

**School Committee
Meeting Book**

**June 8, 2022
7:00 pm**

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

AGENDA

**June 8, 2022 7:00pm
Town Hall—Selectmen’s Meeting Room
100 Maple Avenue**

Items

Suggested time allotments

- | | |
|---|-------------|
| I. Public Participation | |
| II. Chairperson’s Report & Members’ Reports | |
| III. Superintendent’s Report | |
| IV. Time Scheduled Appointments: | |
| A. Acceptance of Gift: Vote | 7:05 – 7:10 |
| B. Student Recognition: Speech and Debate State Champions | 7:10 – 7:20 |
| C. Staff Recognition: Retirees | 7:20 – 7:35 |
| D. District Response to the Pandemic: Report | 7:35 – 7:45 |
| E. Teacher Diversification Project: Report | 7:45 – 8:15 |
| V. Curriculum | |
| A. SHS Career/Trade Exploration Pathways and Early College: Report | 8:15 – 8:45 |
| VI. Policy | |
| A. Local Wellness Policy Revision: Second Reading & Vote | 8:45 – 8:50 |
| VII. Finance & Operations | |
| VIII. Old Business | |
| IX. New Business | 8:50 – 9:00 |
| A. Superintendent’s Contract: Vote | |
| X. Approval of Minutes | 9:00 – 9:05 |
| XI. Executive Session | 9:05 – 9:30 |
| 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 | |

7:00-7:05



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

- 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” – secretarial and administrative support positions, information technology positions, non-union administrators, and/or the Superintendent of Schools (“Purpose 2”)

XII. Adjournment

9:30

Next regular meeting: June 15, 2022



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: 06-08-22

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. Lynsey Heffernan, Chairperson
Mr. Jason Palitsch, Vice Chairperson
Mr. Jon Wensky, Secretary
Ms. Erin Boucher, Committee Member
Mr. Sandra Fryc, 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:
A. Acceptance of Gift: Vote**

MEETING DATE: 06-08-22

BACKGROUND INFORMATION:

Per School Committee Policy 911, gifts of \$5,000 or more must be formally accepted by the School Committee. Danielle and Greg Wolfus have offered to make a gift of up to \$30,000 to the Shrewsbury Public Schools to fund access to the online tool EmpowerU for students in the Class of 2022. Details of the donation can be found in the enclosed Memorandum of Understanding.

ACTION RECOMMENDED:

That the School Committee vote to accept a donation from Danielle and Greg Wolfus of up to \$30,000 to fund access to the online tool EmpowerU for students in the Class of 2022 per the enclosed Memorandum of Understanding.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



SHREWSBURY PUBLIC SCHOOLS

100 Maple Avenue, Shrewsbury, MA 01545

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schools.shrewsburyma.gov



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

May 27, 2022

To: Danielle & Greg Wolfus

From: Joe Sawyer

Re: Gift to Shrewsbury Public Schools to Fund Access to EmpowerU for Members of the Shrewsbury High School Class of 2022

Dear Danielle & Greg,

Thank you for your extremely generous offer to make a gift of up to \$30,000 to the Shrewsbury Public Schools (SPS) to fund access to the online tool EmpowerU for students in the Class of 2022. This memorandum of understanding is to outline the arrangement we have discussed through email:

- 1) SPS will procure access to the EmpowerU online six-week course in building resilience, which includes the "Tier 2 for High School Students" course content for asynchronous online interaction with the same, master's degree-level counselor throughout the course at \$159 per student.
- 2) You will provide SPS with a gift of up to \$30,000 to support student enrollment (the equivalent of access for 188 students).
- 3) SPS will manage communications with the Class of 2022 students and parents/caretakers to promote signing up for this opportunity; SPS will monitor completion rates as enabled by the EmpowerU program.

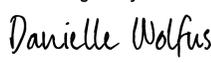
My executive assistant, Beth McCollum, will send this document via DocuSign for your signatures. Please reach out with any questions. Again, thank you for your generosity in honor of Zoe's memory.

DocuSigned by:

456E22C7CD0D455...
Joseph M. Sawyer, Ed.D.
Superintendent of Schools

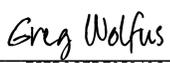
6/3/2022

Date

DocuSigned by:

A2442D20CDF34AA...
Danielle Wolfus

6/1/2022

Date

DocuSigned by:

F57D8C7DF05940C...
Greg Wolfus

6/1/2022

Date



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IV. Time Scheduled Appointments:** MEETING DATE: **06-08-22**
B. Student Recognition: Speech and Debate State Champions

BACKGROUND INFORMATION:

The Shrewsbury High School Speech and Debate Team, under the direction of Coach Marc Rischitelli, enjoyed another highly successful year. Tonight, the Committee will recognize two state champions who competed at the Massachusetts Speech & Debate League State Finals at Acton-Boxborough Regional High School on Saturday, April 9, 2022:

Shalini Biju
2022 Massachusetts State Champion
Informative Speaking

Rithika Prasad
2022 Massachusetts State Champion
Extemporaneous Speaking

Both State Champions also earned special double-entry awards.

ACTION RECOMMENDED:

That the School Committee recognize the SHS Speech and Debate Team State Champions.

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

Mr. Todd Bazydlo, Principal, Shrewsbury High School
Mr. Marc Rischitelli, Head Coach, Speech & Debate Team
Mr. Gabriel Hopkins Oak Middle School ELL Teacher, Speech & Debate Team Coach
Students: Shalini Biju and Rithika Prasad



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

**ITEM NO: IV. Time Scheduled Appointments:
C. Staff Recognition: Retirees**

MEETING DATE: 06-08-22

BACKGROUND INFORMATION:

Eighteen staff are ending their education careers with a well-deserved retirement. In combination, they have served the students of Shrewsbury for 464 years. This total represents an average of almost 26 years of service in Shrewsbury and does not include prior educational experience in other districts. Each of these talented staff members is recognized for their commitment and dedication to the children of Shrewsbury.

The enclosed document shows retirees' names, positions, schools, and years of service to Shrewsbury. Those retirees who would like to present brief remarks at the meeting will be invited to do so.

ACTION RECOMMENDED:

That the School Committee recognize the staff members who are retiring this year from Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools
Ms. Barbara Malone, Director of Human Resources



Shrewsbury Public Schools

Barbara A. Malone
Executive Director of Human Resources

June 8, 2022

Retiring Staff: 2021-2022 School Year

Eighteen staff are ending their education careers with a well-deserved retirement. In combination, they have served the students of Shrewsbury for 464 years. This total represents an average of 25.78 years of service in Shrewsbury and does not include prior educational experience in other districts. Each of these talented staff members is recognized for their commitment and dedication to the children of Shrewsbury. Listed below are the names, positions, schools, and years of service. We wish them a healthy, happy, and fun retirement.

Administrative Assistant:

Debra Maroney has served 30 years in Shrewsbury. She is retiring as an Administrative Assistant from Oak Middle School.

Paraprofessionals:

Doreen Kelly has served 22 years as a paraprofessional in Shrewsbury. She is retiring as a Child Specific Assistant from Sherwood Middle School.

Joan Markham has served 23 years as a paraprofessional, with 20 of those years here in Shrewsbury. She is retiring as an Instructional Assistant from Floral Street School.

Doris Sullivan has served 22 years as a paraprofessional in Shrewsbury. She is retiring as an Instructional Assistant from the Walter J. Paton School.

Joni Theodoss has served 20 years as an educator and paraprofessional, with 12 of those years here in Shrewsbury. She is retiring as a Special Education Assistant from Sherwood Middle School.

Susan Todisco has served 24 years as a paraprofessional in Shrewsbury. She is retiring as an ABA Technician from the Calvin Coolidge School.

Teachers/Professional Staff:

Susan Bastardo has served 39 years as an educator, with 34 of those years here in Shrewsbury. She is retiring as a Speech Language Pathologist from the Major Howard W. Beal School.

Helene Bisceglia has served 19 years as an educator in Shrewsbury. She is retiring as a Third Grade Teacher from Floral Street School.

Loubaina Buxamusa has served 40 years as an educator, with 30 of those years here in Shrewsbury. She is retiring as an Occupational Therapist from the Parker Road Preschool and the Major Howard W. Beal School and the Lead Occupational Therapist for the district.

Anne Egan has served 36 years as an educator, with 32 of those years here in Shrewsbury. She is retiring as Grade Six Math and Science Teacher from Sherwood Middle School.

Anne Heinen has served 22 years as an educator, with 21 of those years here in Shrewsbury. She is retiring as a Preschool Teacher from Parker Road Preschool.

Marylou Luukko has served 45 years as an educator, with 35 of those years here in Shrewsbury. She is retiring as a World Languages Teacher from Oak Middle School.

Lucy Marcigliano has served 30 years as an educator in Shrewsbury. She is retiring as a Grade Five English Language Arts and Social Studies Teacher from Sherwood Middle School.

Victoria McCarthy has served 33 years as an educator, with 25 of those years here in Shrewsbury. She is retiring as a Grade Five Math and Science Teacher from Sherwood Middle School.

Tina McGrail has served 22 years as an educator in Shrewsbury. She is retiring as a Grade One Teacher from Floral Street School.

Elizabeth McRae has served 23 years as an educator in Shrewsbury. She is retiring as a Grade One Teacher from Spring Street School.

Carmen Tomlinson has served 27 years as an educator in Shrewsbury. She is retiring as a World Languages Teacher from Oak Middle School.

Administrator:

Dr. Ann M. Jones has served 27 years as an educator in Shrewsbury. She is retiring as the Principal of Oak Middle School.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

**ITEM NO: IV. Time Scheduled Appointments:
D. District Response to the Pandemic: Report**

MEETING DATE: 06-08-22

BACKGROUND INFORMATION:

Dr. Sawyer will provide an update on the district's response to the ongoing 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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

**ITEM NO: IV. Time Scheduled Appointments:
E. Teacher Diversification Project: Report**

MEETING DATE: 06-08-22

BACKGROUND INFORMATION:

Along with 102 other Massachusetts district or charter school teams, Shrewsbury Public Schools participated in the Teacher Diversification Project sponsored by the Massachusetts Department of Elementary and Secondary Education, with the goal of giving districts the development and the tools to envision their own path to diversification of their teacher workforce. In their report, Ms. Malone and team members will provide information to the Committee on the Teacher Diversification Project and on efforts in the district to increase the diversity of staff in professional roles at Shrewsbury Public Schools.

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:

Barb Malone, Executive Director of Human Resources
Maura Egan, English Teacher, Oak Middle School
Chris Girardi, Principal, Major Howard W. Beal School (K-4)
Nga Huynh, Assistant Principal, Shrewsbury High School
Kara Richardson, School Adjustment Counselor, Walter J. Paton School
Denise Satterfield, Mathematics Teacher, Shrewsbury High School
Tiffany Vega, School Counselor, Shrewsbury High School
Patricia Waterhouse, Director of Middle School Special Education

Teacher Diversification Project
Barbara A. Malone, Executive Director of Human Resources
June 8, 2022

Overview:

We discussed our efforts to diversify our staff during the annual Personnel Report at the October 6, 2021 school committee meeting. At that meeting we announced that we had found a new website for attracting diverse candidates. We also shared that across all categories of employees, 17% of our new hires for the 2021-2022 school year self-reported in diverse federal categories July 1-September 1, 2021, as compared to 5.3% just three years before. We also indicated that during the 2022-2023 school year we would be participating in The Department of Education Diversity in Education Professional Learning Community, which we have referred to internally as the Teacher Diversification Project. Tonight we are here to provide a report on the Teacher Diversification Project.

We solicited volunteers from across the district which resulted in the following team members:

Maura Egan, English Teacher, Oak Middle School
Chris Girardi, Principal, Major Howard W. Beal School (K-4)
Nga Huynh, Assistant Principal, Shrewsbury High School
Barb Malone, Executive Director of Human Resources
Kara Richardson, School Adjustment Counselor, Walter J. Paton School
Denise Satterfield, Mathematics Teacher, Shrewsbury High School
Tiffany Vega, School Counselor, Shrewsbury High School
Patricia Waterhouse, Director of Middle School Special Education

The Teacher Diversification Project was sponsored by the Massachusetts Department of Elementary and Secondary Education, led by Sylvia Lam, Strategic Initiatives Specialist at the department and Shay Edmond, Associate Commissioner and was specifically focused on diversification in teaching and other professional roles. The Department also engaged the New Teacher Project Reimagine Teaching as facilitators and to help with design and execution of the program. Shrewsbury Public Schools participated with 102 other Massachusetts district or charter school teams and each team had 5-8 participants. Some activities were across districts so that we could learn from each other, and other activities were group activities or district-specific activities. The goal of the project was to give districts the development and the tools to envision their own path to diversification of their teacher workforce.

The District invested significant time and resources to this project, which was focused on learning ways to increase the diversity of our teachers and professional staff. The District's team met across the course of the 2021-2022 school year from October through June to participate in a total of 8 three-hour sessions, dedicated 8-12 hours of time to Shrewsbury-only team meetings, and engaged in personal preparation time of 8 hours. The guiding workbook for the series was [*Promising Recruitment, Selection, and Retention for a Diverse Massachusetts Teacher Workforce*](#) and included multiple resources for participating districts. Major topics included:

- Understand why teacher racial and ethnic diversity matters to your students and district
- Audit your current talent management processes, understand the experience of your stakeholders, and set goals
- Adjust your talent practices
- Create a long-term diversification strategy

Data

Data doesn't always tell the whole story when it comes to issues of diversity in employees and students. For example, sometimes families or employees don't self-report their diversity. Some may find the federal categories to be out-of-date or offensive, and others report, but the reporting categories don't reflect the unique diversity of the student or staff member. For example, Portuguese-speaking Brazilian immigrants will likely self-report as "white", while providing rich diversity to our community. In addition, there are some areas of diversity that are not captured by federal reporting categories, such as GLBTQ faculty or students, or faculty whose children are diverse, even if they themselves are not considered so. Another excellent example is the category of "Asian" covering numerous different countries of origin and the respective cultures both within and between those countries. In addition, the statistical data does not reflect the diversity of religious beliefs that exist in our community.

With the above caveats in mind, here is some important data about Shrewsbury Public Schools:

**Massachusetts School and District Profiles
Shrewsbury**

Enrollment Data

Enrollment by Race/Ethnicity (2021-22)		
Race	% of District	% of State
African American	3.4	9.3
Asian	33.6	7.2
Hispanic	9.5	23.1
Native American	0.6	0.2
White	48.2	55.7
Native Hawaiian, Pacific Islander	0.0	0.1
Multi-Race, Non-Hispanic	4.6	4.3

Enrollment by Gender (2021-22)		
	District	State
Female	2,928	442,763
Male	2,956	467,772
Non-Binary	1	994
Total	5,885	911,529

As you can see in the charts above, Shrewsbury students self-report as 48.2% white, 33.6% Asian, 9.5% Hispanic, and 3.4% African American.

Massachusetts School and District Profiles Shrewsbury

Staffing Data by Race, Ethnicity, Gender by Full-time Equivalents (2021-22)

	District	State
African American	10.0	6,775.0
Asian	39.8	2,560.3
Hispanic	21.6	7,601.1
White	792.2	122,811.6
Native American	1.0	143.5
Native Hawaiian, Pacific Islander	2.0	96.2
Multi-Race, Non-Hispanic	7.0	813.1
Males	125.0	28,888.7
Females	747.6	111,867.1
FTE Count	873.6	140,800.7

In this chart the Department reports by Full Time Equivalent positions to provide the public information on our staff, across all roles. **This report excludes day-to-day substitutes, extended day program staff, and our cafeteria workers.** In this report our staff is 90.74% white, 4.6% Asian, 2.47% Hispanic, 1.1% African American.

When we drill further into the data, and include key subgroups of employees we find the following:

Teachers and professional roles, such as nurses, adjustment counselors, and school psychologists (533 employees):

White	91.8%
Did not report	5.25%
Hispanic	.75%
African-American	.38%
Asian	.38%
American Indian	.38%

Paraprofessionals, including ABA Technicians, Instructional Assistants, Child Specific Assistants, Tutors, and similar roles (294 employees):

White	79.93%
Asian	9.86%
Did not report	6.46%
African-American	3.06%
American Indian	.68%

In our day-to-day substitute population, which is not included in the state's reports, but have been a focus for several years of increasing our diversity (307 periodic employees):

White	59.93%
Did not report	21.50%
Asian	17.26%
African-American	.65%
Hispanic	.65%

It is clear that when we focus our efforts on diversity, the diversity of our staff improves, as it has with our substitute population. The Teacher Diversification Project was designed to focus on bringing diversity to our faculty and professional roles, which is currently 91.8% white.

Lessons Learned:

As mentioned before, one of our biggest “takeaways” was that data does not tell the whole story of diversity and we would caution the community not to overly simplify the diversity of our staff based on reporting statistics.

Our second conclusion was that we acknowledge we have work to do as a district to improve the diversity of our professional staff in particular. Because of our work on The Teacher Diversification Project we now have models and tools to consider. We can make progress now if we stay focused on strategic recruitment and retention. It was a temptation within the group to start taking on broader issues of diversity, but we realized that by focusing on the core goal of diversifying our professional staff, we believe we can make significant progress. If we try to find an answer to every issue of diversity, inclusion, equity, or belonging facing us, we may not accomplish the core goal of diversifying our faculty.

A third conclusion was that there is no “end point” to this work. The work of diversity is ongoing and ever changing in response to the needs of our students. We believe that five year strategic goal-cycles for this work will be helpful in focusing the district with an eye to both short-term and long-term gains for our students.

Short-Term Goals:

The team made some initial recommendations to Dr. Sawyer that he decided to implement immediately, so that their impact could be felt during the current hiring season for the 2022-2023 school year. These short-term goals are reflected below:

- Recruit for diversity of experience, background and talent and help with licensure as a teacher if the person doesn't have it. Don't look for licensure first; rather look for diverse, talented individuals and help them attain licensure.
- Assemble hiring teams that are themselves diverse, which means relying on our diverse parent population since we have limited racial diversity in our faculty at this time.
- Orient all search teams by utilizing a specific exercise, 'The Circle of Trust', to explore in-group bias before the team begins interviewing candidates. Teams also read an article on confirmation bias and the legal "do's and don'ts" of hiring.
- Include interview questions for all candidates that include specific questions/scenarios that address issues of diversity, belonging, inclusion, and equity

In addition, the team envisions continuing our group and expanding our work into the 2022-2023 school year (and beyond), continuing to expand our postings and presence via relationships with diverse colleges and universities, improving diverse verbiage in our postings, utilizing diverse websites, and exploration of various job and career fairs. We also acknowledge the need for expanded and continuous professional development for our District Leadership Team and search teams, and revision of our Guide to Personnel Hiring, which has been in use by the District for more than 20 years and was last revised in 2018. In the new revision we would like to create a bank of diversity-related questions for interview teams, revise all of our language with an eye to diversity, inclusion, equity, and belonging, and create a bank of "activators" for search teams that are similar to the 'Circle of Trust' exercise.

Long-Term Strategic Staffing Planning:

Our team found a framework provided by the Massachusetts Department of Elementary and Secondary Education to be very helpful for long-term planning, including a cycle of Recruit, Revitalize, and Retain for diverse faculty. We have a fairly good idea of how to recruit for the long-term including "grow your own" programs, use of internships and pre-service training and many of the other recruiting ideas already discussed. To revitalize and energize our diverse staff we will need to consider ideas like mentorships between faculty of color and development for all of our faculty members, regardless of their identity, which will require partnership between human resources and curriculum, instruction, and assessment. In order to retain our faculty we have identified mental health and well-being as key, the inclusion of diverse thoughts and ideas as we seek to find ways to retain our faculty, and ways for our faculty to obtain support from others who may have had similar experiences to them in their career.

Conclusion

Our team universally found the ideas, tools, and learning of the Teacher Diversification Project to be helpful to our thinking. With the tools we have learned we have many avenues to explore with our district leadership team to create present, near future, and far future improvements to the diversity of our professional faculty.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **06-08-22**

A. SHS Career/Trade Exploration Pathways and Early College: Report

BACKGROUND INFORMATION:

In their report, Dr. Lizotte, SPS staff, and students will present a report on Shrewsbury High School (SHS) Career/Trade Exploration Pathways and Early College that includes information on the Career and Trade Fair event held at Shrewsbury High School in April, job shadowing and internship opportunities for students, and alumni engagement in the district.

ACTION RECOMMENDED:

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

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

Dr. Jane O. Lizotte, Walter J. Paton Elementary School, Principal, and Assistant Superintendent for Community Partnerships & Well-Being

Ms. Angie Flynn, Director of School Counseling, Shrewsbury High School

Ms. Jessica Rice, School Counselor, Shrewsbury High School

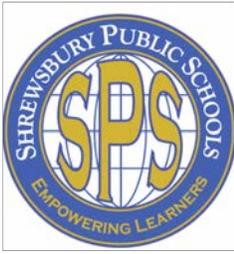
Mr. Sean Russell, School Counselor, Shrewsbury High School

Ms. Kate Mercadante, Orchestra and General Music Teacher, Shrewsbury High School

Mrs. Kathleen Keohane, Coordinator of Community Partnerships and Alumni Development

SHS Student Shalini Biju

SHS Alumnus Matthew Hull



Shrewsbury Public Schools

Jane O. Lizotte, Ed.D.
Assistant Superintendent
Community Partnerships & Well-Being

June 1, 2022

Dear Members of the School Committee,

The goal of this report is to share the work that has been accomplished during the 2021-22 school year, while we continue to explore, create, assess, and expand ***Career and Trade Exploration Pathways, Community Partnerships, and Early College*** opportunities at Shrewsbury High School. I am fortunate to work alongside SHS students, administrators, directors, counselors, teacher leaders, alumna, and Ms. Kathleen Keohane, who facilitates and coordinates alumni development, community partnerships, and efforts related to the Colonial Fund. Each of us recognizes that it takes effective effort, creativity, ingenuity and resilience to keep these important connections at the forefront of our work both in and out of school, as we shift teaching and learning to be more present and future-focused and student-focused, where students own their learning, and where they demonstrate motivation, engagement, and self-direction. The Portrait of a Shrewsbury Graduate illustrates the importance of innovation and leadership, and students need to be given a sense of autonomy, choice, and responsibility by participating in work and life experiences about which they are passionate.

Setting the Stage

As school and district leaders, counselors, teachers, and community partners, we remain committed to identifying opportunities that will help our students to be college, career, and life ready. We strive to support the *whole child* by ensuring that all students are drivers of their own learning, and have diverse learning opportunities. This critical work aligns with and supports our district's 2022 strategic goals including, ***Connected Learning for a Complex World***, as those are articulated here:

- Provide opportunities that help students develop independence after graduation, including exposure to career choices and development of skills in financial literacy.
- Build community partnerships with businesses, institutions, and individuals in order to increase access to experiential learning and career awareness and to enhance learning in the STEAM fields (science, technology, engineering, the arts, and mathematics)

While much of this programming is in the infancy stages, we are pleased to report that we are moving forward with these efforts. During our presentation to you on June 8th, we will highlight the progress to date, while outlining the goals moving forward. These goals include, but are not limited to incorporating opportunities for student choice, independent learning, and personalized pathways; providing structures and experiences that enable student efficacy, leadership, and voice; and teaching students the content & skills necessary for them to grow personally and academically.

Career Exploration Pathways-Job Shadowing and Internships

The Coordinators of the SHS Career Exploration Internship Programming include Orchestra and General Music Teacher, Ms. Kate Mercadante, Director of School Counseling, Ms. Angie Flynn, and School Counselor, Mr. Sean Russell. These educators have collaborated since early December to

create job shadowing and internship opportunities for students, the first of which occurred during April Vacation, when 41 students participated in job shadowing. The businesses included the Woo Sox, Stepping Stones, Nyla Laboratory, Charles River Laboratory, Shrewsbury Federal Credit Union, and the Town of Shrewsbury Building Commissioner. We are grateful to these businesses for sharing their time, talent, and expertise with our students. Student feedback was very positive, and provided us with ideas moving forward, as we expand this programming. Business partners also expressed interest in continuing this work, while also being open to internships and employment opportunities.

SHS Career and Trade Fair (for students in grades 7-12)

On Thursday evening, April 14th, students from Oak Middle School and Shrewsbury High School participated in a Career and Trade Fair organized by SHS Counselor, Ms. Jessica Rice, Director of School Counseling, Ms. Angie Flynn, and Mrs. Kathleen Keohane. We had a strong turnout for the first time offering this event. We would like to thank the following businesses, SPS alumni, and higher education institutions who were in attendance. We were particularly grateful to the alumni who shared their personal stories of how (and why) they entered their trade programs after high school, while offering a unique perspective to current students seeking to explore the trades.

- Firefighter Rory Ahearn (SPS)
- Gina Kennedy-Dental Hygienist (SPS)
- Matt Hull-Electrician (SPS)
- Kathy McSweeney-Lamacchia Realty, Inc.; President Realtor Association of Central MA (SPS)
- Lauren Buckley-Hair and Make-up (SPS)
- Nate Bachelder-Electrician (SPS)
- Starbucks
- Saint Gobain
- Salmon Health and Retirement
- Mass Hire Job Corps
- Peterson School
- Universal Technical Institute
- Quinsigamond Community College
- Mass Bay Community College
- Tech Learning Center
- Dynamy (Gap Year Program)

There was a total of 16 students and 11 parents who completed the survey provided at the fair. Some of the feedback included the following:

- “Thank you! The fair was great and informative!”
- “This had excellent opportunities!”
- “Liked Mass Bay.”
- “Liked Porter and Chester.”
- “May add other local trade schools.”
- “Expand number of schools and companies.”
- “Maybe have the event a little earlier in the year so it’s not so last minute for seniors who are still searching for a career path.”

- “Perhaps start with a 3-minute elevator pitch from each vendor.”

SHS programming also includes during the school day internships and unpaid work opportunities for students who are interested in working in a department or school office rather than attending a study period. These options are advertised through Schoology.

Early College during 2021-22 school year

Shrewsbury Public Schools collaborated with Worcester State University in the fall, 2021 and co-authored a grant focused on Early College. We are grateful to Dr. Ryan G. Forsythe, Vice President for Enrollment Management at WSU as he initiated this effort with me and members of the SHS team. This grant, through the Department of Higher Education, approved Worcester State University to receive Commonwealth Dual Enrollment Program (CDEP) funding for FY22. This meant that up to two dual enrollment courses could be fully subsidized by the grant and provided to SHS students at *no cost* in the Spring 2022 and Summer 2022 terms. We continue to believe dual enrollment course offerings in SHS are a critical precursor to a future application for Early College designation by the DESE.

I am happy to report that 19 SHS students participated in the Introduction to Business class during the Spring semester at WSU. Additionally, 13 students are registered for Personal Finance for the upcoming summer session. The students included both juniors and seniors. Following the spring course offering, students reported that they enjoyed the class and shared that it was very helpful and reassuring to gain exposure to a college course, while also having an on-campus experience.

Alumni Development, Community Connections, and Student Programming

This past year, we connected 29 alumni with 29 different classrooms, covering topics such as business, acting/dancing, TV and film production, being an author, entrepreneurship, being a veterinarian, pharmacology, environmental science, genetics, neuroscience, NASA, Law Enforcement, overcoming adversity and being a member of LGBTQ+. To date, we have engaged about 75-100 different alumni, as guest speakers, special guests, contributors to our Telethon, and Alumni/Student chats during the early days of the pandemic. We also invited alumni from trade programs and alternative paths after college, to our first ever Career and Trade Fair at SHS. Alumni who are an electrician, a fireman, a cosmetologist, a dental hygienist and a realtor all attended to speak personally with students and parents.

We look forward to creating a special website where SPS Alumni can connect, find their classmates, offer and look for jobs and internships, provide mentoring and career advice to current Juniors and Seniors, as well as other classmates, and keep up to date with what is happening in our schools. We will be using a platform called Graduway and will put forth a strong social media campaign, enlisting the help of stewards in each class, to find classmates and as many alumni as possible. This platform will make it much easier to find alumni for future alumni programs and help us keep their information up to date.

Thank you for providing the opportunity for me to share the beginnings of important opportunities for our students. I am confident that we will continue to grow these experiences in thoughtful, meaningful, and innovative ways.

Respectfully,

Jane O. Lizotte



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **06-08-22**

A. Local Wellness Policy Revision: Second Reading & Vote

BACKGROUND INFORMATION:

A first reading of the proposed updated Local Wellness Policy (School Committee Policy #649) was held at the School Committee meeting on May 25, 2022. It was noted at the time that the policy was being updated to reflect the district's current wellness practices, including those relative to social-emotional aspects of health, and was informed by feedback from multiple stakeholders. The draft has been changed slightly based on feedback from the Committee and the updated version is enclosed.

ACTION RECOMMENDED:

That the Committee vote to approve updated Policy 649: Local Wellness Policy.

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

POLICY FAMILY	Services For Students	600
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Policy 649: Local Wellness Policy

Adopted 08/25/06
Amended 06/08/13
Draft June 2022

Context:

Shrewsbury Public Schools (SPS) is committed to promoting health and wellness for students and staff. The district incorporates health and wellness efforts into our strategic priorities in order to promote the optimal health and academic success of all students. It is a priority for SPS to create environments where everyone's success matters and to support the [whole child](#) including their physical, intellectual, emotional/mental, and social well being. Children need access to nutritious foods, wellness-related educational content (Health Education and Physical Education curriculum), and opportunities for physical activity throughout the day. In addition, children need access to services and curriculum that support their mental health and social/emotional development.

Proper nutrition and physical activity before, during and after the school day are strongly correlated with positive academic outcomes and foster lifelong health habits leading to longer healthier lives. Federal Law ([PL 108.265 Section 204](#)), the [Healthy Hunger Free Kids Act 2010](#), and the [USDA final rule of 2016](#) require each local education agency (LEA) participating in the [National School Lunch and/or School Breakfast Program](#) to develop a local wellness policy and establish a plan for measuring the implementation of the policy. The SPS Local Wellness policy applies to all students, staff and schools in the district; specific goals and measurable outcomes are identified within each section of the policy.

The SPS [School Wellness Advisory Committee](#) (SWAC) provides oversight of the Local Wellness policy and is one means for assessing and promoting a healthy environment for SPS. SWAC is composed of SPS administrators, staff members, students and parents, members of the larger Shrewsbury community and local public health representatives. The committee meets 4-5 times each school year to discuss topics related to the health and wellbeing of students and staff in our schools. This policy will be reviewed for relevance by the SWAC at a minimum of once every three years and updates will be made as needed. Before being finalized, the updated policy draft will be presented to the School Committee and the community with an opportunity for public comment before final approval. Approved policies are posted publicly on the district website. The Superintendent of Schools or his/her designee is charged with operational responsibility for ensuring that the schools meet the local wellness policy requirements.

Topics addressed in the policy include:

Section 1: Nutrition Education

Section 2: Nutrition Services

- Standards for USDA Child Nutrition Programs and School Meals
- Nutrition Standards for Competitive and Other Foods and Beverages

- Marketing

Section 3: Physical Education and Physical Activity

Section 4: Wellness Promotion

- Social-Emotional Culture
- Counseling, Psychological Services
- School Health Services
- Physical Environment
- Employee Wellness
- Family Engagement
- Community Involvement

Section 5: Policy Development, Implementation and Evaluation



= indicates required federal standard

1. Nutrition Education



Nutrition education is a vital part of a K-12 comprehensive Health education program that empowers children with knowledge and skills to make healthy food and beverage choices. The district will teach, model, encourage and support healthy eating and physical activity among students and staff. (Alliance for a Healthier Generation, 2020).

- Nutrition education will be taught at the middle and high school levels as a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect health. ([MGL Chapter 71, Section 1](#))
- Nutrition education will be taught using evidence-based curricula that are aligned with the [National Health Education Standards](#).
- Nutrition education will be developmentally appropriate, skill-based, behavior focused, participatory, culturally relevant and consistent with the [CDC's Characteristics of an Effective Health Education Curriculum](#).
- Nutrition and physical activity education will be included as part of health education classes and elective subjects and integrated into classroom subjects such as math, science, language arts, social studies and art as feasible.
- Health educators will make efforts to collaborate with the food service staff, classroom teachers and other school staff to provide nutrition education throughout the school campus.
- Nutrition education will incorporate information from the [National dietary guidelines](#).

2. Nutrition Services

Children access up to two meals a day at school. Meals that meet nutrition standards established by the National School Lunch Program and School Breakfast Program aim to mitigate hunger and obesity and model healthy eating. Therefore, it is essential that food and beverages offered at school are nutritious, help to shape future eating habits, and support growth, development and academic performance.

A. Nutrition Standards for USDA Child Nutrition Programs and School Meals

- All schools in the district will participate in the National School Lunch Program (NSLP) the School Breakfast Program (SBP).
-  The NSLP and SBP operate in accordance with [USDA nutrition standards for reimbursable meals](#).

- Meals will meet the nutrition standards by providing access to food that is appealing to children and includes fruits and vegetables, grains, meats and meat alternatives, fat-free and low fat milk.
- Sustainable food practices and environmentally friendly practices including the use of locally grown and seasonal foods, school gardens, and recycling are implemented when and where possible.
- Nutritional meal data will be made available upon request to the Food Service Director
-  Free, safe, non-flavored drinking water will be available to all students at mealtimes and throughout the school day.
- Students will be permitted and encouraged to carry reusable water bottles (filled with water only) to promote healthy hydration during the school day.
- Adequate time to eat school meals will be provided. Whenever possible, students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch.
- Information regarding the process for determining eligibility for free or reduced price meals will be provided to families upon school registration, at the start of each school year, and periodically throughout the year through Principal and Food Service communications. Information will also be available at all times on the [district website](#).
-  The district will protect the privacy of students who qualify for free or reduced priced meals by utilizing a point of sale system that does not identify means of payment.
- Per the [district meal charge policy](#), all students will be served a nutritious meal, regardless of ability to pay or balance owed. Families will be contacted as needed and students will not be stigmatized if unable to pay for their meal.
- Students with documented dietary restrictions will be accommodated whenever possible while keeping within the required nutrition standards. Families should contact the food service manager in their child's building to provide specific information regarding the student's needs. Such requests will be kept confidential to the extent possible and will be treated with cultural sensitivity and respect.
-  Food service staff will be provided annual training that is in compliance with the [USDA Professional Standards for Child Nutrition Professionals](#).

B. Nutrition Standards for Competitive and Other Foods and Beverages

-  All foods and beverages sold or served to students during the school day will be compliant with [USDA Smart Snacks in Schools standards](#) and/or the [MA 105 CMR 225.00 Nutrition Standards For Competitive Foods and Beverages in Public Schools](#), whichever is stricter. These standards establish nutrition standards for competitive foods and beverages sold or provided in public schools.
- Competitive foods or beverages refers to all foods or beverages sold or provided in a la carte lines in school cafeterias, school stores, school snack bars and/or vending machines.
-  All fundraising activities or school store sales involving food that occur during the school day (from midnight before to 30 minutes after the end of school on a given day) must meet the state and federal nutrition standards.
- Snacks may be brought from home for children's own consumption. Families are asked to be respectful of possible food allergies when choosing snacks for school as all SPS buildings are designated as [Allergy Aware](#). Families are encouraged to send healthy snacks that will provide the "fuel" for effective learning.
- Sharing of snacks amongst students is not permitted.
- Staff, parents/caretakers, and/or volunteers may not bring in snacks of any kind to be shared with students.

-  Any foods or beverages served or sold at school to students outside of the school meals program should adhere to the above mentioned state and federal nutrition standards for competitive foods and beverages.
- It is encouraged that any foods served (not sold) to students free of charge adhere to the above state and federal nutrition standards. This includes curriculum-based food activities, classroom celebrations, and/or other events held during the school day. Purchasing food through the SPS Food Service Department will ensure that regulations are followed.
- A building administrator and school nurse must be involved in the planning process for all food-related events. After receiving approval, the staff member responsible for the event must notify parents of the event and allow for opt-out and/or an alternative food choice that is consistent with student needs (allergies, dietary restrictions, etc) and no penalty for non-participation.
- Food should not be used as a reward at school unless specified for a specific student's Individual Education Program (IEP), 504, or behavior plan. The district recommends utilizing rewards that promote physical activity (e.g., extra movement breaks or recess) or educational messages (e.g., books, bookmarks, pencils, or read aloud time, etc).
- Withholding food as a punishment is not permitted.
- When a food reward is specified in an IEP, 504 or behavior plan, foods of high nutritional value should be used whenever possible.
- Students that require feeding and/or support due to medical needs are required to have a physician's note documenting the medical condition and the specific manner in which they will receive the food. Food services will not be required to make a determination regarding the nutritional standards in these situations.
- Any after school activities, evening or weekend events that serve or sell food and beverages should consider [USDA Smart Snacks](#) and [Massachusetts nutrition standards](#) when planning food options.

C. Marketing

-  Any corporate sponsor or corporate partnerships that involve the marketing of food and beverages shall be aligned with [School Committee Policy on Sponsorship and Advertising](#), shall only market and promote those foods and beverages that meet or exceed the state and federal guidelines, and shall not compromise the Shrewsbury Local Wellness Policy.
- Marketing materials on any school property, structures, equipment (including sports equipment), or educational materials must follow the above guidelines.

3. Physical Education and Physical Activity

Physical Education (PE), as the basis of a [Comprehensive School Physical Activity Program](#) (CSPAP), is intended to develop physical literacy skills that prepare individuals to be healthy and active for a lifetime. PE teachers will provide instruction and ongoing assessment of knowledge, motor and social skills while in a safe and supportive environment. Students will practice the knowledge and skills they have learned through physical activity (PA) opportunities in PE classes.

A. Physical Education (PE)

- PE shall be taught as a required subject in grades K-12 for all students. ([MGL Chapter 71, Section 3](#))
- PE classes should follow age appropriate, sequential curricula, provide maximum activity (at least 50% of class time in moderate to vigorous physical activity) to promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits.
- The PE program will align with the Massachusetts Health Curriculum Framework and the

- National Standards for Physical Education ([SHAPE America](#)).
- Student physical fitness will be evaluated through individualized fitness and activity assessments. Criterion based reporting is used for each student, including students with disabilities (e.g. FitnessGram, Brockport Physical Fitness Test).
- All PE classes will be taught by teachers who meet the requirements of the Department of Elementary and Secondary Education.
- All PE teachers in the district will receive content specific professional development in PE at least once per year.
- PE teachers are to be provided with training and specialized equipment to support the inclusion of students with disabilities in general PE classes. PE teachers will provide appropriate accommodations to ensure that all students, including students with disabilities, are provided with an equal opportunity to participate in physical activity.
- Adapted Physical Education (APE) will be included as part of an Individual Education Program (IEP) for students with disabilities or other special needs who are evaluated as part of the IEP process and determined to have needs that limit or preclude such students' participation in general PE instruction or activities.
- Waivers, exemptions or substitutions for PE requirements will not be permitted. Though important for increasing physical activity, other physical activity experiences such as recess, intramural/interscholastic sports or recreational endeavors should not be used as a replacement for PE.
- Students will only be excused from PE when a note from a medical professional is provided.

B. Physical Activity

- Opportunities for family and community engagement in physical activity opportunities at all schools should be provided annually.
- PA programs (e.g. clubs, extended day programs, co-curricular activities, interscholastic sports) will be available before or after school for all levels.
- Outdoor recess at the elementary and middle levels will be provided as an academic break to promote PA. Principals will consider weather conditions including temperature and wind chill when determining whether to hold outdoor recess or other activities.
- PA breaks will be encouraged throughout the academic day to promote academic achievement at all levels.
- PA will not be used or withheld as a punishment.

4. Wellness Promotion

SPS is committed to teaching students to make informed choices about nutrition, health and physical activity and to providing a school environment that ensures opportunities for all students to practice healthy behaviors. A coordinated school health approach guides district decision-making related to all aspects of student and staff physical and mental health and wellness.

A. Social-Emotional Climate

- Social Emotional Learning (SEL) is the process through which individuals develop self-awareness, self-control, social awareness, relationship skills and responsible decision making. The district will expand social and emotional learning Tier 1 programs and other evidence-based approaches that promote healthy development. Social-emotional skills will be explicitly taught, modeled and reinforced across all grade levels. Examples of social, emotional, and behavioral learning approaches, tools, and/or programs include: Universal Design for Learning, Purposeful People, Character Strong, Mindfulness Practices.

- A sense of belonging at school is a building block for academic success in that it encourages students to be more engaged. Staff will receive professional development in the areas of Diversity, Belonging, Inclusion and Equity (DBIE) in order to better support all students and foster an environment where everyone's success matters.
- Anti-bullying policies will be included in student and staff handbooks, and concerns will be investigated promptly by administrators when reported.
- The district will use survey tools to assess student and family perceptions of belonging and connection at school, and district leaders will review the results.

B. Counseling, Psychological and Social Services

- Mental and behavioral health professionals and programs support students through an interconnected [Multi-Tiered System of Supports \(MTSS\)](#). Tiered supports will include coordination mechanisms to get students the right care at the right time.
- A process for identifying students in need of support for social, emotional and/or behavioral needs will be in place in each building. Early Intervening Teams or Student Support Teams are interdisciplinary groups of school professionals (counselors, nurses, administrators, teachers) that meet regularly to review individual student needs and determine possible supports based on the resources available.
- All staff are responsible for creating a sense of belonging and connectedness with our students. However, some students may require additional supports and services to maintain their mental health. All students will have access to mental health supports (e.g., adjustment counselors, school psychologists, behavior analysts, school nurses, and BRYT program staff at the high school and middle school levels) in the school setting, with assistance for referrals to community resources as needed.
- [Signs of Suicide](#) (SOS) program will be incorporated into health education in grades 7 - 11.
- Staff will be provided with mental health-related professional development opportunities in order to be better prepared to identify and support student needs.

C. School Health Services

- School nurses in each building will provide care for all students including providing first aid, emergency care and assessment, the management of chronic conditions (e.g., diabetes, seizures, food allergies, etc), support for mental health concerns, preventive services, and communication with the school team, families and community providers.
- Massachusetts-mandated screenings including vision, hearing, height, weight, postural and SBIRT (Screening, Brief Intervention, and Referral to Treatment) will be conducted per the required schedules for each screening. School nurses collaborate with PE teachers and school counselors to complete screenings.
- School nurses will be provided professional development that is pertinent to their practice in order to support student needs.

D. Physical Environment

- School buildings will be maintained with regular cleaning and maintenance practices that ensure compliance with safety standards.
- All use of tobacco, vapor products, alcohol, marijuana, and illegal substances is prohibited in district buildings and on school campuses.
- All buildings will utilize an electronic entry system that allows doors to remain locked during the school day thereby monitoring visitor access to buildings.
- The district Safety and Security committee will meet regularly to review current security measures and identify areas for improvement.
- School Resource Officers will collaborate with building administrators and will receive training as needed to stay current in safety procedures.

E. Employee Wellness

- Staff wellness is considered essential and all staff are encouraged to practice and model healthy eating and physical activity habits.
- Staff wellness is supported by professional development opportunities and trainings regarding wellness, well-being, safety policies and procedures, etc that are made available to staff by the district.
- Free, confidential counseling, resources and support are available to all staff through the [employee assistance program](#).

F. Family Engagement

- The district recognizes that a strong relationship between families/caregivers and school staff reinforces student health and academic development. Families are encouraged to be actively involved and engaged in their child's learning.
- Family representatives will be included in the SWAC as their input and feedback is essential to the committee's work.
- School staff will invite family members to volunteer in various capacities for classroom and building level activities and committees.
- Families will be kept informed of district wellness activities and other health-related information via email. Information regarding community-wide events will be shared with families through the Community Bulletin which is sent via email to all families in the district.
- The district will make every effort to provide information to families in their primary language.

G. Community Involvement

- Representatives from community organizations (e.g., School Resource Officers, Shrewsbury Youth and Family Services, Central Massachusetts Regional Public Health Alliance, etc) will be included in the SWAC as their input and feedback is valued and appreciated.
- The Assistant Superintendent for Community Partnerships and Well-Being will work to develop relationships with community partners who could provide student learning and/or volunteer opportunities, as those efforts relate to the well-being of students.

5. Policy Development, Implementation and Evaluation

-  The Superintendent of Schools and his/her designee are charged with operational responsibility for ensuring that the schools meet the local wellness policy requirements.
- Building Principals, in consultation with school nurses, are responsible for monitoring and managing the local wellness policy in their building.
- The Regional Youth Health Survey (RYHS) will be administered to all students in grades 7 - 12 on at least a bi-annual basis. Data derived from the survey will inform Local Wellness Policy updates as well as district wellness goals and activities.
- The Shrewsbury Wellness Advisory Committee (SWAC) will compile data from the RYHS and report the findings and resulting goals to the School Committee at least bi-annually.
-  The current Wellness Policy will be posted on the [district website](#)
- Wellness Policy content will be included in new staff orientation and in mandatory annual staff training modules.
- SWAC is composed of a large group of district employees and community stakeholders. The following lists the membership categories for the 2021-2022 committee responsible for review and revision of the local wellness policy: Superintendent of Schools, Assistant Superintendent of Student Services, Assistant Superintendent of Curriculum and Assessment, Assistant Superintendent for Community Partnerships and Well-being, Shrewsbury School Committee Representative, Spring St. School Principal, Oak Middle School Principal, Shrewsbury High School Assistant Principal, Director of Health/Physical Education/FamilyConsumerScience, Director of School Nursing, Director of Food Services, Director of School Counseling, Health

Teachers, Physical Education Teachers, Adjustment Counselor, School Nurses, School Physician, School Resource Officers, Shrewsbury Public Schools Parents/Caregivers, Shrewsbury High School Students, Representative from Shrewsbury Youth & Family Services, Representatives from Central Massachusetts Regional Public Health Collaborative

-  The Shrewsbury Wellness Advisory Committee (SWAC) is responsible to review and update the Wellness Policy at a minimum of every three (3) years. The assessment results and policy draft will be made available to the public for review and comment before being finalized by a vote of the School Committee.

This policy will be reviewed within three years of the policy's effective date.

DRAFT



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **06-08-22**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **06-08-22**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **06-08-22**

A. Superintendent's Contract: Vote

BACKGROUND INFORMATION:

A vote of the School Committee is required to authorize the Chair to approve an updated employment agreement with the Superintendent of Schools.

Last year, the School Committee and the Superintendent agreed that the parties undertake a labor market study of compensation for the role of superintendent during the current fiscal year in order to determine if any further compensation adjustments may be in order. A review of superintendent compensation in comparable school districts showed that the market for superintendent compensation had evolved significantly, with superintendents with much less experience earning substantially more than the Superintendent's current compensation. The recommended compensation adjustment will remedy this.

ACTION RECOMMENDED:

That the Committee vote to authorize the Chair to execute an updated employment agreement between the School Committee and Dr. Joseph M. Sawyer as Superintendent of Schools to provide a salary market and performance adjustment of \$15,000 for the current fiscal year to be paid prior to June 30, 2022, and to execute a new employment contract for the Superintendent of Schools for the period of July 1, 2022 through June 30, 2027, to include a market and performance adjustment to the superintendent's salary of \$10,000 and a 3.0% cost-of-living increase effective July 1, 2022 for a Fiscal Year 2023 salary of \$238,112, with all other contract terms remaining unchanged.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Lynsey Heffernan, Chair, School Committee
Dr. Joseph Sawyer, Superintendent of Schools



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **06-08-22**

BACKGROUND INFORMATION:

The minutes from the School Committee Meeting held on May 25, 2022, will be provided under separate cover.

ACTION RECOMMENDED:

That the Committee accept the minutes from the School Committee Meeting held on May 25, 2022.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Lynsey Heffernan, Chairperson

Mr. Jon Wensky, Secretary



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **06-08-22**

- 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” – secretarial and administrative support positions, information technology positions, non-union administrators, and/or the Superintendent of Schools (“Purpose 2”)**

BACKGROUND INFORMATION:

Executive Session is warranted for these purposes.

ACTION RECOMMENDED:

Request 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;
- 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” – secretarial and administrative support positions, information technology positions, non-union administrators, and/or the Superintendent of Schools (“Purpose 2”); 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