to discrimination under any program or activity receiving federal financial assistance. Title VI provided for equal access and prohibits discrimination in the assignment of students to classes. It also prohibits discrimination in ability grouping or tracking students. The Shrewsbury School Committee's Policies #316 and #645 deal di-