



**School Committee
Meeting Book**

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

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



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

AGENDA

March 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 & Plans
for Reopening for Full, In-Person Learning: Report & Vote

V. Curriculum

A. Student Assessment Preliminary Data: Report

VI. Policy

A. School District Calendar for 2021-2022 School Year: Vote

7:00-7:05

7:05 – 7:35

7:35 – 8:00

8:00 – 8:10



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

- | | | |
|---|---|-------------|
| B. | School Choice for the 2021-2022 School Year: Vote | 8:10 – 8:15 |
| | | |
| VII. | Finance & Operations | |
| A. | Federal Education Stimulus Funding: Report | 8:15 – 8:35 |
| B. | Fees & Tuitions for 2020-2021 School Year: Recommendation | 8:35 – 8:45 |
| | | |
| VIII. | Old Business | |
| | | |
| IX. | New Business | |
| | | |
| X. | Approval of Minutes | 8:45 – 8:50 |
| | | |
| XI. | Executive Session | 8:50 – 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. | | |
| C. For the purpose of addressing G.L. c. 30A, § 21(a)(2) “to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel” (“Purpose 2”) - non-represented administrators | | |
| | | |
| XII. | Adjournment | 9:15 |

Next regular meeting: April 7, 2021



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: **03/24/21**

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: **03/24/21**
**A. Update on School District's Response to the Pandemic & Plans for
Reopening for Full, In-Person Learning: Report & Vote**

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 and the district's plans for reopening for full, in-person learning. Dr. Sawyer will also request the School Committee to vote on specific dates for students at different grade spans to return to full, in-person learning. This is under development and 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.

That the School Committee vote to approve the Superintendent's recommended timeline for grade spans to return to full, in-person learning.

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: 03/24/21

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **V. Curriculum**

MEETING DATE: **03/24/21**

A. Student Assessment Preliminary Data: Report

BACKGROUND INFORMATION:

The district procured the Star Assessment system in order to monitor students' academic progress in Grades K-8. This report will provide information regarding the initial data from the first administration of the assessment, including percentages of students relative to the benchmark established by this assessment, as well as correlations that project how students might perform on the MCAS tests this year. Ms. Clouter will provide information regarding how this data is being used to inform teachers' work to support students whose assessment results were below the benchmark.

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:

Ms. Amy Clouter, Assistant Superintendent for Curriculum, Instruction and Assessment

Star Data: A Report on Initial Student Assessment Results

March 24, 2021

By Amy Clouter

Assistant Superintendent for Curriculum, Instruction & Assessment

Summary

Since the sudden closure of schools last March, educators, parents and policy makers have been trying to gauge the impact of the pandemic on student learning. With typical state testing administration disrupted, Shrewsbury has looked to the results of a universal screening tool to help us assess student achievement. With the purchase of the Star assessment system, an online testing platform, educators and district leaders are able to measure student performance against state benchmarks. What's more, educators across the district can now see the results in one place. Although this tool is new, initial data suggests that, on average, predicted MCAS scores for students in Grades K-8 are approximately 15% lower than typical results in Reading, and range between 10-20% below typical results in Math. As you know, student performance on the MCAS test varies by grade, because the tests themselves have been different. For that reason, it's helpful to consider the data in that light.

I. Introduction

How has student academic progress been impacted by the pandemic? A review of recent headlines suggests that there may be different answers to this question. Some sources state that, nationwide, students are falling behind in both math and reading. Other articles suggest that COVID-19 has presented challenges in some subject areas more than others, or even that some students have continued to grow academically despite the challenges.

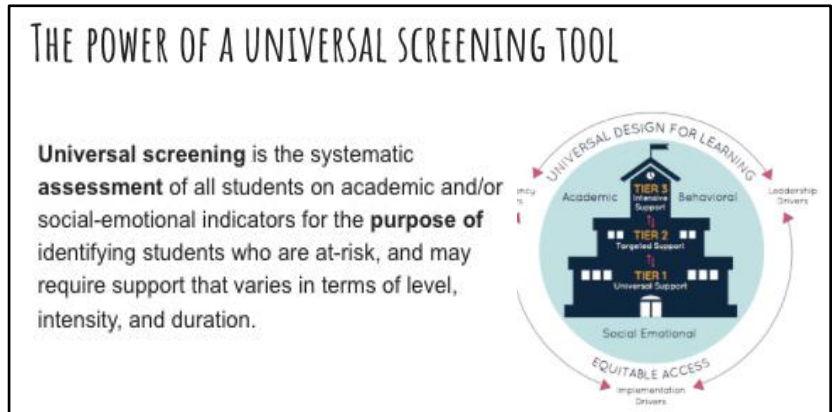
What do educational researchers claim? Although the different learning models in place make it hard to compare student cohorts, the loss of in-person instructional time, taken together with the significant barriers faced by educators and families as districts transitioned to remote learning suggests that most students will face some kind of learning loss. Additionally, there's universal agreement that school closure has exacerbated gaps for children that were struggling to meet grade level benchmarks last year. The authors of a study project at [Brown University](#), for example, predicted that students would start this school year with an average of 66 percent of the learning gains in reading and 44 percent of the learning gains in math, relative to the gains for a typical school year. Does that hold true for children in Shrewsbury?

In my last report I described the Star assessment system, and district efforts to implement a universal screener to monitor students in Reading and Math. This update will depict the results of our first screening, which, taken together with other measures of student performance, give us another lens to look through as we try to picture the state of student achievement in our district.

It's important to note at the outset that our educators evaluate student performance in many ways, and Star is but one tool. Most importantly, I want to be clear that this particular tool is new to every educator in the district. Accordingly, our first steps have been to dig into the results, to compare the data from different assessments and to calibrate metrics thoughtfully. For all of these reasons, it's critical that we consider the data in the context of all the other information about student achievement that we have at hand.

II. Assessment Informs Instruction

In Shrewsbury the use of common assessments to inform teaching and monitor student learning has enabled our students to meet high academic standards as measured both by local and state metrics. Yet the lack of a common tool across grade spans made it difficult to implement a multi-tiered system of support districtwide. The implementation of universal assessments in grades K-8 this year was planned in hopes of developing consistent intervention practices within and across grade spans.



III. Star Data

On the Star platform, screening results are generally reported by percentile rank, which compares students at a given grade level to all other students that took the test during the same administration window.

Students in Shrewsbury were administered Star assessments for the first time in December. Children that were unable to read independently at that time, and/or students that scored in the intervention range took the Star Early Literacy Assessment, which includes both reading and math items together. Given that most students in grades K-8 were independent readers, the vast majority of children in Shrewsbury were tested in both Star Reading and Star Math.

Early Literacy Assessment Results

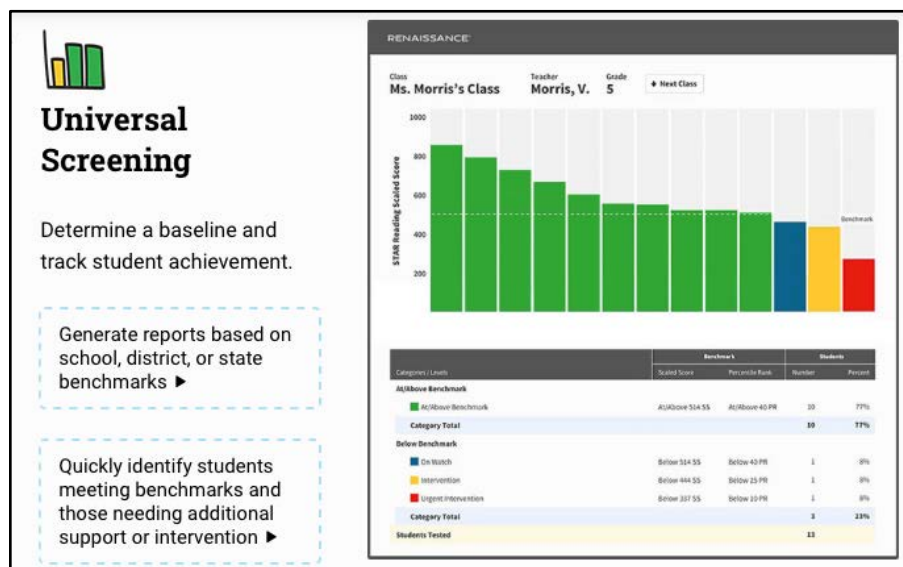
Kindergarteners, English learner beginners and students that are reading below grade level benchmarks took this assessment. Approximately one third of current first grade students also took the Early Literacy test.

Grade	# Students Tested	At/ Above Benchmark At/Above 40 Percentile rank	On Watch 25-39 Percentile rank	Intervention 10-24 Percentile rank	Urgent Intervention Below 10 Percentile rank
K	279	220 (79%)	27 (10%)	18 (6%)	14 (5%)
1	219	123 (56%)	29 (13%)	44 (20%)	23 (11%)
2	31	2 (6%)	5 (16%)	6 (19%)	18(58%)
3	8	0 (0%)	0 (0%)	1 (13%)	7 (88%)
Total	537				

Star Reading Assessment Results

During the Winter administration window, students scoring at the fortieth percentile or above on the Star Reading test are considered Proficient. Thereafter the benchmark for scoring in the Proficient range increases, which ensures that students progress sufficiently to master grade level content. This chart shows the range of scores during the first administration of the Star Reading test. To date 3,298 students have been tested in Reading.

Grade	# Students Tested	At/ Above Benchmark At/Above 40 PR	On Watch 25-39 PR	Intervention 10-24 PR	Urgent Intervention Below 10 PR
1	177	170 (96%)	3 (2%)	2 (1%)	2 (1%)
2	393	308 (78%)	43 (11%)	23 (6%)	19 (5%)
3	409	343 (84%)	26 (6%)	29 (7%)	11 (3%)
4	469	384 (82%)	37 (8%)	27 (6%)	21 (4%)
5	452	352 (78%)	45 (10%)	39 (9%)	16 (4%)
6	457	345 (75%)	48 (11%)	38 (8%)	26 (6%)
7	482	318 (66%)	74 (15%)	54 (11%)	36 (7%)
8	450	314 (70%)	62 (14%)	44 (10%)	30 (7%)



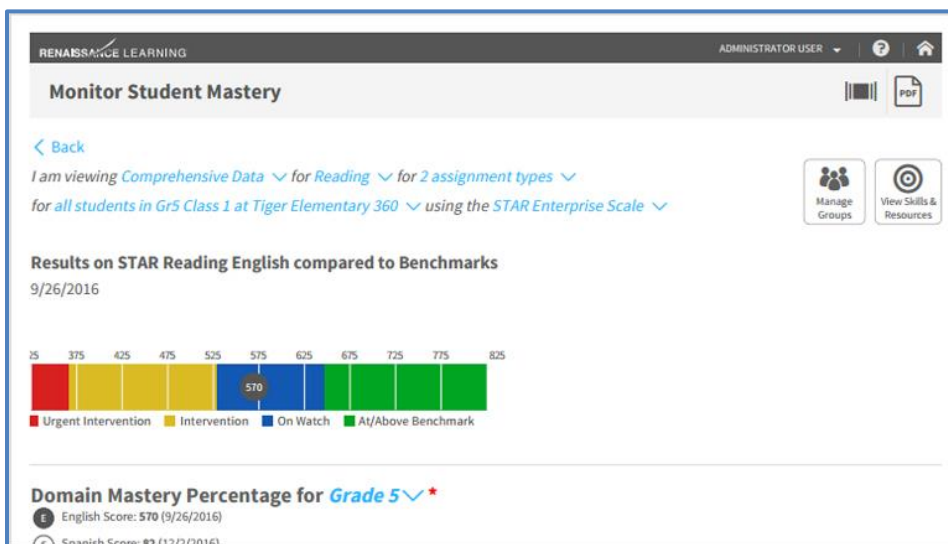
The report to the left is a sample, and does not depict actual SPS student data.

This example does serve to show how Star data reports are useful, however. Teachers can see which students are meeting or exceeding benchmarks in green. The blue bar indicates students that should be monitored, and the yellow and red groups represent students requiring intervention.

Star Math Assessment Results

Again, most students in Shrewsbury were administered this numeracy assessment. The table below shows the range of scores during the first administration of the Star Math test.

Grade	# Students Tested	At/ Above Benchmark At/Above 40 PR	On Watch 25-39 PR	Intervention 10-24 PR	Urgent Intervention Below 10 PR
1	375	320 (85%)	32 (9%)	12 (3%)	11 (3%)
2	409	316 (77%)	39 (10%)	35 (9%)	19 (5%)
3	415	357 (86%)	27 (7%)	18 (4%)	13 (3%)
4	478	403 (84%)	35 (7%)	22 (5%)	18 (4%)
5	459	387 (84%)	35 (8%)	21 (5%)	16 (3%)
6	469	383 (82%)	36 (8%)	30 (6%)	20 (4%)
7	487	386 (79%)	47 (10%)	26 (5%)	28 (6%)
8	461	394 (85%)	21 (5%)	24 (5%)	22 (5%)
Total	3,553				



In both Reading and Math, student scores reflect a stronger assessment of student performance than educators noted on district assessments. As new users of the Star assessment tools, it's unclear to us at this point how well our own assessments of student achievement align with the benchmarks in the program. For that reason, individual educators have prioritized analysis of the data at the student level, which identifies an individual child's strengths and targets a specific focus for instruction within

each subject area. For example, taking this approach, a fifth-grade teacher could see the components of a student's comprehension score in detail, understanding at a glance how each student's vocabulary factors into general understanding of grade level text. Again, this chart is an example, and does not show actual student data.

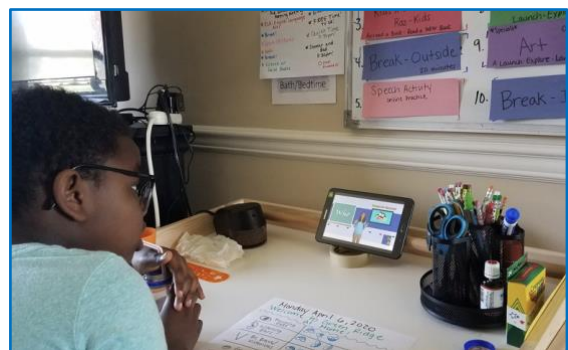
At the district level, our analysis of student scores to date has centered on how they compare to state benchmarks, using a scale that allows us to project how students at each grade level would perform on the Massachusetts state assessment based on their initial screening scores. The information in the next section details the platform's predictions of student performance on the MCAS test this coming spring.

IV. State Benchmark Projections

The table below depicts the percentage of students that are on track to meet state benchmarks by the end of the school year by subject. Data for Kindergarten is not yet available. These projections suggest that student progress in Math has been impacted more than Reading, perhaps because many students maintained their skills by continuing to read independently.

Grade	% Predicted to be Proficient in Reading by June	% Predicted to be Proficient in Math by June
ALL	68%	62%
1	85%	65%
2	66%	53%
3	68%	66%
4	60%	62%
5	59%	54%
6	62%	59%
7	57%	58%
8	56%	70%

Another reporting option within the platform enables districts to predict how students will perform on the Massachusetts Comprehensive Assessment System (or MCAS). The information in the next section details the platform's predictions of student performance on the test this coming spring for each grade level that participates in state testing.



V. MCAS Projections by Subject & Grade

ENGLISH LANGUAGE ARTS

Grade 3

Students last took the MCAS exam in 2019. At that time, our Grade 3 results were strong, with 80% of SPS students at this grade span scoring in the Meeting or Exceeding categories for English Language Arts. Star projections of student performance on the Reading test enable us to get another perspective in student achievement.



% by level	2017	2018	2019
Exceeding	25	23	28
Meeting	44	51	52
Partially Meeting	27	21	16
Not Meeting	4	5	3

Score Comparisons % at each level	Not Meeting	Partially Meeting	Meeting	Exceeding
2019 ELA MCAS	3%	16%	52%	28%
STAR projection	3%	28%	45%	23%

Grade 4

MCAS scores in English Language Arts in Grade 4 held steady in 2019, with nearly 80% of our students meeting or exceeding grade level expectations. In contrast, December Star Reading metrics suggest that this year only 60% of students at this grade level are projected to score in the Meeting or Exceeding range on MCAS.

Score Comparisons % at each level	Not Meeting	Partially Meeting	Meeting	Exceeding
2019 ELA MCAS	4%	20%	54%	21%
STAR projection	6%	34%	44%	16%

% by level	2017	2018	2019
Exceeding	20	23	21
Meeting	51	55	54
Partially Meeting	25	18	20
Not Meeting	3	4	4

Grade 5

In 2019, slightly fewer students in Grade 5 scored in the Exceeding category in English Language Arts than in prior years. A look at MCAS scores compared to Star projections for this year's predicted results in Reading suggests we may see a ten percent drop in the number of students meeting or exceeding state benchmarks for proficiency on MCAS.

Score Comparisons % at each level	Not Meeting	Partially Meeting	Meeting	Exceeding
2019 ELA MCAS	3%	27%	57%	13%
STAR projection	6%	35%	51%	8%

% by level	2017	2018	2019
Exceeding	10	15	13
Meeting	59	59	57
Partially Meeting	27	22	27
Not Meeting	4	3	3

Grade 6

In 2019, 73% of students in Grade 6 scored in the Meets and/or Exceeds range for English Language Arts. Star projections based on initial screening data project that this year 62% of students at this grade level will score in that range in Reading.

Score Comparisons % at each level	Not Meeting	Partially Meeting	Meeting	Exceeding
2019 ELA MCAS	7%	20%	46%	27%
STAR projection	6%	31%	53%	9%

% by level	2017	2018	2019
Exceeding	14	22	27
Meeting	57	51	46
Partially Meeting	23	23	20
Not Meeting	6	4	7

Grade 7

In 2019, English Language Arts MCAS scores for Grade 7 were among the lowest in terms of the percentage of students reaching proficiency benchmarks. Projections for this year based on Star Reading data show a similar result, with fewer students projected to score in the Exceeding range.

Score Comparisons % at each level	Not Meeting	Partially Meeting	Meeting	Exceeding
2019 ELA MCAS	7%	31%	48%	14%
STAR projection	8%	35%	49%	8%

% by level	2017	2018	2019
Exceeding	9	20	14
Meeting	57	48	48
Partially Meeting	28	23	31
Not Meeting	6	9	7

Grade 8

In 2019, actual MCAS results indicated that slightly more than 70% of eighth graders met or exceeded English Language Arts benchmarks. That number is projected to drop by 16% if the current Star forecast is accurate.

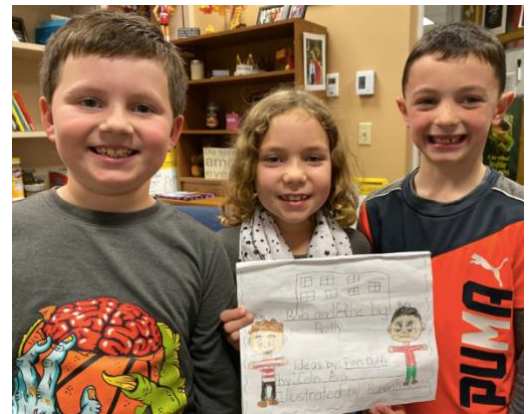
Score Comparisons % at each level	Not Meeting	Partially Meeting	Meeting	Exceeding
2019 ELA MCAS	7%	20%	46%	26%
STAR projection	7%	38%	46%	10%

% by level	2017	2018	2019
Exceeding	15	18	26
Meeting	50	52	46
Partially Meeting	31	24	20
Not Meeting	5	6	7

Again, given that this is a new tool, we should be cautious about interpreting the projections too stringently. Further, at present these predictions are based on the results of a single assessment. Data used to forecast future performance will likely become more accurate as more student data is submitted. All students will take the assessment again in March. In the meantime, individual educators and grade level teams are using this assessment information to intervene with individual children and to modify educational plans to match instruction to focus on specific skills.

Percentage of Students Meeting or Exceeding Expectations in English Language Arts

Grade and Subject	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
Shrewsbury % Level M/E 2019 ELA	81%	76%	71%	73%	62%	72%
Star % Projection M/E 2021	68%	60%	59%	62%	57%	56%



In the aggregate, projected Reading proficiency scores are about 15% lower than our typical results.

MATH

Grade 3

More Grade 3 students met the assessment benchmark on the 2019 Mathematics MCAS assessment than in 2018. Moreover, students in Grade 3 posted strong results overall, with 75% of student meeting or exceeding state benchmarks. At the same time, projected Math scores are lower for this grade level, with a 9% drop projected for the number of students meeting or exceeding state benchmarks this year.

Score Comparisons % at each level	Not Meeting	Partially Meeting	Meeting	Exceeding
2019 Math MCAS	5%	19%	53%	22%
STAR projection	10%	25%	42%	24%

% by level	2017	2018	2019
Exceeding	18	23	22
Meeting	57	50	53
Partially Meeting	22	20	19
Not Meeting	3	8	5

Grade 4

MCAS scores in Math in Grade 4 held steady in 2019, with nearly 80% of our students meeting or exceeding grade level expectations. In contrast, December Star Math metrics suggest that this year only 62% of students at this grade level are projected to score in the Meeting or Exceeding range on MCAS.

Score Comparisons % at each level	Not Meeting	Partially Meeting	Meeting	Exceeding
2019 Math MCAS	5%	16%	51%	28%
STAR projection	9%	30%	47%	15%

% by level	2017	2018	2019
Exceeding	21	21	28
Meeting	54	51	51
Partially Meeting	20	25	16
Not Meeting	5	3	5

Grade 5

In 2019, slightly fewer students in Grade 5 scored in the Exceeding category in Math than in prior years. A look at MCAS scores compared to Star projections for this year's predicted Math results suggests an 18% percent drop in the number of students meeting or exceeding state benchmarks for proficiency on MCAS.

Score Comparisons % at each level	Not Meeting	Partially Meeting	Meeting	Exceeding
2019 Math MCAS	2%	25%	58%	14%
STAR projection	6%	41%	35%	19%

% by level	2017	2018	2019
Exceeding	20	15	14
Meeting	52	55	58
Partially Meeting	24	24	25
Not Meeting	5	6	2

Grade 6

In 2019, 69% of students in Grade 6 scored in the Meets and/or Exceeds range on the Math MCAS test. Star projections based on initial screening data project that this year 10% fewer students at this grade level will score in that range on the Math test.

Score Comparisons % at each level	Not Meeting	Partially Meeting	Meeting	Exceeding
2019 Math MCAS	7%	24%	47%	22%
STAR projection	7%	34%	41%	18%

% by level	2017	2018	2019
Exceeding	11	14	22
Meeting	58	56	47
Partially Meeting	26	25	24
Not Meeting	6	5	7

Grade 7

In 2019, Math MCAS scores for Grade 7 were among the lowest in terms of the percentage of students reaching proficiency benchmarks.

Projections for this year based on Star Math data show a similar result, with 58% of students at this grade projected to meet state benchmarks.

Score Comparisons % at each level	Not Meeting	Partially Meeting	Meeting	Exceeding
2019 Math MCAS	6%	32%	45%	17%
STAR projection	8%	34%	40%	18%

% by level	2017	2018	2019
Exceeding	15	14	17
Meeting	46	51	45
Partially Meeting	34	27	32
Not Meeting	6	8	6

Grade 8

In 2019, actual MCAS results indicated that 68% of eight graders met or exceeded benchmarks in Math. That number is projected to increase slightly if the current Star forecast for Math is accurate, with 70% of students projected to meet the state benchmark for proficiency.

Score Comparisons % at each level	Not Meeting	Partially Meeting	Meeting	Exceeding
2019 Math MCAS	5%	27%	42%	26%
STAR projection	7%	23%	45%	25%

% by level	2017	2018	2019
Exceeding	17	17	26
Meeting	45	54	42
Partially Meeting	33	25	27

Percentage of Students Meeting or Exceeding Expectations in Math

Grade and Subject	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
Shrewsbury % Level M/E Math 2019	75%	79%	73%	69%	63%	68%
Star % Projection M/E 2021	66%	62%	54%	59%	58%	70%

Overall, projected Star scores in Math range between 10-20% below typical MCAS scores, with the biggest differences predicted for grades four and five. Again, given that this is a new tool, we should be cautious about interpreting the data- these projections are based on one assessment. We anticipate that all students will take the assessment again in March. In the meantime, individual educators and grade level teams are using this assessment information to plan, to match instruction to targeted skills and to support individual students as needed.

How many students needs support in each subject? We can find answers to these questions in the platform, too. Again, most teachers are looking at Star data using the class view, which allows educators to determine how to support students at each proficiency level. Students in the red need urgent intervention, for example, and their progress should be monitored most closely.

VII. Conclusion

The word ‘assess’ comes from the Latin *assidere*, which means ‘sit beside’. The experience of teaching and learning during a pandemic has taught us a lot of things, including the value our educators place in being able to simply sit beside our students. In the absence of our typical assessment practices, technology has helped us to bridge the gap between home and school to learn more about our students’ needs. At the same time, assessment data is most useful when it informs instruction. As we anticipate a second cycle of testing, it’s my sincere hope that we’ll be better positioned to use this information to structure effective intervention, and ultimately to effectively plan for the year ahead.

References

- Carr, Sarah. (2021, January) For Schoolchildren struggling to read, COVID-19 has been a wrecking ball *The Boston Globe*
- Dwyer, Devin; Herndon, Sarah & Yoo, Jacqueline. (2021, January) Pandemic 'learning loss' grows as schools race to reopen New data shows millions of K-12 students falling behind in math and reading ABC News
- Center for Research on Education Outcomes. (2020, October). Estimates of learning loss in the 2019-2020 school year. Stanford University.
- Kuhfeld, Megan; Soland, Jim; Tarasawa, Beth; Johnson, Angela, Ruzek, Erik; & Lewis, Karyn. (2020, May) Projecting the potential impacts of COVID-19 school closures on academic achievement. EdWorking Papers (Document Object Identifier (DOI) 10.26300/cdrv-yw05).
- Massachusetts Department of Elementary and Secondary Education, *School and District Profiles*; [About the Data](#)
- Special Report Series (2020). How kids are performing Renaissance Learning, Inc.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **03/24/21**

A. School District Calendar for 2021-2022 School Year: Vote

BACKGROUND INFORMATION:

At the March 10 meeting, Dr. Sawyer presented a draft calendar for next school year for consideration. Based upon feedback, changes have been made, and the enclosed updated draft is proposed for approval by the Committee. Please see the enclosed memorandum from Dr. Sawyer regarding the reasons for the changes found in the updated draft.

ACTION RECOMMENDED:

That the School Committee vote to approve the 2021-2022 School Year Calendar as presented.

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



Shrewsbury Public Schools

Joseph M. Sawyer, Ed.D.
Superintendent

March 24, 2021

To: School Committee
Re: Revised recommendation for school year calendar for 2021-2022

Enclosed with this memorandum is an updated draft of the proposed calendar for the 2021-2022 school year. The revisions made from the original draft presented on March 10, 2021 are explained below.

This proposed calendar follows state law regarding not holding school on [legal holidays](#). The approach used for scheduling vacation periods is the same as in recent years, which is structured according to the [recommendations made in January 2016](#) by a Calendar Committee composed of staff and parents.

The original proposal would have had the first day of school on the day after Labor Day (September 7, 2021). However, due to an oversight on my part, I neglected to note that this year the Jewish High Holy Day of Rosh Hashanah falls on this date. Our district's long standing approach, based on the above-mentioned Calendar Committee's work and the work of the one convened prior to that, has been to hold school on the myriad of religious holidays that our students and their families observe. Students who miss school for religious observances do so without penalty and are provided with ample opportunity to make up missed work, while teachers are expected to avoid major assessments, projects, etc. on these dates. However, given the importance of the first day of school, it would not be appropriate to have our Jewish students and staff members who observe Rosh Hashanah to miss that day.

As a result, this updated proposal returns to the typical start of school the week prior to Labor Day, albeit on Wednesday rather than Tuesday. Instead, we would hold one of the two professional development days on that Tuesday, providing an important opportunity for additional orientation for what we hope and expect will be a newly constituted K-4 staff configuration because of the planned opening of the new Beal School. This draft also places the second professional development day on the Friday of that week, for the same reasons. Students in Grades 1-12 would attend school on September 1 and 2, then return to school on September 7.

This revised draft calendar has the 180th day on Wednesday, June 15, 2022. As a reminder, the new state holiday, Juneteenth Independence Day, must be observed on June 20, 2022, because June 19th, the date of the holiday, falls on a Sunday. This will

only affect the school calendar if snow days require the school year to continue into the following week.

Finally, a reminder that a change in language is also included in this draft. The School Committee has in the past received some communication from the parent community regarding adding Indigenous Peoples' Day to the calendar. It is my recommendation that this title be added to the Columbus Day holiday entry, so that it reads "Columbus Day/Indigenous Peoples' Day." This approach includes the legal name of the holiday under Massachusetts law that requires schools to be closed on this day, while also recognizing that Indigenous Peoples' Day has become a more widely accepted and known holiday that honors and commemorates the native peoples of America. Given our school district's efforts to increase the sense of belonging and inclusivity for our students, families, and staff, I believe this language addition is appropriate.

I look forward to answering any questions you may have regarding this revised, recommended calendar for the 2021-2022 school year. I recommend that you vote to approve this calendar.

Shrewsbury Public Schools 2021-2022 School Year Calendar

DRAFT March 24, 2021

AUG/SEP 20 Days				
M	T	W	T	F
23	24	25	26	27
30	31	1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

OCTOBER 20 Days				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

NOVEMBER 17 Days				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

DECEMBER 17 Days				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

JANUARY 20 Days				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

August/September

8/26 & 27	New Teachers' Orientation
8/30	Opening Program for All Staff/No School
8/31	Professional Development for All Staff/No School
9/1	Gr.1-12 First Day of School
9/2	Kindergarten/Preschool First Day
9/3	Professional Development for Educators/No School
9/6	Labor Day/No School

October

10/5	Professional Development/Early Release
10/11	Columbus Day/Indigenous Peoples' Day/No School

November

11/2	Parent Conferences/No School
11/11	Veterans Day/No School
11/24-26	Thanksgiving Vacation

December

12/7	Professional Development/Early Release
12/24-12/31	December Vacation

January

1/17	M.L. King Day/No School
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February

2/1	Professional Development/Early Release
2/21	Presidents Day/No School
2/22-2/25	Winter Vacation

March

3/1	Professional Development/Early Release
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April

4/5	Professional Development/Early Release
4/18	Patriots Day/No School
4/19-4/22	Spring Vacation

May

5/5 & 5/6	No School for Preschool & Kindergarten (New Student Screenings)
5/27	Last Regular Day for SHS Seniors
5/30	Memorial Day/No School

June

6/2	Graduation Day
6/15	Last Day/Half Day (No PM Preschool) if no snow days
6/20	Juneteenth Independence Day (Observed)/No School (if snow days)

FEBRUARY 15 Days				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

MARCH 23 Days				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

APRIL 16 Days				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MAY 21 Days				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JUNE 11 Days				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

0 snow days = 6/15 last day
1 snow day = 6/16 last day
2 snow days = 6/17 last day
3 snow days = 6/21 last day
4 snow days = 6/22 last day
5 snow days = 6/23 last day



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **03/24/21**

B. School Choice for the 2021-2022 School Year: Vote

BACKGROUND INFORMATION:

At the School Committee meeting on March 10, 2021 a public hearing was held to satisfy the requirements of Massachusetts General Law Chapter 76, Section 12B which requires a public hearing prior to a potential School Committee vote to not participate in or to otherwise restrict the provisions of the interdistrict School Choice program. Tonight Dr. Sawyer will make the recommendation for 2021-2022 to not open any new seats for School Choice students due to the uncertainty of class sizes given the district's budget situation.

ACTION RECOMMENDED:

That the Committee vote to not participate in interdistrict school choice for the 2021-2022 school year.

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **03/24/21**

A. Federal Education Stimulus Funding: Report

BACKGROUND INFORMATION:

Mr. Collins will present a report with information on Federal Education Stimulus Funding. The report 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:

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **03/24/21**

B. Fees & Tuitions for 2021-2022 School Year: Recommendation

BACKGROUND INFORMATION:

Mr. Collins and Dr. Sawyer will present information for review by the Committee on fees related to transportation, and athletics/activities, along with full-day kindergarten tuition and preschool tuition rates, for the 2021-2022 school year. On April 7, after receiving feedback from the Committee and input from the community, Dr. Sawyer will make a recommendation on fees and tuitions for a vote by the Committee.

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:

Mr. Patrick C. Collins, Assistant Superintendent for Finance and Operations
Dr. Joseph M. Sawyer, Superintendent of Schools

Shrewsbury Public Schools

FY22 Fee Information

24 March 2021

Decision-making Process

- Tonight we will present information for your review and discussion
- Receive input from the community over the next two weeks
- April 7th you will receive Dr. Sawyer's recommendation
- **April 7th School Committee vote on fees** so we can prepare written materials for rollout, adjust payment systems, and communications to parents

Assumptions

- Based on recent meetings between the Board of Selectmen and School Committee, we expect that an operational override question will be proposed for FY22
- FY22 Operating Budget assumed no change in fee levels because the School Committee typically doesn't vote on this topic until late in the budget process

Fee Revenues: FY22 Budget Estimates

Type of Fee	Current FY21 Fee Amount	Est. FY22 Revenue	Late Fee	Fee for Students on Free/Reduced Price Lunch	Fee Notes
Bus Fee*	\$ 320	\$ 470,000	\$ 50	\$0-per state law	Subsidizes approx. 51% of avg cost/rider and 21% of total cost
Athletic Fee**	\$ 325	\$ 355,000	\$ 50	\$ 50	Subsidizes approx 45% of cost
Sherwood Activity Fee	\$ 55	\$ 16,500	na	na	Subsidizes approx 50% of cost
Oak Activity Fee	\$ 75	\$ 40,000	na	na	Subsidizes approx 50% of cost
NEW-Oak Athletic Fee	\$ 100	\$ 13,000	\$ 25	\$ 15	Est. to cover approx 50% of cost
High School Activity Fee	\$ 110	\$ 66,000	na	na	Subsidizes approx 50% of cost
Music Lesson fee	\$426, \$617, \$809	\$ 362,250	\$ 50	\$65 [30-min lesson only]	Covers 100% of cost

Bus Fee Comparisons

[FY20 data]

District	Bus Fee	Cap/Notes
Shrewsbury	\$ 310.00	\$ 930
Maynard	\$ 270.00	\$220 for each add'l child
Grafton	\$ 200.00	\$ 400
West Boylston	\$ 175.00	\$ 350
Auburn	\$ 100.00	\$ 250
Hudson	\$ -	
Marlboro	\$ -	na
Northboro/Southboro	\$ -	Prohibited by law in regional schools
Wachusett	\$ -	Prohibited by law in regional schools
Westboro	\$ -	
Median of those with a fee	\$ 200.00	

Surrounding Communities: Athletic Fee Comparison

[FY20 data]

District	High School Sports Fee	Cap	Notes
Maynard	\$400/yr/student	None	Add'l children \$200- No cap
Shrewsbury	\$ 315	\$ 945	Free/reduced fee is \$30
Wachusett	\$ 250	\$ 350	Free/reduced fee is \$125
West Boylston	\$ 225	\$ 750	Reduced=\$60, Free lunch is \$0
Algonquin	\$ 200	\$ 900	
Westboro	\$ 200	\$ 600	Free/reduced is \$100
Hudson	\$ 125	No cap	Hockey is \$250
Auburn	\$ -	na	
Grafton	\$ -	na	Considering adding a fee
Marlboro	\$ -	na	
Median	\$ 200.00		

Full Day Kindergarten [FDK] Tuition

- As part of a five-year plan to step-down the FDK tuition in anticipation of opening the New Beal School, FY22 FDK tuition budget assumption was that it would be eliminated
- FY22 assumes tuition-free universal FDK for all students

Full Day Kindergarten [FDK] Tuition

- If the School Committee decided to charge an annual tuition fee of \$1,200, then the total revenue raised would be in the range of \$220,000 to \$265,000 depending on enrollment

Preschool Tuition: Current Rates

PROGRAM	ANNUAL TUITION	MONTHLY PAYMENT
2 day	\$2,227.89	\$247.54
3 day	\$2,909.75	\$323.31
4 day	\$3,507.15	\$389.68
5 day	\$4,292.01	\$476.89

Total tuition revenue budgeted is \$450,000 and used to offset staff salaries.

Summary Recap

- The District is dependent on tuitions and user fees to operate a myriad of co-curricular programs and services.
- A rationale to keep tuitions and user fee amounts the same for FY22, other than eliminating tuition for full-day kindergarten, is because our parents will likely also be presented with an operational override question

Recommendation

- Dr. Sawyer will make a recommendation at your April 7th meeting for a vote. This timing is important so we can develop printed and electronic communications and convey to the community.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **03/24/21**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **03/24/21**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **03/24/21**

BACKGROUND INFORMATION:

The minutes from the School Committee Meeting held on March 10, 2021 and the School Committee Workshop held on March 15, 2021 are enclosed.

ACTION RECOMMENDED:

That the Committee accept the minutes from the School Committee Meeting held on March 10, 2021 and the School Committee Workshop held on March 15, 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, March 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. Amy B. Clouter, Assistant Superintendent for Curriculum & Instruction; Ms. Barb Malone, Executive 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

Ms. Sanam Zaer read a letter that was submitted to the Committee requesting that “Columbus Day” be replaced by “Indigenous Peoples’ Day” on the School Calendar. Ms. Bridgette Hylton requested that Massachusetts state holiday Juneteenth be added to the School Calendar.

II. Chairperson’s Report & Members’ Reports

Mr. Wensky reported meeting with parents and staff at Parent Forum and PTO meetings to discuss the budget situation at Shrewsbury Public Schools.

III. Superintendent’s Report

Dr. Sawyer thanked all students, staff, volunteers, and sponsors involved in producing the “For the Love of the Performing Arts” telethon, which had raised \$32,000 to-date to support the Shrewsbury Public Schools Performing Arts Program.

IV. Time Scheduled Appointments:

A. SHS Student Advisory Committee: Report

Mr. Todd Bazydlo, Shrewsbury High School (SHS) Principal, and students Aabia Hasan, Chairperson; Maxfield Evers, David Lee, Nikhita Ram, and Anushka Mukhopadhyay attended the meeting virtually. The students reported on senior-specific activities; student advocacy and well-being programs and opportunities; the response to, and changes from, the COVID pandemic; and current events and opportunities for student engagement. Additional information was provided in response to questions from the Committee and Dr. Sawyer regarding how mental health supports are being received by students, and on ways to try to increase student participation in COVID-19 pooled surveillance testing.

B. Update on School District’s Response to the Pandemic & Possibilities for Reopening for Full, In-Person Learning: Report & Potential Vote to Request a Waiver from the Dept. of Elementary &

Secondary Education Regarding the Timeline for Return of Grade 5 to Full, In-Person Learning Program

Dr. Sawyer presented a summary of key messages, case counts in the district, and current state and local public health data, and provided an update on pooled surveillance testing being conducted in the district. Dr. Sawyer addressed planning for a return to full in-person school in light of recent communications from the Commissioner of the Department of Elementary & Secondary Education (DESE), and summarized feedback on surveys to families regarding changing cohorts, and families and staff regarding confidence relative to 3' social distancing. He noted logistical challenges around furniture removal and delivery to schools (noting March 25 and 26 might be designated remote learning days to allow for moving/adding furniture), and recommended requesting a waiver from DESE to allow grade 5 to be part of the later middle school reopening timeline. Mr. Collins presented information on school bus transportation in light of updated guidance from DESE, and discussed implementation of, and expectations around, bus service for more student riders going forward. Committee members asked a variety of questions relative to planning for the return to full in-person school for students, and expressed appreciation to SPS Administration and staff for their work on navigating the changes associated with reopening. Mr. Palitsch advised that he was unhappy with the approach taken by DESE to reopening and felt it was disrespectful to districts.

On a motion by Mr. Palitsch, seconded by Ms. Heffernan, the Committee voted unanimously that the district request a waiver from the Massachusetts Department of Elementary & Secondary Education so that Grade 5 may be aligned with the other middle school level grades regarding the timeline for a return to full, in-person education.

C. Fiscal Year 2022 Budget & School Choice: Public Hearing

Ms. Fryc opened the Public Hearing at 8:31 pm.

Three Shrewsbury residents (Colleen Corbett, Guinevere Molina, and Rosemary Royer), spoke separately in support of placing a Proposition 2 ½ override on the ballot for the May 2021 election to provide more funding to the school district.

On a motion by Mr. Wensky, seconded by Dr. Magee, the Committee voted unanimously to close the public Hearing at 8:45 pm.

D. Fiscal Year 2022 Budget & Possible Operational Override: Discussion

Dr. Sawyer provided information on a potential agreement between the Committee and Board of Selectmen on funding to address the ongoing structural budget deficit. The operational override under consideration is based on the *Arlington Model* (for a certain sum of money and with a stabilization account that can be drawn down over time, and with a commitment to no additional overrides being proposed for a fixed amount of time). Dr. Sawyer presented several updated projections for future years based on the model which utilized different growth factors to illustrate how the School Department budget would enable the preservation of existing staff and programming and the ability to restore previously cut positions or programming and/or make strategic improvements in varying degrees. Mr. Collins added that this type of planning represented great value to the community for municipal and school services, and provided predictability of funding levels for future planning. Committee members expressed support for the model as an approach to addressing the town government's structural funding deficit.

V. Curriculum

None.

VI. Policy

A. School District Calendar for 2021-2022 School Year: Discussion

Dr. Sawyer noted that key changes to the draft school calendar being presented for 2021-2022 include: a later start date for students than usual due to uncertainty around the pandemic and Beal School opening; the addition of Juneteenth Independence Day, which is a new Massachusetts state holiday (which cannot be a school day if the school year is extended due to snow or other cancellations); and updated verbiage to denote October 11 as “Columbus Day/Indigenous Peoples’ Day.” Ms. Fryc noted the draft calendar would be posted for review and feedback from the public prior to a vote on the calendar at the March 24, 2021 meeting.

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 Workshops held on February 22 and March 3, 2021 and from the School Committee Meeting held on February 24, 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. Paltisch, seconded by Mr. Wensky, 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 9:30 pm.

XII. Adjournment

On a motion by Mr. Wensky, seconded by Mr. Palitsch, the committee unanimously agreed to adjourn the meeting at 10:01 pm. Roll call votes were as follows: Mr. Palitsch, yes; Ms. Heffernan, yes; Dr. Magee, yes; Mr. Wensky, yes; Ms. Fryc, yes.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. Letter regarding School Calendar and Indigenous Peoples' Day
2. SHS Student Advisory Committee Agenda
3. Pandemic Response Update & Possibilities for Reopening Full/In-Person - Slide Presentation
4. FY22 Projections Spreadsheet
5. 2021-2022 School Year Calendar Recommendation Memo
6. 2021-2022 School Year Calendar Draft
7. Set(s) of Minutes as referenced above

SHREWSBURY PUBLIC SCHOOLS
100 MAPLE AVENUE
SHREWSBURY, MASSACHUSETTS
MINUTES OF SCHOOL COMMITTEE WORKSHOP
March 15, 2021
Shrewsbury Town Hall

Start: 6:02PM

Present: Ms. Sandra Fryc, Chairperson; Mr. Jon Wensky, Vice Chairperson; Dr. Dale Magee, Secretary; Ms. Lynsey Heffernan; Mr. Jason Palitsch. Dr. Joseph Sawyer, Superintendent of Schools; Mr. Patrick Collins, Assistant Superintendent for Finance & Operations; Ms. Amy Clouter, Assistant Superintendent for Curriculum & Instruction.

Discussion:

Reopening of the elementary schools is scheduled for April 5th and is on schedule. After the middle school openings the Wednesday early release days will not continue since those hours will be needed to meet the minimum hours of student learning state requirements. Dr. Sawyer is reviewing parent survey data to better understand concerns and respond accordingly.

The administration is meeting with the Shrewsbury Education Association (SEA) regarding getting the middle schools back in person. At Oak there will be ~200 fully remote students returning which will present logistic challenges. There is also the issue of dealing with the different levels of progress that have occurred in fully remote versus hybrid groups and getting them aligned.

The school calendar is being redesigned to start one week earlier than the initial proposal to avoid having the first day of school on Rosh Hashanah. This will also move the last day of school back in June.

The Committee and the Administration reviewed two documents in draft form provided by Mr. Mizikar, one a public facing document intended to be an agreement between the town government and the community and the other being a more detailed document regarding the structure of an override implementation.

The Committee noted that we could get to a 5 year promise for no repeat override only with a 4% limit on school budget growth and a \$9.5 million override. With a 4.25% and \$9.5 million dollar override we would get 4 years before another override was needed. It was also noted that adding 4 teachers to the budget in FY22 will improve overall budget performance since we will not need to use part of our growth limitation to add back teachers.

Concern was expressed regarding the lack of language in the documents regarding a stabilization fund and the oversight of the stabilization fund was expressed. With this exception, the Committee strongly favored the documents and favored a \$9.5 million override with a 4.25% on school budgets. No vote was taken regarding these documents.

Motion to adjourn: Mr. Wensky, Second: Mr. Palitsch. Roll Call: Mr. Palitsch: yes; Ms. Heffernan: yes; Dr. Magee: yes; Mr. Wensky: yes; Ms. Fryc: yes.

Adjourned at: 7:21PM

Documents referred to:

Draft Override Statement to Residents 03-15-21

Override Framework between BOS & SC (as of 3-15-21)

Analysis of Override Models 03-12-21



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: XI. Executive Session

MEETING DATE: 03/24/21

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.

C. For the purpose of addressing G.L. c. 30A, § 21(a)(2) “to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel” (“Purpose 2”) - non-represented administrators

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;

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; and

C. For the purpose of addressing G.L. c. 30A, § 21(a)(2) “to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel” (“Purpose 2”) - non-represented administrators, 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

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XII. Adjournment**