



**School Committee
Meeting Book**

**February 24, 2021
7:00 pm**

**Town Hall -100 Maple Avenue
Selectmen's Meeting Room**



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

AGENDA

February 24, 2021 7:00pm
Town Hall—Selectmen's Meeting Room
100 Maple Avenue

THIS MEETING IS NOT OPEN TO PHYSICAL PARTICIPATION BY THE PUBLIC. TOWN HALL IS CLOSED TO THE PUBLIC FOR MEETINGS. THIS MEETING WILL BE BROADCAST LIVE ON LOCAL CABLE CHANNELS 29 & 329 AND STREAMED LIVE ON THE SHREWSBURY MEDIA CONNECTION WEBSITE AT <https://videoplayer.telvue.com/player/iE0p5N2b-Se5BhxS-3KDrHfUWzLHfku2/stream/722>. SEE BELOW FOR INFORMATION ON CONTACTING THE CHAIR OF THE SCHOOL COMMITTEE RE: PUBLIC PARTICIPATION.

On March 12, 2020, Governor Baker issued an Executive Order modifying certain requirements of the Open Meeting Law, to enable public bodies to carry out their responsibilities while adhering to public health recommendations regarding social distancing.

The Executive Order relieves public bodies from the requirement in the Open Meeting Law that meetings be conducted in a public place that is open and physically accessible to the public, provided that the public body makes provision to ensure public access to the deliberations of the public body through adequate, alternative means. "Adequate, alternative means" may include, without limitation, providing public access through telephone, internet, or satellite enabled audio or video conferencing or any other technology that enables the public to clearly follow the proceedings of the public body in real time. A municipal public body that for reasons of economic hardship and despite best efforts is unable to provide alternative means of public access in real time may instead post on its municipal website a full and complete transcript, recording, or other comprehensive record of the proceedings as soon as practicable afterwards.

In addition, all members of a public body may participate in a meeting remotely; the Open Meeting Law's requirement that a quorum of the body and the chair be physically present at the meeting location is suspended.

All other provisions of the Open Meeting Law, such as the requirements regarding posting notice of meetings and creating and maintaining accurate meeting minutes, as well as the limited, enumerated purposes for holding an executive session, remain in effect.

While for this meeting the School Committee and members of the School Department administrative team will physically meet at the location listed above, members of the public may not attend in person. If a member of the public wishes to participate remotely in the Public Participation portion of the meeting, they should contact the Committee Chair, Ms. Sandra Fryc, by sending an email to schoolcommittee@shrewsbury.k12.ma.us.

Items

Suggested time allotments

- I. Public Participation
- II. Chairperson's Report & Members' Reports
- III. Superintendent's Report
- IV. Time Scheduled Appointments:
 - A. Update on School District's Response to the Pandemic: Report
 - B. Redistricting of Elementary School Attendance Zones: Vote
 - C. Fiscal Year 2022 Budget Reduction Plan: Report
- V. Curriculum
- VI. Policy

7:00-7:05

7:05 – 7:35
7:35 – 8:05
8:05 – 8:50



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

VII. Finance & Operations

VIII. Old Business

IX. New Business

X. Approval of Minutes 8:50 – 8:55

XI. Executive Session 8:55 – 9:15

A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes.

B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association.

XII. Adjournment 9:15

Next regular meeting: March 10, 2021



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: **02/24/21**

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 the 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:

School Committee Members
Ms. Sandra Fryc, Chairperson
Mr. Jon Wensky, Vice Chairperson
Dr. B. Dale Magee, Secretary
Ms. Lynsey Heffernan, Committee Member
Mr. Jason Palitsch, 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 MEETING**

ITEM NO: **IV. Time Scheduled Appointments:** MEETING DATE: **02/24/21**
A. Update on School District's Response to the Pandemic: Report

BACKGROUND INFORMATION:

Dr. Sawyer and members of the leadership team will provide an update on the school district's response to the COVID-19 pandemic.

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 AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools
District Administrators



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: IV. Time Scheduled Appointments: **MEETING DATE: 02/24/21**
B. Redistricting of Elementary School Attendance Zones: Vote

BACKGROUND INFORMATION:

The opening of the new Major Howard W. Beal School for students in grades K-4 in the fall of 2021 will require redistricting of elementary school attendance zones at Shrewsbury Public Schools. At the meeting on January 20, 2021, the Redistricting Committee presented two recommended redistricting options for review by the Committee, and on January 27 the School Committee hosted a public hearing for feedback from the community. After reviewing feedback provided to the School Committee via email and at the public hearing, and examining analysis provided by legal counsel, Dr. Sawyer will make his recommendation tonight for a redistricting plan for Shrewsbury Public Schools elementary attendance zones when the new Beal School fully opens. A memo from Dr. Sawyer and the legal analysis from the school district's legal counsel are enclosed.

ACTION RECOMMENDED:

That the Committee vote to adopt Scenario 19, as recommended by the Redistricting Committee, as the redistricting plan for Shrewsbury Public Schools elementary attendance zones when the new Beal School fully opens.

STAFF & OTHERS AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools
Mr. Patrick C. Collins, Assistant Superintendent for Finance and Operations
Ms. Priya Sankalia, Project Manager, AppGeo



SHREWSBURY PUBLIC SCHOOLS

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Joseph M. Sawyer, Ed.D.

Superintendent of Schools

Margaret M. Belsito

Assistant Superintendent

Student Services

Amy B. Clouter

Assistant Superintendent

Curriculum, Instruction, & Assessment

Patrick C. Collins

Assistant Superintendent

Finance & Operations

Barbara A. Malone

Executive Director

Human Resources

Jane O. Lizotte, Ed.D.

Assistant Superintendent

Community Partnerships & Well-Being

February 24, 2021

To: School Committee

From: Joe Sawyer

Re: Recommendation for Elementary Redistricting Plan

As superintendent, I have been involved with the planning process for redistricting from the outset, and I was pleased and proud to serve on the Redistricting Committee, which I thought was among the most thoughtful and thorough committees on which I have served during my two-plus decades as a Shrewsbury Public Schools administrator. The district's geographic information systems consultant, AppGeo, was an excellent partner in this process and provided exceptional data on which to base recommendations for a solution to this complex issue.

Since the Redistricting Committee made its formal recommendation to the School Committee on January 20 for either of two options (known as Scenario 18 and Scenario 19), I have carefully reviewed the feedback provided both at the School Committee's public hearing on January 27 and through email correspondence. After consideration of this feedback, examination of the legal analysis provided by our school district's counsel, and application of my own professional judgment, I recommend that the School Committee vote to adopt Scenario 19 as the redistricting plan for Shrewsbury Public Schools elementary attendance zones when the new Beal School opens.

The reasons for my recommendation are as follows:

- 1) Scenario 19 represents the best balance of the [School Committee's Guiding Principles for Redistricting](#).
- 2) Scenario 19 was recommended by the Redistricting Committee after a careful review of many options, and the Redistricting Committee represented the perspectives of a diverse group of parents, elementary principals and district administrators, and

School Committee members, who as a committee followed a detail-oriented process that included consideration of substantive public input.

- 3) Scenario 19 represents reasonable adjustments made in response to parent feedback regarding the assignment of some neighborhoods on the edges of attendance zones.
- 4) Scenario 19 represents a holistic approach to determining where students in grades Kindergarten through Grade 4 will attend schools that a) provide equitable instructional spaces, b) emphasize neighborhood cohesion, c) include a diverse population of students, d) will maintain the same boundaries over time; and e) minimize changes of student school assignments compared with other options.

I commend the Redistricting Committee for also presenting another scenario (Scenario 16) that emphasized a greater balance of socioeconomic diversity than the two recommended scenarios. While this scenario was not recommended by the Redistricting Committee, I believe it highlighted the consideration of various types of demographic diversity in the Committee's review of potential options. I concur with the decision not to recommend this or any other scenario that focuses so heavily on one guiding principle and therefore compromises others, and I believe such scenarios would pose a variety of obstacles to implementation, including a lack of family support because of the degree of change required, the length of bus rides/car rides to get to school, and lack of resources for the amount of bus transportation necessary to move so many students across town. The Redistricting Committee also noted during its deliberations that an unintended consequence of creating parity focused on socioeconomic status could be the loss of resources that are provided to schools that have a greater proportion of students of low-income status, such as free breakfast programming (provided now at Coolidge) and supplemental support for reading or math instruction funded by federal Title I funds (provided historically at Coolidge, Floral Street, and sometimes at the current Beal).

Additionally, during the public feedback, a claim was made that the recommended redistricting options conflict with Massachusetts state law, namely M.G.L. c. 71, § 37D (known as the Racial Imbalance Act) with regard to the assignment of students according to race. In response to this claim, the district procured a legal analysis from its attorney (which is included with this memo), and also performed an even more detailed look at the racial and ethnic breakdown of the recommended options comparing the racial makeup of the student population projected for each school attendance zone. When broken down into the components that result in a determination of "White" and "non-White" students, it is clear that in the recommended options no schools would be defined under the law as "racially

isolated" ($\leq 30\%$ non-White), two out of five schools would be considered "racially balanced" ($>30\%$ but $\leq 50\%$ non-White) and three out of five schools would be defined as "racially imbalanced" ($>50\%$ non-White). The legal analysis of cases related to the Racial Imbalance Act makes it clear that the statute and the courts encourage school districts to pursue a holistic and multi-faceted approach to establishing attendance zones, which is what our school district has done through the redistricting process.

It is clear that demographic trends in enrollment point to continued increases in non-White students across all Shrewsbury schools. This year is the first where the entire district's student enrollment is more than 50% non-White (50.6%), and this percentage is slightly greater at the K-4 level (53.4%). The greatest shift across racial demographics over time has been a significant increase in the percentage of Asian students (from 5.7% to 36.6% of K-4 students since the last redistricting occurred upon the opening of Floral Street School in 1997) and a significant decrease in the percentage of White students (from 90.8% to 46.6% in grades K-4 over that same time). There has been an increase in Hispanic students in grades K-4 over this period (2.0% to 9.0%), and a slight increase in African American students in these grades (1.4% to 2.8%).

As one can see from the enclosed materials, the schools that are considered "racially imbalanced" under Scenario 19 are in this category primarily because of the percentage of Asian students. This trend, while more dramatic in these schools, is present in all five schools, and if the trend continues all five K-4 schools will be greater than 50% non-White at a point in the future.

Coolidge school also has a higher percentage of Hispanic students compared to the other schools, and under Scenario 19 that percentage would increase. It is important to note, however, that under Scenario 19 Coolidge actually will have a smaller total number of Hispanic students than it currently has, even though the percentage will be higher. This is because, like the other existing schools, Coolidge's overall student population will be reduced when redistricting happens. Coolidge enrollment currently is 14.65% Hispanic with 63 total Hispanic students, while under Scenario 19 it is estimated that enrollment will be 18.31% Hispanic with 52 Hispanic students.

As is the case currently, projections show that African American students are distributed in similar proportions across the five K-4 schools under Scenario 19. It is important to take into account that because the number of African American students is relatively small (2.84% of K-4 students this year, with an average of 1.75% over the past five years), historically the percentage of African American students in a particular school can move up or down one to two percentage points from year to year based on how many African

American students may have moved on to fifth grade, moved into kindergarten, or moved in or out of a residence in that school zone.

The issues of socioeconomic status, race, and ethnicity are part of a larger issue related to the district's core value of equity. We continue to examine how we can best ensure that all Shrewsbury students, regardless of what school they attend, are provided with an educational experience that is both excellent and equitable. We can always improve at this, but the evidence indicates that all of our elementary schools have provided an outstanding education to their students, and there is no reason to believe that this would change if this redistricting plan is adopted. It is very important to remember that, as noted in the Redistricting Committee's first guiding principle, all Shrewsbury Public Schools elementary schools utilize the same approach to ensure that we hire and support high quality educators, who teach the same curriculum aligned with the Massachusetts State Curriculum Frameworks.

I think it is important to also note that comparisons among Shrewsbury schools based upon standardized test scores and various online third-party "rankings" based upon those test scores should be made with great caution. State standardized tests, although a useful tool in many ways educationally, are sensitive to many other factors other than the quality of the curriculum, instruction, and support provided by a school, and educator quality and curriculum are consistent across all of our elementary schools. While the district continues to examine how to best ensure equitable experiences across its elementary schools, it is interesting to note that all of the district's elementary schools perform very favorably when compared to schools with similar demographics in other districts across the state. The key question is whether Shrewsbury students will receive an excellent and equitable education regardless of which elementary school they attend, so that their specific academic, social, and emotional needs will be met. The evidence indicates that the answer is "Yes."

For the reasons stated above, my recommendation is that the School Committee vote to adopt Scenario 19, as recommended by the Redistricting Committee, as the redistricting plan for Shrewsbury Public Schools elementary attendance zones when the new Beal School fully opens.

Sarah C. Spatafore, Esq.
sspatafore@mhtl.com

February 23, 2021

Via Electronic Mail (sfryc@shrewsbury.k12.ma.us)

Sandra Fryc, Chair
Shrewsbury School Committee
100 Maple Avenue
Shrewsbury, MA 01545

**Re: Applicability of M.G.L. c. 71, § 37D and other related statutes to
Shrewsbury's Elementary Redistricting Plan**

Dear Ms. Fryc,

This letter is written in response to your request for a legal opinion on the applicability and impact of certain statutes concerning racial diversity requirements in schools (namely M.G.L. c. 37D) on Shrewsbury's current plans for redistricting of its elementary schools.

Review of Relevant Statutes

M.G.L. c. 71, § 37D provides the implementation method for M.G.L. c. 71, § 37C, which declares it to be state policy to "encourage all school committees to adopt as educational objectives the promotion of racial balance and the correction of existing racial imbalance in the public schools. The prevention or elimination of racial imbalance shall be an objective in all decisions involving the drawing or altering of school attendance lines, establishing of grade levels, and the selection of new school sites."

M.G.L. c. 71, § 37D defines several of the terms in § 37C. Those definitions are excerpted below:

"Racial imbalance", the condition of a public school in which more than fifty percent of the pupils attending such school are non-white.

"Racial balance", the condition of a public school in which more than thirty percent but not more than fifty percent of the pupils attending such school are non-white.

"Racial isolation", the condition of a public school in which not more than thirty percent of the pupils attending such school are non-white.

The statute then goes on to require certain reporting from the school committee to the Department of Elementary and Secondary Education ("DESE") annually on the percent white



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and non-white students at all schools in the district. The statute also states that, if DESE determines that a racial imbalance exists in a school, it will notify the district in writing.

The statute then states “Any non-white pupil attending any public school in which racial imbalance exists shall have the right to be transferred to and to attend any other school, except an exempt school, of his parents' or guardian's choice for his grade level and under the jurisdiction of the same school committee or regional district school committee if racial isolation exists in such other school; and any white pupil attending any public school in which racial isolation exists shall have the right to be transferred to and to attend any other school, except an exempt school, of his parents' or guardian's choice for his grade level and under the jurisdiction of the same school committee or regional district school committee if racial imbalance exists in such other school.”

The language excerpted above would permit a parent to move a non-white student in a “racially imbalanced” school (i.e., a school in which more than 50% of the students are non-white) to a “racially isolated” school (i.e., a school in which less than 30% of the students are non-white) in the same district. The language excerpted above also permits a parent to move a white student in a “racially isolated” school to a “racially imbalanced” school in the same district.

The statute goes on to lay out how spots at such schools should be allocated and the requirement that, if the district cannot accommodate the parent’s request for transfer, it must file a plan with DESE to find a place for the student at the requested school. The statute lays out the procedure that a district must follow to effectuate any changes to schools to comply with the terms of this statute.

Finally, the statute does permit for a private right of action by a parent who is denied a transfer under this statute.

M.G.L. c. 15, § 1I also is relevant to this issue. This statute requires DESE to provide technical assistance to school districts to create the plans required under M.G.L. c. 71, § 37D to reduce or eliminate racial imbalance. The statute lays out the actions DESE must take if a district fails to submit a plan or submits an insufficient plan as required by M.G.L. c. 71, § 37D. The statute gives DESE the authority to withhold a district’s funding if the district does not make reasonable progress towards eliminating racial imbalance after being notified by DESE of such a problem. Finally, the statute also requires DESE to establish a fund to reimburse districts for the cost of transporting students in accordance with M.G.L. c. 71, § 37D.

M.G.L. c. 15, § 1J provides the right to the school committee to seek judicial review of a decision by DESE with regard to a plan required by M.G.L. c. 71, § 37D.

The full text of each of these statutes is attached to this letter for reference.

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Analysis of Relevant Statutes

As an initial matter, while these statutes appear a bit outdated given the language they use, they are still on the books and seemingly applicable to Shrewsbury.¹

My understanding of the current Shrewsbury elementary redistricting proposal is that it would result in three of the five elementary schools falling into the “racially imbalanced” category with the remainder being “racially balanced” and no schools being “racially isolated” based on the definitions contained in M.G.L. c. 71, § 37D. These projections are with current data and with the understanding that these figures are fluid as students move into and depart the district.

The question posed is whether the district’s current plan, which would result in three of the five elementary schools being “racially imbalanced,” is in violation of any of the relevant statutes. According to our discussions, the district’s elementary population overall is now more than 50% non-white, the redistricting plan shows that three out of the five elementary schools would have more than 50% non-white students and will be “racially imbalanced” per M.G.L. c. 71, § 37D, and the other two schools would be “racially balanced” but are on a trajectory to become “racially imbalanced” at some point in the future. None of the schools would be considered “racially isolated.”

It seems impossible that the Massachusetts legislature intended a result of these statutes for no school district to have a majority of non-white students. Rather, it seems the intent was to promote balance within schools in the same district by allowing for movement of students between “racially imbalanced” and “racially isolated” schools to achieve “racial balance.” This, however, is belied by the language of M.G.L. c. 71, § 37C, which specifically states that the intention of the law is to promote “racial balance” and to correct “racial imbalance.”

A review of case law shows that there have been less than 30 cases decided that reference the relevant statutes. There are two sets of litigation that occurred in recent years. The first is a series of cases against the Lynn public schools filed in the late 1990s and early 2000s focused on Lynn’s voluntary transfer program. These cases provide a helpful history of the relevant statutes:

The Racial Imbalance Act (“RIA”), Mass. Gen. Laws ch. 15, §§ 1I, 1J, 1K; *id.* ch. 71, §§ 37C, 37D, directs the Massachusetts Board of Education to remedy *de facto* segregation in the public schools throughout the state. *See Sch. Comm. of Boston v. Bd. of Educ.*, 352 Mass. 693, 227 N.E.2d 729, 732 (1967). The legislature enacted the RIA in response to findings that dramatic levels of racial

¹ It also appears that DESE may not be enforcing these statutes as stringently as when they were first adopted as Shrewsbury and other districts have had schools that met the definition of “racially imbalanced” and have not been notified by DESE as outlined in the statute.

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imbalance in the public schools threatened to harm students' educational opportunities. *See id.* at 733–34. The RIA has two main effects: it authorizes the Board to fund voluntary efforts to improve racial balance, Mass. Gen. Laws ch. 15, § 1I, and it allows the Board to require that school districts adopt integration plans in certain circumstances, *id.* ch. 71, § 37D.

Comfort v. Lynn Sch. Comm., 418 F.3d 1, 9 (1st Cir. 2005), abrogated by Parents Involved in Cmty. Sch. v. Seattle Sch. Dist. No. 1, 551 U.S. 701, 127 S. Ct. 2738, 168 L. Ed. 2d 508 (2007)

The court found that “the plaintiffs cannot overcome the fact that only a person who was denied a transfer *on the basis of the mandatory provisions* of the RIA has standing to challenge them.” Comfort, 418 F.3d at 11. This makes it clear that there is no standing to sue unless a parent was denied a transfer under the statute. So, it follows that, if the district has no racially isolated schools, as is the case in Shrewsbury, there would be no potential for a successful legal claim by a parent/student under this statute.

The court reviewed Lynn’s transfer plan against the federal equal rights protections contained in the 14th Amendment and Article 111 of the Massachusetts Declaration of Rights provides that “[n]o student shall be assigned to or denied admittance to a public school on the basis of race, color, national origin[,], or creed.” In both instances, the court upheld Lynn’s plan, thereby dismissing the case.

It is important to note, however, that the United States Supreme Court, later in 2007, struck down the concept of “racial balancing” as a “compelling state interest” for public school assignments. See Parents Involved in Cmty. Sch. v. Seattle Sch. Dist. No. 1, 551 U.S. 701, 748, 127 S. Ct. 2738, 2768, 168 L. Ed. 2d 508 (2007). Rather, the Supreme Court found that Districts must look to race-neutral approaches to achieve diversity and equity in schools, rather than the formulaic and mechanical methods of racial balancing initiatives.

In a series of cases in the late 1990’s and early 2000’s, the transfer and admissions policies of the Boston Public Schools were brought under scrutiny. While the focus of this litigation was not on the RIA, it was mentioned in the context that the RIA was not applicable as Boston had a white population of less than 50%. In fact, it noted that Boston was granted funding under the RIA despite its “racially imbalanced” schools. See Boston’s Children First v. Bos. Sch. Comm., 260 F. Supp. 2d 318, 326 (D. Mass. 2003), aff’d sub nom. Anderson ex rel. Dowd v. City of Bos., 375 F.3d 71 (1st Cir. 2004).

The bulk of the remaining cases are from the 1970s and involve courts ordering school districts to comply with desegregation efforts.

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In both the Lynn and Boston cases, as well as in the U.S. Supreme Court case, the focus of the court was on the districts' holistic approach to achieving the best possible school experience for students. The courts noted that racial diversity alone should not be the driving factor in a district's planning of its schools. Similarly, M.G.L. c. 71, § 37C notes that eliminating racial imbalance and achieving racial balance should be an objective of schools, but it does not say it should be the controlling or only objective. Rather, both the statute and the case law encourage a holistic and multi-faceted approach, which is precisely what the Shrewsbury School Committee did when it adopted the "Redistricting Guiding Principles" in September 2019 at the outset of the redistricting process.

These Guiding Principles focus on seven areas, one of which is focused on finding a plan that results in the schools demographics reflecting that of the town to the greatest extent possible. The Guiding Principles also focus on educational equity, ensuring appropriate instructional space, emphasizing the importance of neighborhood schools, considering future population growth, minimizing changes to current school assignments for students, and working in concert with other district initiatives.

Conclusion

It seems that, based upon a review of the relevant statutes and the associated case law, the only way for Shrewsbury to face potential liability is if either DESE issues a written finding about the racial composition of the district's school(s), or if the District denies a required transfer under M.G.L. c. 71, § 37D, which would not be possible if the District has no "racially isolated" schools. Further, it appears that the District's holistic approach to the redistricting process is consistent with the guidance from the courts who have reviewed the application of the relevant statutes.

Given the lack of recent case law and guidance in this area, I have made an inquiry with DESE's legal office as to the impact of the relevant statutes on a district's redistricting efforts. I have received confirmation that DESE is reviewing my request and will be in touch soon, but I have not received a response as of the date of this letter.

Please do not hesitate to contact me with any questions.

Sincerely,

Sarah C. Spatafore

Enclosures

cc: Superintendent Joseph Sawyer

Part I ADMINISTRATION OF THE GOVERNMENT**Title XII** EDUCATION**Chapter 71** PUBLIC SCHOOLS**Section** PROMOTION OF RACIAL BALANCE
37C

Section 37C. It is hereby declared to be the policy of the commonwealth to encourage all school committees to adopt as educational objectives the promotion of racial balance and the correction of existing racial imbalance in the public schools. The prevention or elimination of racial imbalance shall be an objective in all decisions involving the drawing or altering of school attendance lines, establishing of grade levels, and the selection of new school sites.

Part I	ADMINISTRATION OF THE GOVERNMENT
Title XII	EDUCATION
Chapter 71	PUBLIC SCHOOLS
Section 37D	RACIAL IMBALANCE; DEFINITIONS; STATISTICS; TRANSFERS; PRIORITIES; PLANS FOR ELIMINATION; PUBLIC HEARINGS; REGULATIONS; JURISDICTION; COSTS; ATTORNEY'S FEES

Section 37D. As used in this section, sections thirty-seven C, I, and J, sections one I through one K of chapter fifteen, and section twelve A of chapter seventy-six, the following terms shall, unless the context requires otherwise, have the following meanings:

"Racial imbalance", the condition of a public school in which more than fifty percent of the pupils attending such school are non-white.

"Racial balance", the condition of a public school in which more than thirty percent but not more than fifty percent of the pupils attending such school are non-white.

"Racial isolation", the condition of a public school in which not more than thirty percent of the pupils attending such school are non-white.

"Exempt school", a public school to which, prior to January first, nineteen hundred and seventy-four, the passing of a competitive examination was a condition of entrance; provided, however, that the school committee or

regional district school committee having jurisdiction over such school shall, under the supervision of the board of education, establish and maintain an affirmative action program to recruit and assist non-white students to enter and to remain in attendance at such school.

The school committee of each city, town, and regional school district shall annually, at such time and in such form as the commissioner shall determine, submit to the commissioner statistics sufficient to enable a determination to be made of the percent of white and non-white pupils attending all public schools and attending each public school under the jurisdiction of each such committee. Whenever the board of education, in this section called the board, finds that racial imbalance exists in a public school, it shall in writing notify the school committee or regional district school committee having jurisdiction over such school that such finding has been made.

Any non-white pupil attending any public school in which racial imbalance exists shall have the right to be transferred to and to attend any other school, except an exempt school, of his parents' or guardian's choice for his grade level and under the jurisdiction of the same school committee or regional district school committee if racial isolation exists in such other school; and any white pupil attending any public school in which racial isolation exists shall have the right to be transferred to and to attend any other school, except an exempt school, of his parents' or guardian's choice for his grade level and under the jurisdiction of the same school committee or regional district school committee if racial imbalance exists in such other school. If a place is available for such pupil at such other school, such school committee or regional district school committee shall, forthwith upon receipt of written notice by his parents or guardian that they intend such pupil to exercise his right to be

transferred to and to attend such other school, transfer such pupil to such other school. If no place is available for such pupil at such other school, such school committee or regional district school committee shall, upon receipt of such notice, formulate and, within the time limit established by regulations of the board, file with the board a plan to provide, within the same school year for which such notice is given, a place for such pupil at such other school and shall, within such time as may be prescribed by the board, implement either such plan as approved by the board or the mandatory plan of the board to provide such place and, when such place becomes available, transfer such pupil to such other school; provided, however, that the board may temporarily or permanently excuse such school committee or regional district school committee from implementing such plan or mandatory plan if an alternative place, satisfactory to the parents or guardian of such pupil, is available at another school to which such pupil may, as provided by this section, exercise his right to be transferred and attend, or if the board finds that there is other good cause to do so. Whenever a school committee or regional district school committee determines, in accordance with regulations of the board, that the number of places available at such other school is exceeded by the number of pupils exercising their rights to be transferred to and to attend such other school, the selection of particular pupils to be transferred to such places as are available shall be in accordance with regulations of the board, which regulations shall reasonably provide for priority for non-white pupils attending schools in which more than seventy percent of the pupils are non-white, without affecting the rights of such pupils not so selected to be transferred to and to attend such other school as provided by this section.

Any such plan so filed shall set forth in detail the proposed changes in existing school attendance districts, additions to existing school buildings, use of leased or portable facilities, changes in use of school buildings, and other measures to provide a place for such pupil at such other school. Any such plan shall take into consideration on an equal basis with reduction or elimination of racial imbalance the safety of pupils in their travelling between school and home. Any such plan may provide for voluntary cooperation by other cities, towns, or regional school districts in making facilities available or otherwise rendering assistance in implementing such plan. No change in any existing school attendance district shall be made pursuant to any such plan prior to a public hearing. Notice of the time and place of such hearing and of its subject matter shall be given by mail, postage prepaid, to the parents and guardian of each pupil affected by the proposed change and either by publication in a newspaper of general circulation in the city, town, or regional school district within which such attendance district lies once in each of two successive weeks, the first such publication to be not less than fourteen days prior to the day of such hearing, or, if there is no such newspaper, by posting such notice in a conspicuous place in the city or town hall of such city, town, or member towns of such regional school district for a period of not less than fourteen days prior to the day of such hearing. At such hearing any person, whether entitled to notice thereof or not, may appear in person or be represented by an agent who need not be an attorney.

The board shall adopt regulations for the administration of the provisions of this section relating to, but not necessarily limited to, determination of places available in schools, priorities for transfer and attendance, notification to parents and guardians of pupils of such pupils' rights to

transfer and attendance, reporting and publication of places available in schools, time limits for filing of plans to provide places for pupils in schools, consolidation of such plans for filing, time limits and schedules for implementation of approved or mandatory plans to provide such places, progress reports on such implementation, and affirmative action programs.

The supreme judicial and superior courts shall have jurisdiction in equity over actions commenced by the board or by or on behalf of any pupil to enforce the provisions of this section; provided, however, that in any such action commenced by or on behalf of any pupil to enforce his right, as provided by this section, to be transferred to and to attend any school, which action is concluded in favor of such pupil, the school committee or regional district school committee having jurisdiction over such school shall be liable to such pupil or the person commencing such action on his behalf for his costs and reasonable attorney's fees.

Part I	ADMINISTRATION OF THE GOVERNMENT
Title II	EXECUTIVE AND ADMINISTRATIVE OFFICERS OF THE COMMONWEALTH
Chapter 15	DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Section 11	ELIMINATION OF RACIAL IMBALANCE; ASSISTANCE IN FORMULATION OF PLANS; EFFECT OF NON-COMPLIANCE; DENIAL OF STATE AID; TRANSPORTATION COSTS; EQUAL EDUCATION IMPROVEMENT FUND; GUIDELINES

Section 11. The board of education, in this section called the board, shall provide technical and other assistance in the formulation of plans to reduce or eliminate racial imbalance to be filed as provided by section thirty-seven D of chapter seventy-one, may approve such plans if they meet the requirements of said section thirty-seven D, and shall provide technical and other assistance for the implementation of approved plans and mandatory plans. If a school committee or a regional district school committee has failed to file with the board a plan within the time limit established by regulation of the board as provided by said section thirty-seven D or has filed a plan which does not meet the requirements of said section thirty-seven D, the board shall consult with and, after a public hearing, make specific recommendations for such a plan, together with an explanation of how such recommendations meet the requirements of said section thirty-seven D, to such school committee or regional district

school committee, and such school committee or regional district school committee may file a revised plan in response to such recommendations; provided, however, that if the board has not approved such a plan or its revision within four months after the time limit established by such regulation of the board for its filing, the board may order that its recommendations shall be the mandatory plan to be implemented by such school committee or regional district school committee to meet the requirements of said section thirty-seven D. Any such recommendations and any such mandatory plan may include any of the following measures, and no others, to meet the requirements of said section thirty-seven D: additions to existing school buildings, use of leased or portable facilities, and changes in use of school buildings.

If, following the receipt of notification from the board that racial imbalance exists, any school committee or regional district school committee does not show progress within a reasonable time in reducing or eliminating racial imbalance in its schools as provided by said section thirty-seven D, the commissioner of education shall not certify the amount of state aid for such city or town or for such towns which are members of such regional school district, as required by section five of chapter seventy, and the board shall not approve any project for school construction for such city, town, or regional school district under chapter 70B and the commissioner of education may notify the commissioner of revenue and the comptroller to hold such funds as have been so certified under said section five but have not been disbursed. Thereafter, upon receipt by the board of plans acceptable to it and showing progress within a reasonable time in reducing or eliminating racial imbalance in its schools as provided by said section thirty-seven D, the commissioner of education may notify the commissioner of revenue and the comptroller to

pay any such withheld funds to such city or town in such amounts and at such times as he may designate, and the board may approve such projects.

The commonwealth shall, subject to appropriation and upon approval of the board, pay to a city, town, or regional district school committee one hundred percent of the cost of transportation of non-white pupils and minority pupils as defined in regulations promulgated under the federal Emergency School Aid Act, Public Law 92–318, as amended, transferred from schools in which racial imbalance exists and one hundred per cent of the cost of transportation of white pupils transferred from schools in which racial isolation exists to schools in which racial imbalance or racial balance exists for the purpose of reducing or eliminating racial imbalance as provided by said section thirty-seven D. The commonwealth shall, subject to appropriation and upon the approval of the board, also pay to a city, town or regional district school committee one hundred per cent of the cost of transportation of pupils for the purpose of reducing or eliminating an imbalance of minority students, as defined in regulations promulgated under the federal Emergency School Aid Act, Title VII of Public Law 92–318, as amended.

The board of education shall designate and administer a separate "Equal Education Improvement Fund" for each city, town or regional school district participating under the provisions of the act, to be known as the (name of city, town or regional school district) Fund. The Commonwealth shall, subject to appropriation, pay into such fund, five hundred dollars for each non-white pupil transferred from a school in which racial imbalance exists to a school in which racial isolation or racial balance exists, and five hundred dollars for each white pupil

transferred from a school in which racial isolation exists to a school in which racial imbalance or racial balance exists for the purpose of reducing or eliminating racial imbalance.

The board shall establish guidelines by which the school committee of a city, town, or regional school district participating under the provisions of this act, may prepare and submit to the board for its approval, a plan(s) for a program(s) including an estimate of expenses necessary to implement such plan, to improve the quality of education in said city, town or regional school district. Upon approval of such plan or plans, the board shall designate that the amount needed for such plan be paid to the applying community from the Equal Education Improvement Fund of said city, town or regional school district.

The board may add to such funds such monies as are appropriated therefor and pursuant to regulations promulgated thereto and as requested of the Department for the purposes of voluntary transfers of students under Chapter 15, for magnet school programs, for minority teacher and administrator recruitment and salary supplementation in the public schools, and for inservice teacher training projects.

Part I	ADMINISTRATION OF THE GOVERNMENT
Title II	EXECUTIVE AND ADMINISTRATIVE OFFICERS OF THE COMMONWEALTH
Chapter 15	DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Section 1J	JUDICIAL REVIEW OF BOARD'S RECOMMENDATIONS OR REVISED PLANS; JURISDICTION

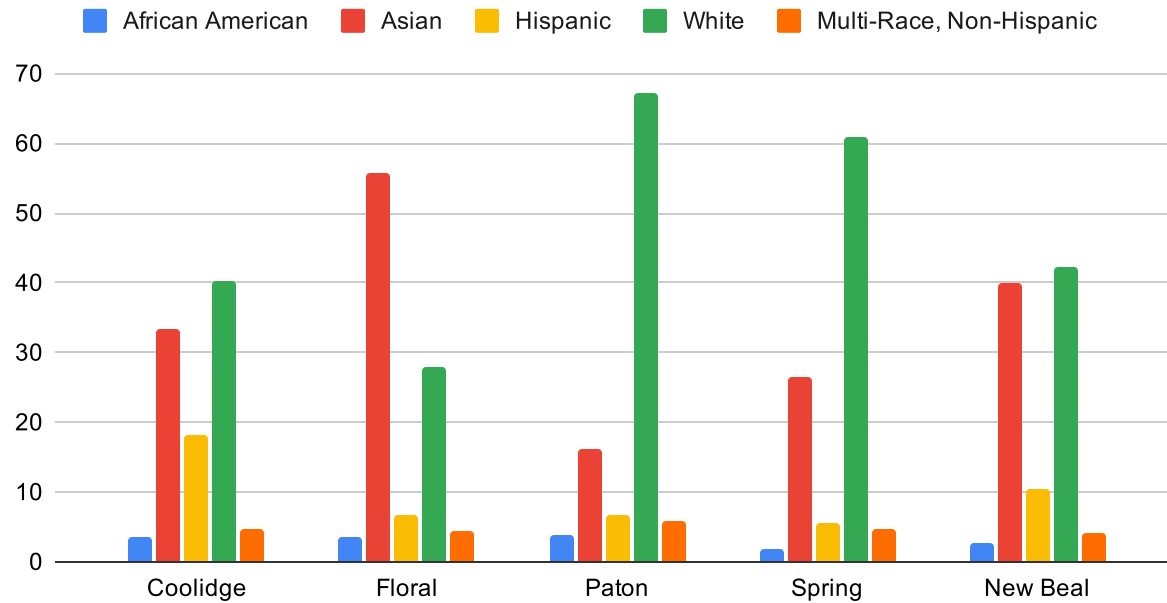
Section 1J. Within thirty days after (1) a school committee or regional district school committee declines to accept the recommendations made to it by the board of education, in this section called the board, (2) the board disapproves a revised plan filed with it by a school committee or regional district school committee, or (3) the board orders that its recommendations shall be the mandatory plan to be implemented by a school committee or regional district school committee, such school committee or regional district school committee may file a petition for judicial review in the superior court for the county in which it is located or in the supreme judicial court for Suffolk county. The court may affirm such recommendations, disapproval, or order of the board and require compliance with such mandatory plan by appropriate order; or, if it finds and rules that such recommendations, disapproval, or order is (a) in excess of the statutory authority or jurisdiction of the board, (b) based upon an error of law, or (c) arbitrary or capricious, an abuse of discretion,

or otherwise not in accordance with law, then it may set aside such recommendations, disapproval, or order and remand the matter to the board for further action.

The supreme judicial and the superior court shall have jurisdiction in equity upon petition of the board of education to order funds withheld as provided in section one I for such period of time as the court may determine.

School	African American	Asian	Hispanic	White	Multi-Race, Non-Hispanic
Coolidge	3.52	33.45	18.31	40.14	4.58
Floral	3.64	55.82	6.73	27.82	4.36
Paton	3.72	16.22	6.76	67.23	5.74
Spring	1.94	26.45	5.48	60.97	4.84
New Beal	2.6	39.94	10.39	42.21	4.06

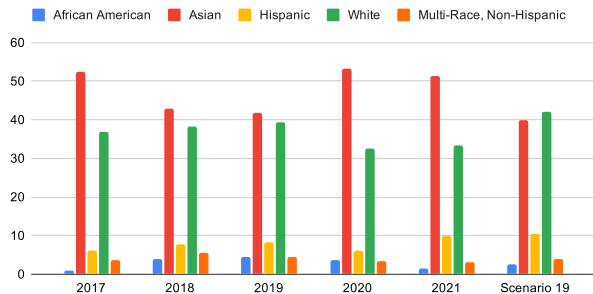
Scenario 19 Enrollment Percentages by Race/Ethnicity 2020-2021



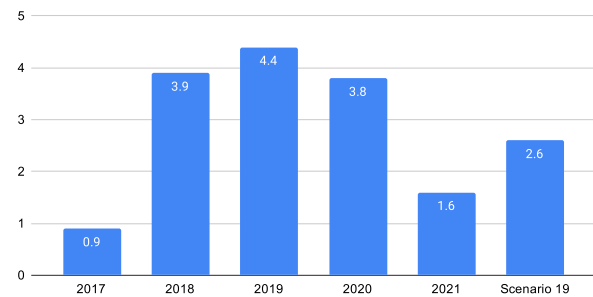
Year	African American	Asian	Hispanic	White	Multi-Race, Non-Hispanic
2017	0.9	52.5	6	36.8	3.8
2018	3.9	43	7.8	38.2	5.5
2019	4.4	41.8	8.2	39.5	4.4
2020	3.8	53.2	6	32.6	3.5
2021	1.6	51.4	10	33.5	3.2

Scenario 19 2.6 39.94 10.39 42.21 4.06

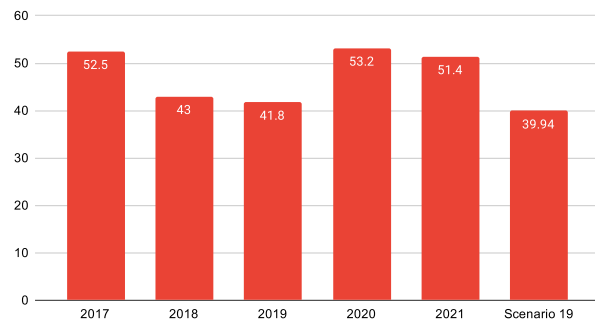
Beal Enrollment Percentage by Race/Ethnicity 2016-2021, Scenario 19



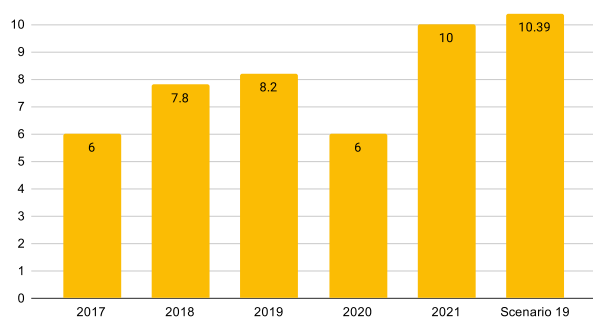
Beal African American Enrollment Percentage 2016-2021, Scenario 19



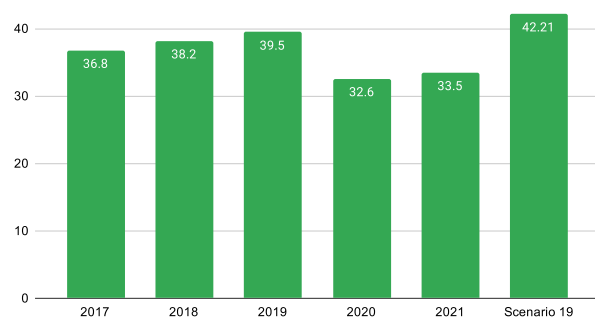
Beal Asian Enrollment Percentage 2016-2021, Scenario 19



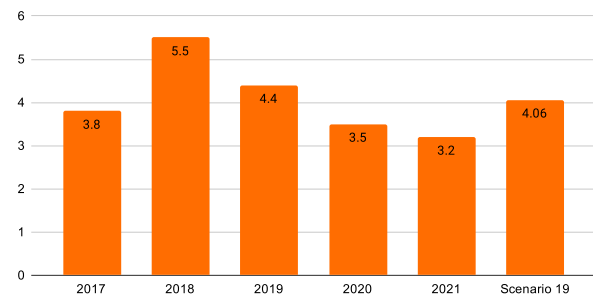
Beal Hispanic Enrollment Percentage 2016-2021, Scenario 19



Beal White Enrollment Percentage 2016-2021, Scenario 19



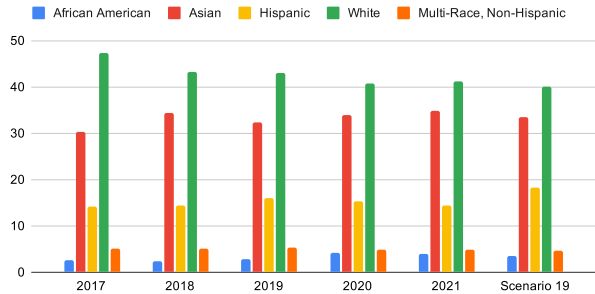
Beal Multi-Race, Non-Hispanic Enrollment Percentage 2016-2021, Scenario 19



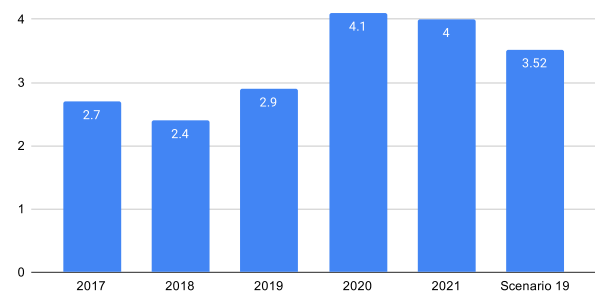
Year	African American	Asian	Hispanic	White	Multi-Race, Non-Hispanic
2017	2.7	30.3	14.2	47.4	5.1
2018	2.4	34.4	14.5	43.3	5.1
2019	2.9	32.3	16.1	43	5.4
2020	4.1	33.9	15.4	40.7	4.9
2021	4	34.9	14.4	41.2	4.9

Scenario 19 3.52 33.45 18.31 40.14 4.58

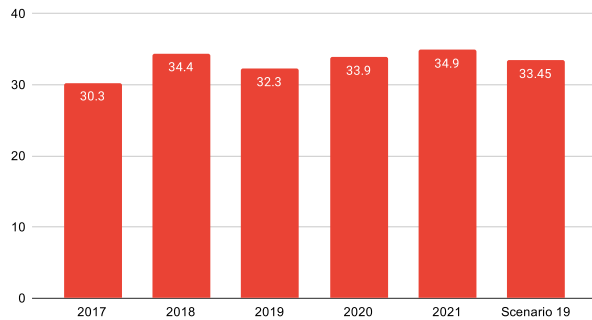
Coolidge Enrollment Percentage by Race/Ethnicity 2016-2021, Scenario 19



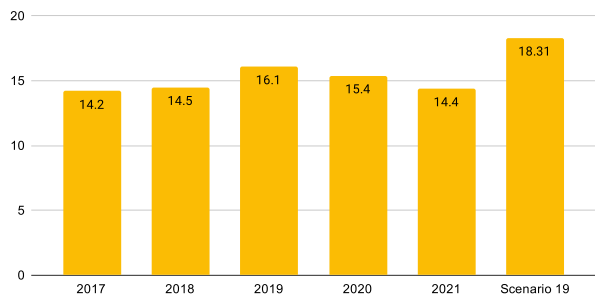
Coolidge African American Enrollment Percentage 2016-2021, Scenario 19



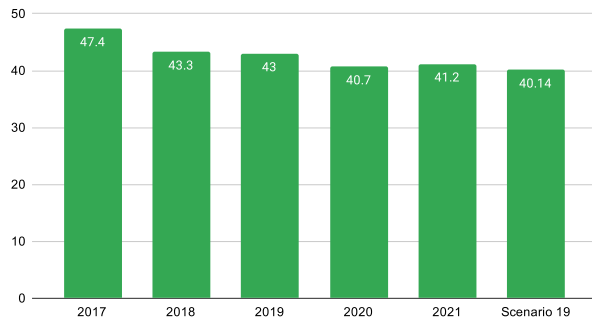
Coolidge Asian Enrollment Percentage 2016-2021, Scenario 19



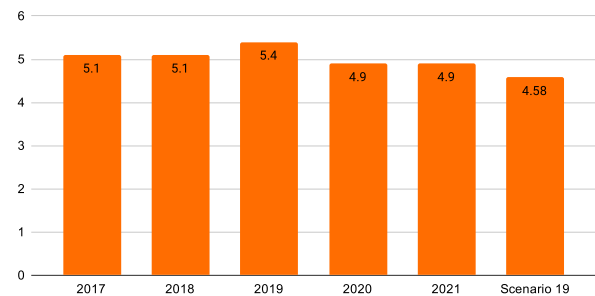
Coolidge Hispanic Enrollment Percentage 2016-2021, Scenario 19



Coolidge White Enrollment Percentage 2016-2021, Scenario 19



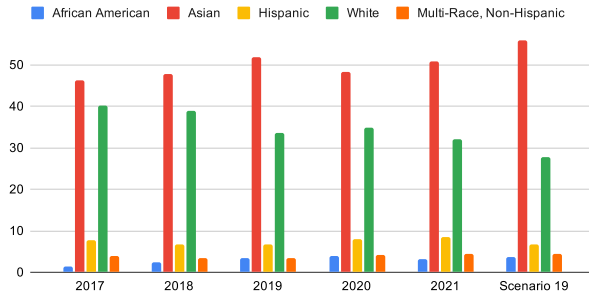
Coolidge Multi-Race, Non-Hispanic Enrollment Percentage 2016-2021, Scenario 19



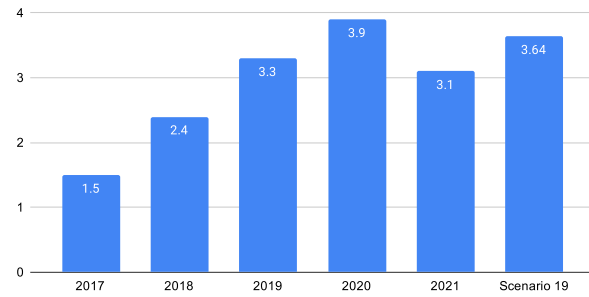
Year	African American	Asian	Hispanic	White	Multi-Race, Non-Hispanic
2017	1.5	46.3	7.8	40.2	3.9
2018	2.4	47.7	6.8	38.9	3.5
2019	3.3	51.9	6.7	33.6	3.5
2020	3.9	48.2	8	34.8	4.1
2021	3.1	50.7	8.4	32	4.4

Scenario 19 3.64 55.82 6.73 27.82 4.36

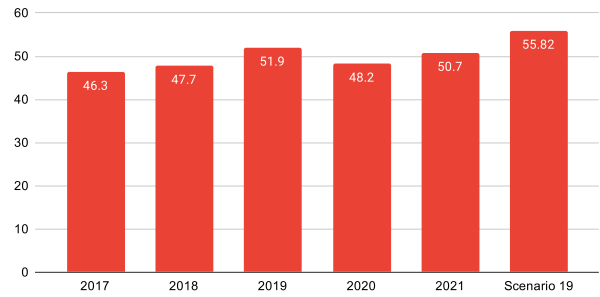
Floral Street Enrollment Percentage by Race/Ethnicity 2016-2021, Scenario 19



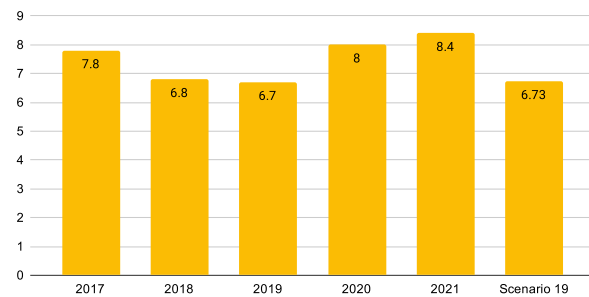
Floral Street African American Enrollment Percentage 2016-2021, Scenario 19



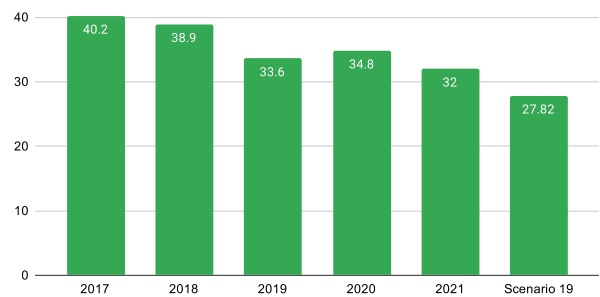
Floral Street Asian Enrollment Percentage 2016-2021, Scenario 19



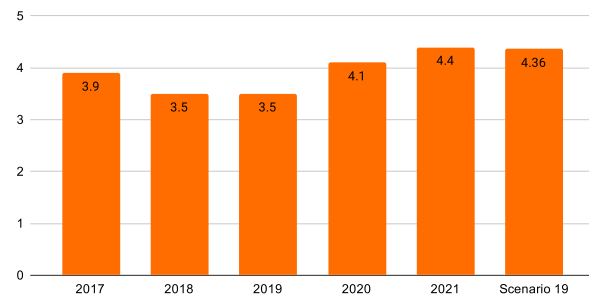
Floral Street Hispanic Enrollment Percentage 2016-2021, Scenario 19



Floral Street White Enrollment Percentage 2016-2021, Scenario 19



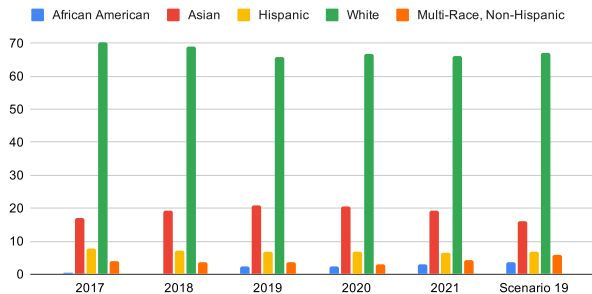
Floral Street Multi-Race, Non-Hispanic Enrollment Percentage 2016-2021, Scenario 19



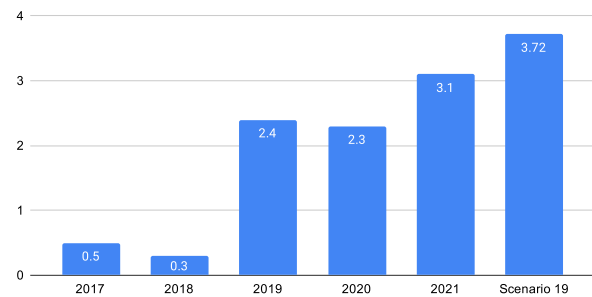
Year	African American	Asian	Hispanic	White	Multi-Race, Non-Hispanic
2017	0.5	17.2	7.7	70.2	4.1
2018	0.3	19.3	7.3	69	3.8
2019	2.4	20.8	6.8	65.8	3.7
2020	2.3	20.6	6.8	66.9	3.1
2021	3.1	19.4	6.6	66	4.3

Scenario 19 3.72 16.22 6.76 67.23 5.74

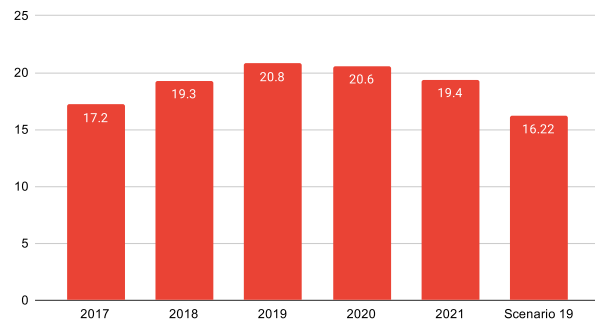
Paton Enrollment Percentage by Race/Ethnicity 2016-2021, Scenario 19



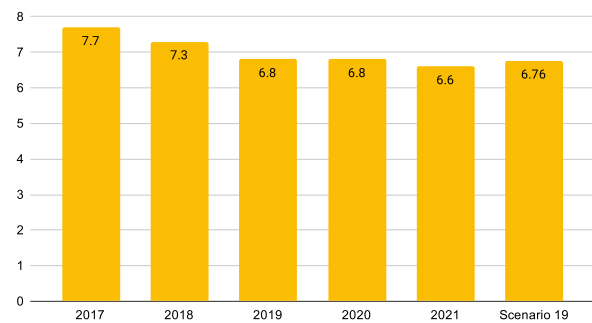
Paton African American Enrollment Percentage 2016-2021, Scenario 19



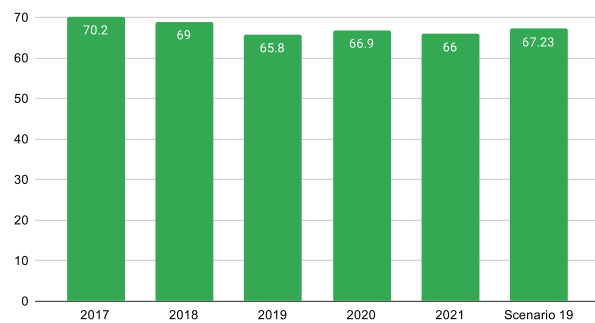
Paton Asian Enrollment Percentage 2016-2021, Scenario 19



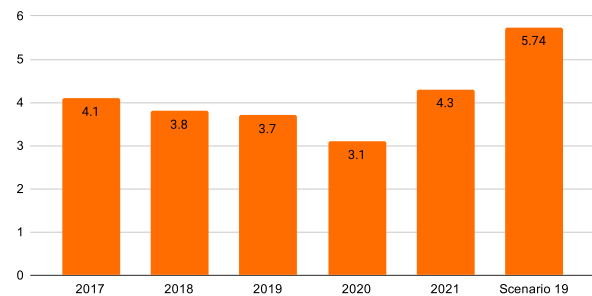
Paton Hispanic Enrollment Percentage 2016-2021, Scenario 19



Paton White Enrollment Percentage 2016-2021, Scenario 19



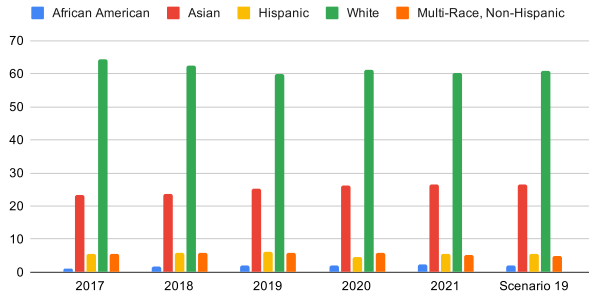
Paton Multi-Race, Non-Hispanic Enrollment Percentage 2016-2021, Scenario 19



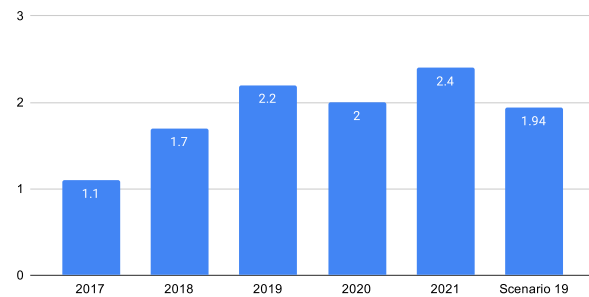
Year	African American	Asian	Hispanic	White	Multi-Race, Non-Hispanic
2017	1.1	23.4	5.4	64.5	5.6
2018	1.7	23.7	5.9	62.6	5.9
2019	2.2	25.3	6.3	59.9	6
2020	2	26.1	4.5	61.1	6
2021	2.4	26.5	5.4	60.2	5.1

Scenario 19 1.94 26.45 5.48 60.97 4.84

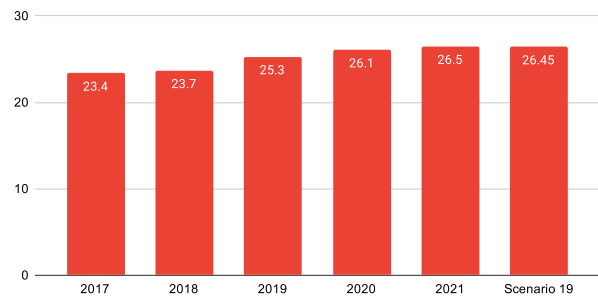
Spring Street Enrollment Percentage by Race/Ethnicity 2016-2021, Scenario 19



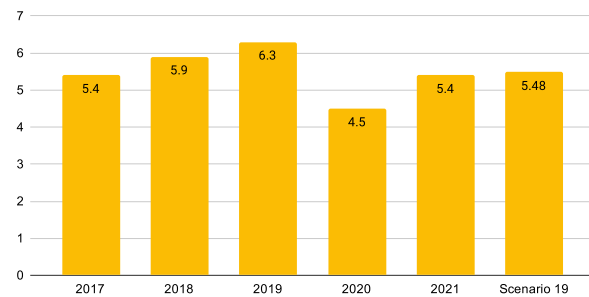
Spring Street African American Enrollment Percentage 2016-2021, Scenario 19



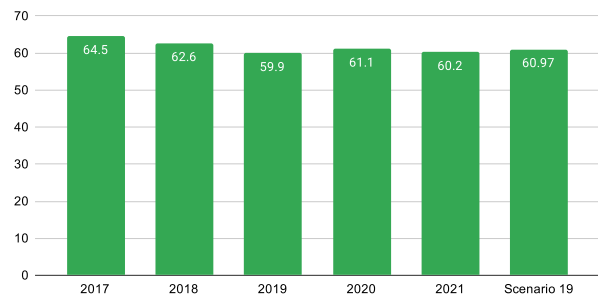
Spring Street Asian Enrollment Percentage 2016-2021, Scenario 19



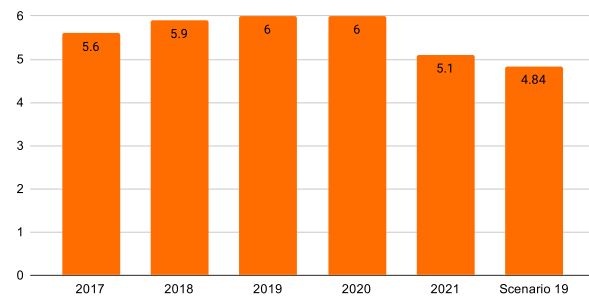
Spring Street Hispanic Enrollment Percentage 2016-2021, Scenario 19



Spring Street White Enrollment Percentage 2016-2021, Scenario 19

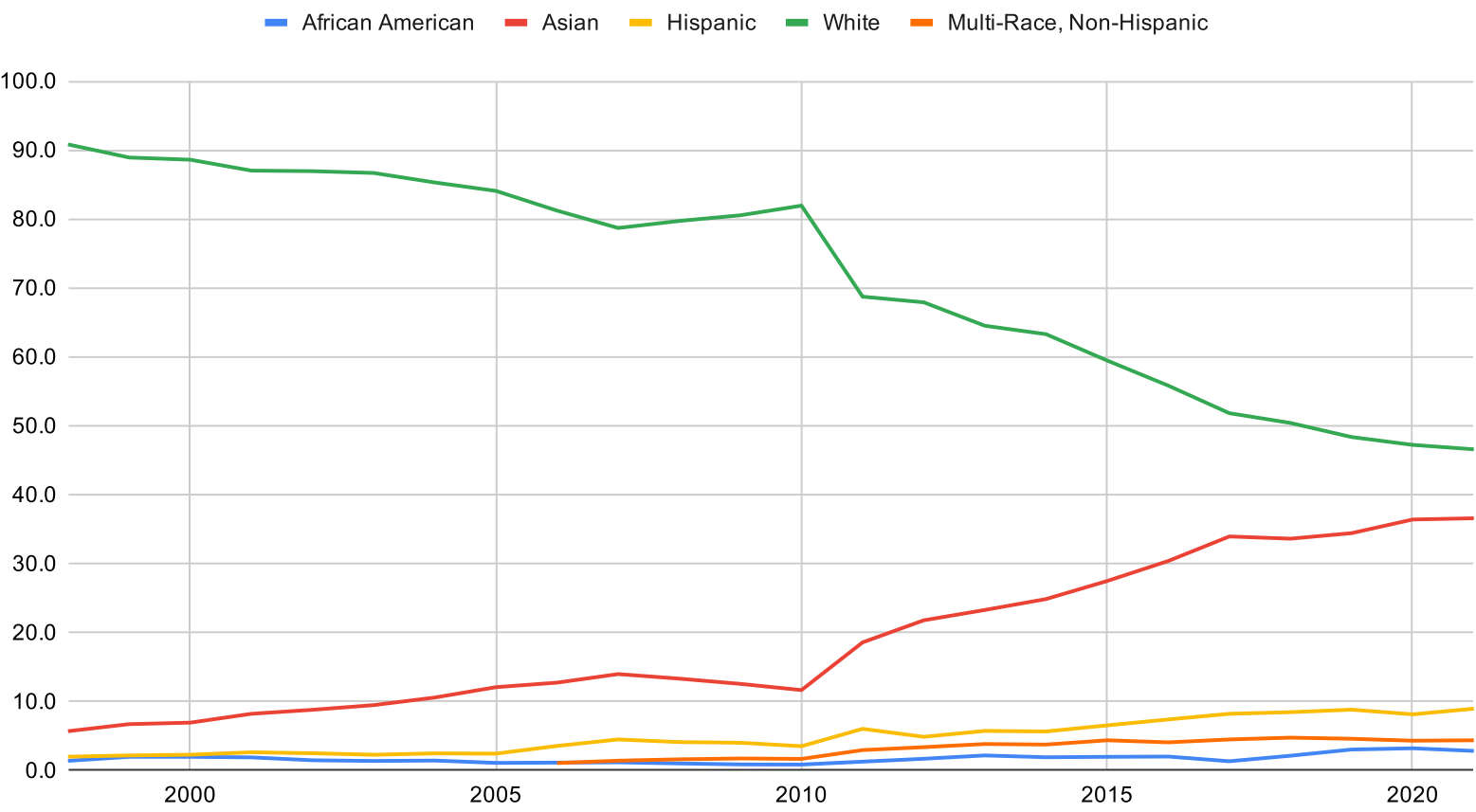


Spring Street Multi-Race, Non-Hispanic Enrollment Percentage 2016-2021, Scenario 19



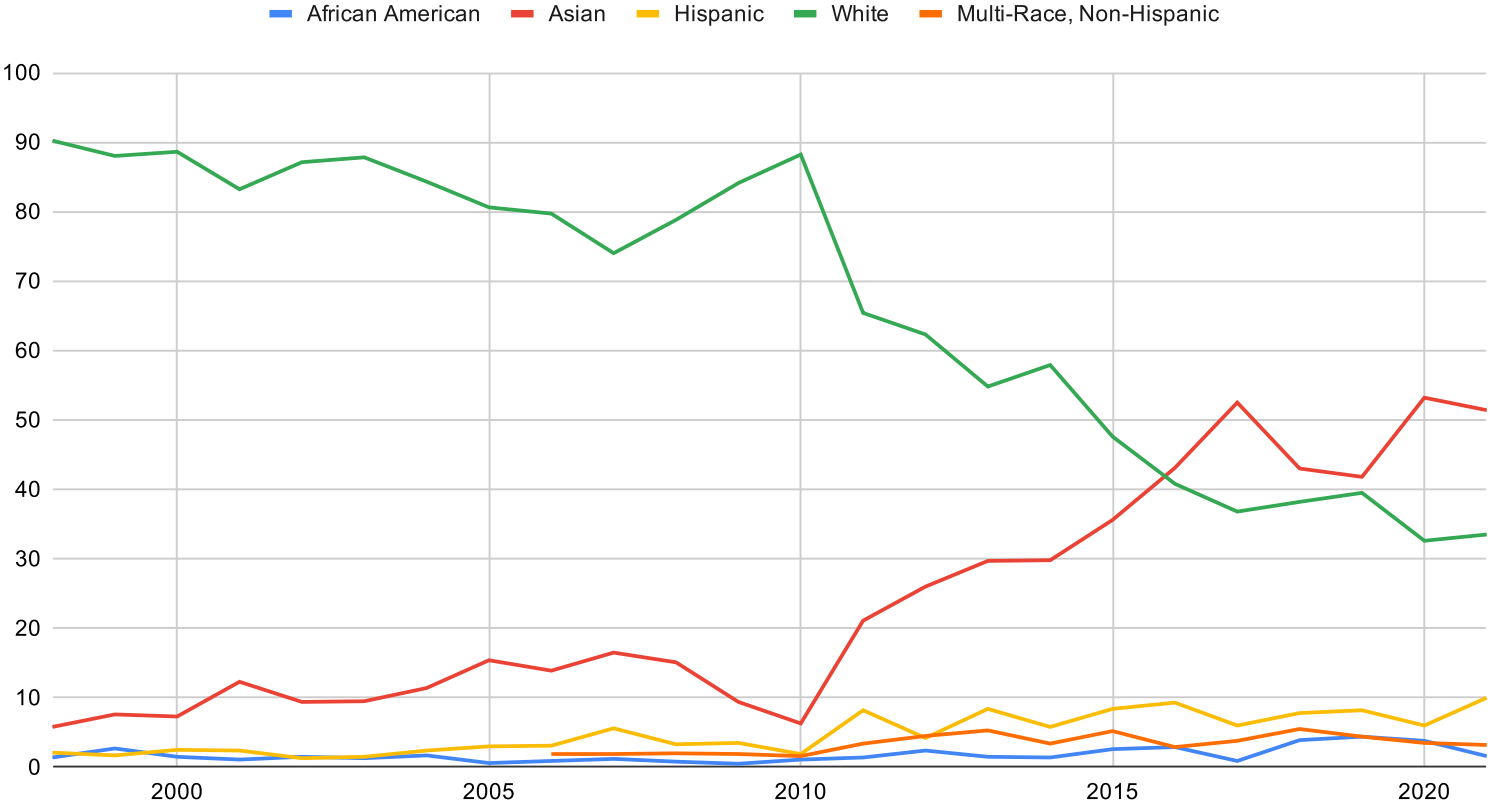
f	African American	Asian	Hispanic	White	Multi-Race, Non-Hispanic
1998	1.4	5.7	2.0	90.8	
1999	2.0	6.7	2.2	88.9	
2000	2.0	6.9	2.3	88.6	
2001	1.9	8.2	2.6	87.0	
2002	1.5	8.8	2.5	86.9	
2003	1.4	9.5	2.3	86.7	
2004	1.4	10.6	2.5	85.3	
2005	1.1	12.1	2.4	84.1	
2006	1.1	12.7	3.6	81.2	1.1
2007	1.2	14.0	4.5	78.7	1.4
2008	1.0	13.3	4.1	79.7	1.6
2009	0.9	12.6	4.0	80.5	1.7
2010	0.9	11.7	3.5	81.9	1.7
2011	1.3	18.6	6.0	68.7	3.0
2012	1.7	21.8	4.9	67.9	3.4
2013	2.2	23.3	5.7	64.5	3.8
2014	1.9	24.9	5.7	63.3	3.8
2015	2.0	27.5	6.5	59.5	4.4
2016	2.0	30.4	7.4	55.8	4.1
2017	1.3	33.9	8.2	51.8	4.5
2018	2.1	33.6	8.5	50.4	4.8
2019	3.0	34.4	8.8	48.4	4.6
2020	3.2	36.4	8.1	47.2	4.3
2021	2.8	36.6	9.0	46.6	4.4

District (K-4) Enrollment Percentage by Race/Ethnicity 1999-2021



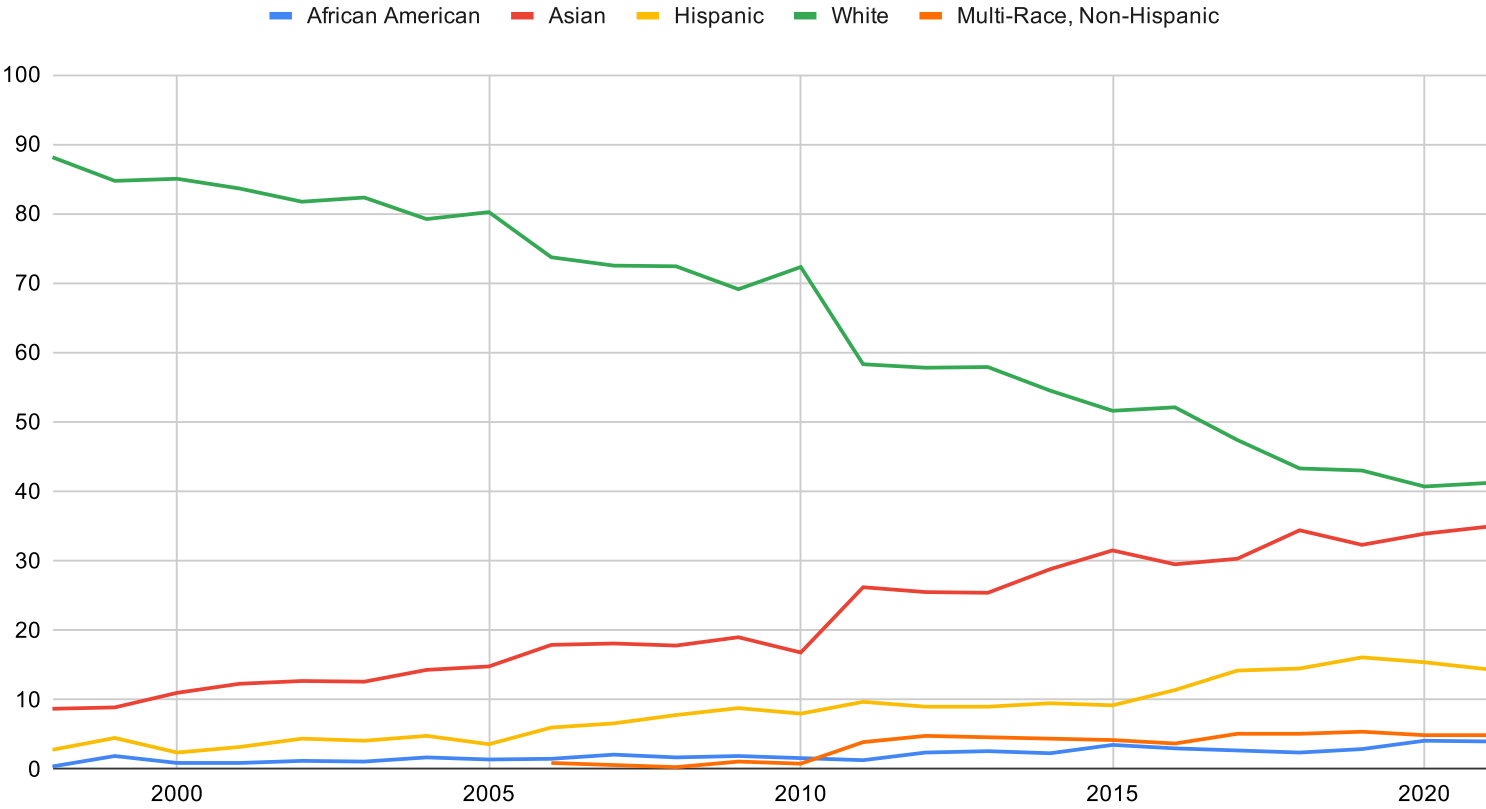
Year	African American	Asian	Hispanic	White	Multi-Race, Non-Hispanic
1998	1.4	5.8	2.1	90.2	
1999	2.7	7.6	1.7	88	
2000	1.5	7.3	2.5	88.6	
2001	1.1	12.3	2.4	83.2	
2002	1.5	9.4	1.3	87.1	
2003	1.3	9.5	1.5	87.8	
2004	1.7	11.4	2.4	84.3	
2005	0.6	15.4	3	80.6	
2006	0.9	13.9	3.1	79.7	1.9
2007	1.2	16.5	5.6	74	1.9
2008	0.8	15.1	3.3	78.8	2
2009	0.5	9.4	3.5	84.1	1.9
2010	1.1	6.3	1.9	88.2	1.6
2011	1.4	21.1	8.2	65.4	3.4
2012	2.4	26	4.2	62.3	4.5
2013	1.5	29.7	8.4	54.8	5.3
2014	1.4	29.8	5.8	57.9	3.4
2015	2.6	35.6	8.4	47.6	5.2
2016	2.9	43.1	9.3	40.8	2.9
2017	0.9	52.5	6	36.8	3.8
2018	3.9	43	7.8	38.2	5.5
2019	4.4	41.8	8.2	39.5	4.4
2020	3.8	53.2	6	32.6	3.5
2021	1.6	51.4	10	33.5	3.2

Beal Enrollment Percentage by Race/Ethnicity 1999-2021



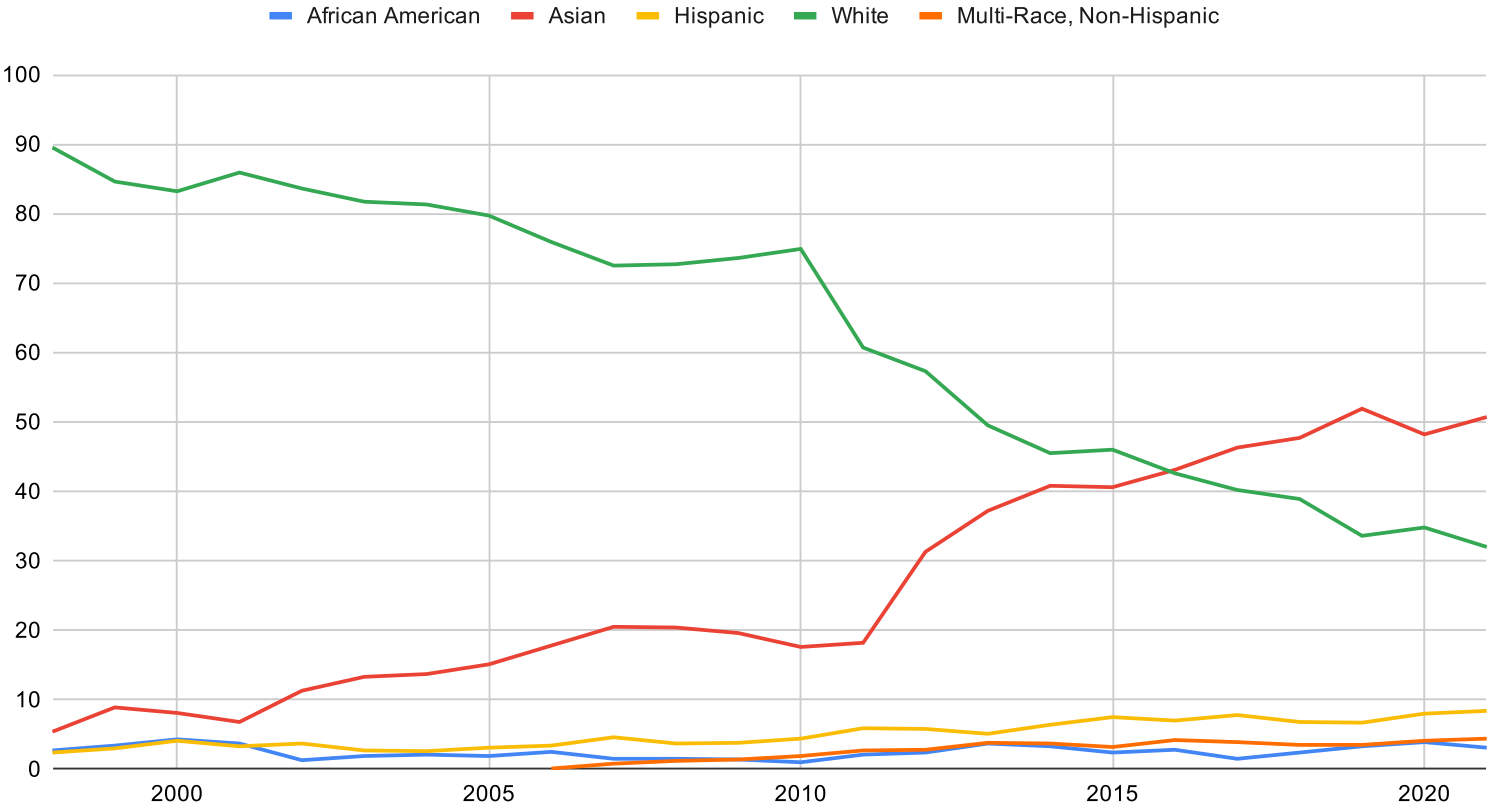
Year	African American	Asian	Hispanic	White	Multi-Race, Non-Hispanic
1998	0.4	8.7	2.8	88.1	
1999	1.9	8.9	4.5	84.7	
2000	0.9	11	2.4	85	
2001	0.9	12.3	3.2	83.6	
2002	1.2	12.7	4.4	81.7	
2003	1.1	12.6	4.1	82.3	
2004	1.7	14.3	4.8	79.2	
2005	1.4	14.8	3.6	80.2	
2006	1.5	17.9	6	73.7	0.9
2007	2.1	18.1	6.6	72.5	0.6
2008	1.7	17.8	7.8	72.4	0.3
2009	1.9	19	8.8	69.1	1.1
2010	1.6	16.8	8	72.3	0.8
2011	1.3	26.2	9.7	58.3	3.9
2012	2.4	25.5	9	57.8	4.8
2013	2.6	25.4	9	57.9	4.6
2014	2.3	28.8	9.5	54.5	4.4
2015	3.5	31.5	9.2	51.6	4.2
2016	3	29.5	11.4	52.1	3.7
2017	2.7	30.3	14.2	47.4	5.1
2018	2.4	34.4	14.5	43.3	5.1
2019	2.9	32.3	16.1	43	5.4
2020	4.1	33.9	15.4	40.7	4.9
2021	4	34.9	14.4	41.2	4.9

Coolidge Enrollment Percentage by Race/Ethnicity 1999-2021



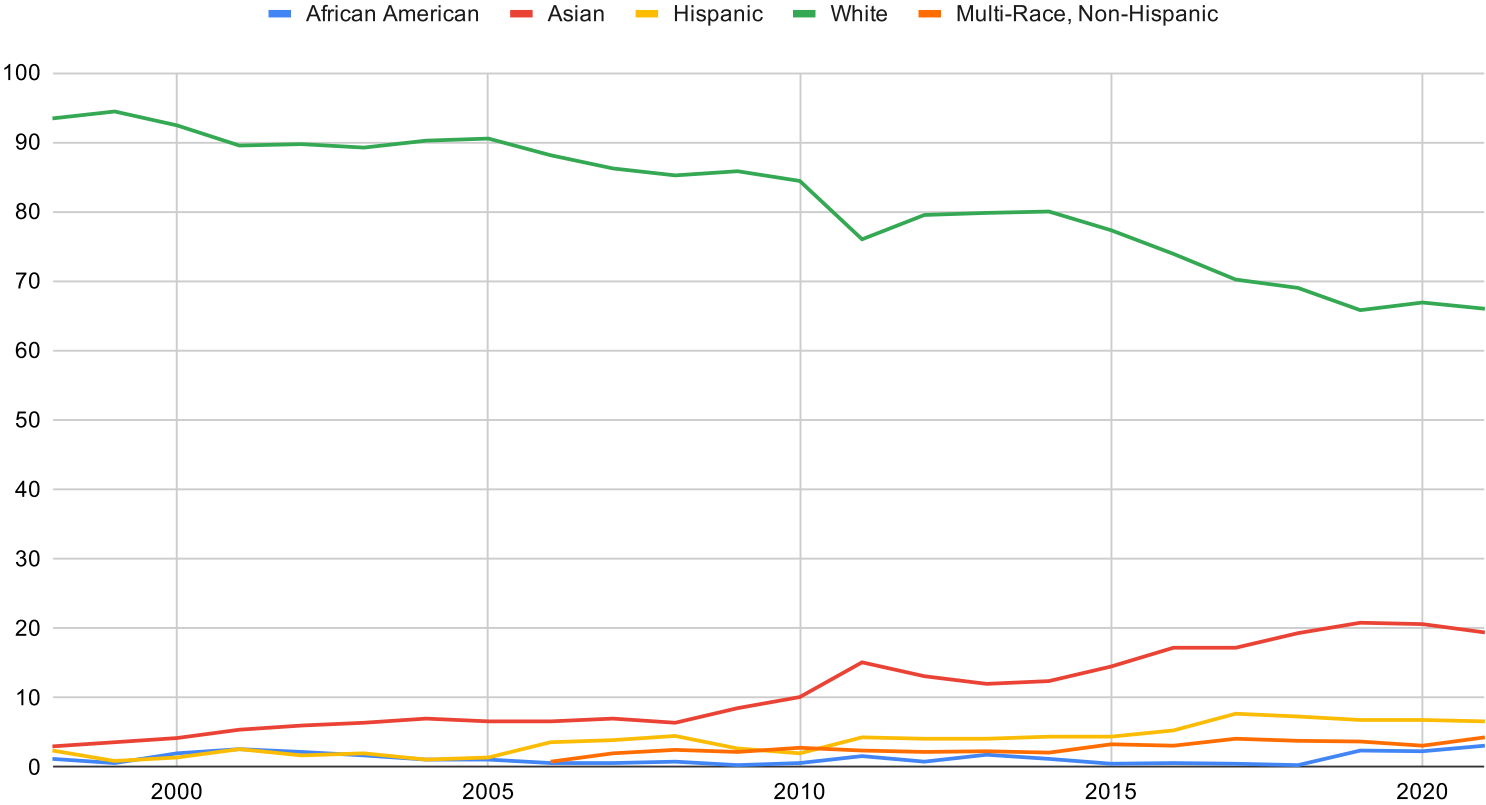
Year	African American	Asian	Hispanic	White	Multi-Race, Non-Hispanic
1998	2.7	5.4	2.4	89.5	
1999	3.4	8.9	3	84.6	
2000	4.3	8.1	4.1	83.2	
2001	3.7	6.8	3.3	85.9	
2002	1.3	11.3	3.7	83.6	
2003	1.9	13.3	2.7	81.7	
2004	2.1	13.7	2.6	81.3	
2005	1.9	15.1	3.1	79.7	
2006	2.5	17.8	3.4	75.9	0.1
2007	1.5	20.5	4.6	72.5	0.8
2008	1.5	20.4	3.7	72.7	1.2
2009	1.4	19.6	3.8	73.6	1.4
2010	1	17.6	4.4	74.9	1.9
2011	2.1	18.2	5.9	60.7	2.7
2012	2.4	31.3	5.8	57.3	2.8
2013	3.7	37.2	5.1	49.5	3.8
2014	3.3	40.8	6.4	45.5	3.7
2015	2.4	40.6	7.5	46	3.2
2016	2.8	43.1	7	42.6	4.2
2017	1.5	46.3	7.8	40.2	3.9
2018	2.4	47.7	6.8	38.9	3.5
2019	3.3	51.9	6.7	33.6	3.5
2020	3.9	48.2	8	34.8	4.1
2021	3.1	50.7	8.4	32	4.4

Floral Street Enrollment Percentage by Race/Ethnicity 1999-2021



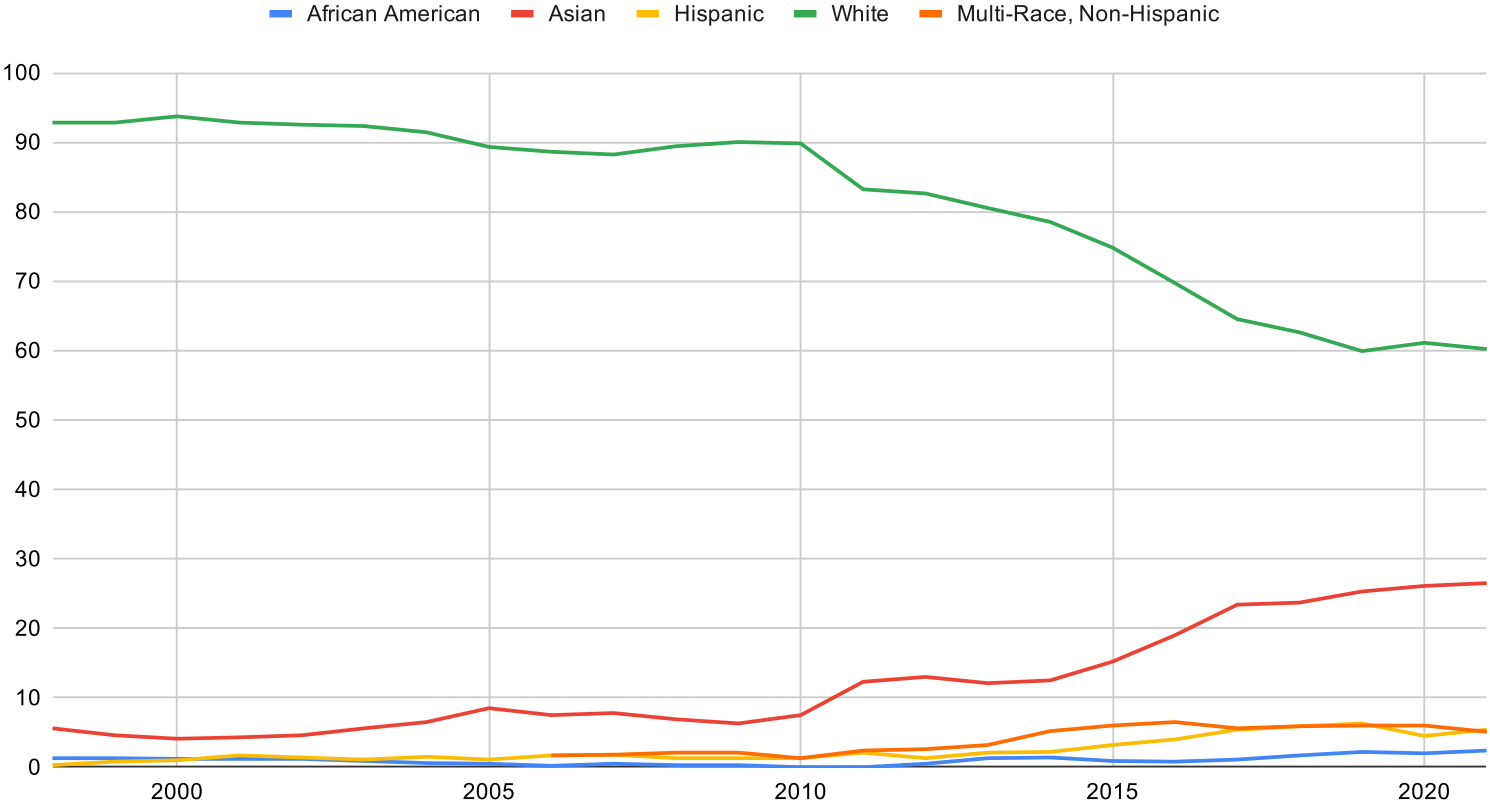
Year	African American	Asian	Hispanic	White	Multi-Race, Non-Hispanic
1998	1.2	3	2.4	93.4	
1999	0.6	3.6	0.9	94.4	
2000	2	4.2	1.4	92.4	
2001	2.6	5.4	2.6	89.5	
2002	2.2	6	1.7	89.7	
2003	1.7	6.4	2	89.2	
2004	1.1	7	1.1	90.2	
2005	1.1	6.6	1.4	90.5	
2006	0.6	6.6	3.6	88.1	0.8
2007	0.6	7	3.9	86.2	2
2008	0.8	6.4	4.5	85.2	2.5
2009	0.3	8.5	2.7	85.8	2.2
2010	0.6	10.1	2	84.4	2.8
2011	1.6	15.1	4.3	76	2.4
2012	0.8	13.1	4.1	79.5	2.2
2013	1.8	12	4.1	79.8	2.3
2014	1.2	12.4	4.4	80	2.1
2015	0.5	14.5	4.4	77.3	3.3
2016	0.6	17.2	5.3	73.9	3.1
2017	0.5	17.2	7.7	70.2	4.1
2018	0.3	19.3	7.3	69	3.8
2019	2.4	20.8	6.8	65.8	3.7
2020	2.3	20.6	6.8	66.9	3.1
2021	3.1	19.4	6.6	66	4.3

Paton Enrollment Percentage by Race/Ethnicity 1999-2021



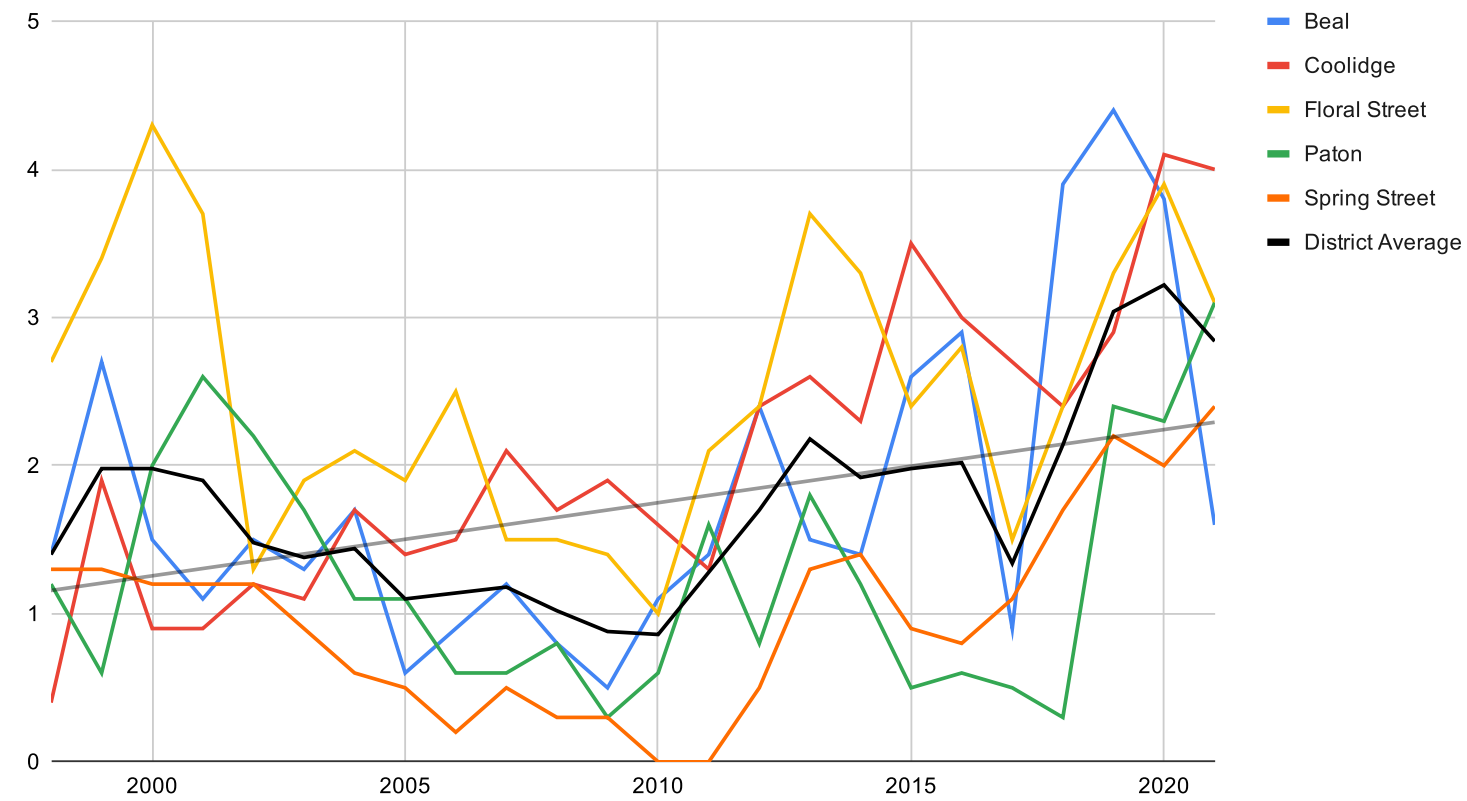
Year	African American	Asian	Hispanic	White	Multi-Race, Non-Hispanic
1998	1.3	5.6	0.3	92.8	
1999	1.3	4.6	0.8	92.8	
2000	1.2	4.1	1	93.7	
2001	1.2	4.3	1.7	92.8	
2002	1.2	4.6	1.4	92.5	
2003	0.9	5.6	1.1	92.3	
2004	0.6	6.5	1.5	91.4	
2005	0.5	8.5	1.1	89.3	
2006	0.2	7.5	1.7	88.6	1.7
2007	0.5	7.8	1.8	88.2	1.8
2008	0.3	6.9	1.3	89.4	2.1
2009	0.3	6.3	1.3	90	2.1
2010	0	7.5	1.3	89.8	1.3
2011	0	12.3	2.1	83.2	2.4
2012	0.5	13	1.3	82.6	2.6
2013	1.3	12.1	2.1	80.5	3.2
2014	1.4	12.5	2.2	78.5	5.2
2015	0.9	15.2	3.2	74.8	6
2016	0.8	19	4	69.7	6.5
2017	1.1	23.4	5.4	64.5	5.6
2018	1.7	23.7	5.9	62.6	5.9
2019	2.2	25.3	6.3	59.9	6
2020	2	26.1	4.5	61.1	6
2021	2.4	26.5	5.4	60.2	5.1

Spring Street Enrollment Percentage by Race/Ethnicity 1999-2021



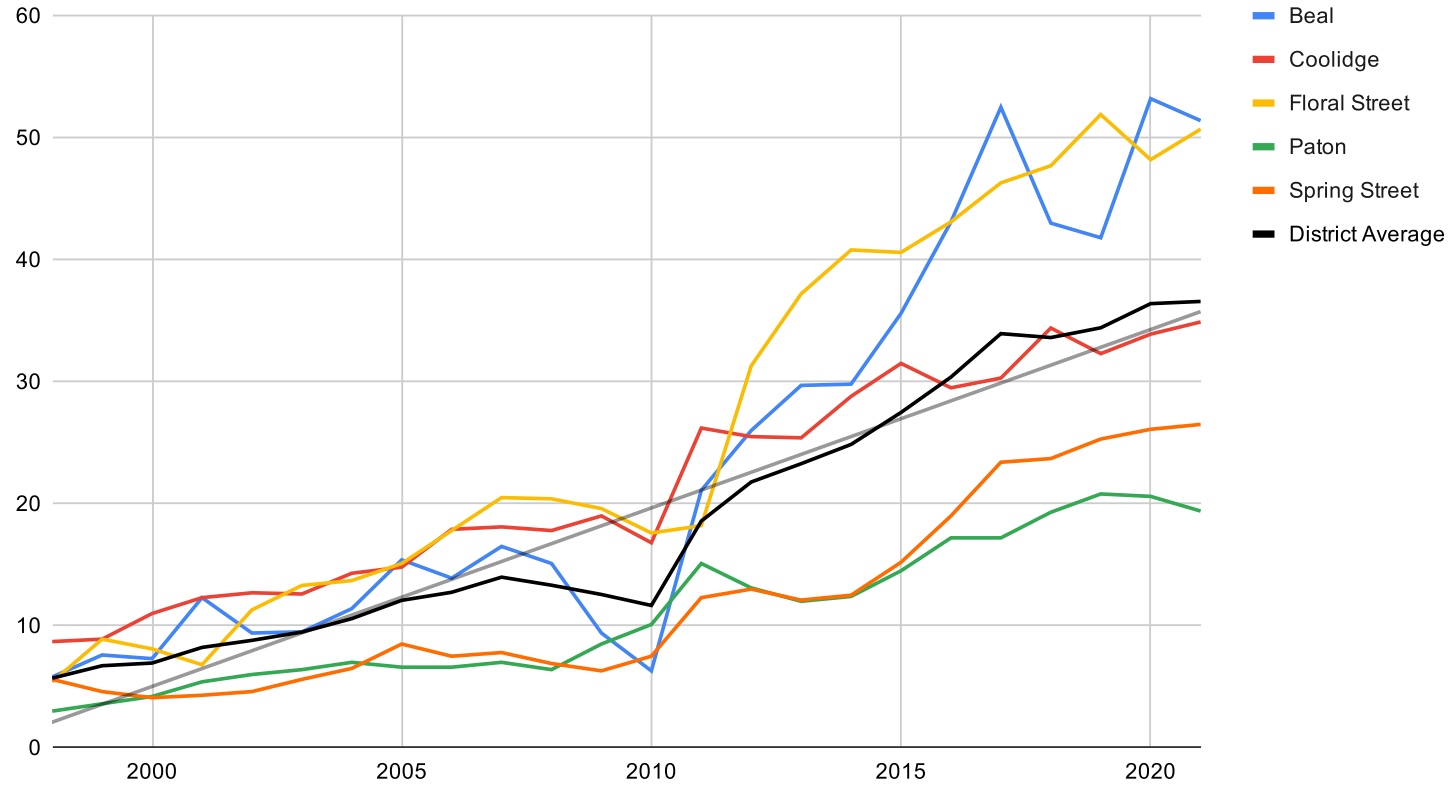
Year	Beal	Coolidge	Floral Street	Paton	Spring Street	District Average
1998	1.4	0.4	2.7	1.2	1.3	1.4
1999	2.7	1.9	3.4	0.6	1.3	1.98
2000	1.5	0.9	4.3	2	1.2	1.98
2001	1.1	0.9	3.7	2.6	1.2	1.9
2002	1.5	1.2	1.3	2.2	1.2	1.48
2003	1.3	1.1	1.9	1.7	0.9	1.38
2004	1.7	1.7	2.1	1.1	0.6	1.44
2005	0.6	1.4	1.9	1.1	0.5	1.1
2006	0.9	1.5	2.5	0.6	0.2	1.14
2007	1.2	2.1	1.5	0.6	0.5	1.18
2008	0.8	1.7	1.5	0.8	0.3	1.02
2009	0.5	1.9	1.4	0.3	0.3	0.88
2010	1.1	1.6	1	0.6	0	0.86
2011	1.4	1.3	2.1	1.6	0	1.28
2012	2.4	2.4	2.4	0.8	0.5	1.7
2013	1.5	2.6	3.7	1.8	1.3	2.18
2014	1.4	2.3	3.3	1.2	1.4	1.92
2015	2.6	3.5	2.4	0.5	0.9	1.98
2016	2.9	3	2.8	0.6	0.8	2.02
2017	0.9	2.7	1.5	0.5	1.1	1.34
2018	3.9	2.4	2.4	0.3	1.7	2.14
2019	4.4	2.9	3.3	2.4	2.2	3.04
2020	3.8	4.1	3.9	2.3	2	3.22
2021	1.6	4	3.1	3.1	2.4	2.84

African American Enrollment Percentage by School 1999-2021



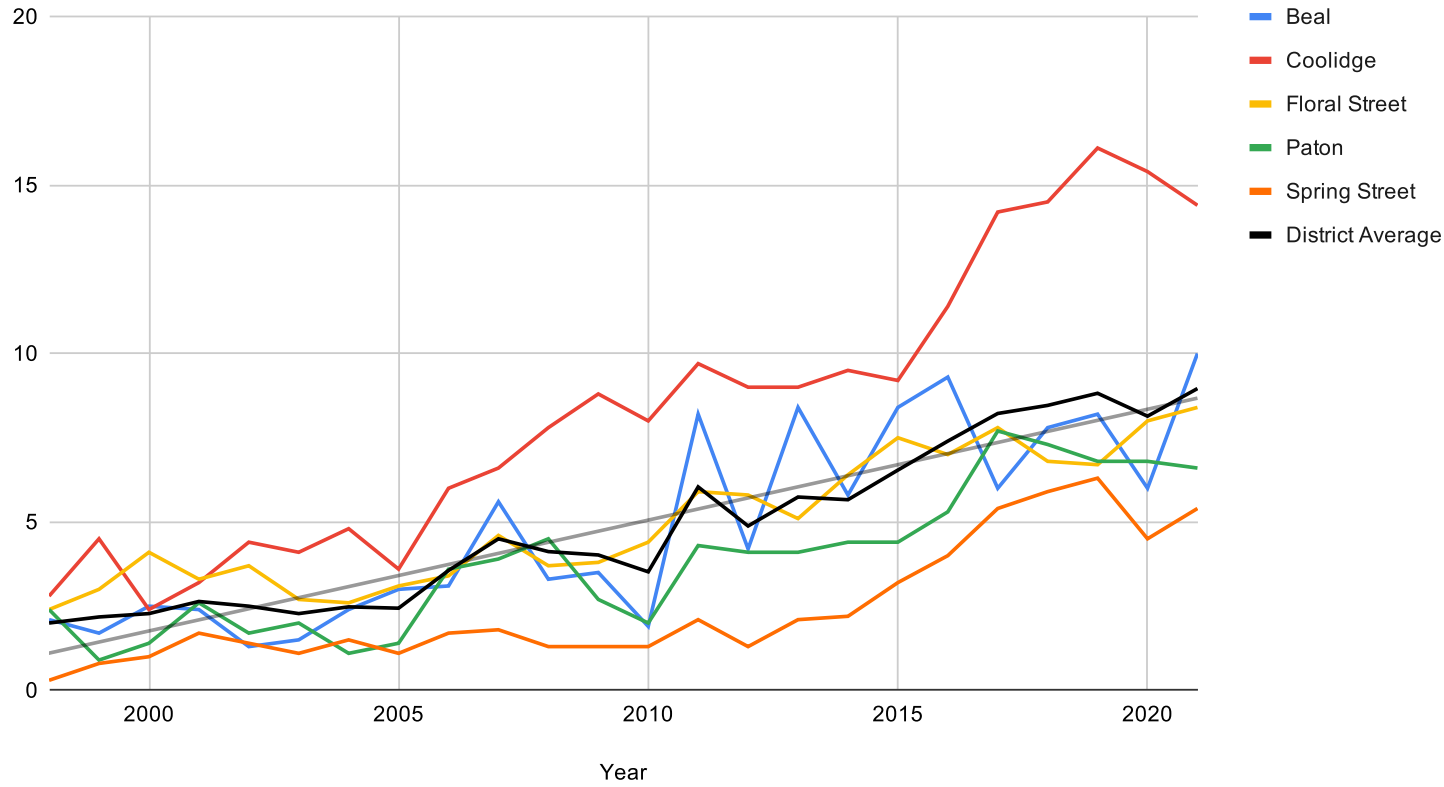
Year	Beal	Coolidge	Floral Street	Paton	Spring Street	District Average
1998	5.8	8.7	5.4	3	5.6	5.7
1999	7.6	8.9	8.9	3.6	4.6	6.72
2000	7.3	11	8.1	4.2	4.1	6.94
2001	12.3	12.3	6.8	5.4	4.3	8.22
2002	9.4	12.7	11.3	6	4.6	8.8
2003	9.5	12.6	13.3	6.4	5.6	9.48
2004	11.4	14.3	13.7	7	6.5	10.58
2005	15.4	14.8	15.1	6.6	8.5	12.08
2006	13.9	17.9	17.8	6.6	7.5	12.74
2007	16.5	18.1	20.5	7	7.8	13.98
2008	15.1	17.8	20.4	6.4	6.9	13.32
2009	9.4	19	19.6	8.5	6.3	12.56
2010	6.3	16.8	17.6	10.1	7.5	11.66
2011	21.1	26.2	18.2	15.1	12.3	18.58
2012	26	25.5	31.3	13.1	13	21.78
2013	29.7	25.4	37.2	12	12.1	23.28
2014	29.8	28.8	40.8	12.4	12.5	24.86
2015	35.6	31.5	40.6	14.5	15.2	27.48
2016	43.1	29.5	43.1	17.2	19	30.38
2017	52.5	30.3	46.3	17.2	23.4	33.94
2018	43	34.4	47.7	19.3	23.7	33.62
2019	41.8	32.3	51.9	20.8	25.3	34.42
2020	53.2	33.9	48.2	20.6	26.1	36.4
2021	51.4	34.9	50.7	19.4	26.5	36.58

Asian Enrollment Percentage by School 1999-2021



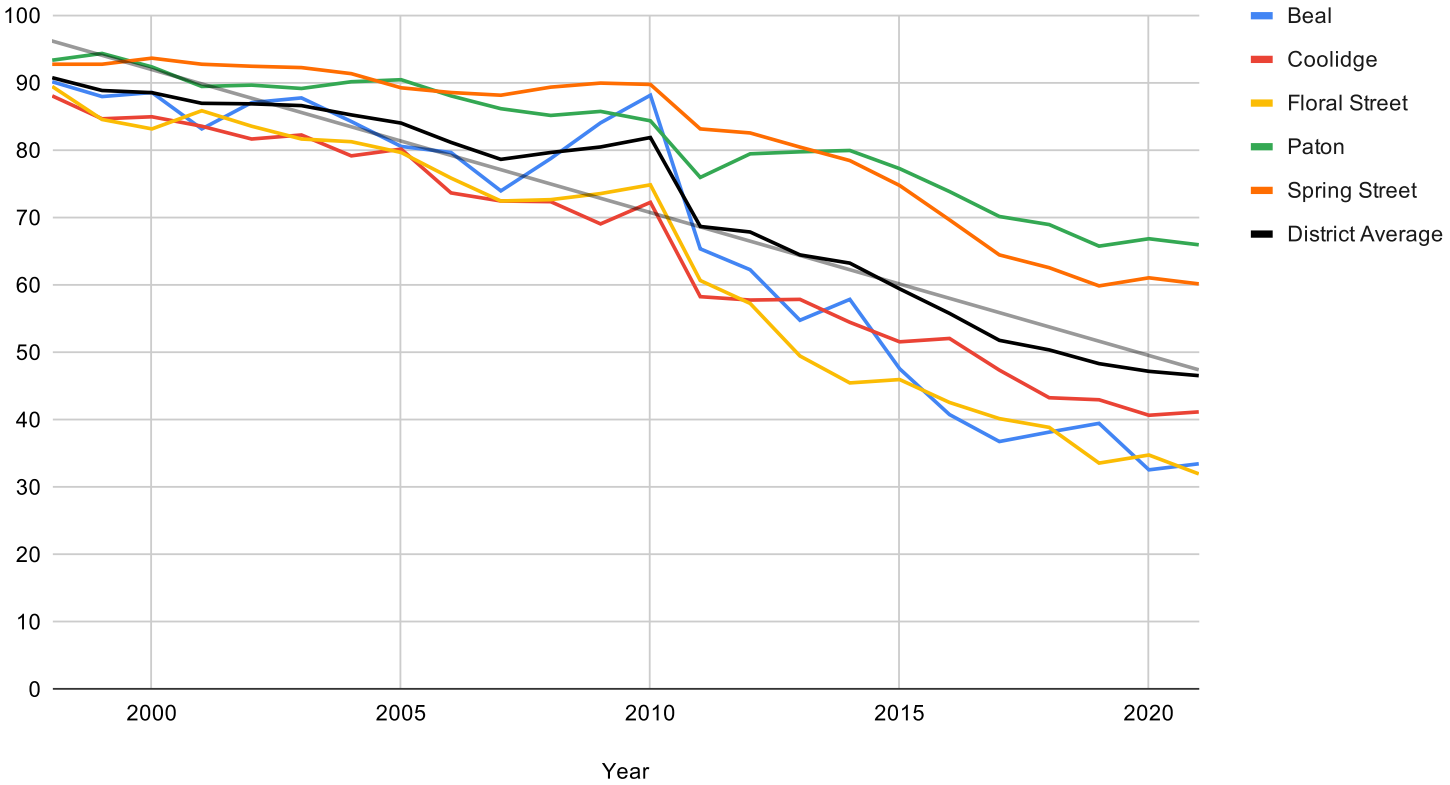
Year	Beal	Coolidge	Floral Street	Paton	Spring Street	District Average
1998	2.1	2.8	2.4	2.4	0.3	2
1999	1.7	4.5	3	0.9	0.8	2.18
2000	2.5	2.4	4.1	1.4	1	2.28
2001	2.4	3.2	3.3	2.6	1.7	2.64
2002	1.3	4.4	3.7	1.7	1.4	2.5
2003	1.5	4.1	2.7	2	1.1	2.28
2004	2.4	4.8	2.6	1.1	1.5	2.48
2005	3	3.6	3.1	1.4	1.1	2.44
2006	3.1	6	3.4	3.6	1.7	3.56
2007	5.6	6.6	4.6	3.9	1.8	4.5
2008	3.3	7.8	3.7	4.5	1.3	4.12
2009	3.5	8.8	3.8	2.7	1.3	4.02
2010	1.9	8	4.4	2	1.3	3.52
2011	8.2	9.7	5.9	4.3	2.1	6.04
2012	4.2	9	5.8	4.1	1.3	4.88
2013	8.4	9	5.1	4.1	2.1	5.74
2014	5.8	9.5	6.4	4.4	2.2	5.66
2015	8.4	9.2	7.5	4.4	3.2	6.54
2016	9.3	11.4	7	5.3	4	7.4
2017	6	14.2	7.8	7.7	5.4	8.22
2018	7.8	14.5	6.8	7.3	5.9	8.46
2019	8.2	16.1	6.7	6.8	6.3	8.82
2020	6	15.4	8	6.8	4.5	8.14
2021	10	14.4	8.4	6.6	5.4	8.96

Hispanic Enrollment Percentage by School 1999-2021



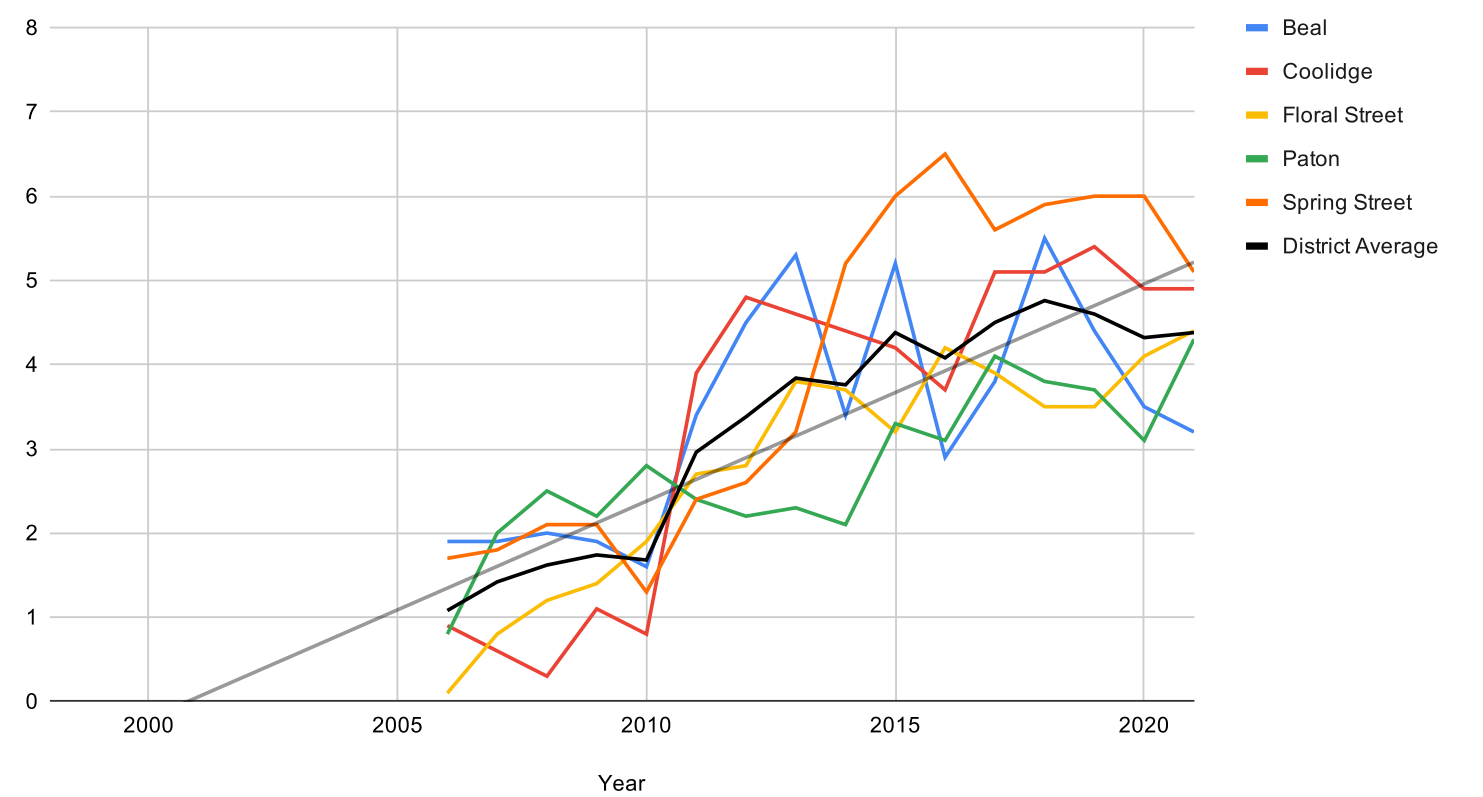
Year	Beal	Coolidge	Floral Street	Paton	Spring Street	District Average
1998	90.2	88.1	89.5	93.4	92.8	90.8
1999	88	84.7	84.6	94.4	92.8	88.9
2000	88.6	85	83.2	92.4	93.7	88.58
2001	83.2	83.6	85.9	89.5	92.8	87
2002	87.1	81.7	83.6	89.7	92.5	86.92
2003	87.8	82.3	81.7	89.2	92.3	86.66
2004	84.3	79.2	81.3	90.2	91.4	85.28
2005	80.6	80.2	79.7	90.5	89.3	84.06
2006	79.7	73.7	75.9	88.1	88.6	81.2
2007	74	72.5	72.5	86.2	88.2	78.68
2008	78.8	72.4	72.7	85.2	89.4	79.7
2009	84.1	69.1	73.6	85.8	90	80.52
2010	88.2	72.3	74.9	84.4	89.8	81.92
2011	65.4	58.3	60.7	76	83.2	68.72
2012	62.3	57.8	57.3	79.5	82.6	67.9
2013	54.8	57.9	49.5	79.8	80.5	64.5
2014	57.9	54.5	45.5	80	78.5	63.28
2015	47.6	51.6	46	77.3	74.8	59.46
2016	40.8	52.1	42.6	73.9	69.7	55.82
2017	36.8	47.4	40.2	70.2	64.5	51.82
2018	38.2	43.3	38.9	69	62.6	50.4
2019	39.5	43	33.6	65.8	59.9	48.36
2020	32.6	40.7	34.8	66.9	61.1	47.22
2021	33.5	41.2	32	66	60.2	46.58

White Enrollment Percentage by School 1999-2021



Year	Beal	Coolidge	Floral Street	Paton	Spring Street	District Average
1998						
1999						
2000						
2001						
2002						
2003						
2004						
2005						
2006	1.9	0.9	0.1	0.8	1.7	1.08
2007	1.9	0.6	0.8	2	1.8	1.42
2008	2	0.3	1.2	2.5	2.1	1.62
2009	1.9	1.1	1.4	2.2	2.1	1.74
2010	1.6	0.8	1.9	2.8	1.3	1.68
2011	3.4	3.9	2.7	2.4	2.4	2.96
2012	4.5	4.8	2.8	2.2	2.6	3.38
2013	5.3	4.6	3.8	2.3	3.2	3.84
2014	3.4	4.4	3.7	2.1	5.2	3.76
2015	5.2	4.2	3.2	3.3	6	4.38
2016	2.9	3.7	4.2	3.1	6.5	4.08
2017	3.8	5.1	3.9	4.1	5.6	4.5
2018	5.5	5.1	3.5	3.8	5.9	4.76
2019	4.4	5.4	3.5	3.7	6	4.6
2020	3.5	4.9	4.1	3.1	6	4.32
2021	3.2	4.9	4.4	4.3	5.1	4.38

Multi-Race, Non-Hispanic Enrollment Percentage by School 1999-2021





SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **IV. Time Scheduled Appointments:** MEETING DATE: **02/24/21**
C. Fiscal Year 2022 Budget Reduction Plan: Report

BACKGROUND INFORMATION:

At the meeting on February 10, 2021 Dr. Sawyer presented an initial budget recommendation of a 10.95% increase over the current year, in order to a) maintain current levels of personnel and programming; b) address one-time budget reductions used in the current year through staff wage concessions/freezes and use of savings from the spring closure in order to avoid deeper cuts than the \$1.9 million (30 positions) already made; and add staffing to open the new Beal School as planned. Dr. Sawyer noted that his initial budget recommendation to do this was \$4.9 million more than the Town Manager's initial budget recommendation. Tonight Dr. Sawyer will present recommended reductions to be made if necessary to close the \$4.9 million gap. The recommendations will be provided under separate cover.

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 AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **02/24/21**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **02/24/21**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **02/24/21**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **02/24/21**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **02/24/21**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **02/24/21**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **02/24/21**

BACKGROUND INFORMATION:

The minutes from the School Committee Meeting held on February 10, 2021, are enclosed.

ACTION RECOMMENDED:

That the Committee accept the minutes from the School Committee Meeting held on February 10, 2021.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandra Fryc, Chairperson

Dr. B. Dale Magee, Secretary

**SHREWSBURY PUBLIC SCHOOLS
100 MAPLE AVENUE
SHREWSBURY, MASSACHUSETTS**

MINUTES OF SCHOOL COMMITTEE MEETING

Wednesday, February 10, 2021

Present: Ms. Sandy Fryc, Chairperson; Mr. Jon Wensky, Vice Chairperson; Dr. B. Dale Magee, Secretary; Ms. Lynsey Heffernan; Mr. Jason Palitsch; Mr. Patrick Collins, Assistant Superintendent for Finance and Operations; Ms. Barb Malone, Director of Human Resources; and Dr. Joseph Sawyer, Superintendent of Schools.

Due to the Coronavirus (COVID-19) pandemic, this meeting was not open to physical attendance by the public, but was broadcast live on SELCO Channels 29 & 329 and streamed live on the Shrewsbury Media Connection website. A complete audio/visual recording of this meeting is available on the Shrewsbury Public Schools website.

The meeting was convened by Ms. Fryc at 7:01 pm.

I. Public Participation

None.

II. Chairperson's Report & Members' Reports

Ms. Heffernan acknowledged the work of Jeffrey LaRose, Oak Middle School Physical Education Teacher, to find creative ways, like sledding, for students to get outdoor exercise.

III. Superintendent's Report

Dr. Sawyer acknowledged the work of Jeffrey Lane, Director, and the staff of the Physical Education, Health, and Family & Consumer Science Department to find innovative opportunities for outdoor activities for students. Dr. Sawyer also reported that the district undertook its first-ever remote learning day in lieu of a snow day cancellation on Tuesday, February 9.

IV. Time Scheduled Appointments:

A. Update on School District's Response to the Pandemic: Report

Dr. Sawyer summarized key messages, district case counts, and current state and local public health data. He provided data on student/staff case ratios, hybrid cases by school, and positive cases by week since September 2020; discussed updated state guidance on decision-making around determining changes to educational programs; noted strategies for maintaining stability in the district; addressed cases of suspected in-school transmissions; and provided an update on the pooled surveillance testing being conducted in the district. In response to questions from the Committee, Dr. Sawyer provided additional information on potential vaccinations for Shrewsbury Public Schools staff, noting that 94% of those who responded to a staff survey would be willing to participate in a vaccination clinic, but adding that there is uncertainty around vaccine availability at the present time.

B. Fiscal Year 2022 Budget: Superintendent's Recommendation

Dr. Sawyer began his report by noting that the district is facing an "Education Emergency," citing multiple reports on COVID-related student learning loss and learning challenges, increasing student and staff mental health emergencies, and family struggles. Dr. Sawyer added that the crisis brought on by the pandemic is compounded by an ongoing structural funding dilemma in the community that threatens further damage to the educational program, and recommended that the district maintain current staffing levels and programs, and open the new Beal school as planned, for Fiscal Year 2022. During the presentation, Dr. Sawyer and Mr. Collins noted that his budget recommendation is for a 10.95% increase over the current year, in order to a) fund the costs of maintaining the current level of personnel and programming; b) to address one-time budget reductions used in the current year through staff wage concessions/freezes and use of savings from the spring closure in order to avoid deeper cuts than the \$1.9 million (30 positions) already made; and to add staffing to open the new Beal School as planned. They noted the gap between his initial budget recommendation to do this was \$4.9 million more than the Town Manager's initial budget recommendation (which is based on estimated available revenue and must assume a balanced budget). The presentation compared per pupil student expenditures in Shrewsbury to other local financial metrics, and with different communities, illustrating that as a district Shrewsbury funds education spending in the bottom 11% of Massachusetts school districts on a per pupil expenditure basis. Mr. Collins discussed a variety of technical elements of the budget, including a summary of historical reports detailing the ongoing and predictable structural funding dilemma being experienced by the district; key factors and assumptions around expenses in the FY22 budget recommendation; enrollment projections; and COVID-related costs and funding for FY20 and 21. He noted how strategies to save revenue/jobs in FY21 contribute to a larger revenue gap for FY22, and detailed funding needed just to maintain a status quo budget, and then to open the new Beal school as planned. Dr. Sawyer addressed possible future cuts that could result if reductions are necessary to close the \$4.9 million gap, which could include not opening the new Beal School as planned and also reducing in the range of 50 positions; noted that federal stimulus aid and an operational override represent potential options for addressing the funding problem (with timing being critical); and presented a timeline going forward. Committee members offered their perspectives in turn, with common themes being the ongoing, predictable nature of the funding dilemma and their desire for the Board of Selectmen to place an operational override on the ballot as soon as possible. Committee members also suggested that members of the community who want the opportunity to vote on providing more funding to the school district could contact the Board of Selectmen to request that an override be placed on the ballot.

C. Redistricting of Elementary School Attendance Zones: Vote

Ms. Heffernan raised a point of order, noting she was uncomfortable moving forward on redistricting given the uncertainty relative to opening the new Beal school in light of the FY22 budget information just presented, and she expressed concern that proceeding might convey a false sense of certainty to staff and the community regarding opening the new school. Mr. Palitsch and Dr. Magee concurred. Ms. Heffernan made a motion to table the decision until there is greater certainty; Mr. Palitsch seconded the motion. Ms. Fryc requested a substitute motion be made to table the discussion on redistricting the elementary school attendance zones to the School Committee meeting scheduled February 24, 2021. On a motion by Mr. Wensky, seconded by Mr. Palitsch, the Committee voted unanimously to approve the substitute motion. Dr. Sawyer added that his initial thinking was that it would make sense for the Committee to make a decision about the redistricting plan for implementation whenever the new Beal school opens at the next meeting.

D. Staffing Report for 2020-2021 School Year: Report

Ms. Malone noted that different information platforms are used by the district for staff accounting/payroll (MUNIS) and staff/student records (PowerSchool), and that MA Department of Elementary and Secondary Education (DESE) reporting is based on PowerSchool information. Ms. Malone provided an overview of FY21 staffing, noted the impact of the COVID-19 pandemic on staffing, and advised that current staff demographic data does not match that of the student population and thus provides a benchmark for progress in future diversification. She added that day-to-day substitute teacher positions offer a path towards other more permanent roles in the district and present an opportunity to diversify staff as this group's demographic is closer to the student demographic.

V. Curriculum

None.

VI. Policy

A. Updated Policy on Title IX & Anti-Harassment: Vote

After its first reading at a prior meeting the policy draft was resubmitted to legal counsel for review to address concerns from the Committee. Ms. Malone noted several changes that were made to the draft to address those concerns, but added that counsel recommended that the district remain with a record retention period of seven years instead of committing to a period of thirty-five years. In response to questioning from the Committee, Ms. Malone provided information on implementing training on the updated policy for the leadership team and SPS staff. Dr. Sawyer recommended approval of the updated draft. On a motion by Mr. Wensky, seconded by Dr. Magee, the Committee voted unanimously to approve the updated policy titled Anti-Harassment & Title IX Policy as presented, to be included in the School Committee policies as both #316 and #645 in the personnel and student services sections respectively as presented.

VII. Finance & Operations

None.

VIII. Old Business

None.

IX. New Business

None.

X. Approval of Minutes

Without objections from the Committee, the minutes from the School Committee Meeting held on January 27, 2021, and the School Committee Workshop held on February 3, 2021 were accepted as distributed.

XI. Executive Session

Ms. Fryc requested a motion to adjourn to Executive Session:

A. for the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or

releasing executive session minutes; and

B. for the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body; and return to Open Session only for the purpose of adjourning for the evening. On a motion by Mr. Palitsch, seconded by Dr. Magee, on a roll call vote: Ms. Heffernan, yes; Mr. Palitsch, yes; Dr. Magee, yes; Mr. Wensky, yes; and Ms. Fryc, yes, the School Committee voted to adjourn to executive session at 9:06 pm.

XII. Adjournment

On a motion by Mr. Palitsch, seconded by Mr. Wensky, the committee unanimously agreed to adjourn the meeting at 9:31 pm. Roll call votes were as follows: Ms. Fryc, yes; Ms. Heffernan, yes; Mr. Palitsch, yes; Mr. Wensky, yes; and Dr. Magee, yes.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. Pandemic Response Update Slide Presentation
2. FY22 Superintendent’s Budget Recommendation
3. FY22 Superintendent’s Budget Recommendation Slide Presentation
4. FY21 Staffing Level Report
5. FY21 Staffing Level Report Appendix A
6. FY21 Staffing Level Report Appendix B
7. FY21 Staffing Level Report Appendix C
8. FY21 Staffing Level Report Appendix D
9. FY21 Staffing Level Report Appendix E
10. FY21 Staffing Level Slide Presentation
11. Updated Title IX & Anti-Harassment Policy Draft
12. Set(s) of minutes as referenced above



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **XI. Executive Session**

MEETING DATE: **02/24/21**

A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes.

B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association.

BACKGROUND INFORMATION:

Executive Session is warranted for these purposes.

ACTION RECOMMENDED:

That the School Committee enter into Executive Session:

A. for the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes; and

B. for the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body; and return to Open Session only for the purpose of adjourning for the evening.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Ms. Barbara A. Malone, Executive Director of Human Resources

Mr. Patrick C. Collins, Assistant Superintendent for Finance and Operations



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XII. Adjournment**