



**School Committee
Meeting Book**

**October 16, 2019
7:00 pm**

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



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

AGENDA

October 16, 2019 7:00pm
Town Hall—Selectmen's Meeting Room
100 Maple Avenue

Items

Suggested Time allotments

(Note: The meeting will open at 6:30pm and immediately adjourn to executive session; when executive session is complete, the meeting will be recessed until 7:00pm)

Executive Session 6:30 – 7:00

- A. For the purpose of collective bargaining with the Shrewsbury Education Association – Unit B
- B. For the purpose of reviewing, approving, and/or releasing executive session minutes

I. Public Participation

II. Chairperson's Report & Members' Reports

III. Superintendent's Report

IV. Time Scheduled Appointments

- A. SHS Student Advisory Committee: Report
- B. Homework Feedback from Stakeholders: Report
- C. SHS Class of 2019 Future Plans: Report

V. Curriculum

VI. Policy

VII. Finance & Operations

- A. Fiscal Year 2021 Budget Priorities & Guidelines: Draft

VIII. Old Business

IX. New Business

X. Approval of Minutes

XI. Executive Session (if necessary to continue; same topics as above)

XII. Adjournment

7:00 – 7:10

7:10 – 7:30

7:30 – 8:00

8:00 – 8:25

8:25 – 8:40

8:40 – 8:45

8:45

Next regular meeting: October 30, 2019



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: 10/16/19

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: **10/16/19**
A. SHS Student Advisory Committee: Report

BACKGROUND INFORMATION:

Under the Massachusetts Education Reform Act, school districts are required to have a Student Advisory Committee (SAC), consisting of five high school students who are elected by the student body. The SAC is required to meet with the School Committee during the year to review various issues of concern to the student body. Mr. Andrew Smith, Shrewsbury High School (SHS) social sciences teacher, serves as the faculty advisor to the SAC. The agenda for the SAC report is enclosed.

ACTION RECOMMENDED:

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

STUDENTS & STAFF AVAILABLE FOR PRESENTATION:

Mr. Andrew Smith, SHS Teacher and Faculty Advisor to the SAC

Mr. Todd Bazydlo, SHS Principal

Students:

Sophia Peng, Chairperson

Max Evers

Aabia Hasan

David Lee

Nikitha Ram

Student Advisory Committee
Agenda for the School Committee on October 16, 2019

I. Start of the School Year

Students began the 2019-20 school year by welcoming the class of 2023 and by engaging in new classes and activities.

- a) Freshmen Experience
- b) New Clubs and Classes
- c) Student Leadership Meeting

II. Student Life

In addition to leadership opportunities, SHS students are learning about the college application process and dealing with crowding and schedule changes.

- a) Triple E
- b) Advisory Period
- c) College Preparation
- d) Hallway and Lunch Crowding

III. SHS Events

Our students have always been incredibly proud of their school and do their best to give back. This year we started strong, with events that celebrated our spirit for both SHS and the larger community.

- a) Spirit of Shrewsbury
- b) Field Dedication
- c) Back to School Drive
- d) 9/11 Service Trip

Thank you for your continuous support of the SAC.

Respectfully submitted,

Sophia Peng
Chairperson

Max Evers, Aabia Hasan, David Lee, Nikitha Ram
SAC Members



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: IV. Time Scheduled Appointments:

MEETING DATE: 10/16/19

B. Homework Feedback from Stakeholders: Report

BACKGROUND INFORMATION:

One of the goals in the district's 2018-2022 Strategic Priorities & Goals is to "review and adapt feedback and homework systems in order to implement effective, research-based practices that enhance learning and build stronger partnerships with students and families."

The process toward this goal started this past spring by gathering information from our school communities through Thoughtexchange, an online survey tool. There were two separate "exchanges," one where students in grades 4 through 12 interacted with their grade span peers, and one into which both parents and SPS staff gave input. Participants were invited to share thoughts, rate the thoughts of others, and review the results of the exchange. Ms. Clouter, along with a Thoughtexchange representative who will join the meeting through video link, will summarize the themes that emerged from the exchanges. Ms. Clouter will also discuss plans for how the district can utilize this feedback in the context of research and best practice to ultimately make recommendations for any changes to the district's policy and approach to homework.

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 AVAILABLE FOR PRESENTATION:

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



A Shared Conversation About Homework

Previewing community perspectives on a new policy

Submitted by Amy Clouter,
Assistant Superintendent for Curriculum, Instruction & Assessment

Background

Shrewsbury's [Homework Policy](#) Project began as an outcome of the strategic planning process. Included as one of the goals under *Connected Learning for A Complex World* the intent of this project was to:

Review and adapt feedback and homework systems in order to implement effective, research-based practices that enhance learning and build stronger partnerships with students and families

Target dates were included as well:

By October 2018, create a district-wide Homework Committee that includes students, educators, and parents, whose purpose will be to review the district's practices in light of current research, communicate this information, and ultimately make recommendations for any changes to district policy at each grade span.

By June 2019, the Homework Committee will make recommendations to the School Committee regarding any potential changes to homework practices and policies.

In his initial remarks about the process, Dr. Sawyer described Shrewsbury's Strategic Plan as 'ambitious'. The comment was apt; during the 2018-2019 school year, several districtwide working groups were formed to address district goals, including the Social Emotional Learning District Steering Committee, the ExSEL group, the S3 Academy (Systemic Student Support) group. Finally, the Student Wellness Advisory Council was reconvened. Given the scope of the work and the degree of coordination necessary to advance cross-level discussions, district leaders felt that the initial timeline should be reconsidered. Further, rather than establishing a Homework Committee, the leadership

team recommended engaging existing district governance and advisory groups, such as school councils (which include parents and staff at each school, as well as students for the SHS Council), staff advisory councils, PTO/parent group leadership, student leadership groups) using established meeting structures. Accordingly, in March of 2019 we adopted a new approach to move the homework goals forward.

- In April, the district partnered with Thoughtexchange to launch an interactive survey of staff, parents and students in grades 4-12.
- Key stakeholder groups including the School Committee, the district Faculty Advisory Council, and the District Leadership Team shared initial thoughts on the process.
- In May, principals previewed the adjusted [plan](#) with School Councils, and began discussing the topic of homework.

It's time now to continue that work, first by familiarizing the community with the results of the exchange data. The purpose of my presentation will be to share key findings and to set the stage for our next steps.

The following summary report prepared by Thoughtexchange managers Megan Humphreys, Rita Macleod and Ailsa Beischer provides a helpful overview of the findings.

In the spring of 2019, Shrewsbury Public Schools engaged their community and students in a conversation about how to refine district homework policies. Participants were invited to share thoughts, rate the thoughts of others and discover the results of the exchange. Read on to learn about the Differences and Top themes that emerged in across these exchanges.



ADULT EXCHANGE



1,378

Participants



1,418

Thoughts



30,182

Ratings

Q: What are some things you would like us to consider as we review our existing district homework policy?

STUDENT EXCHANGE



3,774

Participants



7,588

Thoughts



101,830

Ratings

Q: How can we make your homework experience better?

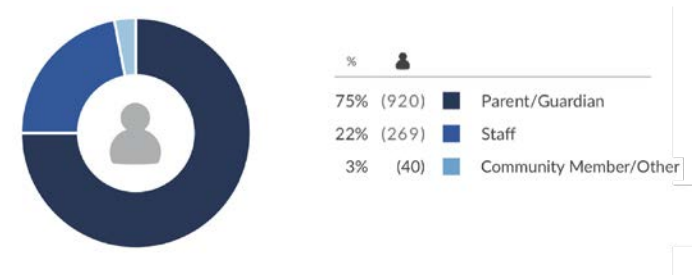


ADULT EXCHANGE

The following charts show the breakdown of the exchange participants.

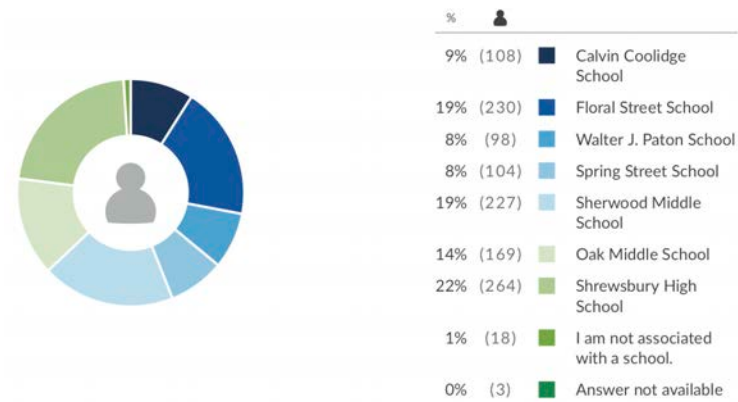
PARTICIPATION BY ROLE

Please select the one that you feel best describes your involvement with our schools.



PARTICIPATION BY SCHOOL

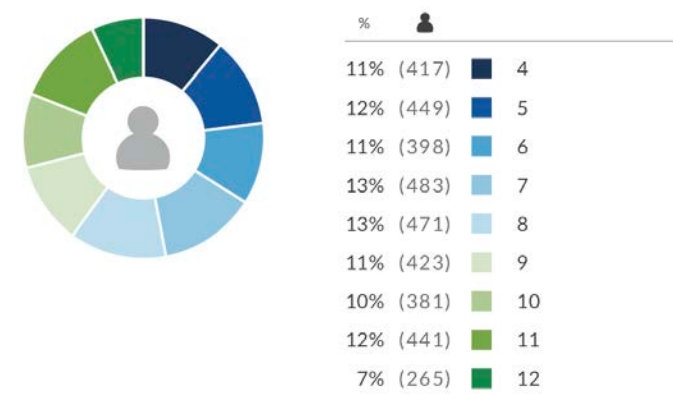
What school are you most closely associated with? If you have children at more than one school, please select the school of your younger child.



STUDENT EXCHANGE

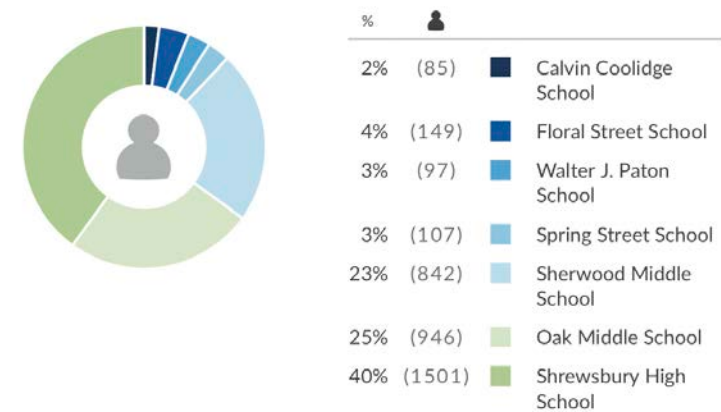
PARTICIPATION BY GRADE

What grade are you in?



PARTICIPATION BY SCHOOL

What school do you go to?



DIFFERENCES

Differences are thoughts considered interesting or highly engaging to groups of participants but may not be reflected in the top themes. They consist of **Different ratings** and **Common ratings**. Different ratings are thoughts that were rated high by one group of participants and rated low by another group, indicating areas of disagreement. Common ratings are thoughts that were rated high by both groups of participants, indicating areas of agreement. Differences in the demographic breakdowns of Group A and Group B are noted where significant.

ADULT EXCHANGE

ELEMENTARY SCHOOL



Group A

103 (35%)



Group B

91 (31%)

DIFFERENT RATINGS

Group A ↑ Group B ↓

Homework is not necessary, especially in the early elementary years. Children are over scheduled/exhausted. With the high level of working parents combined with activities, families have little time to enjoy each other.

4.8 ★

1.4 ★

Homework isn't effective. We should provide options for families who want it, but many children either receive no help or too much.

4.5 ★

1.3 ★

An opportunity, if available, to have kids do and finish their homework in school. It's tough when kids have a heavy sport schedule to start homework at 8pm.

4.7 ★

1.4 ★

From my point of view, I consider it right the homework that kids do at home.

1.9 ★

5.0 ★

It is important because it makes kids more responsible and pushes them to study and learn more.

The importance of reading and math skills. I think it's absolutely imperative for students to practice their math facts and reading skills daily outside of the school setting with their parents.

2.2 ★

4.5 ★

I think the current homework policy is reasonable, or can even allow for slightly more homework. I believe homework helps to reinforce what students have learned in school, and allows parents to get an idea of how their child is doing on a subject.

1.8 ★

4.1 ★

COMMON RATINGS

Daily homework is too much for elementary kids, one of my kid's teachers gives the full weeks worth of assignments on Monday. That's great. It allows me flexibility on homework - if I have to work late, or if we are outside playing or if we are just busy, we can't manage the weekly assignment.

4.8 ★

4.2 ★

Ensure the homework is correlated with what they are being taught in the classroom.

5.0 ★

5.0 ★

Personal reading is essential outside the classroom. Interest-based reading in a variety of genre allows for a great deal of growth in vocabulary and schema.

4.5 ★

4.8 ★

MIDDLE SCHOOL



Group A

91 (39%)



Group B

59 (25%)

DIFFERENT RATINGS

Group A ↑ Group B ↓

Research does not support hours of homework as being beneficial.

4.8 ★

1.8 ★

Discontinue homework in the elementary/middle school levels. The way our children are being taught subjects like math is quite different than the way we were taught. I feel that as parents, we can do more harm.

4.2 ★

1.1 ★

Decreasing or possibly eliminating all homework. It is important because I feel the amount of pressure that is put on kids is unreal. There are many other districts that have already moved to no homework.

4.3 ★

1.6 ★

Group A ↓ Group B ↑

Some homework every night. My fifth grader often doesn't have homework. Having homework sets the expectation correctly for high school and college where workload is significant.

2.0 ★

4.2 ★

Need to have more homework and more importantly time allotted for each of the homework topics. This way the students as well as parents can do time management.

1.8 ★

4.3 ★

Homework is an important part of school. I find the more difficult the challenge the more my child rises to that challenge. The assignment given at this level prepare students for what is at the next level. Without preparation they will not be prepared and not succeed.

1.8 ★

4.1 ★

Make homework time consistent among teams. It's not OK for some teams to be "homework heavy" and some to be "homework light."

4.6  4.3 

The current policy is not consistent. Over 6 different teams that I have experienced, homework assigned has varied widely, relative to time expected to take to complete.

5.0  5.0 

Consistency between teams and classes/subjects. The depth and breadth of homework can impact how well prepared - or not - a student is for high school. Students should be equally prepared.

4.2  4.5 



HIGH SCHOOL



Group A



Group B



Notable demographic breakdowns are as follows:

- 84% of participants in **Group A** are Parents/Guardians compared to 33% of participants in **Group B**.
- 67% of participants in **Group B** are Staff compared to 16% of participants in **Group A**.

DIFFERENT RATINGS

Group A Group B

I'd like to see a limit set on the amount of homework each class can assign. If students have 6-7 classes and each teacher assigns 30 minutes of homework each night, that is 3+ hours every night.	4.8	1.4
Cut back on the over leading with multiple classes assigning large amounts at the same time so that my daughter after volunteering or participating in a sport doesn't have to stay up until midnight to get the work done.	4.7	1.7
There is excessive homework per night and half of it is busy work. A balance of homework that is quality reinforcement is important for kids mental health and energy level and focus at school, rather than too much work.	4.4	2.3

Overprotecting Educational Bubble. These students will be shocked when they have to face the real world and its expectations without special accommodations and support.

1.3 ★

4.8 ★

Colleges are not changing their expectations regarding work to be completed outside of class. Our students need to be disciplined and prepared in terms of completing daily and long-term assignments.

2.4 ★

4.8 ★

The other extensive activities students participate in. Is this what is making homework stressful for them?

2.0 ★

4.5 ★

COMMON RATINGS

School vacation weeks. I would like to see no homework over school breaks. It's important because the kids need a break too. It's also time that families travel together on vacation.

4.9 ★

4.0 ★

Students get too much homework on the weekends and breaks. They don't get a chance to recharge their batteries. My daughter is spending way too much time always doing homework.

4.5 ★

4.4 ★

I am unsure if the amount of homework students have has gone up over the years, but the amount of time they spend on activities outside of school has. Homework is one piece of the puzzle when it comes to determining students' overall level of stress.

4.2 ★

4.6 ★



SHARED/STUDENT EXCHANGE

ELEMENTARY SCHOOL



Group A

140 (36%)



Group B

123 (32%)

Notable demographic breakdowns are as follows:

- 40% of participants in **Group B** are affiliated with Walter J. Paton School compared to 12% of participants in **Group A**.

DIFFERENT RATINGS

Group A ↑ Group B ↓

Less homework. So we call can do more stuff with our free time.

4.8 ★ 1.2 ★

No homework. Some students could get stressed and might be home alone, so they might need help with a math or reading problem, something that they can't read.

4.5 ★ 2.0 ★

Do the subjects that you don't do often. Because you will expand your knowledge over various subjects.

4.8 ★ 1.8 ★

Group A ↓ Group B ↑

Reading. What I think we should do with reading is we have an article to read, then just answer some multiple choice. And maybe one short answer question.

1.3 ★ 4.7 ★

I also think there should be one subject per night. If people were used to the rest of the subjects except math they would just do math. This is still optional.

2.0 ★ 4.6 ★

Have more math homework on the subject we're working on. Because it's hard if you're working on one thing for the entire day and then another at night.

1.5 ★ 4.1 ★

I think that our homework should be all in one packet that we will take home on Monday and return on Friday. I think this will help because we won't have to take home a new page everyday, because we might forget it, or lose it.

4.0  4.6 

I also think that homework should be more fun and exciting for the student. I think so because everybody should enjoy homework and maybe while they're doing their homework, they might not focus and won't be able to finish.

4.3  4.3 

If some people have activities like sports, soccer and more but homework stops them from doing activities or being on time to go to their activities. Because I want others and me to have time to do things like sports and other things to do other than school homework.

4.3  4.2 



MIDDLE SCHOOL



Group A

114 (11%)



Group B

34 (3%)

DIFFERENT RATINGS

Group A ↑

Group B ↓

Less homework. People are busy with activities.

4.9 ★

1.2 ★

Essays should not be given for homework. When you give essays for homework, that one essay will affect the person's life by cutting through their daily routine and goals they want to meet.

4.5 ★

1.3 ★

Less HW for all subjects. Because so the students can focus more and get things done quicker. This way no one has to stress out.

4.7 ★

1.4 ★

Group A ↓

Group B ↑

I think that the homework I'm given is a good amount. I think it's fine because I'm not given too much homework but I'm given too little homework. I also think that the homework isn't too complicated.

1.4 ★

4.0 ★

They don't give us too much homework. This is good for me because I have time to do my physical activities.

1.6 ★

3.7 ★

No homework on vacations. Vacations are meant for fun, not homework and that homework will bore students lives and make it not an enjoyable vacation.

4.8 ★ 5.0 ★

Give time to get to do homework at school. If the kids needs any help with anything they can just directly ask the teacher or somebody for help.

4.9 ★ 4.5 ★

Don't give homework on MCAS. Giving homework on MCAS days will make students very stressed since they have had such a long rough day doing a huge test.

4.9 ★ 4.7 ★



TOP THEMES

Using an algorithm, thoughts are grouped together by topic to form themes. The theme names reflect the key words for each topic as generated by the algorithm.

ADULT EXCHANGE

PURPOSE OF WORK

- Participants emphasized that homework should have a clear educational purpose and not be assigned just to give students work to do.
- Parents/Guardians, Staff and participants affiliated with Sherwood Middle School and Shrewsbury High School rated this theme highly.

Homework should not be assigned just to assign homework. It should have some meaning.

4.3 ★

26 

I would like you to consider the quality of the homework that is required at each grade level. Is it important or is it just busy work. What benefit does it have for the student to complete this work.

4.2 ★

26 

ASSIGNMENT POSTING AND DUE DATES

- Participants emphasized that homework assignments should be posted on Schoology consistently and with more notice.
- Parents/Guardians and participants affiliated with Calvin Cooledge School, Spring Street School, and Shrewsbury High School rated this theme highly.

Consistency of posting homework on Schoology. Most teachers use this tool; however, there are some who do not. This should be a consistent way of posting homework throughout the building.

4.5 ★

21 

Teachers should be required to post HW assignments by 3pm. Posting HW assignments at 8pm is not fair, especially to younger students.

4.2 ★

10 

MENTAL HEALTH AND WELLNESS

- Participants expressed concern that too much homework may have a detrimental effect on students' mental health.
- Parents/Guardians and participants affiliated with Floral Street School, Walter J. Paton School and Sherwood Middle School rated this theme highly.

In school children should learn cooperation, empathy, kindness, and how to resolve conflicts constructively.

4.5



27



The social skills children learn at a very young age can set the tone for learning ability far into adulthood.

I would like there to be less homework. Kids need to recharge their minds and have some downtime every day. Too much homework is bad for kids. Kids who spend too much time on homework experience more stress, physical health problems, a lack of balance in their lives

4.2



26



BREAKS AND FAMILY TIME

- Participants emphasized the importance of family time after school and on vacation.
- Parents/Guardians, Staff and participants affiliated with Walter J. Paton School, Sherwood Middle School, and Shrewsbury High School rated this theme highly.

A balance must be found between preparing students for high school/developing study skills and providing them time to spend with family and friends and recharge from the school day.

4.4



27



School vacation weeks. I would like to see no homework over school breaks. It's important because the kids need a break too. Its also times that families travel together on vacation.

4.3



21



CONSISTENCY

- Participants expressed concern that there is an inconsistent amount of homework assigned across teams.
- Parents/Guardians and participants affiliated with Calvin Coolidge School and Sherwood Middle School rated this theme highly.

Consistency across teams at the middle school level is something that needs to be addressed. It is important because the expectations and requirements are not consistent for all students. It depends on what team you are assigned to.

4.5 ★

18 

Homework varies greatly from team to team, year to year. Sometimes homework can exceed 2 hours a night in 6th grade. Children do have extracurricular activities. They work very hard during the school day, with no recess to speak of at all. Enough with homework!

4.2 ★

24 

DAILY READING

- Participants expressed a need to encourage more reading outside of class time, including both assigned and personal reading.
- Parents/Guardians, Staff and participants affiliated with Spring Street School and Shrewsbury High School rated this theme highly.

Personal reading is essential outside the classroom. Interest-based reading in a variety of genre allows for a great deal of growth in vocabulary and schema.

4.2 ★

26 

Reading should always be done at night and discussion and review should be done during class time. HS class time should not be spent reading the assigned novel. It should be spent discussing what was already read.

3.9 ★

26 

IMPACT ON EXTRACURRICULAR ACTIVITIES

- Participants expressed concern about how homework cuts into extracurricular activities.
- Parents/Guardians and participants affiliated with Walter J. Paton School and Sherwood Middle School rated this theme highly.

I am unsure if the amount of homework students have has gone up over the years, but the amount of time they spend on activities outside of school has.

4.3



21



Homework is one piece of the puzzle when it comes to determining students' overall level of stress.

Times have changed and we work the children very rigorously during the school day. They need other activities after school. Children need to be encouraged to play outside, do exercises, enjoy sports, etc.

4.1



28



INDIVIDUAL NEEDS

- Participants emphasized the importance of considering individual courses and student abilities when developing homework assignments.
- Parents/Guardians, Staff and participants affiliated with Walter J. Paton School and Shrewsbury High School rated this theme highly.

Please consider the differences of each course and please don't issue a "one size fits all" policy. Each teacher has a specific way of teaching and forcing us all to do the same won't be helpful for the students.

4.0



22



Homework can absolutely be differentiated to accommodate a variety of learners. Parents should let teachers know when homework is at a frustration level for their kids so assignments can be tailored.

3.9



26



USE OF TECHNOLOGY

- Participants expressed concern about iPad homework adding to a student's screen time.
- Parents/Guardians and participants affiliated with Calvin Coolidge School, Floral Street School and Sherwood Middle School rated this theme highly.

Consider paper only homework. iPads would stay and be charged at school. Kids get too much screen time.

4.1 ★

26 

Less homework on apps - more paper assignments and old fashioned books.

Hard for parents to be engaged and we struggle to limit screens already. Also, not every child has their own tablet, making it difficult for parents to manage security on their own devices.

3.9 ★

25 

TIME MANAGEMENT

- Participants expressed concern about the amount of time homework takes students to complete.
- Parents/Guardians rated this theme highly.

Amount of time homework takes. Between enrichment programs (e.g. Lego robotics, music, etc.) and homework, my kids have very little "unwind" time to just be a kid.

4.1 ★

7 

Homework could be improved if it was not as long and as much. I think that is important because people like to play outside and spend time with their family.

4.0 ★

27 

STUDENT EXCHANGE

ALEKS

- Participants expressed concern about the amount of time Aleks takes to complete, and the relevance of the topics to classwork.
- Participants affiliated with Grades 9-11 and Shrewsbury High School rated this theme highly.

Aleks questions are NOT balanced at all. Some questions take minutes to complete and some hours. Really some questions will take hours. Since the teacher does not teach everything on Aleks, we have to figure out how to do questions using the internet which takes too much time.

4.5 ★

15 

Less Aleks every week. Sometimes Aleks topics can get really hard and people have different topics to do so having a lot of Aleks when you have hard topics can be hard.

4.5 ★

15 

PURPOSE OF WORK

- Participants emphasized that homework should have a clear educational purpose and not be assigned just to give students work to do.
- Participants affiliated with Grades 9-12 and Shrewsbury High School rated this theme highly.

Homework should not be busy work. This is important, because students are more likely to actually do the work if they feel it is beneficial to them, otherwise they don't do it

4.5 ★

17 

I feel that some homework helps, but other times its just to keep us busy.

Sometimes teachers just give us homework to give us homework. I feel that half the time our homework doesn't even relate to what we're learning about.

4.5 ★

15 

TESTING AND APPLICATION TIME

- Participants expressed concern about assigning homework during testing or college application times.
- Participants affiliated with Grades 7, 9, 10 and 12 and Oak Middle School and Shrewsbury High School rated this theme highly.

Don't give homework during MCAS or AP Exams. Students want to do well on those exams and it's difficult to do that when there are so many other assignments we need to complete.

4.5 ★

16 

Reduce homework for seniors in the first semester. It is important here because we are already stressed with college applications, so this adds on to the stress and causes anxiety.

4.5 ★

16 

MENTAL HEALTH AND WELLNESS

- Participants expressed concern about how homework impacts students' mental and physical health.
- Participants affiliated with Grades 8-11 and Oak Middle School and Shrewsbury High School rated this theme highly.

Health. We get so packed with homework that we don't sleep right anymore, our mental health goes down the drain from stress. It's hard.

4.5 ★

17 

It's effecting mental health. Mental health in students is dropping because its so just overpowering being stressed out all the time, you have no free time without staying up late

4.4 ★

17 

HOMEWORK GRADING AND EXTRA CREDIT

- Participants emphasized that homework should be considered practice, and not graded for accuracy.
- Participants affiliated with Grades 7, 9, 10 and 11 and Oak Middle School and Shrewsbury High School rated this theme highly.

Homework should not be graded on how many you got correct. There can be homework quizzes, but homework should be graded on completion and worth more. Homework is just to refresh our minds, we do not need to be graded on something we have access to the internet for there is no point.

4.5 ★

16 

Homework should be graded on completion because it is practice. Homework is for practice, and it doesn't matter if a student gets something wrong if s/he understands how to do it by the end of the assignment.

4.4 ★

12 

TIME MANAGEMENT

- Participants emphasized that teachers should take time management and workload into consideration when assigning homework.
- Participants affiliated with Grades 7, 8 and 10 and Sherwood Middle School, Oak Middle School and Shrewsbury High School rated this theme highly.

Less long homework assignments and more short assignments. Students commonly stay up until midnight finishing one assignment, leading to only 6 hours of sleep, causing many students to be sleep-deprived.

4.5 ★

15 


It's hard to manage your time when your teachers don't. When a physics teacher assigns 50 problems, but you also have to type out a script for a project, but you also have an hour of math, you just can't.


4.4 ★

16 

BREAKS AND FAMILY TIME

- Participants expressed the importance of family time after school and on vacation.
- Participants affiliated with Grades 5-12 and Sherwood Middle School, Oak Middle School and Shrewsbury High School rated this theme highly.

There should not be any homework over breaks. Students deserve a break when one is meant. 4.5 ★ 17 

Homework on breaks should not be allowed. We have break for a reason...to have a break. We need time to relax. We should not have to worry about work due the Monday we get back. 4.4 ★ 17 





SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **IV. Time Scheduled Appointments:**
C. SHS Class of 2019 Future Plans: Report

MEETING DATE: **10/16/19**

BACKGROUND INFORMATION:

Each year the high school administration provides data on the post-high school plans of the most recent graduating class. Mr. Bazydlo and Ms. Huynh will present an overview of the enclosed report, which provides information regarding what students planned to do after graduating. Given that the vast majority of students go on to postsecondary education, the report focuses on the colleges and universities where students were accepted, where they matriculated, and the characteristics of these colleges and universities.

ACTION RECOMMENDED:

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Nga Huynh, Director of School Counseling, Shrewsbury High School
Mr. Todd Bazydlo, Shrewsbury High School Principal

Shrewsbury High School Future Plans Report

Class of 2019



**presented to the School Committee
October 16, 2019**

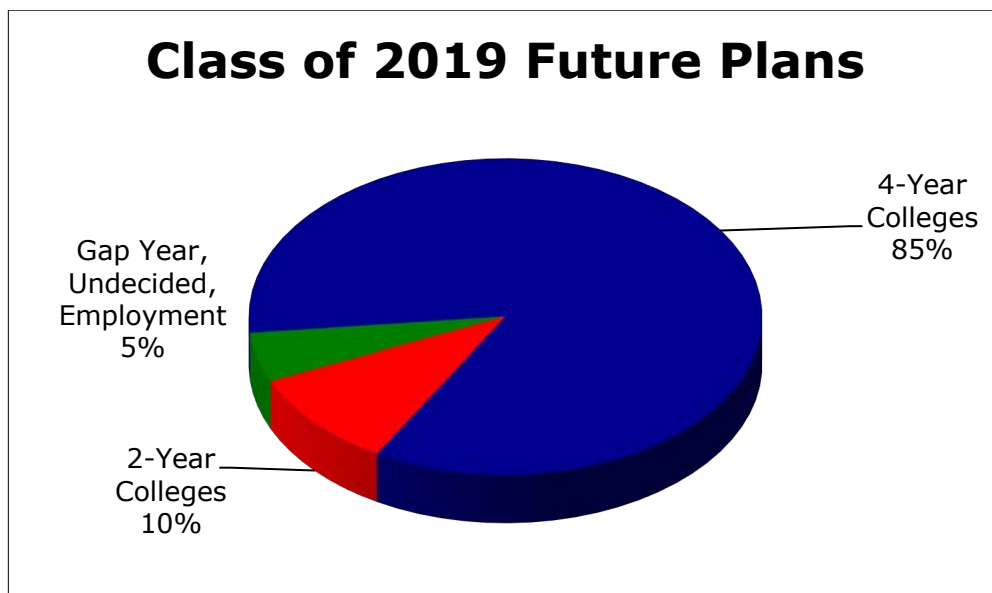
**Todd Bazydlo, Principal
Nga Huynh, Director of School Counseling**

Future Plans

The Class of **2019** enjoyed a successful post-secondary planning year.

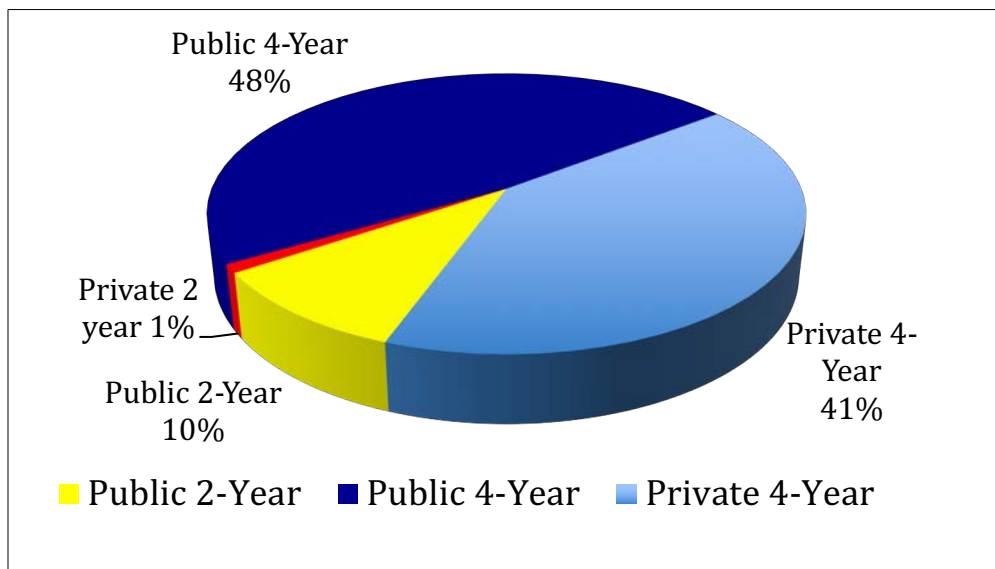
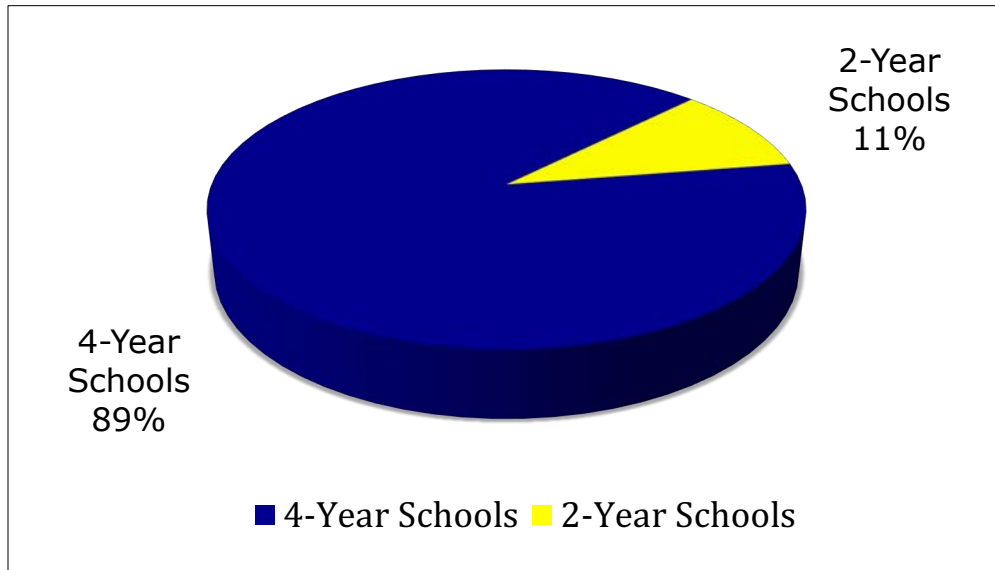
- **426*** students graduated in the Class of **2019** with the following plans:
 - **85%** attended 4-year colleges
 - **10%** attended 2-year colleges or technical schools
 - **5%** entered the employment field, enlisted in the military, or were undecided
 - 2 gap
 - 5 military
 - 12 Work
 - 1 Unknown

*This number does not include **8** students who were granted a Certificate of Attainment (rather than a high school diploma).

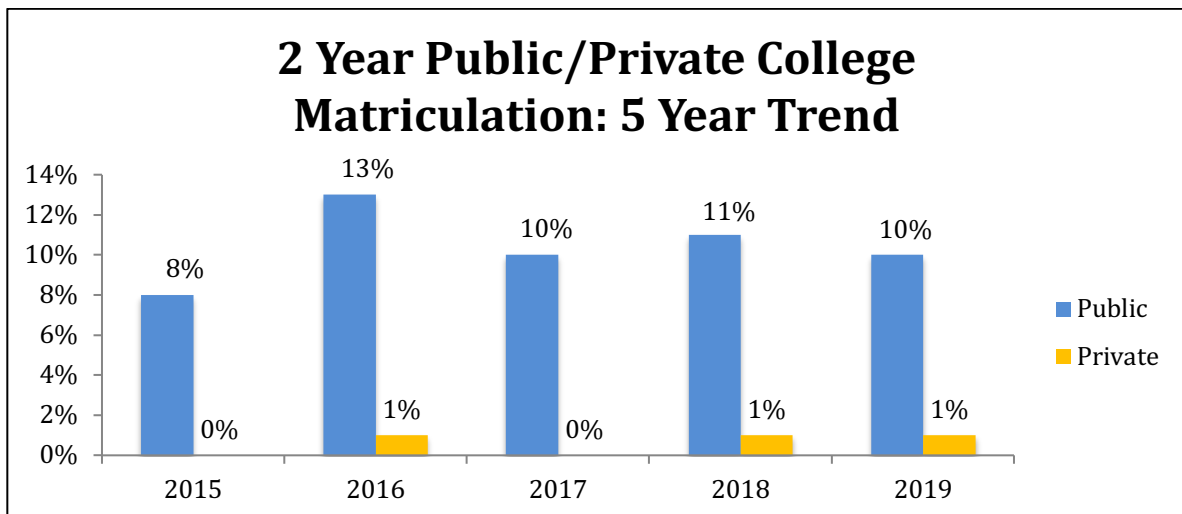
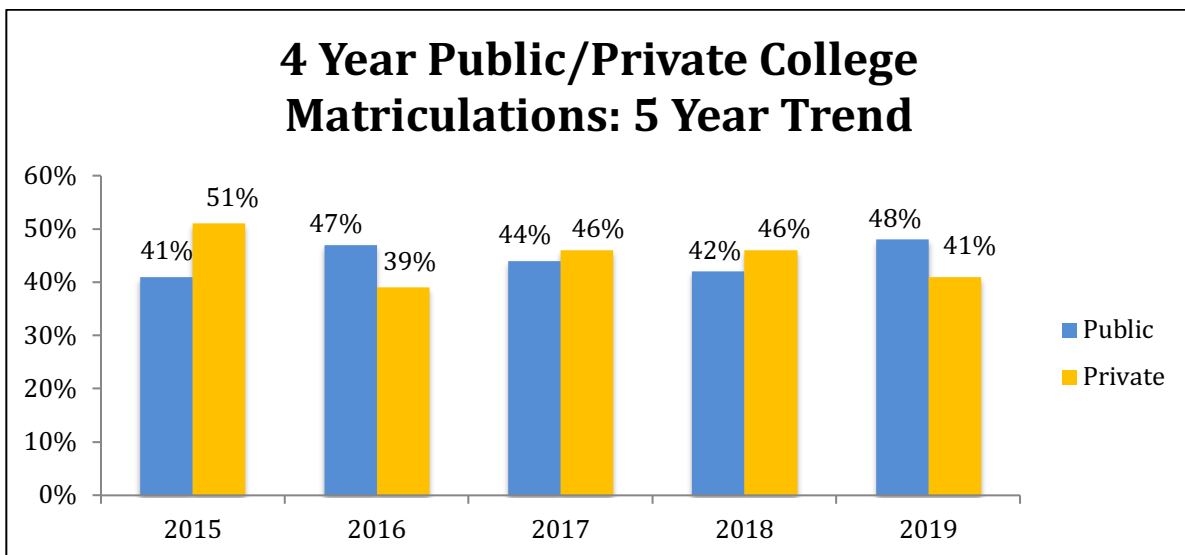
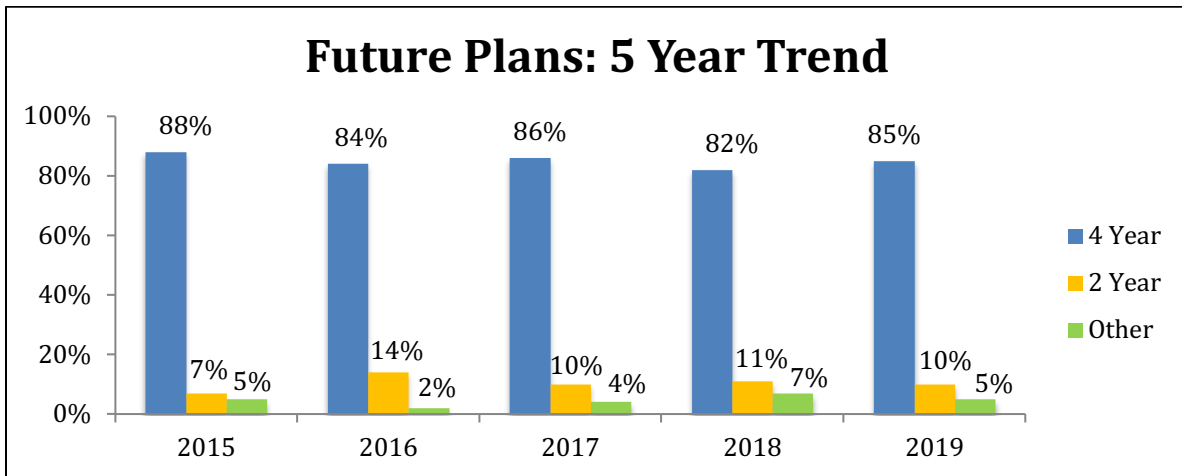


Public and Private 2- and 4-Year Matriculations

- Of the **426** students graduating in the Class of **2019**, a total of **406 (95%)** students continued their education at 2- and 4-year colleges and universities, or technical schools.
- Of these **406** students, **89%** attended 4-year colleges and **11%** attended 2-year colleges or technical schools.
- Of these **406** students, **58%** attended public colleges and universities; **42%** attended private colleges and universities.



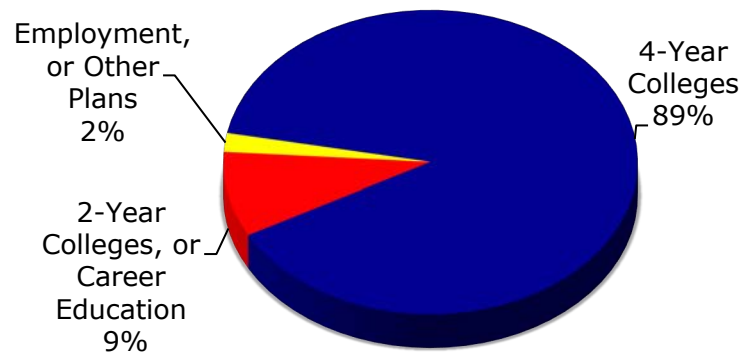
5 Year Trend Data



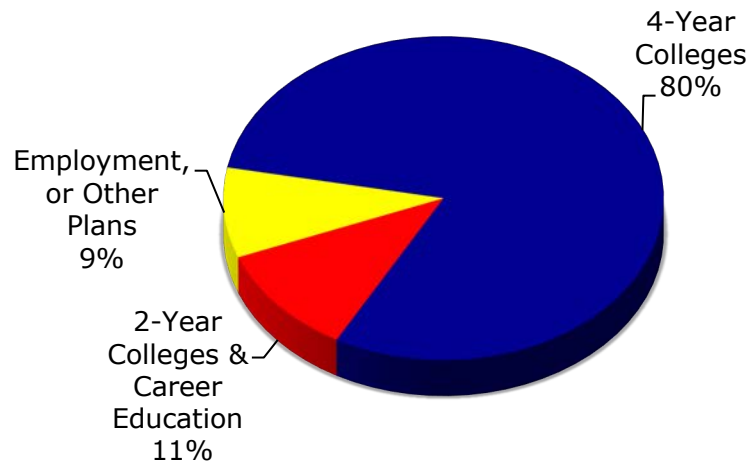
Future Plans by Gender

	Male	Female	Total
4-Year Colleges	148	215	363
2-Year Colleges	18	22	40
Career Education	2	0	2
Employment	7	5	12
Military	5	0	5
Other Plans	4	0	4
Totals	184	242	426

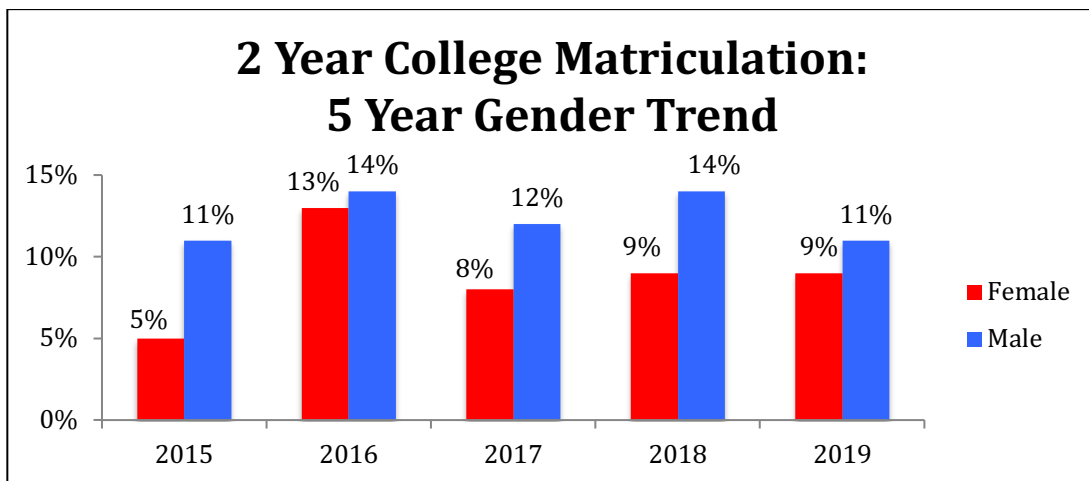
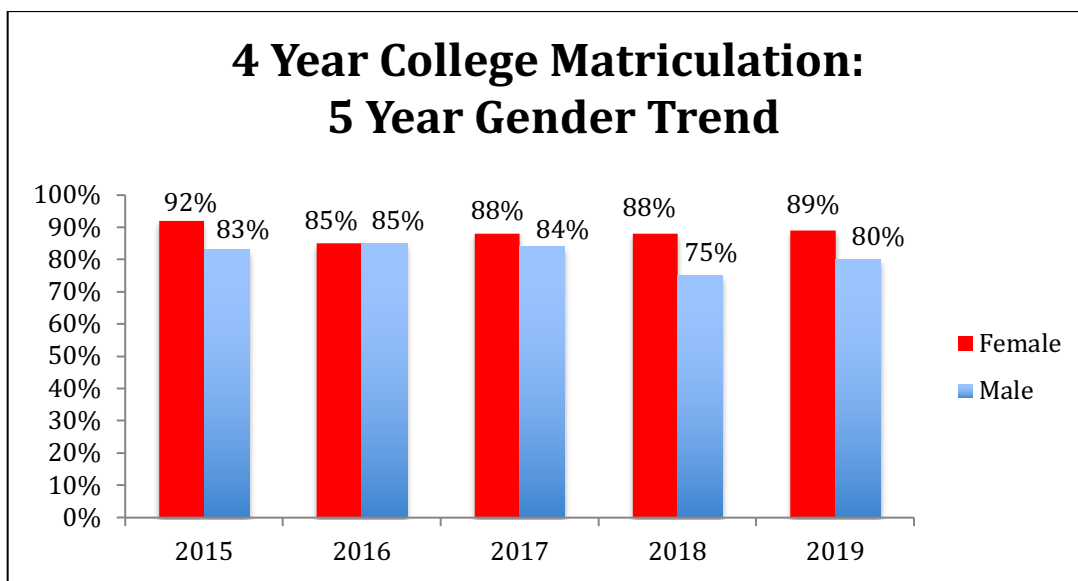
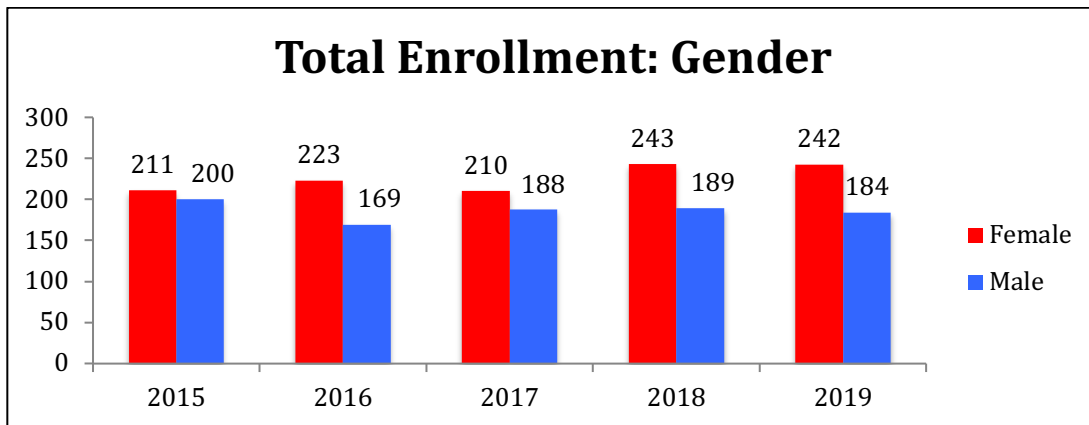
2019 Future Plans--Females



2019 Future Plans--Males



5 Year Trend Data: Gender



College Application Information

The School Counseling Department processed 2,672 college applications to 259 different colleges and universities for the Class of 2019.

Students with GPA in the top 25% (107 students):

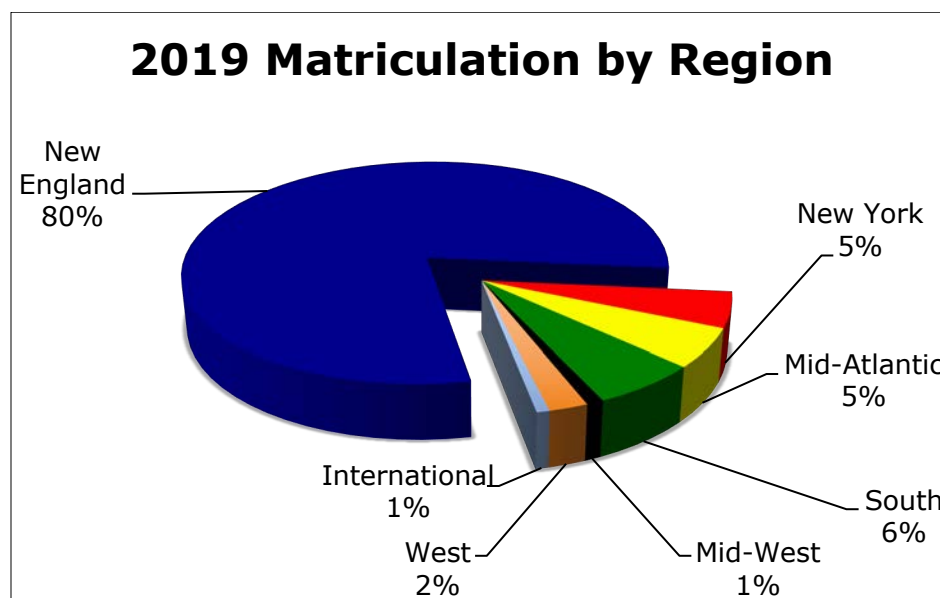
- 5 students applied to over 20 colleges (the highest number of applications by an individual student is 38)
- 11 students applied to between 15-19 applications
- 34 students applied between 11-14 applications
- Overall, 50 students (47%) applied to over 10 schools

Students with GPA in the top 26%-50% (107 students):

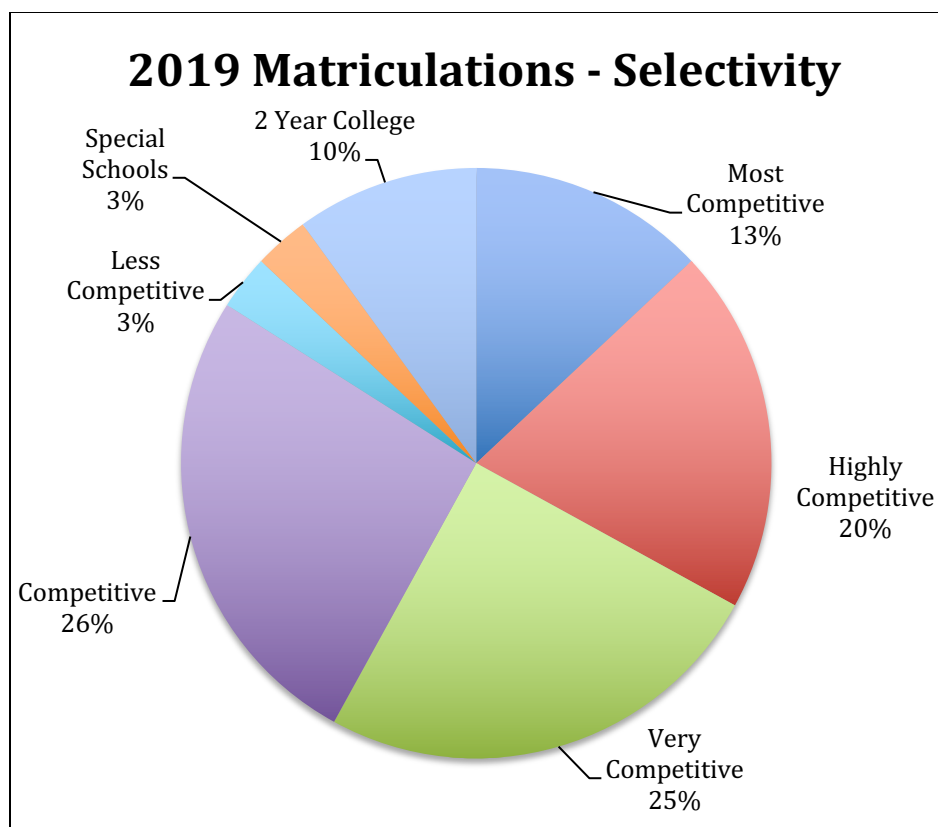
- 2 students applied to over 20 colleges (the highest number of applications by an individual student is 28)
- 8 students applied to between 15-19 applications
- 15 students applied between 11-14 applications
- Overall, 25 students (23%) applied to over 10 schools

Geographic Breakdown by Matriculation

- Members in the Class of 2019 were accepted to 259 different colleges and universities in 30 different states, District of Columbia, Dublin, Scotland, and Spain.
- Graduates in the Class of 2019 enrolled in 128 different colleges and universities in 28 different states, District of Columbia, Dublin, Scotland, and Spain.



	Private		Public	
	2-Year & Technical	4-Year	2-Year	4-Year
New England				
Maine		5		6
Massachusetts	2	90	40	119
Rhode Island		13		11
Connecticut		8		6
New Hampshire		6		8
Vermont		2		7
New York		18		2
Mid-Atlantic				
Delaware				2
District of Columbia		6		
Maryland		2		1
New Jersey				2
Virginia				2
Pennsylvania		5		2
South				
Alabama				1
Florida		4		2
Georgia		2		2
Louisiana		1		
North Carolina		1		1
South Carolina				9
Texas				2
Midwest				
Ohio				1
Illinois		1		1
Michigan				1
West				
Arizona				3
California		1	-	1
Colorado	-	1	-	1
Oregon				1
Utah				1
Dublin				1
Scotland				1
Spain		1		
Totals	2	167	40	197



Barron's Selectivity Categories Class of 2019 Students Enrolled at the Following Colleges & Universities

The Barron's College Admissions Selector is not a rating of colleges by academic standards or quality of education. It is a description of the degree of admissions competitiveness based on median entrance of examination scores of standardized tests and class ranking for admitted students. It is important to note that Shrewsbury High School has eliminated the reporting of class rank to colleges beginning with the Class of 2017. The result of eliminating class rank in the college process has shown no impact in the competitiveness of schools to which SHS students were accepted.

Most Competitive:

Even superior students will encounter a great deal of competition for admissions to the colleges in this category. In general, these colleges require high school rank in the top 10% to 20% and grade averages of A to B+. Median freshman test scores at these colleges are generally between 655 and 800 on the SAT and 29 and above on the ACT. In addition, many of these colleges admit only a small percentage of those who apply.

Boston College (4)
 Boston University (5)
 Bowdoin College
 Brandeis University
 Brown University
 College of the Holy Cross (2)
 Colorado College
 Emory University (2)
 Fordham University (2)

Georgia Institute of Technology (2)
 New York University (3)
 Northeastern University (10)
 Rensselaer Polytechnic Institute
 The Ohio State University
 The University of Texas at Austin
 University of Texas, Dallas
 Tufts University (2)
 Tulane University
 University of Rochester
 Villanova University
 Wake Forest University
 Worcester Polytechnic Institute (8)

Highly Competitive:

Colleges in this group generally look for students with grade averages of B+ to B and accept most of their students from the top 20% to 35% of the high school class. Median freshman test scores at these colleges generally range from 620 to 654 on the SAT and 27 or 28 on the ACT. These schools generally accept between one third and one half of their applicants. To provide for finer distinctions within this admissions category, a plus (+) symbol has been placed before some entries. These are colleges with median freshman scores of 645 or more on the SAT I or 28 or more on the ACT, and colleges that accept fewer than one quarter of their applicants.

American University (3)
 +Clark University (3)
 Clemson University
 Drexel University
 +Emerson College (2)
 Fairfield University
 +The George Washington University (2)
 North Carolina State University
 Pennsylvania State University
 Providence College (2)
 +Rochester Institute of Technology (3)
 Rutgers University, New Brunswick (2)
 Syracuse University
 University of California, Santa Barbara
 University of Connecticut (6)
 University of Illinois at Urbana-Champaign
 University of Maryland, College Park
 University of Massachusetts at Amherst (42)
 University of Vermont (7)

Very Competitive:

The colleges in this category generally admit students whose averages are no less than B- and who rank in the top 35% to 50% of their graduating class. They generally report median freshman test scores in the 573 to 619 range on the SAT and from 24 to 26 on the ACT. These schools generally accept between one half and three quarters of their applicants. The plus (+) has been placed before colleges with median freshman scores of 610 or higher on the SAT or 26 or higher on the ACT, and colleges that accept fewer than one third of their applicants.

Arizona State University
 Assumption College (5)
 Bryant University (2)
 Champlain College
 Gordon College
 +Ithaca College (2)
 Loyola University, IL
 Loyola University, MD (2)
 Marist College (2)
 Michigan State University
 Oregon State University
 Quinnipiac University (3)
 Roger Williams University (3)
 The Catholic University of America
 Saint Anselm College (3)
 Saint Joseph's University
 Salve Regina University
 Simmons University (4)
 Trinity College
 The University of Utah
 University of Alabama
 University of Scranton
 University of Central Florida

University of Delaware (2)
 University of Maine (6)
 University of Massachusetts at Lowell (25)
 University of New Hampshire (4)
 University of Rhode Island (11)
 University of South Carolina (6)
 Virginia Polytechnic Institute
 Wentworth Institute of Technology (5)

Competitive:

This category is a very broad one, covering colleges that generally have median freshman test scores between 500 and 572 on the SAT and between 21 and 23 on the ACT. Some of these colleges require that students have high school averages of B- or better, although others state a minimum of C+ or C. Generally, these colleges prefer students in the top 50% to 65% of the graduating class and accept about 75% of their applicants. Colleges with a plus (+) are those with median freshman SAT scores of 563 or higher or median freshman ACT scores of 24 or higher, and those that admit fewer than half of their applicants.

Bridgewater State University (13)
 Coastal Carolina University (2)
 Curry College (3)
 +Emmanuel College (3)
 +Endicott College (2)
 Florida Gulf Coast University
 Framingham State University
 +Hofstra University (3)
 Johnson and Wales University (2)
 Keene State College (3)
 Lesley University
 MA Maritime Academy
 Merrimack College (5)
 Misericordia University
 Norwich University
 +Nova Southeastern University
 Radford University
 Saint Joseph's College of Maine
 Saint Leo University
 Siena College
 Southern New Hampshire University
 Springfield College (4)
 Stonehill College (4)
 Suffolk University (6)
 State University of New York, Buffalo
 +Temple University
 University of Arizona (2)
 University of Hartford (2)
 University of Massachusetts at Boston (6)
 University of Massachusetts at Dartmouth (3)
 University of New England (3)
 University of New Haven
 Westfield State University (8)
 Worcester State University (15)

Less Competitive:

Included in this category are colleges with median freshman test scores generally below 500 on the SAT and below 21 on the ACT; some colleges that require entrance examinations but do not report median scores; and colleges that admit students with averages generally below C who rank in the top 65% of the graduating class. These colleges usually admit 85% or more of their applicants.

Becker College (3)
Fitchburg State University (2)
Franklin Pierce University (2)
Nichols College (4)
Plymouth State University
Salem State University
Southeastern University

Special Schools:

Listed here are colleges whose program of studies are specialized—professional schools of art, music, health fields, the military, etc. In general, the admissions requirements are not based primarily on the academic criteria, but on evidence of talent or special interest in the field.

Berklee College of Music
California College of the Arts
Flight School
MA College of Art and Design (2)
MA College of Pharmacy & Health Sciences (2)
Rhode Island School of Design
Ringling College of Art and Design
United States Air Force Academy

Schools Outside the United States

Art School, Madrid
University College Dublin
University of Edinburgh

2-Year Colleges/Trade Schools:

Mount Wachusett Community College
New England Institute of Technology
Porter and Chester Institute
Quinsigamond Community College (39)

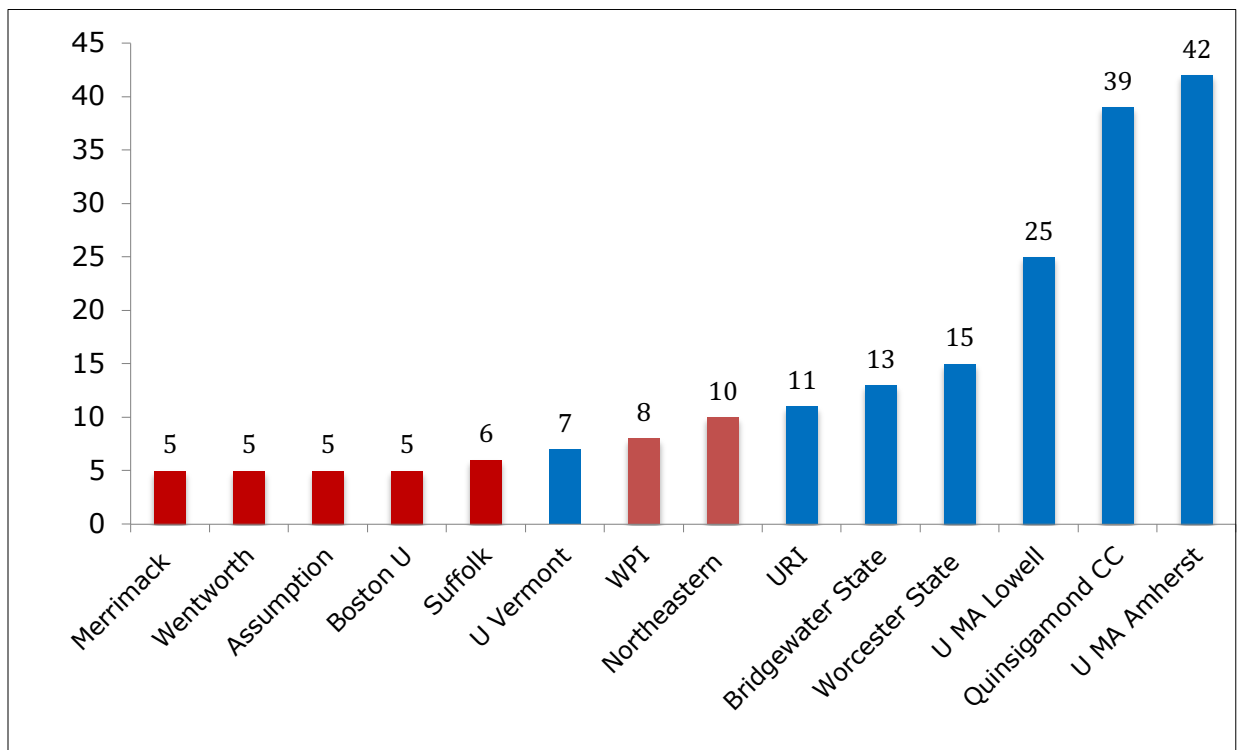
Top 7 Most Popular Schools Enrolled—Private

1. Northeastern University —10
2. Worcester Polytechnic Institute —8
3. Suffolk University —6
4. Boston University —5
5. Assumption College —5
6. Wentworth Institute of Technology —5
7. Merrimack College —5

Top 7 Most Popular Schools Enrolled—Public

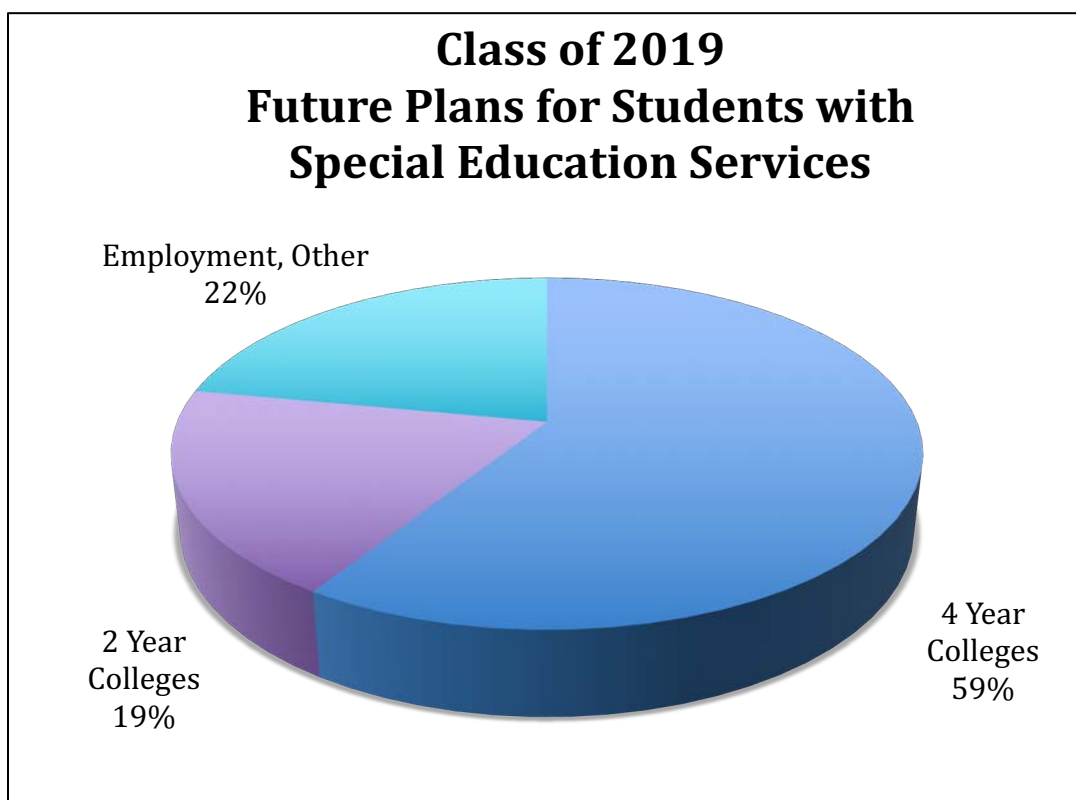
1. University of Massachusetts, Amherst —42
2. Quinsigamond Community College —39
3. University of Massachusetts, Lowell—25
4. Worcester State University—15
5. Bridgewater State University—13
6. University of Rhode Island —11
7. University of Vermont—7

Top Private and Public Enrollments

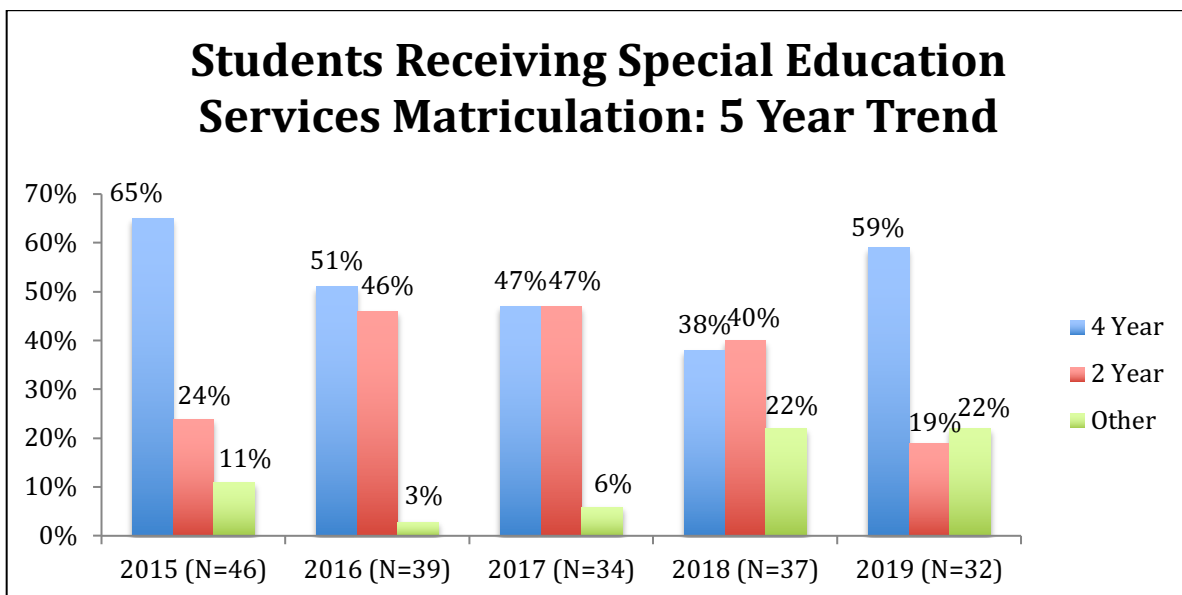
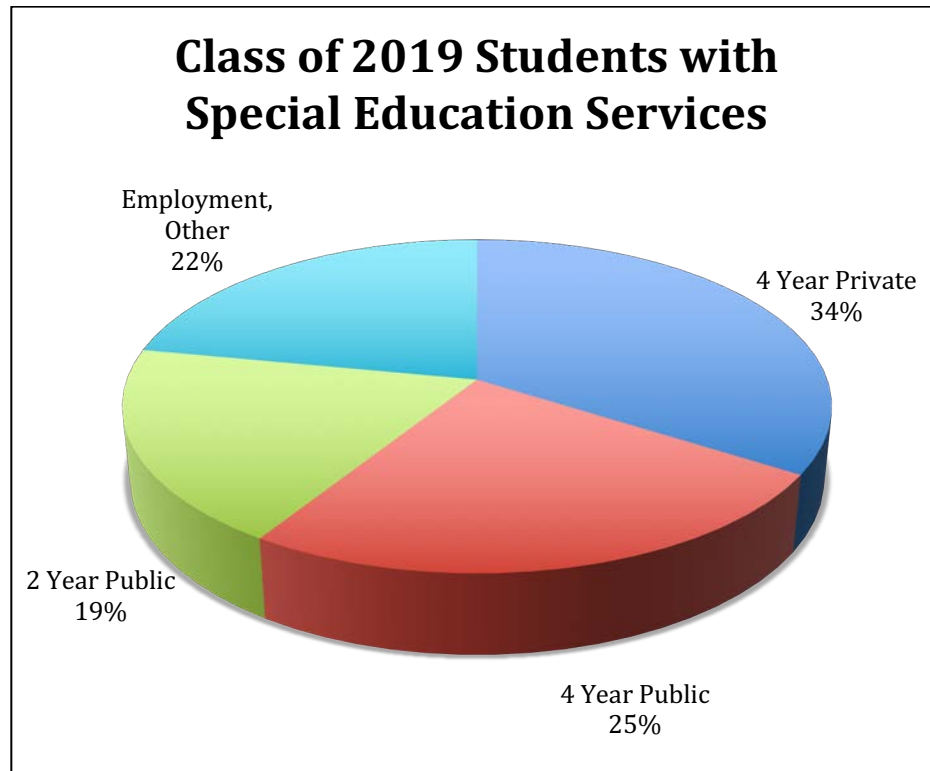


Class of 2019
Students with Special Education Services

- Thirty-Two students (7%) in the Class of 2019 received special education services. Of these 32 students:
 - 59% attended 4-year colleges
 - 19% attended 2-year colleges & technical schools
 - 22% entered the employment field or military



- Of these 32 students, 44% attended public colleges and universities; 34% attended private colleges and universities.



School Counseling Programming by Month

August	<ul style="list-style-type: none"> • Application Boot Camp
September	<ul style="list-style-type: none"> • Nuts & Bolts Night • Senior Curriculum: Application & Stress Workshops • Parent Breakfast
October	<ul style="list-style-type: none"> • Individual college meetings with seniors • Freshman Curriculum (2 Days) • Parent Breakfast • PSAT • SAT
November	<ul style="list-style-type: none"> • Individual college meetings with seniors • Sophomore Curriculum (3 Days) • Parent Breakfast • SAT
December	<ul style="list-style-type: none"> • Individual college meetings with seniors • Alumni Panel • SAT
January	<ul style="list-style-type: none"> • Individual college meetings with seniors • Freshman Curriculum (Day 3) • Parent Breakfast • Junior College Night • Junior Curriculum (2 Days)
February	<ul style="list-style-type: none"> • Parent Breakfast • Program of Studies presentation in English Classes
March	<ul style="list-style-type: none"> • Course Selection Individual Student Meetings (Grades 9-11) • SAT
April	<ul style="list-style-type: none"> • Parent Breakfast • Junior Curriculum (1 Day) • Individual future planning meetings with juniors • Career Speaker Series
May	<ul style="list-style-type: none"> • SAT • Award's Night • Individual future planning meetings with juniors
June	<ul style="list-style-type: none"> • SAT • Individual future planning meetings with juniors • Summer school student/parent meetings

School Counseling Programming Career Exploration and the College Process

Freshman Year (3 class periods/4 days to complete curriculum for all 9th grade students)

- Counselors deliver a three-day curriculum to all freshman students. The first two days occur in October and includes an introduction to school resources and strategies to ensure a successful transition to high school. Students are registered and introduced to Naviance and complete a Learning Styles survey. The third day of the 9th grade school counseling curriculum occurs at the beginning of February and includes an individual meeting with each student's counselor.

Sophomore Year (3 class periods/4 days to complete curriculum for all 10th grade students)

- Counselors deliver the school counseling curriculum to all sophomores over 3 class periods. The focus of the curriculum over these 3 class periods includes an introduction to career search and planning in Naviance, as well as an introduction to the college search process and exploration of college majors as a result of student career interests.

Junior Year (3 class periods/4 days to complete curriculum for all 11th grade students)

- Counselors deliver the school counseling curriculum to all juniors introducing the College & Career Portfolio. The Portfolio includes all salient information about the college search process, the college essay and interviewing skills.
- Students continue to expand their use of Naviance and learn to utilize the scattergram feature to review the college acceptance data of SHS Alumni to build a working college list of "Best Fit Colleges".
- Junior Planning Night is offered to juniors and their parents/guardians to "kick off" the college search process. The program includes a student and college admissions panel.
- Counselors individually meet with Juniors in the Spring to assist students in refining their search process.

Senior Year (2 class period/3 days to complete curriculum for all grade 12 students)

- Application Boot Camp is offered during the summer for rising seniors. This summer 108 students participated in four sessions. The boot camp program includes:
 - completion of the Common Application
 - continued research of college and universities, refinement of search process and other associated tasks in Naviance
 - completion of the individual essay, including review and feedback provided by an English teacher and a college admissions counselor
 - completion of mock interviews with an admissions counselor and feedback provided by school counselors
 - financial awareness/budgeting in the freshman year
- Nuts and Bolts Night is offered to seniors and their parents/guardians to address the application process with question-and-answer breakout sessions with the students' counselors.
- Counselors deliver the Application workshop to all senior English classes in September. This workshop includes:
 - a review and discussion of the senior checklist
 - matching the Common Application and Naviance to prepare for the electronic submission of transcripts
 - completing the FERPA agreement in Naviance

- o inviting teachers to upload letters of recommendations
- Stress Reduction workshops are delivered to all senior English classes by counselors and graduate counselor interns.
- Counselors meet individually with all seniors during the fall and early winter to complete the application process. These meetings focus on reviewing each student's final college list, processing teacher recommendations, sending official SAT/ACT scores to colleges, selecting the best option for application submission and college deadlines (regular, early action, early decision, and rolling), and processing the transcript request forms.
- Counselors write letters of recommendations for all seniors.
- Financial Aid Night (presented by MEFA, the Massachusetts Educational Financing Authority) is offered to all seniors and parents/guardians to understand the financial aid process and deadlines.
- An alumni panel is offered to seniors in the winter to begin the conversation of transition planning and the alumni panel addresses the academic, personal, and social aspects of a student's transition to the college setting.
- Paying the College Bill Seminar (sponsored by MEFA, the Massachusetts Educational Financing Authority) is offered in early spring to discuss understanding and comparing financial aid packages offered by colleges.

School Counseling Parent Program

Freshman/Sophomore Parents

The Breakfast with School Counselors Series serves parents of freshmen and sophomores as they traverse the landscape of high school. These discussion-based meetings cover a variety of topics to help ease 9th and 10th grade parent concerns.

Topics include:

- Yes, It Matters - demystification of the transcript and "permanent record"
 - o Introduction to the how the school counseling office works
 - o Understanding the grading system and transcript process
- Naviance – Career and College Planning Software
 - o Introduction to the school counseling curriculum and use of Naviance
 - o Introduction to the different features of Naviance that students will use throughout their four years
- Stress Management
 - o Identifying stressors that students face academically, socially, personally
 - o Supports for students from the parent perspective
 - o Identifying in-school and community resources available to students and families
- Course Selection Process
 - o Course selection and registration timeline
 - o Course recommendations and placements
 - o Balancing the workload academically and with outside activities
 - o Time Management Worksheet presented to all students
- Teenage Pressures
 - o Identifying pressures that teenagers face (academically, socially, social media)
 - o Informational resources for families related to different pressures
- Navigating the American College System

- Understanding the college process from admissions representative
- Laying the foundation for freshman and sophomore students

Junior Parents

- College Planning Night
 - Students and parents attend a presentation about the college search and admissions process.
 - This evening features a student panel and admissions panel.

Senior Parents

- Nuts and Bolts Night
 - Students and parents attend a presentation on details of the admissions process for senior year. This program includes Q&A breakout sessions with the students counselor.
- Financial Aid Night
 - This program is presented by the Massachusetts Education Financing Authority (MEFA) about the financial process.
- After the Acceptance Seminar
 - This program is presented by MEFA about understanding and comparing different financial aid packages.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **10/16/19**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **10/16/19**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **10/16/19**

A. Fiscal Year 2021 Budget Priorities & Guidelines: Draft

BACKGROUND INFORMATION:

At the School Committee meeting on October 2, 2019, Mr. Collins presented an initial Fiscal Year 2021 Budget Calendar. At the meeting he will present the enclosed draft of Priorities & Guidelines for FY21 that incorporates input from the Finance Subcommittee, which met on October 9. Committee members Dr. Magee and Ms. Heffernan comprise the Finance Subcommittee. The Committee will have an opportunity to vote to approve the Fiscal Priorities & Guidelines at its meeting on October 30.

ACTION RECOMMENDED:

That the School Committee review the draft Fiscal Priorities & Guidelines and provide feedback.

MEMBERS & STAFF AVAILABLE FOR PRESENTATION:

Dr. B. Dale Magee

Ms. Lynsey Heffernan

Mr. Patrick Collins, Assistant Superintendent for Finance & Operations



Shrewsbury School Committee Priorities & Guidelines for Fiscal Year 2021 Budget Development

Overview

This document provides the community with information about the School Committee's priorities for the Fiscal Year 2021 School Department Budget. It is also designed to provide guidance to the Superintendent of Schools and the School Department administration regarding the development of its initial Fiscal Year 2021 School Department Budget proposal.

The FY21 School Department Budget should be designed to enable progress toward the School Committee's aspirations for student success outlined in the [Portrait of a Shrewsbury Graduate](#) and the [Strategic Priorities & Goals 2018 – 2022](#).

Budgetary Priorities

The initial FY21 School Department Budget proposal shall include resources to address each of the following priorities:

- To sustain the improvements in class size realized through the Fiscal Year 2015 budget by keeping as many sections as possible within School Committee guidelines for class size. These guidelines are: Preschool: 15; Kindergarten: 17-19; Grades 1 & 2: 20-22; Grades 3-8: 22-24; Grades 9-12: 18-20.
- To continue investing in instructional materials, curriculum personnel, and staff professional development in order to ensure that the district's educational program meets local expectations for academic rigor, as well as state mandates.
- To make sufficient investments in technology in order to realize the educational and operational benefits available through digital resources and to provide sufficient capacity for the state's new testing system, while creating opportunities to benefit from short and long-term cost efficiencies.
- To make investments in district-based programming and resources in order to provide high quality, cost effective opportunities to educate students with all forms of

specialized needs within their own community's schools rather than specialized placements outside of the district.

- To further fulfill the recommendations of the University of Massachusetts [Edward J. Collins Center for Public Management] Central Office Organizational Study by providing resources to address district capacity related to personnel, organization, space, and technology.

Assumptions & Guidance

The initial FY21 School Department Budget proposal should:

1. Provide adequate resources to meet all legal mandates required of the school district.
2. Reflect the terms of collective bargaining agreements and other contractual obligations.
3. Provide sufficient resources to maintain a) the existing educational program and b) staffing levels necessary to meet mandates and priorities.
4. Utilize the best available information to project changes in costs (such as tuitions) and revenues (such as state funding through the Chapter 70 and Circuit Breaker programs, grants, etc.).
5. Estimate the level funding of all federal and state grants and factor known increases or reductions from FY20.
6. Review fee levels for all programs and adjust, as necessary, to reflect market price conditions and specific cost structure of each program; this will include reducing full-day kindergarten tuition to continue the gradual shift of costs from families to the district in anticipation of providing tuition-free, universal full-day kindergarten when the new Beal School opens in FY22.
7. Examine ways to reduce or shift costs in order to achieve district priorities without requiring additional funding allocations wherever possible.
8. Assume, due to space constraints, that no new School Choice seats will be added and therefore no additional revenue will be available from this source.
9. Consider the town's tax levy constraints, consistent with prior practice.
10. Display data and information in new and different ways. In an effort to enhance the understanding of the School Department budget by all constituents, including Town Meeting Representatives, additional charts and graphs will be incorporated into the process. In addition to print materials, the *ClearGov* budgeting platform will be initiated to communicate data via infographics with drill-down features for detailed information. This will be a coordinated effort with the Town Manager's Office which is using *ClearGov* to display municipal budget information.
11. Separate information regarding "status quo" or "level services" budget requirements from information regarding any new resources required to meet the district's strategic priorities and goals.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **10/16/19**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **10/16/19**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **10/16/19**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **10/16/19**

BACKGROUND INFORMATION:

The minutes from the School Committee Meeting held on October 2, 2019 are enclosed.

ACTION RECOMMENDED:

That the Committee accept the minutes from the School Committee Meeting held on October 2, 2019.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandra Fryc, Chairperson

Dr. B. Dale Magee, Secretary

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

MINUTES OF SCHOOL COMMITTEE MEETING

Wednesday, October 2, 2019

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

Not present: Mr. Jon Wensky, Vice Chairperson

A complete audio/visual recording of this meeting is available on the Shrewsbury Public Schools website.

The meeting opened at 6:31pm and Ms. Fryc immediately requested a motion to adjourn to Executive Session for the purpose of collective bargaining with the Shrewsbury Education Association – Unit B, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body, and for the purpose of reviewing, approving, and/or releasing executive session minutes. On a motion by Mr. Palitsch, seconded by Ms. Heffernan, on a roll call vote: Ms. Fryc: Yes; Dr. Magee: Yes; Mr. Palitsch: Yes; Ms. Heffernan: Yes; the School Committee voted to adjourn to executive session at 6:32 pm.

The Committee returned to open session at 7:00 PM, and the meeting was recessed. The meeting was reconvened at 7:03 PM by Ms. Fryc.

I. Public Participation

None.

II. Chairperson's Report & Members' Reports

Ms. Fryc thanked the children of Ms. Heffernan for carrying the School Committee banner in the recently held Spirit of Shrewsbury parade.

III. Superintendent's Report

Dr. Sawyer noted two upcoming community events that address vaping and addiction: a forum on vaping at Mill Pond School in Westborough, and an event by Dr. Ruth Potee, who will speak about developing tween/teen brain development and substance use at Shrewsbury High School (SHS). Noting it was National Custodial Workers Day, Dr. Sawyer acknowledged the excellent work done by custodial staff at Shrewsbury Public Schools (SPS).

IV. Time Scheduled Appointments:

A. Superintendent's Awards: Student Recognition

Ms. Fryc advised that this agenda item would be addressed later in the meeting.

V. Curriculum

A. Civics Education: Report

Ms. Clouter; Ms. Jennifer DiFrancesca, Director of Social Sciences, Shrewsbury High School; and Mr. Robert Dunn, Middle Level Curriculum Coordinator, Social Studies; presented information on alignment of district practices with changes in the Civics Education standards by the Department of Elementary and Secondary Education (DESE). They began with a video of grade 9 students discussing a question - *What does it mean to be a citizen?*, then asked Committee members to engage in exercises to illustrate some of the new standards of practice frameworks around skills and content. They went on to address how Project Based Learning (PBL) and Social Emotional Learning (SEL) are relevant to the framework, adjustments to content, and next steps at SPS that include developing continuous themes and throughlines that will span Kindergarten through grade 12 for students.

The Committee and Dr. Sawyer offered praise for the changes and acknowledged the importance of civics education, noting the district provides students with ample opportunities to exercise their voice, and that SPS' mission includes providing students with *an appreciation of our democratic tradition*.

VI. Policy

None.

VII. Finance & Operations

A. Guiding Principles for Redistricting Process: Recommendation, Discussion, & Potential Vote

Ms. Fryc noted this discussion was a follow up to a previous meeting that addressed the topic of redistricting. (At that meeting, the Committee voted to establish an ad hoc committee on redistricting, noting the ad hoc committee would be provided with guiding principles by the School Committee.) In their presentation, Dr. Sawyer and Mr. Collins presented seven recommended guiding principles and noted the rationale for each, adding that they were not ranked, would be implemented holistically, and would inform decision making on proposed redistricting options. Committee members expressed support for the guiding principles, adding that they represent a thoughtful and calming approach to a complex problem; noted the process of redistricting would be inherently disruptive to a certain extent; and stressed the importance of gathering data around demographics and population growth to utilize during the process.

On a motion by Mr. Palitsch, seconded by Dr. Magee, the Committee voted unanimously to adopt the Recommended Guiding Principles as presented.

IV. Time Scheduled Appointments:

A. Superintendent's Awards: Student Recognition

This agenda item was rescheduled from an earlier position on the agenda. Noting this was the second year that he would present New England School Development Council Awards for Academic Growth and Student Leadership in Learning to deserving high school seniors, Dr. Sawyer advised that he chose students Sophia Millan and Thomas (TJ) Morgera based on recommendations from Ms. Maureen Monopoli, the SHS assistant principal who is the grade administrator for the Class of 2020, and Mr. Todd Bazydlo, principal of SHS. Dr. Sawyer highlighted the students' academic and co-curricular achievements, then invited them to present brief remarks. Next, Dr. Sawyer introduced recipients of the Massachusetts Association of School Superintendents awards for academic performance (there are three this year due to the size of the class). The students: Stefanie Del Rosario, Hannah Huang, and Lanna Wang (in alphabetical order) had the highest grade point averages in the class at the end of their junior year of school, and their achievements were summarized by Dr. Sawyer. The students were invited to give remarks. After being congratulated by Dr. Sawyer and the Committee, all of the award winners were invited up to receive certificates and be recognized by the Committee.

B. Fiscal Year 2021 Budget Calendar: Recommendation & Potential Vote

In his report, Mr. Collins summarized the FY21 budget calendar, highlighting important dates, and included information from the budget calendar produced by the Town Manager's office for informational purposes. Mr. Collins addressed questions from the Committee relative to the new ClearGov platform/tool, noting some training had already been provided, and that it was expected that files would be uploaded at/about the time of the Superintendent's Budget launch which would give users the ability to drill down charts and graphs from the data and easily compare it to that of other communities.

Dr. Magee encouraged training for School Committee members on ClearGov at a future Budget Workshop; Ms. Heffernan requested that some dates included on the draft budget calendar be checked for accuracy and changed if necessary.

On a motion by Ms. Heffernan, seconded by Dr. Magee, the Committee voted unanimously to approve the Fiscal Year 2021 Budget Calendar.

VIII. Old Business

None.

IX. New Business

A. Effective Communication With Constituents: Discussion

Dr. Sawyer initiated the discussion by summarizing the findings of a national survey on district-level communications and detailing the ways the district currently communicates with parents and interested parties (including the Shrewsbury School Journal and Superintendent's Updates). He went on to present a draft of an eight question communications survey from SPS. Committee members asked clarifying questions around existing methods of communication with stakeholders (email addresses are available for approximately 99% of parents), how often surveys like this are done (this would be the first with a district-level focus on communication vehicles), and when a survey would be sent (very near future). They noted: some communication methods are very good, and some are dated; the importance of assessing and quantifying how stakeholders want to receive information; the draft survey presented was good; and the

importance of asking open-ended questions to determine what topics stakeholders are interested in.

X. Approval of Minutes

Without objections from the Committee, the minutes from the School Committee Meeting held on September 18, 2019, and the School Committee Workshop held on September 23, 2019 were accepted as distributed.

XI. Executive Session

Please see above.

XII. Adjournment

On a motion by Dr. Magee, seconded by Mr. Palitsch, the committee unanimously agreed to adjourn the meeting at 8:46 pm. Roll call votes were as follows: Dr. Magee, yes; Mr. Palitsch, yes; Ms. Heffernan, yes; and Ms. Fryc, yes.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. Civics Education Report
2. Civics Education Slide Presentation
3. Redistricting Guiding Principles Recommendation Memo
4. Redistricting Guiding Principles Slide Presentation
5. FY21 Draft Budget Calendar
6. Town Manager's FY21 Budget Calendar
7. District Communications Survey Memo
8. District Communications Draft Survey
9. Set(s) of minutes as referenced above



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **XI. Executive Session**

MEETING DATE: **10/16/19**

A. For the purpose of collective bargaining with the Shrewsbury Education Association – Unit B

B. For the purpose of reviewing, approving, and/or releasing executive session minutes

BACKGROUND INFORMATION:

Executive session is warranted for these purposes.

ACTION RECOMMENDED:

That the School Committee enter into executive session for the purpose of collective bargaining with the Shrewsbury Education Association - Unit B, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body, and for the purpose of reviewing, approving, and/or releasing executive session minutes, 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

ITEM NO: **XII. Adjournment**