



**School Committee
Meeting Book**

**July 29, 2020
7:00 pm**

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



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

AGENDA

**July 29, 2020 7:00pm
Remote Meeting**

THIS MEETING IS NOT OPEN TO PHYSICAL PARTICIPATION BY THE PUBLIC. TOWN HALL IS CLOSED TO THE PUBLIC. IF AN ALTERNATIVE MEANS OF REMOTE PARTICIPATION FOR THE PUBLIC BECOMES AVAILABLE WE WILL PUBLISH THAT INFORMATION SEPARATELY.

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.

Items

Suggested time allotments

- | | |
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| I. Public Participation | <div style="border: 1px solid black; padding: 10px; text-align: center;">7:00-7:05</div> |
| II. Chairperson's Report & Members' Reports | |
| III. Superintendent's Report | |
| IV. Time Scheduled Appointments: | |
| A. Authorization of St. John's High School to Add Grades 7 & 8: Vote | 7:05 – 7:15 |
| B. Required Reopening Planning Document Submission to the
Department of Elementary & Secondary Education: Presentation & Vote | 7:15 – 8:00 |
| V. Curriculum | |
| VI. Policy | |
| VII. Finance & Operations | |
| VIII. Old Business | |



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

- IX. New Business
- X. Approval of Minutes 8:00 – 8:05
- XI. Executive Session 8:05 – 8:45
- 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 Unit A; Shrewsbury Education Association Unit B; the Shrewsbury Paraprofessional Association; and/or the Shrewsbury Cafeteria Workers.
- XII. Adjournment

Next regular meeting: August 5, 2020



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: 7/29/20

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: **7/29/20**
A. Authorization of St. John's High School to Add Grades 7 & 8: Vote

BACKGROUND INFORMATION:

In order to educate students of compulsory school age (6-16) in Massachusetts, a private school, including a school with a religious affiliation, must obtain the approval of the school committee of the city or town in which the school is located; this includes when an existing private school wishes to add additional grade levels beyond its currently authorized grade span. Saint John's High School is requesting authorization to expand its grade span to include grades 7 and 8. Curriculum and program information for grades 7 and 8 is enclosed.

ACTION RECOMMENDED:

That the Committee authorize Saint John's High School in Shrewsbury to add grades 7 and 8 to their existing configuration, so that it may operate as a private school offering grades 7 through 12.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



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Middle School

WELCOME

BR. ROBERT MIDDLE SCHOOL DIVISION

JOIN YOUR BROTHERS FOR LIFE.



THE SAINT JOHN'S EXPERIENCE

The Middle School Experience

An education at Saint John's extends far beyond the four walls of a classroom and into what we call "**The Saint John's Experience**".

Young men who attend Saint John's learn in so many ways beyond textbooks and classrooms. Our dedicated faculty and staff work to meet each and every student where they are and encourage the young men in our care to be involved beyond the school day.

Join an athletics team, debate with Model U.N., compete with our World Champion Robotics team, act in a theatrical performance, or participate in a campus ministry retreat. It is through these experiences that our young men become brothers - forming a brotherhood unique to Saint John's that will last them a lifetime.

A Message from the Assistant Principal

Dear Prospective Middle School Families,

Thank you for your interest in the **Bro. Robert Treanor, CFX, Middle School Division of Saint John's High School**. We are looking forward to our first year of what will now be a six-year experience for young men to grow in the tradition of the Xaverian Brothers, a tradition that has endured for more than a century. We are confident that our program will combine a strong sense of the Xaverian charism that is unique to a Saint John's experience with an understanding of the specific needs of a young man in his middle school years.

Middle school is a time of turmoil and uncertainty for a young man -- a critical moment in his educational career. His experience during this time will shape his impressions of himself, his attitude towards school, and his place in his community. This is a time that we at Saint John's know well, and we look forward to guiding each individual student to achieve at his highest capacity and position himself for success in high school, college, and beyond.

A young man entering the Bro. Robert Middle School Division can expect a holistic experience that is designed for his specific needs. He will experience a skills-based instructional curriculum that will prepare him for his high school journey. He will be offered a variety of extracurricular activities that will develop him into a well-rounded student who will find success in academics, athletics, and the arts. He will become connected with a talented staff that will ensure that he is known, loved, valued, and challenged during his time here.

Most importantly, he will learn through the lens of a values-driven program that will give him the foundation that he needs to become a young man of zeal, simplicity, trust, humility, and compassion.

I invite you to explore the Middle School section of our website to find out more about the comprehensive programs that we will offer to our students in grade seven. We will continue to provide regular updates to the Middle School program as the school year continues.

I look forward to the opportunity to work with you and your student as we take this first step of the journey to becoming a Saint John's Man -- a journey that starts now and lasts for a lifetime.

Best,

Mr. Sean Dillon

Assistant Principal, Br. Robert Treanor Division (Grades 7 & 8)

A Letter from Our Headmaster & Chair of the Board

Dear Br. Robert Treanor Middle School Division Families,

We hope this message finds you, your friends and loved ones safe and healthy. It has been a difficult time for all of our communities. We are very proud that at Saint John's we continue to find new and creative ways to connect our students with each other and with the caring adults who work with them every day in a school community where we strive to know, love, value, and challenge our young men. While we are doing it in new and creative ways, it has been amazing to witness their ability to connect and continue to forge those strong relationships that are the hallmark of a Saint John's education.

We are writing to you today to let you know that, even though these are uncertain times for all of us, one thing that is certain is that the Br. Robert Treanor CFX Middle School Division at Saint John's High School will open this fall as planned.

We have been excited to work with you and nearly 100 other students and families during this admission process. Our admission team has shared with us the many wonderful conversations they've had during open houses, student and family interviews, and our revisit day in early March. We are eager to welcome the great Class of 2026, the first class of middle school Pioneers in over a century!

The \$1.2 million renovation of the northside of Conal Hall that will house the Br. Robert Middle School Division has already begun, and we are deep into our interviews for the faculty and staff who will work with your young men during this important and formative personal and academic time in their lives. We are excited to announce those hires very soon and provide an opportunity for you and your future Pioneer to meet virtually with them.

In closing, one hundred and twenty-five years ago, the Xaverian Brothers arrived in our community to work with 5th and 6th-grade boys at Saint John's Parish Grammar School on Temple Street in Worcester. Br. Robert was the first Superior of that community. Today, we stand on his shoulders and the shoulders of many other giants who have made Saint John's what it is today. It is their mission and vision to educate boys and young men in our community that today inspires our work and our commitment to this new division. It is their legacy that we will honor and fulfill by welcoming the Class of 2026 to campus this fall.

We look forward to blazing this new trail together. Until then, we want to end where we began: in this exceptionally difficult time, we wish you and your families continued good health and blessings. We trust and pray that you and everyone in our community remain safe and look forward with joy to that time when we can physically be together again as one community.

Be well and God bless,

Alex Zequeira P'19
Headmaster

Christopher J. Creed '96
Chair of the Board



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Middle School

CURRICULUM



===== MIDDLE SCHOOL CURRICULUM =====

Br. Robert Division - Grade 7 Curriculum

ENGLISH

In 7th grade English, students can expect to analyze a variety of genres of writing with a focus on textual as well as interpersonal connections. The class will seek to foster an interest in reading independently as well as through class-wide assigned readings. A study of novels, poetry, and short stories will lead students to the examination of several themes that are relevant to the new student at St. John's, with a central theme of what it means to be a Pioneer.

Students will develop their skills in written and verbal expression through a variety of modes of expression. Students will build mastery in the areas of narrative, informative, and argumentative writing. Grammatical instruction will focus on proper sentence structure, with an eye towards mastery of parts of speech and conventions of punctuation and spelling. A study of vocabulary in the context of class readings will enable students to expand their communication skills. Public speaking will be an integral part of the course. Assessment for the course will be based on a combination of formal and informal written assignments, and the ability to recall details of class readings, as well as class participation and organizational skills.

Skills Developed

Reading

- *Citation*
- *Identification of theme*
- *Summary*
- *Elements of a story*
- *Structure of a work of literature*
- *Point of view*

Writing

- *Provision of evidence to support a claim*
- *Plot and thematic analysis*
- *Narrative structure*
- *Consideration of audience and purpose*
- *Revision and editing*
- *Research*

Language

- *Grammar and usage*
- *Capitalization, punctuation, and spelling*
- *Identification of vocabulary in context*

- *Understanding of figurative language*
- *Public speaking*

Mathematics

INTRODUCTION TO PRE-ALGEBRA

In 7th grade Introduction to Pre-Algebra, students are introduced to the skills that will give them a strong foundation for high school Algebra courses. Topics will include operations with integers, rational numbers, ratios and rates, decimals, percents, and proportions, probability, number theory, variable expressions, simplifying algebraic expressions, and solving one- and two-step linear equations and inequalities, as well as an introduction to the basics of geometry. Students in the two-year Pre-Algebra curriculum will be well prepared for the study of Algebra I in grade nine.

Skills Developed

- *Operations with integers*
- *Rational numbers*
- *Ratios and rates*
- *Decimals*
- *Percents and proportions*
- *Statistics and Probability*
- *Number theory*
- *Variable expressions*
- *Simplifying algebraic expressions*
- *Solving one- and two-step linear equations and inequalities*
- *Geometric shapes and angles*
- *Surface area and volume*

ALGEBRA 1 - PART 1

In 7th grade Algebra I (Part 1), students will be introduced to the basic skills and concepts of Algebra in a systematic fashion. Topics will include the properties of real numbers, equations and inequalities, operations on polynomials, exponential and rational expressions, factoring, functions and their graphs, and problem solving. Successful completion of the two-year Algebra I course during seventh and eighth grade will poise a student for placement in Algebra II at the start of his freshman year. Placement in this course will be determined through a qualifying exam prior to the start of the student's seventh-grade year.

Skills Developed

- *Review operations of real numbers, expressions, and variables*

- Solve equations and inequalities
- Ratios and rates
- Percents and proportions; similar figures
- Sets, unions, and intersections
- Recognize pattern and the concept of functions
- Factoring
- Graph linear functions
- Linear modeling and regressions
- Statistics and Probability
- Solve systems of linear functions and inequalities

Science

SCIENCE

*Students in **7th Grade Science** will be introduced to an integrated science curriculum with a strong emphasis on conceptual Physics, and how Physics impacts the natural world. This skills-based curriculum seeks to familiarize students with the foundations of lab safety and prepares them for the high school science progression. Students will have regular opportunities to apply these skills practically through shared use of the high school lab spaces in the Ryken Center. The students learn how to work both independently and in conjunction with classmates as they build these skills. Assessment for the course will be strongly based on demonstration of skills through hands-on lessons, in addition to class participation and completion of regular written assignments.*

Completion of this course will prepare students for an integrated science class with a focus on Chemistry in grade eight.

Skills Developed

- Ability to read directions
- Ability to use laboratory tools
- Ability to measure (quantitative observational skills)
- Ability to calculate to find missing variables
- Ability to graph data (bar, pie, line)
- Ability to recognize patterns
- Ability to observe objectively (qualitative observational skills)
- Ability to read for detail
- Ability to critically and objectively evaluate a hypothesis
- Ability to proofread

- Ability to estimate reliably
- Ability to predict simply

Social Studies

WORLD GEOGRAPHY & GLOBAL STUDIES

*Students in **7th grade Social Studies** will be introduced to a comprehensive study of the world. Through an introduction to the basic skills of geography, students will become familiar with reading physical and political maps, charts, and pictures, and explaining how locations, physical characteristics, climate, and natural resources have influenced the development of countries. Students will gain a foundation in these basics that will serve them throughout the year. Utilizing these skills, students will build their global perspective in the examination of culture, population, language, religion, and current events. One of the goals of this course is to give students a better understanding of what characterizes the modern world and how the world they live in came to be. Themes include but are not limited to urbanization, technological advancement, government, globalization, and use of resources*

Students can expect to develop a number of skills that will be essential for them as they continue to study Social Studies during their time at Saint John's, including note taking, working with primary, secondary, and tertiary sources, and recognizing and analyzing cause and effect, as well as utilizing evidence to write and speak clearly and effectively to a group.

Skills Developed

- *Writing clearly and effectively, using arguments and evidence*
- *Speaking clearly and effectively to a group, using arguments and evidence*
- *Effective note taking and test taking*
- *Map making and interpretation*
- *Gathering information from primary, secondary, and tertiary sources; critically examining and analyzing that information*
- *Analyzing a primary source for point of view/bias*
- *Analyzing the claims of a primary source in light of its evident bias*
- *Identifying and breaking down arguments and evidence in a secondary or tertiary source*
- *Presenting ideas and information in a variety of ways and situations*
- *Working independently and in groups to identify, think critically about, and find solutions to problems*
- *Framing useful and appropriate historical questions*
- *Developing effective strategies for seeking answers to historical questions*
- *Recognizing and analyzing cause and effect*
- *Recognizing and analyzing continuity and change over time*

Religious Studies

CATHOLIC TRADITIONS & THE XAVERIAN IDENTITY

The goal of this course is to introduce seventh-grade students to the fundamentals of the Catholic Faith in the Xaverian tradition. Encouraging a deepening relationship with God, students are taught to engage in discussion, prayer, reflection, and to develop compassion for those on the periphery of society. Topics of study include: The Saint John's and Xaverian Community, prayer, the Creed, scripture, liturgy, the Sacraments, morality, and Catholic Social Teaching emphasizing the dignity of the human person.

Topics Covered

- *The Profession of Faith*
- *Liturgy & Sacraments*
- *Life in Christ*
- *Theology of the Body or Family Life*
- *Christian Prayer*
- *Introduce the story of St. Francis Xavier*
- *Introduce the story of Theodore Ryken, the Xaverian Brothers, and mission*
- *Introduction the story of St. John the Evangelist*
- *Introduce the connection of the Xaverian Brothers Mission and Charisms to this school and each student*
- *Skills: Prayer, imagination, compassion and understanding of those on the periphery of society, develop an appreciation and understanding of the Catholic perspective through the Xaverian Spiritual Values*

World Language

WORLD LANGUAGES - SPANISH, FRENCH OR MANDARIN

Following the strands and learning standards set forth by ACTFL's Proficiency Guidelines, the middle school curriculum is designed to include: communication, culture, comparison, connections and community. In compliance with the developmental stages of language proficiency prescribed by the guidelines by the end of the 7th grade students should have acquired the ability to communicate tasks in a variety of areas, including conversational phrases, vocabulary related to description and common objects, and formation of basic sentences. Instruction will also include information about cultural events pertinent to the language studied.

The middle school curriculum is designed to prepare students over the course of two years for placement in the Level II course appropriate for their language in their freshman year.

Skills Developed

- *Introduction to language: greetings, response to directions, using numbers, telling time, identify parts of the body.*
- *Formation of questions and identification of classroom objects, description of weather, days of the week, months of the year, the seasons.*
- *Basic expressions of agreement and disagreement, expressions of likes and dislikes and appropriate cultural application.*
- *Descriptions of self and others.*
- *Formation of basic sentences and study of related cultural material such as sports, education, etc.*
- *Continuation of linguistic expression as it pertains to food, health, activities and pass-times.*
- *Learning about family and familial celebrations and other cultural events.*

Fine Arts

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INTRODUCTION TO FINE ARTS

*Students in **7th grade** at Saint John's will explore all areas of the Fine Arts during the academic year. Students will encounter principles of Music, Theater, and Studio Art. The purpose of the course is to provide students with the appropriate academic background in each of these disciplines as a basis for practical application of the skills learned. Assessment for the course will be based on a combination of mastery of the content knowledge provided and participation in the practical aspects of each discipline. Performance opportunities will be provided throughout the year. In particular, during the fourth quarter of study, students will bring their experience of these three disciplines together in preparation for Middle School Arts Night, where students will perform and display their work.*

Skills Developed

- **Music**
- *Rhythm*
- *Melody and harmony*
- *Classification of instruments*
- **Art**
- *Painting*
- *Drawing*
- *Sculpting*
- **Theater**
- *Public speaking*
- *Scene selection and analysis*
- *Development of technical aspects of theater, including sets, lighting, props, and costumes*

Computer Science

COMPUTING BASICS

This class is designed to teach students the basics of computing. Emphasis is placed on tools for productivity such as word processing, spreadsheets, presentation applications, and the continued development of their keyboarding skills. This course will also provide students with a working knowledge of computer concepts and essential skills necessary for work and communication in today's society. Students will learn safety, security, and ethical issues in computing and social networking. Through hands-on projects and written assignments, students will gain an understanding of the operation of computers, computer networks, Internet fundamentals, programming, and computer support at Saint John's.

Objectives

- *Develop effective keyboarding technique*
- *Practice keyboarding speed and accuracy*
- *Develop file management skills*
- *Learn word processing, spreadsheet and presentation software skills*
- *Apply editing and correction skills*
- *Develop effective internet etiquette and searching techniques.*
- *Communicate using a variety of media and formats*
- *Locate, evaluate, analyze, and use information*
- *Compile, organize, analyze, and synthesize information*
- *Draw conclusions and make generalizations based on information gathered*
- *Collaborate and cooperate in team efforts*
- *Communicate locally and globally*
- *Problem-solve, self-directed learning, and extend learning activities*
- *Use information and select appropriate tools to solve problems*
- *Interact with others in ethical and appropriate ways*

Physical Education & Wellness

PHYSICAL EDUCATION & WELLNESS

Physical Education and Wellness in the Middle School will be provided through a combination of theoretical background and practical application. Students will meet twice each cycle, with one meeting dedicated to classroom exploration of topics related to wellness, and with the second meeting dedicated to engaging in a variety of athletic activities.

Topics covered in the classroom will include the importance of a balanced diet and physical fitness, safety in athletics, and the development of an appropriate exercise routine and sleep schedule. Students will also be educated about the dangers of tobacco, drugs and alcohol, as well as the importance of making healthy decisions. Social-emotional topics will include a focus on stress management and the cultivation of a positive self image.

Through their practical application of these topics, students will learn the principles of fair play, teamwork, and sportsmanship. Students will participate in a variety of group sports that will provide them with an understanding of the fundamentals of the rules of the game, and will enable them to develop their ability to cooperate with their classmates and respond with dignity to both winning and losing scenarios. Assessment in the course will be based off of a combination of the student's engagement in the theoretical material presented in the classroom and his active participation in the practical aspect of the course.

Goals

- *Develop an understanding of the rights and responsibilities to themselves and others.*
- *Develop interpersonal interactions.*
- *Improve self-concept and self-understanding.*
- *Develop a value for the strengths and weaknesses of self and others.*
- *Become familiar with a variety of activities that can be engaged in for fun, health, and social rewards.*
- *Explore the moral and ethical questions inherent in group membership.*
- *Be able to apply learning to other group situations in life.*
- *Develop a student that is accountable for his thoughts and actions.*



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Middle School

GRADE 8 AT SJ

BR. ROBERT MIDDLE SCHOOL DIVISION

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Goals & Overview

The Eighth Grade High School Preparatory Program for the Brother Robert Treanor, CFX Middle School Division of Saint John's High School offers an opportunity for boys in grade eight to hone their skills in a targeted program while allowing them to grow into young men of academic and moral excellence in the Xaverian tradition that has served the community for more than a century. Saint John's has developed this specialized program in response to the unprecedented need created by the COVID-19 pandemic and the resulting disruption of in-person learning in March of the 2019-2020 school year. Participation in this one-year program is intended to streamline the students' return to on-site learning and ensure that they will be prepared for the rigors of the Saint John's High School experience.

The curriculum for the Eighth Grade High School Preparatory Program is being designed as a skills-based academic program that will draw on the research done by our School Model Transition Committee to ensure that students enter grade nine prepared with the tools necessary for success. Instruction for these students will be delivered by the dedicated Middle School specialists that have already been selected to provide the individual support and challenge that will promote the skill development that students need to be fully prepared for their high school experience. Saint John's recognizes the unique challenges students faced this year in terms of both academic and social development given the pandemic, and so curriculum development for this program will focus particularly on identification of skills and content for review at the start of the school year, with consideration given towards any missed instructional and social development during the latter portion of the 2019-2020 school year. As is the case with our rising seventh graders, students participating in this program can expect to receive a thorough and challenging educational experience in all academic departments.

In keeping with the school's tradition of focusing on the education of the whole person, students will also have the opportunity to develop their talents spiritually, socially, physically, creatively, and aesthetically in addition to intellectually. Extracurricular and athletic programs offered in conjunction with the seventh grade will enable students to grow together as well-rounded individuals and as members of a larger, connected community.

Though this is a unique program for Saint John's, the Xaverian mission to bring the spirit of Christ to life through a rigorous curriculum delivered in an atmosphere that promotes respect, compassion, and humility remains unchanged. Students will have a five-year opportunity to excel academically while developing a deep relationship with God as well as a profound sense of brotherhood that will last for a lifetime.

We recognize that a rigorous eighth-grade experience is essential to ensure that students are well prepared to embark on a comprehensive college-preparatory high school journey, and that concerns about the pandemic have come at a crucial time for rising eighth-graders, and so we

are excited to offer this opportunity to ease the transition for students back to a formal school setting.

Please reach out to Sean Dillon, Assistant Principal for Middle School at sdillon@stjohnshigh.org or Justin Smith, Director of Admissions and Enrollment Management at jsmith@stjohnshigh.org with any questions.

Grade 8 FAQs

Q: **Why open this unique Grade 8 program now?**

The decision to open the Grade Eight High School Preparatory program was explored as a result of significant interest from families towards the end of the 2019-2020 school year. At Saint John's, we understand that eighth grade is always a time of significant change for adolescents - with boys developing physically, emotionally, socially, spiritually, and intellectually. This past year, with their face-to-face schooling abruptly terminated in March, we believe it is more critical than ever to provide the appropriate environment and experiences to nurture their growth. These experiences will include a review of content from the end of the previous school year in addition to thorough preparation for a competitive high school experience.

Q: How many students are expected to enroll in Grade 8 for the 2020-2021 academic year?

Saint John's has committed to accepting a small cohort of students for the eighth grade at Saint John's High School. This is a unique one-year experience for these students, with the Middle School Division moving forward with its plan to open a traditional eighth grade section in the 2021-2022 school year.

Q: **Who will teach Grade 8 classes?**

Our talented and knowledgeable middle school teachers are experts with this age and stage. In classrooms and labs, on playing fields, in administrative offices — whether upfront or behind the scenes — they will work tirelessly with one common goal: to make sure that we are doing the best we can for our middle school students.

Information about our incoming Middle School teachers can be found **here**.

Q:

Is there enough physical classroom space to add this eighth-grade program? -

Saint John's is currently undergoing a \$1.2 million renovation of the north side of the second floor of Conal Hall. This renovation includes all classroom, lab, office, and student support space for a fully enrolled seventh and eighth-grade middle school. There is a substantial amount of space to include the eighth-grade program at this time.

Q: What will the curriculum look like for Grade 8 at Saint John's? -

The curriculum for the 2020-2021 Grade Eight High School Preparatory Program at Saint John's is being developed from the foundation built by the School Model Transition Committee, which engaged in a competitive audit of our partner schools as well as an internal review of our high school program during the 2019-2020 school year in order to develop a comprehensive list of skills to be fostered in each curricular area in preparation for success in grade nine.

Our talented middle school teaching team will utilize this research in conjunction with a thorough admission and orientation process to determine the curricular paths that will best serve this cohort of students.

This unique one-year program will focus on a review of previous skills to ensure all students are well prepared for a rigorous eighth-grade experience that will position them for success in high school. As with our seventh-grade students, members of the Grade Eight/High School Preparatory Program will have the opportunity to receive instruction in each of the core and elective courses that are offered to students in grades nine through twelve at Saint John's High School.

Q: How will this impact athletics in the middle school program? -

The overall goal of the athletic program for all middle school students at Saint John's High School is to provide opportunities to grow in their understanding and skills of a sport in order to compete at a high level.

Between selective and no-cut teams, along with intramurals, there will be ample opportunity to actively participate in the Saint John's athletic program for students in both seventh and eighth grade. Provisions will be made, based on interest level, to meet the needs of students in both grades.

Q: What extracurricular activities and/or retreats will be available for Grade 8? -

Extracurricular activities will be developed in conjunction with current programming for Grade 7 and will include middle school-specific activities as well as opportunities for collaboration with the High School division.

Campus Ministry opportunities will be available specifically for the Middle School division, and will include opportunities for both Grades 7 and 8 - such as Masses and service opportunities, as well as grade-level specific opportunities for retreat experience and the like.

Q:
Can Grade 8 students take high school classes?

While eighth graders will not be taking high school classes, our eighth grade curriculum is developed with the adolescent brain and learning styles in mind, serving not only as a transition between the foundation of middle school and the rigorous college preparation of high school but also as an important academic journey of its own, filled with engaging work leveled to meet the needs and challenge the capacities of every learner.

Q:
Will Grade 8 students need to reapply for Grade 9?

No, students who matriculate from eighth to ninth grade at Saint John's do not need to re-apply. At the end of their eighth grade year, all students will take the school's high school entrance exam to assist with their academic placement.

Tuition & Financial Aid

Tuition & fees for Grade 8 at Saint John's High School for the 2020-2021 academic year is \$14,900.

To view the full tuition & fee breakdown, along with payment plan options, please [click here](#).

Financial Aid is available to families in need of assistance.

To read more about our 2020-2021 Refund Policy, please [click here](#).

Please contact our Admissions Department at admissions@stjohnshigh.org for more information.

Grade 8 Inquiries

Thank you for your interest in Grade 8 at Saint John's for the 2020-2021 academic year.

GRADE 8:

Update July 2, 2020 - Due to an overwhelming demand for admission for the small cohort of the 2020-2021 Eighth Grade High School Preparatory Program at Saint John's, we are **no longer accepting applications** at this time.

If you remain interested in the Grade 8 program for next year, we encourage you to contact Mr. Justin Smith, Director of Admissions, via **e-mail** or at (508) 842-8934 ext. 230 to express your continued interest and we will place you on the waitlist and contact you should seats in our one-year, specialized eighth grade program become available.

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SITEMAP +



SAINT JOHN'S HIGH SCHOOL
In harmony small things grow

Middle School

ACTIVITIES & PROGRAMS



= MIDDLE SCHOOL ACTIVITIES & PROGRAMS =

Br. Robert Division Campus Ministry

As Campus Ministry is a vital part of the Saint John's experience, our Campus Ministry team will provide Middle School Retreat programs and other Campus Ministry offerings tailored to the needs of the 7th & 8th grade students.

Campus Ministry at Saint John's works to provide opportunities for liturgy and prayer, retreat, community service, and pastoral care for all members of our community.

While all offerings are in keeping with Roman Catholic teaching and the documents of the Xaverian Brothers, students from diverse backgrounds visit and participate in Campus Ministry programs - as it is truly meant for, and inclusive of, our entire community.

A Middle School Campus Minister will provide opportunities for our 7th & 8th graders to engage in Campus Ministry events in their own dedicated space. Additionally, there will be planned visits to the Campus Ministry Center and structured interactions between our Middle School and High School Campus Ministry programs.

Campus Ministry provides a safe, friendly atmosphere where students may choose to study, relax, and engage with their fellow classmates.

Br. Robert Division Clubs & Activities

At Saint John's, involvement in Clubs and Activities is a perfect way to continue pursuing your interests, develop lifelong friendships, and further engage with the Saint John's community.

The Br. Robert Middle School Division will offer a variety of clubs and activities; including:

Robotics
Model U.N.
Ski Club
Climbing Club
Math Team
Chess Club
& much more!

We encourage all students to get involved after the final bell rings to further expand their horizons beyond our core academic curriculum.



SAINT JOHN'S HIGH SCHOOL

In harmony small things grow

Middle School

ATHLETICS



MIDDLE SCHOOL ATHLETICS

Br. Robert Division Athletic Offerings

At Saint John's, we know the importance of physical activity and healthy competition for middle school boys. Our Middle School leadership team is taking an in-depth look at who our middle school athletic teams can compete with, the skills the teams will offer, and the relationships they will develop with their coaches and teammates.

At this time, Saint John's anticipates offering the following interscholastic athletic teams to our 7th & 8th graders in the fall of 2020:

Fall 2020

MS Soccer
MS Cross Country

Winter 2021

MS Ice Hockey
MS Basketball
MS Wrestling

Spring 2021

MS Baseball
MS Track & Field

For our middle school students, we will always offer at least one non-cut sport and intramural team on which students are guaranteed to play. As we continue to develop our athletic program for Middle School, we will keep you posted.



SAINT JOHN'S HIGH SCHOOL
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Search

Middle School

MEET THE MIDDLE SCHOOL TEAM

BR. ROBERT MIDDLE SCHOOL DIVISION

JOIN YOUR BROTHERS FOR LIFE.



Mr. Sean Dillon, Assistant Principal

To lead the new division, Saint John's welcomed Sean Dillon in the summer of 2019. Mr. Dillon has dedicated his career to boys' middle school and Catholic education and possesses a keen understanding of the importance of the seventh and eighth grade years to the academic and personal success of students as they continue to high school and beyond.

Mr. Dillon joined Saint John's after fifteen years at Nativity School of Worcester, where he served first as a teacher and most recently as Principal for the past ten years. Mr. Dillon earned his B.A. at the College of the Holy Cross, an M.A. in teaching from Clark University, and an M.Ed. in education leadership, with a concentration in Catholic school leadership, from Boston College.

Working closely with Headmaster Zequeira and Principal Granados, Mr. Dillon oversees the development of the middle school and the hiring of new full-time faculty and staff including a middle school counselor, one-to-two specialists (art, music, computer science, etc.), and an administrative assistant.

In reflecting on his role at Saint John's, Mr. Dillon reflected, "I am excited to join the team at Saint John's, a mission-driven school with a proven track record of providing a quality Catholic education to young men in grades nine through twelve," says Mr. Dillon. "I am looking forward to using my experience in a similar setting on the middle school level to help lay the foundation for the new division and to develop the school's robust program further into a comprehensive six-year experience."







Ms. Kelly Collins, School Counselor

This summer, Kelly Collins will join the Saint John's community as the School Counselor for the Br. Robert Treanor Middle School Division, opening this fall.

Ms. Collins graduated from Saint Anselm College with a B.A. in Psychology followed by receiving her Master of Arts in School Counseling from Boston College. During her graduate program, Ms. Collins completed her Graduate Practicum as a Guidance Intern for Brookline Public Schools. Following her graduation, she went on to serve as a School Site Coordinator for the Winship Elementary School (Boston Public School District) where she provided individualized social-emotional and behavioral support for students, lead Student Support Teams to create networks for support where needed, and facilitated the Wellness Council to promote healthy lifestyles within the community. Most recently, Ms. Collins works as the Director of Guidance for grades six through eight at Monsignor Haddad Middle School - a Catholic, co-ed middle school located in Needham, Massachusetts. In this role, she helps to build academic and social-emotional skills, leads weekly learning classes, and assists eighth grade families with their transitions to high school.

Kelly reflects, "I am excited to be joining Saint John's for the inaugural school year of the Br. Robert Treanor Middle School Division. As a middle school counselor, my goal is to support students academically, socially, and emotionally during such a unique phase of their lives. I welcome the opportunity to engage with the students, connect with families, and collaborate with my colleagues to maximize the student experience at Saint John's. I am humbled to be joining a school community that excels at fostering personal growth through Xaverian values while providing an exceptional education for young men."

In addition to her counseling experience, Ms. Collins also coaches basketball, field hockey, and coordinates the school ski club.

Ms. Collins also has ties to Saint John's, having worked as a Camp Counselor for Camp Saint John's from 1998-2005. We look forward to welcoming Ms. Collins back to campus this summer.

Mrs. Lauren Favulli, English

Lauren Favulli is among the newest faculty to be joining the Saint John's community as an English faculty member for the Br. Robert Treanor Middle School Division, opening in the fall of 2020.

After graduating from Assumption College in Worcester with a B.A. in English and a minor in Middle School/Secondary Education, Mrs. Favulli continued her education at Worcester State University - completing a Post-Baccalaureate Program and receiving a Master of Education in Secondary Education. Mrs. Favulli also completed a Graduate Certificate in Online Learning with Bay Path University. Mrs. Favulli has a spectrum of teaching experience from middle through post-secondary experience, including working as an adjunct Literature and Writing Instructor at Anna Maria College, Becker College, and Bay Path University, an English teacher at Assabet Valley Regional Technical High School, and served as an Academic Advisor at both Worcester State University and Quinsigamond Community College. Most recently, Mrs. Favulli

also serves as an ELA Teacher for seventh and eighth graders at nearby Saint Mary's School here in Shrewsbury.

Mrs. Favulli is excited to begin teaching at Saint John's and joining the Pioneer community. She reflects, "I have had the pleasure of sharing my enthusiasm for writing and literature for thirteen years now with hundreds of incredibly bright and talented young learners. I am beyond excited to begin my next chapter of teaching at the Br. Robert Treanor Middle School Division at Saint John's High School to not only share my love of literature with its students, but to join a school that shares a great faith, a strong sense of community and a commitment to academic excellence."

Please join us as we welcome Mrs. Lauren Favulli to the Saint John's community.







Mr. Joe Murphy '16, Religious Studies & Campus Ministry

On July 1, Joe Murphy, Saint John's Class of 2016, will join the Br. Robert Middle School Division team - serving as faculty for middle school Religion and as the division's Campus Minister.

After graduating from Saint John's in 2016, Joe went on to graduate from the University of Massachusetts, Amherst with a degree in Communications. During his time at Saint John's, Joe received both the Daniel Manning Award, given to a student who shows dedication to their school, community and faith, and the Ted Provo award, given to a student-athlete who best exemplifies the qualities of perseverance and dedication.

When asked to reflect on his new position, Joe excitedly responded, "I am ecstatic to be returning to Saint John's, a place I consider a second home. I look forward to working with

and educating the true Pioneers in the first ever class of the Br. Robert Treanor Middle School Division - I am both thrilled and energized to be part of this new chapter in Saint John's history. At Saint John's, the educational experience goes far beyond the classroom; the development of strong character, core moral values, and being a positive contributor to society takes place on the playing fields, in the halls and in every aspect of the SJ journey. The opportunity to now join the faculty and staff that helped shape me into who I am today is a dream come true, and I cannot wait to pass what I learned during my SJ experience to the students by my example, my teaching and through my role in campus ministry."

Mrs. Kristen Outler, Science

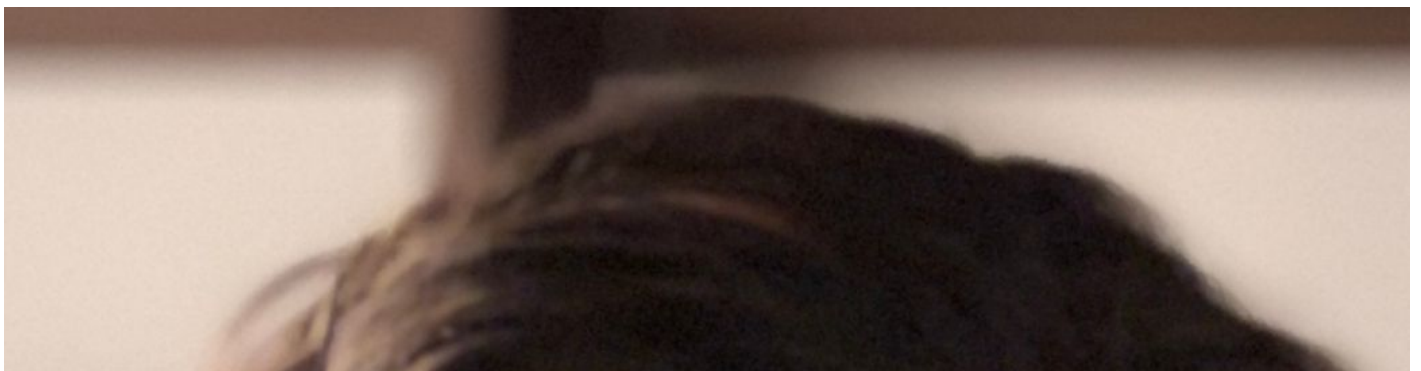
On July 1, Kristen Outler will be among the many to join the Saint John's community as a part of our faculty for the Br. Robert Treanor Middle School Division.

After graduating from Worcester Polytechnic Institute in nearby Worcester, Massachusetts, with a Bachelor of Science in Biology and Biotechnology, Mrs. Outler served as a science teacher for Teach for America at West Side High School in Newark, New Jersey. She then continued her career in teaching at Burnet Middle School in Union, New Jersey starting as a Behavioral Disabilities Teacher and, most recently, serving as a Middle School Science Teacher.

Alongside her duties within the classroom, Mrs. Outler has also been involved with numerous community roles including serving as a Student Council Advisor, planning and executing school events and spearheading the High Five Program which aimed to create a digital school-wide incentive program to easily acknowledge students for making smart choices.

As Mrs. Outler reflects on the start of her new role, she notes, "I am so excited to have the opportunity to bring my love of teaching science and my passion for helping students realize their potential to the Br. Robert Treanor Middle School Division at Saint John's High School. I am dedicated to helping every young man develop a passion and appreciation for science and STEM careers, practice values-driven conversation and collaboration, and find his purpose while being a successful, contributing member to the Saint John's community.

Please join us in welcoming Mrs. Outler to the Saint John's community.









Mrs. Christine Petkus, French & Fine Arts

Saint John's is excited to welcome Christine Petkus to the faculty for the Br. Robert Treanor Middle School Division teaching Middle School French and Fine Arts.

With a Bachelor of Music degree from the University of Ottawa and a Master's in Music, with a concentration in Opera, from the New England Conservatory of Music, Mrs. Petkus joins our community with extensive education and experience in her fields. Prior to accepting her new role at Saint John's, Mrs. Petkus served as a music teacher at All Saints Academy in Webster, Massachusetts, teaching students from Pre-K through Grade 8. Before joining the school environment, Mrs. Petkus spent fourteen years teaching private lessons in both Canada and the United States.

As Christine prepares for this coming year at Saint John's, she shares, "what I am most excited about is sharing my passion for the arts and foreign language with our students and helping them to learn and grow through their own creativity. I am thrilled and humbled to be collaborating with such a talented and dedicated group of educators and support staff."

Mr. Jason Pink, Social Studies

This summer, Jason Pink will join the Social Studies faculty for the Br. Robert Treanor Middle School Division at Saint John's High School, opening fall of 2020.

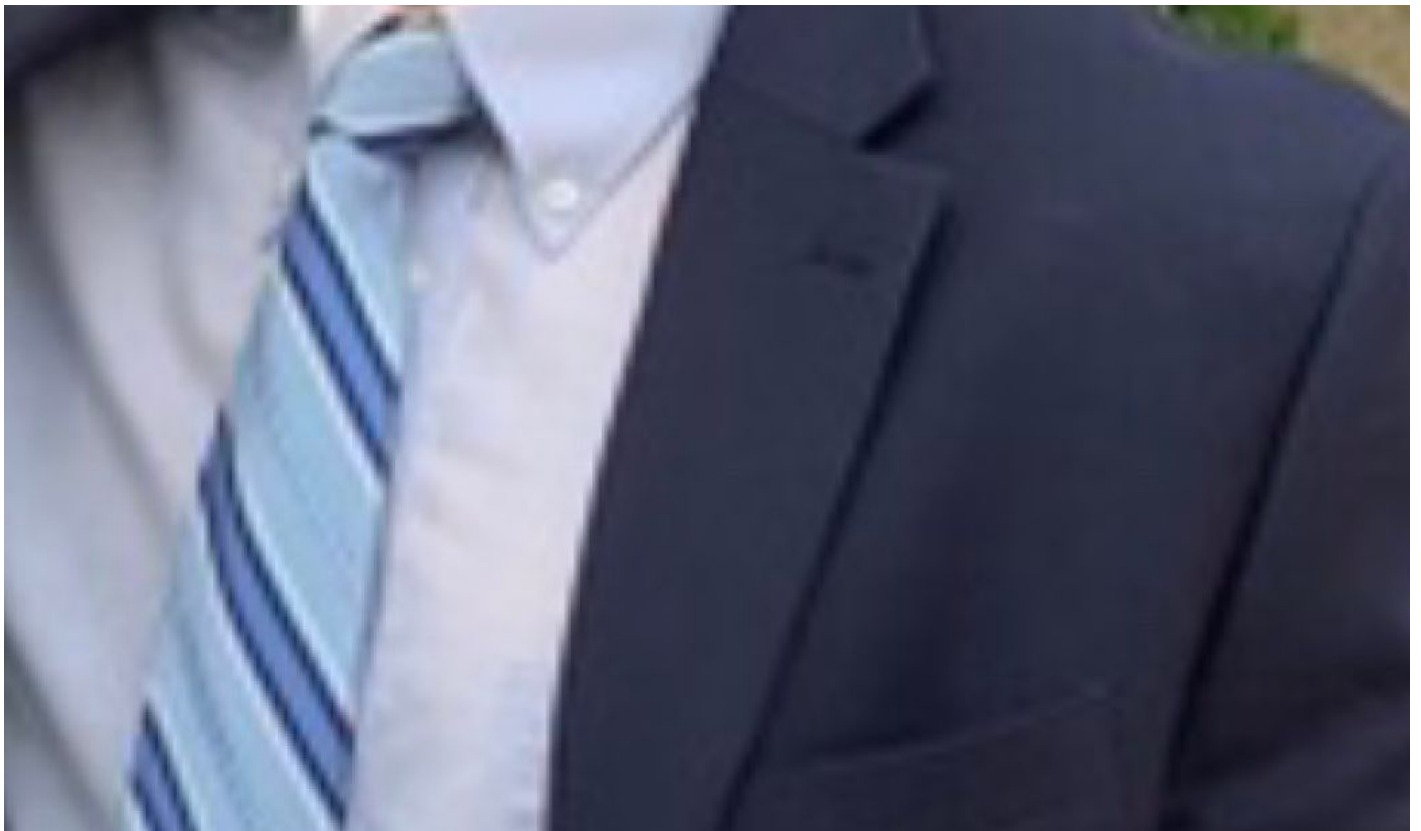
Mr. Pink graduated from Assumption College with a double major in Secondary Education and History and is now in the process of completing his Master of Education in Curriculum and Instruction from Boston College. Immediately following his graduation from Assumption, Mr. Pink began working in the classroom - first, as an Instructional Learning Assistant for Grade 7 at Bellingham Memorial Middle School, followed by working as a Theology teacher for sixth through eighth graders at Blessed Sacrament School in Walpole. Most recently, Mr. Pink serves as a Social Studies teacher for fifth graders at Guilmette Middle School in Lawrence. In addition to his efforts in the classroom, Mr. Pink has also been involved in leading community service clubs and serving as the head coach for boys' and girls' middle school basketball teams.

A graduate of Xaverian Brothers High School in Westwood, Massachusetts, Mr. Pink is very familiar with the experience and values of a Xaverian Brothers education. Mr. Pink reflects, "I am excited to have the opportunity to build something new that furthers the ability for young

men to receive a Saint John's education. As a Xaverian Brothers Sponsored School graduate myself, I have seen and been personally impacted by this type of education. To give young men the opportunity to grow and flourish under these values before entering high school is a unique opportunity that will strengthen bonds between the students, the school, and the community for the rest of their lives. When looking for where I wanted to teach, I always came back to the idea of teaching where there is a strong community and identity. Saint John's exhibits both of these qualities and I could not be more excited to begin teaching with the incoming class of 7th graders!"

Please join us as we welcome Mr. Jason Pink to the Saint John's community.







Ms. Kathleen Schlegel, Spanish

On July 1, Kathleen Schlegel will join the faculty of the Br. Robert Middle School Division at Saint John's teaching spanish language to our incoming seventh graders.

Ms. Schlegel is a graduate of the College of the Holy Cross where she received a Bachelor of Arts in Spanish with a concentration in Latin American and Latino Studies. During her time at Holy Cross, she participated in a Study Abroad program for one year at La Universidad de Leon in Spain. Ms. Schlegel also has most recently completed a Master's degree in Special Education from Assumption College.

In her current position as a teaching fellow at the Nativity School of Worcester, Ms. Schlegel teaches Spanish lessons involving vocabulary, grammar, and culture for seventh and eighth graders, facilitates the Passport to Adventure Club in which students explore other countries' cultures and customs, and implemented the first Hispanic Heritage Month Celebration. In addition, Ms. Schlegel connects with students outside of the classroom as a soccer and intramurals coach.

Upon reflecting on her new position at Saint John's, Ms. Schlegel shares, "I am so excited to have the opportunity to be a part of the beginning of the new Brother Robert Treanor Middle School Division at Saint John's High School. I look forward to sharing my passion for the Spanish language and culture with the students as well as working to assist them in their growth as members of the school community. I am honored to be joining a school that is values-driven and that provides opportunities for physical, emotional, and spiritual growth."

Mr. Peter Smith, Math

On July 1, Peter Smith will be joining the Saint John's community as the school's first official faculty hire for the Br. Robert Treanor Middle School Division, opening in the fall of 2020.

After graduating from Allegheny College with a B.S. in Computer Science with a minor in Economics, and both a Master's in Computing in Education and a STEM Leadership Certificate from Columbia University's Teachers College, Mr. Smith has been involved in coaching and teaching at the middle school level. Since 2006, Mr. Smith has been an integral member of the Worcester Academy community - starting as a staff member as the Director of Academic Technology, and transitioning into the classroom as a Middle School Math Teacher.

Alongside his role inside the classroom, Mr. Smith also served as the school's Director of Online Education and Blended Learning, working to develop and implement various initiatives within the middle school including the Lead iPad Program. Pete was also an advisor for seventh-grade students and coached middle school soccer, basketball, and track.

Upon reflecting on his new position at Saint John's, Mr. Smith shares, "Early in my life I felt called to work with young people, to help connect people to their passions and help them see what their life-chances could be. I have been blessed to fulfill that calling through teaching for the past 14 years. I am excited to connect with the families of Saint John's and help breathe life into a new educational experience that ties faith, academic inquiry, and excellence together in the new middle school division."







SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: IV. Time Scheduled Appointments:

MEETING DATE: 7/29/20

B. Required Reopening Planning Document Submission to the Department of Elementary & Secondary Education: Presentation & Vote

BACKGROUND INFORMATION:

Per the mandate of the Massachusetts Department of Elementary and Secondary Education (DESE) school districts in the Commonwealth must perform an analysis and submit a plan for three types of scenarios for fall reopening of schools: in-person; a hybrid of in-person and remote learning; and a fully remote learning option, so they can respond to changing circumstances regarding the virus if necessary. Reopening plans are due to DESE by July 31st. Tonight, Dr. Sawyer and Ms. Clouter will present an analysis of the different reopening options and request that the Committee vote to approve the submission of the required template containing information about how Shrewsbury Public Schools will approach the three options, and its preferred option, to DESE.

ACTION RECOMMENDED:

That the School Committee authorize submission of the state-mandated reopening plan document containing an analysis of options for school reopening, and including the district's preferred option of a hybrid in-person and remote learning model on an alternating schedule, to the Massachusetts Department of Elementary and Secondary Education.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Ms. Amy B. Clouter, Assistant Superintendent for Curriculum, Instruction & Assessment



**Shrewsbury Public Schools
Reopening Plan Analysis Document
Required Template for Submission to the
Massachusetts Department of Elementary & Secondary Education
July 29, 2020**

Please click [here](#) to access the online form to submit your preliminary district plan summary.

Part I: Contact Information, Feasibility Study Results, and Preliminary Reopening Model

District Name(s)1	Shrewsbury Public Schools
Superintendent Name:	Dr. Joseph Sawyer
Superintendent Phone:	(508) 841-8400
Superintendent Email:	jsawyer@shrewsbury.k12.ma.us
Contact Completing Form:	Amy Clouter, Asst Supt for Curriculum, Instruction & Assessment
Contact Phone:	(508) 841-8404
Contact Email:	aclouter@shrewsbury.k12.ma.us

COVID-19 Response Leader: Noelle Freeman, Director of School Nursing

1. **What were the key findings from your in-person learning feasibility study, and what does this imply for the student learning model you may use this fall?**
Suggested word limit: 300.

Several key findings informed our in-person feasibility study. DESE guidance, the capacity of our school facilities, our staffing plan, related budget considerations and most importantly, feedback from our staff and families were all considered as part of the self evaluation. It should be noted however, that ultimately our preferred plan was shaped by our core values, taken together with a collective vision for an engaging instructional model for students in Shrewsbury that can be provided with the health and safety of students and staff being paramount.

In the early stages of school closure, our district adopted the [core principles](#) that shaped initial district decisions; these collective interests continue to inform our efforts. **Our top priority is the health, safety, and well-being of our students and staff.** The primacy of this concern drives every aspect of our planning, including consideration of the various components of the models of learning that we describe later in this document. Our shared beliefs also helped us to meaningfully surface and address the challenges that reopening may present our families, students and staff.

Finally, an assessment of our physical plants was also key to our planning. Principals and other administrators conducted individual reviews of each school facility in order to understand how well the existing spaces in each building would serve us in the “next normal.” This needs analysis helped members of the Reopening Task Force to determine how well we would be able to meet and sustain safety procedures. Close examination of classroom configurations, traffic patterns and the suitability of large spaces for lunches and other community routines were all considered. For example, the desire to ensure consistency on the one hand and space constraints at several schools on the other has resulted in a recommendation that we limit student capacity through an alternating schedule of in-person and remote learning with fewer students present on campus.

2. Reopening Learning Models

Which reopening model within your plan are you leaning towards for the start of the school year? Please select the predominant model for elementary, middle, and high school. (For example, in a plan where the majority of students are coming back in-person full time, a subset of students may continue to learn remotely if needed.)

Districts can use the text box below this chart to provide further explanation of their selections, if needed.

Grade Span	In-Person	Hybrid	Remote
Elementary		X	
Middle		X	
High		X	

Based on the work of our Reopening Task Force, we will recommend a hybrid learning model to the Shrewsbury School Committee. Specifically, we will address the diverse needs of our students with an instructional model that features both in-person instruction and remote learning. To do this well, we must plan to provide instruction to four distinct groups of students.

- Cohort A includes high needs students, including some English language learners, some students with disabilities, and some children that did not consistently engage in remote learning during school closure. These students will attend school in person whenever school is in session, joining with peers in cohorts B and C when feasible.
- Cohorts B and C represent the remaining students, split approximately in half into two cohorts, in order to have fewer students present in school buildings at one time to enable six-foot physical distancing. Children in these two cohorts will rotate in-person instruction with remote learning, with an alternating schedule providing at least two in-person learning days per week for each cohort.
- Cohort D describes students whose families elect to continue with full remote learning. Recent survey results suggest that about 17% of families may opt for this model, with 16% undecided. Although we have some options in mind, we are waiting for the results of DESE's statewide learning platform vendor process, and we anticipate needing more specific numbers regarding students as well as additional staffing information in order to finalize the instructional plan for students in this group.

If you would like to provide an additional explanation of the initial reopening model in question 2 above, or if there are additional factors or challenges that you

would like us to know, please write those here:

Our goal is to implement the same hybrid model across levels in order to keep routines simple for working parents and predictable for families with students at more than one level. Having considered a range of models, in order to reduce the number of students in a school building and maintain six-foot physical distancing for classroom seating, we will be recommending an alternating in-person and remote hybrid model. Currently, we are vetting the details of a model where 1) students in Cohort B would attend school on Mondays and Tuesdays while Cohort C learns remotely; 2) students in Cohorts B & C would alternate on Wednesdays, with one cohort attending a half day of in-person learning with remote learning in the afternoon, while the other cohort is in full remote learning all day, OR all students in Cohorts B & C would engage in full remote learning on Wednesdays, with a half day of “live” learning in the morning and asynchronous learning in the afternoon to enable staff collaboration and coordination; and 3) students in Cohort C would attend school on Thursday and Friday while Cohort B learns remotely. In this way all students would attend school each week, enabling educators to “chunk” instruction across settings with the goal of fostering connections, establishing expectations and building routines effectively.

Part II: Summary of Three Reopening Learning Models

- 1. In-person: Please provide a summary of your plan for how students would return to full-time in-person learning. Please reference the “Step 2” section of this document (page 2) and provide an overview of what you believe to be the most critical information about how this model would work in your district. Suggested word limit: 400.**

At this time, given the space and capacity constraints mentioned above, we are unable to entertain a model that would allow all students and staff to return to in-person instruction simultaneously, even with three-foot distancing. That said, when conditions improve sufficiently in Massachusetts such that physical distancing is no longer required, we would certainly plan to resume school “as it was” to the greatest extent possible. Because in-person instruction in this model is so familiar, we will spend the least amount of time describing it. Suffice to say that our “old” policies, procedures, processes and practices would apply, including provisions for supporting the full range of diverse student needs that exist in Shrewsbury, while benefiting from the increased use of technology and more robust collaboration that has happened as a result of our district’s experiences last spring with the closure.

o Will any of your students be learning fully remotely?

Our surveying of families indicated that about 25% of families would elect to keep their child learning fully remotely if we were to return to in-person school this fall with three-foot physical distancing, with 25% undecided.

o Anticipated percent of students learning remotely if in-person instruction is possible:

25% if this fall with three-foot distancing (25% undecided); 17% if we have a hybrid model (16% undecided); when physical distancing requirements are removed (e.g., if a vaccine is implemented), likely 0-2%

In order to meet the needs of students who opt for fully remote learning even if the district has some level of in-person instruction, we recommend that:

- Remote class sizes (or “caseloads”) be limited to 24-30 students, depending on the grade span
- The time allotments listed in the revised remote learning model per subject area would remain consistent.
 - Some synchronous and asynchronous instruction focused on community connections and new learning per day
 - Some independent practice activities provide by teacher and some independent practice completed through software tools such as Freckle

Overall, we feel that it is not reasonable to expect that the educators responsible for implementing the alternating in-person/remote model also teach students who are in the fully remote cohort. In order to formulate a plan for students who will be fully remote, we have outlined two possible options for consideration, or a combination of the two:

OPTION 1: Shrewsbury Virtual Academy

If we opt for this approach, Shrewsbury educators seeking the opportunity to teach fully remotely would be assigned classes or course sections of students whose parents choose a fully remote instructional model for their children. Please note that in the absence of staffing data, this model is still under consideration. At this time we can only say that there may be licensed Shrewsbury Public Schools educators already employed by our district who might be assigned specifically to teaching the remote program. District leaders feel that, if viable, this option would work best at the elementary level.

OPTION 2: Outsourced Virtual Academy

If we elect for this option, we would use the forthcoming DESE remote learning vendors (still unknown at this time) or contract with an outside provider (like Edgenuity or Apex Learning) to provide the educational plans and/or specialized content to students whose families opt into a fully remote model. Having access to specialized courses would be especially important for students in Grades 9-12 seeking remote options for courses like Mandarin Chinese, for example. In this model there would also be the potential for Shrewsbury educators that are interested and able to teach remotely to serve as district liaisons to students and families as needed.

- 2. Hybrid: Please provide a summary of your plan for how students would return to school through a hybrid learning model. Please reference the “Step 2” section of this document (page 2) and provide an overview of what you believe to be the most critical information about how this model would work in your district. Suggested word limit: 400.**

In addition to the information outlined in the description of an alternating model (see Part I, Question 2 above) here are some important details to note about the alternating in-person and remote learning model being proposed for Shrewsbury:

- It is suggested that preschoolers fall into Cohort A (always attending) and therefore children at this level will always attend school in person. Many preschool students are already in small classes on an alternating schedule, with high needs special education preschool students attending all or most days of the week.
- The K-12 student population who are not in Cohort A would be divided into two cohorts: Cohort B and Cohort C. We anticipate that families will desire to keep siblings on the same schedule, and we will make every effort to do so.
- When students in Cohort B attend school in-person, students in Cohort C would learn remotely through synchronous and asynchronous experiences. One option being explored is that on one day each week all students will participate in synchronous remote learning for a half day and asynchronous learning for the other half of the day in order to enable teacher training, planning, collaborative meetings and professional development as needed during that other half of the day. Currently the thinking is that Wednesday would be this all-remote day. Alternatively, another option is to have Cohorts B & C alternate weeks of coming

to school in-person for a half day on Wednesdays and having asynchronous remote learning in the afternoon, while the other cohort is in full remote mode that day.

- Cohorts will be diverse, inclusive, and heterogeneous (mixed ability groups). The curriculum content and pacing and the corresponding instructional experiences will be the same for both cohorts.
 - In the event there is no school on a day during a given week due to a holiday, it is suggested that the schedule will be adjusted to remove the all-remote day in favor of replacing any lost in-person day. For example, if Monday were a holiday, the Wednesday schedule for that week would become an in-person day for Cohort B.
 - In this learning model, school buildings will be thoroughly cleaned each evening and particularly on the evenings in between cohorts. For the remote portions of the program, we will need to determine the best schedule for weekly communications to families to allow sufficient time for families to plan and/or to provide additional support to the students who need it the most. Having determined that an alternating in-person model is the best match for the district at this time, we considered various iterations of this model.
 - At this time, it's difficult to accurately detail the schedule for a full academic day without more certainty about transportation, student enrollment, staffing needs and other considerations. That said, at the Elementary level, the team feels that there would be ample time for 30 minute special subjects (including Art, Music, Media and Physical Education) with the potential to extend to 40 minutes based on start time of school. Each classroom would see each specialist one time each week as follows:
 - In alternating in-person model students who are remote log into Zoom to access specialist instruction
 - Specials would alternate weekly so all students are able to participate in in-person specials twice each month and remote each month
3. **Remote: Please provide a summary of your plan for remote learning as the default model of instruction for all students. Please reference the "Step 2" section of this document (page 2) and provide an overview of what you believe to be the most critical information about how this model would work**

in your district. Suggested word limit: 400.

Remote learning is not merely online learning; we want our students to experience the richness of diverse learning experiences, including teacher-directed assignments, options to engage with content in multiple modalities, interdisciplinary projects, nature walks and integrated experiences with Art, Music, Media and Physical Education. Just as importantly, we seek to maintain connections with classroom communities and further opportunities for social emotional learning. Finally, choice and enrichment encourage our students to be self-directed. Accordingly, remote learning plans will continue to include:

- Pencil and paper practice of academic skills
- Online learning opportunities, and
- Interactive experiences that engage students and connect them to their teacher, other educators and to their classmates for the purpose of reviewing material, applying new skills and learning new concepts aligned with grade level standards

There are several positives associated with teaching and learning in a remote model, namely that a remote model allows more time for instruction. Moreover, this model is now familiar. Transitioning back to remote learning could enable a smooth, low-risk reentry and reduce the need for the stops and starts that may follow if there is a second wave of the pandemic in Massachusetts. On the other hand, assessment is key to effective teaching- and it's hard to assess and attend to students' diverse needs (including social and emotional health needs) in a remote model. Finally, remote learning is especially challenging for our youngest students, and parents working from home have difficulty supporting online access.

Guidance from the Department of Elementary and Secondary Education (DESE) has changed (received on Friday evening, July 24) and so too have our expectations for how often students will be expected to engage with their teachers and other educators in a remote model. In general, should SPS schools have to close, our educators would deliver much of the content students would experience in a typical school day, with the DESE guidance about power standards driving instructional planning.

To make the most of past successes and in an effort to address identified shortcomings from the emergency program implemented last spring, educators on the Curriculum, Instruction and Assessment team at all levels thoughtfully reviewed research on best practice. These findings, taken together with recommendations from the field are

reflected in the bullets that follow. Importantly, these principles will also inform teaching and learning plans during the 'remote learning' periods of an alternating in person/remote (DESE "hybrid") model.

- Moving forward our plan will include a weekly schedule of "live" interactive experiences with our educators for students and families according to a daily schedule, the specifics of which are still being worked through. If our district has to shift to full remote learning for students who would have started the year in an alternating in-person/remote hybrid model, it will be important to provide a robust amount of "time on learning" for each student utilizing both "live" interactive online experiences and "asynchronous" learning using both online and traditional learning resources. A recommended schedule for the amount of active learning time each day, not including "homework" for practice outside of the instructional "time on learning," is being finalized.
- Facilitating robust learning experiences for our students is a shared responsibility. Every educator will interact with students "live" online multiple times each week, with the understanding that the schedules for different educators (classroom teachers and special subjects teachers, for example) would vary. All educators would support students using Zoom, but those sessions could be organized as whole group class meetings, small group lessons, and perhaps even individual support or the provision of various student services like teletherapy, etc. ; interactions will vary in nature by level due to the different needs of students across grade spans, and by educator role.
- Educators will require students to complete ALL assignments, students will be graded, and will expect full and active participation in "live" sessions at all levels. Homework will be assigned to provide practice of established skills and should be considered additional practice time outside the instructional day. Finally there was consensus across levels that more emphasis on establishing clear expectations for student behavior during "live" interactions will be critical to successfully engaging all learners. Companion documents are being developed to make new expectations clear.

4. High needs students: Please provide a summary of how students with disabilities, English learners (ELs), former EL students, and Economically

Disadvantaged students will be supported within each of the three reopening models. Suggested word limit: 400.

Shrewsbury Public Schools has prioritized in-person instruction for students who are classified as high needs, and is prepared to meet the needs of these students if the District shifts to remote and/or hybrid learning. Students with disabilities will be provided with a free and appropriate public education consistent with their education, specialized instruction and/or related services. Liaisons will consult with the family to discuss the student's ability to access remote learning, as well as how and where specially designed instruction will occur.

- To the extent possible, in person services will be provided by the licensed practitioner with health and safety protocols in place. The specially designed instruction may occur through video conferencing or through teletherapy in a small group or individually. The licensed practitioner will design and deliver this instruction.
- In a hybrid model, Shrewsbury is dedicated to providing in-person instruction for those students classified as high needs through the Instruction and Services model of delivery as outlined by DESE. Students will be on campus to receive education from the general educator, as well as specially designed instruction in a small group or individually, with frequency outlined within the child's individualized plan. The specifically designed instruction may include structured lessons, teletherapy, video-based lessons, etc.
- If Shrewsbury needs to shift to remote learning, students will be given a specific schedule to follow outlining synchronous and asynchronous learning. Structured learning time will be designated to target the child's individual goals and services. Students will spend time working directly with teachers and related service providers through video conferencing and/or teletherapies. Asynchronous lessons will also be provided, as well as supplemental work for independence, maintenance and generalization of skills.
- School psychologists and adjustment counselors will collaborate with building administrators and educators to monitor student engagement. Family and student outreach is critical in students learning, and will be prioritized. For those students with disabilities, for whom did not engage in remote learning, on campus support will be made available with carryover activities provided by a paraprofessional. Mental health interventions will also be monitored for efficacy in student stabilization during this pandemic. Clinical staff will also monitor for

student basic needs (food, water, heat, etc.) and will make coordinated efforts to meet the student and family needs.

- Given the gap in assessment data that followed school closure, our schools will engage in an analysis of which students are at most risk. Using various methods, including observations by educators, as well as software tools alongside common assessments that can be administered in-person, educators will work to identify students that require additional supports and develop instructional plans accordingly, regardless of the reopening model used.
- Under an alternating schedule hybrid model, students flagged as “high needs” would be considered members of Cohort A and will attend in-person learning daily. Cohort A may include students on IEPs, English Language Learners, students in foster care, and students who are considered homeless, etc. Per DESE guidance, students in these groups will attend school in person whenever school is in session, joining with peers in cohorts B and C when feasible. If this is not feasible, whenever possible children in Cohort A will receive support from an assigned adult (i.e., paraprofessional, ABA Technicians, special educator, Title-I Tutor, etc.) in an alternate location or remotely.
- To ensure equitable access for all students, SPS educators may assign differentiated classwork, provide students more frequent feedback on the work they submit, structure small group support based on assessment data and/or continue to reach out to engage students who are not participating.
- As was the case prior to the pandemic, school-based teams will monitor high needs students, through “Early Intervention” or “Student Assistance” Teams, with the goals of monitoring progress and providing additional supports for students and/or families in need.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **7/29/20**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **7/29/20**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **7/29/20**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **7/29/20**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **7/29/20**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **7/29/20**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **7/29/20**

BACKGROUND INFORMATION:

The minutes from the School Committee Meeting held on July 22, 2020 will be reviewed for approval at a future meeting.

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandra Fryc, Chairperson

Dr. B. Dale Magee, Secretary



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **XI. Executive Session**

MEETING DATE: **7/29/20**

- 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 Unit A; Shrewsbury Education Association Unit B; the Shrewsbury Paraprofessional Association; and/or the Shrewsbury Cafeteria Workers.**

BACKGROUND INFORMATION:

Executive session is warranted for these purposes.

ACTION RECOMMENDED:

That the School Committee enter into executive session:

- A. for the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes; and
- B. for the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Unit A; Shrewsbury Education Association Unit B; the Shrewsbury Paraprofessional Association; and/or the Shrewsbury Cafeteria Workers, 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**