



**School Committee  
Meeting Book**

**April 10, 2019  
7:00 pm**

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



## SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

### AGENDA

**April 10, 2019 7:00pm**  
**Town Hall—Selectmen's Meeting Room**  
**100 Maple Avenue**

<u>Items</u>	<u>Suggested time allotments</u>
I. Public Participation	<div>7:00-7:10</div>
II. Chairperson's Report & Members' Reports	
III. Superintendent's Report	
IV. Time Scheduled Appointments:	
A. Student Recognition: SHS State Indoor Track Champions	7:10 – 7:20
B. Public Facilities Division of Department of Public Works: Report	7:20 – 7:35
C. Designated Person for School-Based Asbestos Management: Vote	7:35 – 7:40
D. Request by non-profit organization to hold event at school site with alcohol: Vote	7:40 – 7:50
V. Curriculum	
A. Visual Arts Department: Report	7:50 – 8:10
VI. Policy	
A. Crowdfunding Policy: Second Reading & Vote	8:10 – 8:15
VII. Finance & Operations	
A. Fiscal Year 2020 Budget: Updated Recommendation	8:15 – 8:35
VIII. New Business	
A. Establishing Position of Assistant Superintendent for Community Partnerships & Well-Being: Vote	8:35 – 8:50
B. Job Description for Assistant Superintendent for Community Partnerships & Well-Being: Vote	8:50 – 9:00
IX. Old Business	
A. Memorandum of Understanding with Shrewsbury Federal Credit Union to establish the Colonial Connections program: Vote	9:00 – 9:10
X. Approval of Minutes	9:10 – 9:15
XI. Executive Session	9:15 – 9:45
A. For the purpose of collective bargaining with the Shrewsbury Education Association	
B. For the purpose of negotiations with the superintendent of schools	
C. For the purpose of reviewing, approving, and/or releasing executive session minutes	
	9:45
XII. Adjournment	

**Next regular meeting: April 24, 2019**



## **SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING**

### **ITEM NO: I      Public Participation**

MEETING DATE: 4/10/19

#### **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  
Mr. Jason Palitsch, Chairperson  
Ms. Erin Canzano, Vice Chairperson  
Ms. Sandra Fryc, Secretary  
Dr. B. Dale Magee, Committee Member  
Mr. Jon Wensky, 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: **4/10/19**  
**A. Student Recognition: SHS State Indoor Track Champions**

**BACKGROUND INFORMATION:**

Shrewsbury High School (SHS) Grade 12 student athletes Reagan Gillooly, Indoor Track 600 meter Division I State Champion, and Joseph O'Brien, Indoor Track 300 meter Division I State Champion, will be recognized for their championship wins and available to answer questions from the Committee about their award-winning season.

**ACTION RECOMMENDED:**

That the Committee recognize the SHS State Indoor Track Champions.

**STAFF & STUDENTS AVAILABLE FOR PRESENTATION:**

Reagan Gillooly, Student

Joseph O'Brien, Student

Kurt Gustafson, Teacher, Physical Education, and Boys Indoor Track Coach

Wendy Marshall, Girls Indoor Track Coach

Jason Costa, Athletic Director



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

**ITEM NO: IV. Time Scheduled Appointments:**

**MEETING DATE: 4/10/19**

**B. Public Facilities Division of Department of Public Works: Report**

**BACKGROUND INFORMATION:**

Ms. Angela Snell, Director of Public Facilities, and Mr. Keith Baldinger, Public Buildings Division Manager, will discuss the recent reorganization of the Public Facilities Division of the Shrewsbury Department of Public Works, and describe planned FY20 major building repairs at SPS sites. They have provided background information, which is enclosed.

**ACTION RECOMMENDED:**

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

**STAFF AVAILABLE FOR PRESENTATION:**

Angela Snell, Director of Public Facilities

Keith Baldinger, Public Buildings Division Manager

Dr. Joseph M. Sawyer, Superintendent of Schools

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

# Shrewsbury DPW- Public Facilities

2<sup>nd</sup> Floor of Town Hall

Angela Snell  
Director of Public Facilities

**Keith Baldinger**  
**Public Buildings**  
**Division Manager**



Ken Goodwin

Custodial Supervisor  
(Custodians & Contract Cleaners)

Leo Bullard

Maintenance Supervisor

Bob Marchand

High School  
Plant Manager

**Kevin Esposito**  
**Parks, Cemetery & Grounds**  
**Division Manager**



Ryan Pontbriand

Parks & Cemetery  
Foreman

Gary Grindle

Recreation Supervisor



# Shrewsbury Public Facilities Newsletter 3/1/19



## Public Buildings News

The Public Buildings Division is part of the newly formed Public Facilities Department within the Department of Public Works. The Public Buildings Division is responsible for the maintenance, repair and custodial services in the Town's 19 buildings. The combined square footage of these buildings is approximately 991,290 square feet, 131,157 of which



are municipal buildings and 860,133 are public schools. The Public Buildings Division has Twenty-four employees. The leadership team includes a Public Buildings Division Manager, an Assistant Superintendent of Maintenance, Assistant Superintendent of Custodial Services and an Assistant Superintendent – Plant Manager at SHS, supported by one full-time Administrative Assistant. The Division has twelve full-time custodians and two part-time custodians. The Maintenance crew has five full-time maintenance craftsmen.

**SNOW AND ICE** The Public Buildings Division is responsible for maintaining all of the sidewalks and entranceways at all of the Town buildings. Although this winter has not produced a lot of snow, it has had some



challenging winter storms. Snow is very simple to clear from areas, but when sleet, freezing rain, ice and sustained sub-zero temperatures are added, it makes keeping areas safe for vehicles and pedestrians very difficult. This winter season has included all of these factors, and has included them all together in multiple events. The Division staff has worked hard to keep the access to the buildings safe this winter, and it is truly a team effort to

accomplish this task. It is important to note that this work could not be accomplished without assistance from the Highway and Parks Divisions during the storms, and the Fleet Maintenance Department that rebuilt our salt spreader, and prepared and maintains our plow trucks for the season.

**ROOF REPAIRS** The Division is responsible for many acres of roof area that protect our buildings from the elements. The winter season can cause damage to roof membranes and roof flashing, which can cause leaks. This can occur on roofs of any age, and the Division works hard to respond and mitigate damage and clean-up areas so they are safe for building users. The Division does much of this work using our maintenance staff, but we also work closely with a contracted roofing company to assist with repairs and permanent solutions. Ice is a major cause of roof damage, it can not only damage roof membranes, it block drains and gutters which pools water when it is melting. The Parker Road preschool and Special Education office, have been particularly challenging this winter, the roof has reached the end of its life, and is slated for replacement. The Division Manager is working on the procurement of a new roof membrane for an expected completion in the fall of 2019. We have had minor roof leaks at SHS, Oak Middle School, Town Hall and Fire Station Two.

**HVAC FILTER REPLACEMENTS** The HVAC systems and equipment in all of the Town's buildings are equipped with air filters in the air handling equipment. Some buildings have filters for sections of the building, others have filters in every space, depending on how the systems are designed. The Public Buildings Division's maintenance and custodial staff is responsible for changing these filters. This is typically done four to five times per year in each building. In the schools we use the vacation periods to do the individual room filters, while filters on roof top units are replaced on a regular schedule. This work is labor intensive, and by having our staff complete this work it is a major cost savings.



### **PROJECT SPOTLIGHT- Senior Center Audio/ Visual System**

A new audio/visual system project was recently completed in the Main Hall at the Senior Center. This system includes an 84 inch monitor in the west side of the hall, and a ceiling mounted projector on the east side. The system allows for presentations utilizing the existing sound system in the hall with wireless microphones. The system also includes two blue-ray players, and the ability to attach other electronic devices to the system via hardwired or wireless connections. It can be used for presentations, training and movies and a host of other things. The Division contracted with Wachusett A/V for this work that has a value of approximately seventeen thousand dollars, with some assistance from our staff electrician and SELCO. The system also allows for future expansion if the need arises.

### **EMPLOYEE SPOTLIGHT-Bruce Anderson**

Bruce Anderson a 32 year employee of the Public Buildings Division, the custodian at Calvin Coolidge Elementary School, and is one of our many dedicated



staff members. The school recently had "Super Hero Day" and Bruce adorned his Superman shirt to be part of it. The school put

a superhero poster together with his likeness flying through the air as Superman. He truly is a "Super" guy and we are happy to have him in the Division. He takes great pride in his work and is an integral part of the Coolidge community.

### **UPCOMING PROJECTS**

The Public Buildings Division always has many projects on its to-do list and the month of March is no exception. A reconfiguration of the Town Hall mailroom into the new IT office will begin in early March with an expected completion by April 15<sup>th</sup>. This project was designed and engineered by Nault Architects Inc, and we are currently in the midst of signing on the General Contractor. The value of the project is just under \$50,000 including the design and engineering.

Spring Street School is getting a set of new front doors to replace the existing units that are worn out.

We have also been working with the School Department to complete some safety and security items in the schools that have been called out by the building assessment team. This includes frosted window film on some glass classroom partitions at Oak Middle School. FOB entry systems on doors at Floral and Spring Street Schools. A door alarm on the playground exit at Paton School, and we are working to replace outdated hardware on the gym and cafeteria doors at Coolidge School.

Replacing the boiler at the Senior Center is in the Capital Budget for FY19, and the engineering has begun for this project with an expected early summer completion.

## **Parks & Grounds News**

The Parks, Cemetery & Grounds Division is also part of the newly formed Public Facilities Department within DPW. The Division staff includes Kevin Esposito, Parks Cemetery & Grounds Division Manager and Ryan Pontbriand, Parks & Cemetery Foreman. The division has two full time maintenance craftsman and relies on part time employees (from April to November) and contractors to take care of the town's parks, cemetery and school fields. Our office is now located within the DPW on the 2<sup>nd</sup> floor of the Town Hall.

**WINTER OPERATIONS:** The Parks Division took advantage of the mild December and January to work outside cutting down trees on trails and clearing brush. February the division has been busy with snow & ice removal assisting



the Highway Division. The division also is servicing their mowers and equipment getting ready for spring.

**FIELD & PICNIC PERMITS:** The Parks staff is now reviewing field permit applications received from the various community sports groups. Picnic reservations will open up on March 15<sup>th</sup>.



**SCHOOL FIELD DAYS:** Principals and PTO groups are reminded to please let the parks division know when your field day will be so we can coordinate weekly mowing around your event.

**WORLD GAMES NEWS:** We are proud of our traditional Special Olympics basketball team who were selected to



represent the USA in the World Games in Abu Dhabi. They were recently honored at a Shrewsbury High Basketball Game by the Athletic

Department. They will be traveling with Special Olympics USA from March 6<sup>th</sup> to March 23<sup>rd</sup>. Be sure to follow them on twitter for updates @specialolyUSA and @SpOlympicsMa

**RECREATION NEWS:** Spring registration opens online March 6<sup>th</sup> at 8 am. Programs include yoga, Zumba, tai chi, golf and more! Join us in one of our programs.

***PUBLIC FACILITIES  
ON SOCIAL MEDIA!***

***FOLLOW US ON TWITTER  
@SHREWSBURYPARKS  
& ON INSTAGRAM  
@SHREWSBURYPARKS***

***TAG US IN YOUR PHOTOS.  
WE LOVE TO SEE THE  
FACILITIES IN USE!***

## Public Facilities Staff

Angela Snell,  
Director of Public Facilities

Keith Baldinger,  
Public Buildings Division Manager

Kevin Esposito, Parks, Cemetery &  
Grounds, Division Manager

Town Hall DPW Office  
2<sup>nd</sup> Floor

<https://www.shrewsburyma.gov/804/Department-of-Public-Works>

March 1, 2019 Newsletter

**DIRECTOR'S CORNER:** *Thanks to the Public Buildings and Parks staff who helped move our offices to the 2<sup>nd</sup> floor DPW Office at Town Hall. I also appreciate everyone's help and support as we start this new division for the town. We look forward to serving the community and working together with the DPW staff. ~ Angela Snell*

**FY 2020 Public Facilities Department**

Draft 3/01/2019

**FY 2020 Public Buildings Division  
585120 Major Building Repairs**

	<b>Dept. Req.</b>	<b>Mgr.</b>
<b>High School:</b>		
Replace failed exterior glass	10,000.00	
HVAC Building Automation Upgrade	35,000.00	
<b>Sherwood Middle:</b>		
Entry door repairs	10,000.00	
<b>Oak Middle:</b>		
Gym floor sand and refinish	12,000.00	
Window replacement	10,000.00	
HVAC control calibration and repair	10,000.00	
<b>Coolidge:</b>		
Replace front door entry/storefront	35,000.00	
Tile replacement at exits	6,000.00	
Exterior door replacement at kitchen	3,500.00	
HVAC building automation upgrade	20,000.00	
<b>Spring Street:</b>		
Asbestos tile removal and replacement	20,000.00	
<b>Floral St.:</b>		
HVAC control calibration and repair	20,000.00	
<b>Paton:</b>		
Gym/Café floor sand and refinish	4,500.00	
<b>Parker Road Preschool:</b>		
Roof replacement	35,000.00	
<b>All Buildings</b>		
<b>Asbestos Removal &amp; Repair</b>		
All buildings:	4,000.00	
<b>Extraordinary Repairs Not Specified</b>	50,000.00	
<b>Total</b>	<b>285,000.00</b>	-



## **SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING**

**ITEM NO: IV. Time Scheduled Appointments:**

**MEETING DATE: 4/10/19**

**C. Designated Person for School-Based Asbestos Management: Vote**

### **BACKGROUND INFORMATION:**

All public and private K-12 schools must assign a person responsible for overseeing the management of asbestos-containing materials in the school buildings. This responsible person is called the AHERA Designated Person. A bulletin summarizing the main duties of the Designated Person is enclosed. Mr. Baldinger has attended the 8-hour *Asbestos Coordinator/LEA Designated Person* course at the Institute for Environmental Education, and the School Department recommends that the Committee vote to appoint Mr. Baldinger as the AHERA Designated Person for Shrewsbury Public Schools.

### **ACTION RECOMMENDED:**

That the Committee vote to appoint Mr. Keith Baldinger the designated person for school-based asbestos management for all of the Shrewsbury Public Schools.

### **STAFF AVAILABLE FOR PRESENTATION:**

Angela Snell, Director of Public Facilities

Keith Baldinger, Public Buildings Division Manager

Dr. Joseph M. Sawyer, Superintendent of Schools

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



## Asbestos in Schools - Guidance for AHERA Designated Persons

### Scope

All public and private K-12 schools must assign a person responsible for overseeing the management of asbestos-containing materials in the school buildings. This responsible person is called the AHERA Designated Person. This bulletin summarizes the main duties of the Designated Person. Additional responsibilities and details are available in the EPA self-study guide at <http://www2.epa.gov/sites/production/files/2013-09/documents/e23.pdf>

### General AHERA Designated Person Requirements

The AHERA Designated Person is responsible for overseeing and ensuring that school occupants and employees are not exposed to asbestos. This means ensuring that asbestos-containing materials are maintained in good condition, and that activities which might disturb asbestos-containing materials are conducted in accordance with regulatory requirements.

#### Identify Asbestos-Containing Materials (ACM):

- Knowledge of ACM: the Designated Person must be familiar with the location, quantity and condition of ACM in the school.
- **Ensure suspect ACM is tested or assumed to be asbestos before it is disturbed.**
- Post warning labels in maintenance areas where ACM is located.

#### Keep Asbestos-Containing Materials in Good Condition

- Repair or Remove Damaged ACM: Review the school Asbestos Management Plan for consultant recommendations to repair, remove, enclose or maintain ACM in place. Implement consultant's recommendations in a timely manner.
- Implement an Operations & Maintenance (O&M) Plan to maintain ACM and prevent staff and occupant exposure.
- Conduct Periodic Surveillance of material condition every six months. Keep documentation in the Management Plan.
- Ensure a Reinspection is conducted every three years by a licensed Asbestos Inspector and Management Planner.

#### Notify School Staff, Guardians and Contractors about ACM

- Notify short-term workers (e.g., telephone repair workers, utility workers, HVAC, flooring, or exterminators) about the locations of ACM in their proposed work area, and restrictions to prevent disturbing the material.
- Provide annual written notification to all employees and guardians about the availability of the Asbestos Management Plan.
- Management Plans in each School Office: A copy of the school Management Plan must be kept in the school administrative office and the district administrative office for quick review by staff, vendors and guardians.

### **Ensure Activity which Disturbs Asbestos is Conducted by Qualified Workers**

- An Accredited Project Designer is required to design asbestos abatement projects.
- A Licensed Asbestos Contractor is required to conduct repair, removal or enclosure of ACM larger than 3 square/linear feet. Maintain worker sign-in logs and contractor documentation.
- 16-hour O&M training is required for abatement projects and protective measures smaller than 3 square/linear feet. Protective equipment and dust control equipment is also required.
- A Licensed Project Monitor is required to conduct clearance air samples. Maintain laboratory reports.

### **Ensure Custodial and Maintenance Staff are Trained**

- Custodial Staff who work in the vicinity of ACM must have 2-hour Asbestos Awareness Training.
- Maintenance and Custodial Staff who may disturb asbestos must have 16-hour O&M training and protective equipment.
- Designated Person must have AHERA Designated Person training.

### **Keep the Asbestos Management Plan Updated**

- The Management Plan must have a signed statement from the Designated Person affirming that the AHERA responsibilities have been, and will be met.
- Keep the Management Plan continuously updated with:
  - Periodic Surveillance documentation
  - O&M activity documentation
  - Fiber release episode documentation
  - Bulk sampling laboratory reports
  - Reinspection reports
  - Asbestos Abatement documentation, such as contractor records and clearance air sampling laboratory reports.
  - Training documentation for custodians, maintenance and Designated Person
  - Annual notification documentation

### **Resources for Designated Persons**

Self-Study Guide from EPA:

<http://www2.epa.gov/sites/production/files/2013-09/documents/e23.pdf>

Details about AHERA from EPA: <http://www2.epa.gov/asbestos/school-buildings#resources>

For more information about AHERA, please visit: [www.mass.gov/dols/ahera](http://www.mass.gov/dols/ahera), or contact Janet McKenna at 617-626-5673 with any questions or concerns.



*This is to certify that*  
**Keith R Baldinger**



*has attended the 8-hour course*

**Asbestos Coordinator/ LEA Designated Person**

Course Location

Institute for Environmental Education  
16 Upton Drive Wilmington, MA 01887

December 10, 2018

Course Dates

18-1120-107-401945

Certificate Number

Training Director

16 Upton Drive, Wilmington, MA 01887

Telephone 978.658.5272

[www.ieetrains.com](http://www.ieetrains.com)

**INSTITUTE FOR ENVIRONMENTAL EDUCATION**





## **SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING**

**ITEM NO: IV. Time Scheduled Appointments:**

**MEETING DATE: 4/10/19**

**D. Request by non-profit organization to hold event at school site with alcohol: Vote**

### **BACKGROUND INFORMATION:**

The 15-40 Connection is a non-profit, charitable organization co-founded by Shrewsbury resident Jim Coghlin, Sr. that seeks to improve cancer survival rates through early detection. The organization has requested consideration of renting the SHS field house (per the school district's rental policy) as the venue for their annual gala dinner during the evening of Saturday, June 1. Please see the enclosed request.

This event would include the serving of alcoholic beverages by the caterer. Massachusetts General Law Chapter 272, Section 40A (enclosed) allows for school districts to allow non-profit organizations who possess the proper license (per MGL Chapter 138, Section 14, also enclosed) to serve alcohol at an event during non-school hours, with the approval of the local school committee.

The district administration is in discussions with representatives of the 15-40 Connection to determine if the logistics of hosting this event are workable for both parties. In the meantime, it is recommended that the School Committee approve this use of the SHS field house should the parties agree that the event can go forward.

### **ACTION RECOMMENDED:**

That the School Committee vote to approve the rental of the Shrewsbury High School field house by the 15-40 Connection to hold a gala dinner that will include the serving of alcoholic beverages, per Massachusetts General Law Chapter 272, Section 40A, subject to 15-40 Connection also meeting the requirements of MGL Chapter 138, Section 14 and that the Shrewsbury Public Schools administration determines that the remaining elements related to the rental of the facility for this event are satisfactory.

### **STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools

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

Representative(s) of 15-40 Connection

Dr. Joseph Sawyer  
Superintendent, Shrewsbury Public Schools  
jsawyer@shrewsbury.k12.ma.us

Good afternoon Dr. Sawyer,

[15-40 Connection](#) is preparing for its annual Gala & Golf Tournament. This year, we are celebrating 10 years of saving lives by teaching people how to detect cancer early.

This event has fueled much of 15-40 Connection's success. One in four of us will be diagnosed with cancer and the best and most effective treatment is early detection. The funds raised through this event allow us to deliver early cancer detection education to high school and colleges students for free. It also supports our firefighter education programs and public outreach.

This year, Jay Leno will be joining us to celebrate 10 years of saving lives. Excitement is high and many of generous supporters want to join us...and we want to celebrate with all of them! For this reason, we are exploring the idea of moving to a larger space for the Gala.

Would you consider allowing us use of the Shrewsbury High School gymnasium?

Let me share a few details about the event.


- Gala date: Saturday, June 1, 2019. 5:00pm – 11:00pm
- Move-in: Ideal is Thursday and Friday, May 30 and 31.
- Move-out: the majority is completed immediately following the Gala. To reduce overtime charges, access to the gym to move-out any remaining items on Monday, June 3 is appreciated
- Management: Professional crews and event managers who have worked together for 10+ years.
- Alcohol: Drinks are served by the catering staff. Bartenders are TIPS certified.
- Insurance: In addition to its umbrella policy, 15-40 Connection purchases event insurance. The host facility is named additionally insured and provided with a copy of the rider.
- Facility staff support: we request that a facility manager be available during move-in and during the Gala to answer questions, and provide building access. We also request custodial support for gym and nearby restrooms a few hours prior to and during the Gala. We are happy to reimburse these costs.
- Event brochure - <https://www.15-40.org/2019-gala-golf/brochure/>
- Photos from the 2018 event <https://www.15-40.org/2018-gala-auction-golf-pictures/>. The Gala was held in the St. Johns' High School gymnasium

Brief Gala schedule overview:

Guests are welcomed with a cocktail reception and silent auction. After moving to the dining space, the (very entertaining) live auction begins. A gourmet dinner is served immediately following. Jay Leno will then entertain followed by live music and dancing.

Thanks, Joe, for considering this request. Let me know what questions you have. We are happy to share more details.

Sincerely,



Tricia

Tricia Scannell Laursen  
Executive Director



<b>Part I</b>	ADMINISTRATION OF THE GOVERNMENT
<b>Title XX</b>	PUBLIC SAFETY AND GOOD ORDER
<b>Chapter 138</b>	ALCOHOLIC LIQUORS
<b>Section 14</b>	SPECIAL LICENSES TO MANAGERS OF INDOOR OR OUTDOOR ACTIVITIES; FEES

---

Section 14. In a city or town wherein the granting of licenses to sell all alcoholic beverages or wines and malt beverages only is authorized under this chapter, special licenses for the sale of wines and malt beverages only, or either of them, may be issued by the local licensing authorities, to the responsible manager of any indoor or outdoor activity or enterprise; provided, however, in any city or town wherein the granting of licenses to sell all alcoholic beverages is authorized under this chapter, special licenses for the sale of all alcoholic beverages or wine and malt beverages only, or any of them, may be issued by the local licensing authorities to the responsible manager of any nonprofit organization conducting any indoor or outdoor activity or enterprise. Special licenses for the dispensing of wines and malt beverages in dining halls maintained by incorporated educational institutions authorized to grant degrees may be granted by the local licensing authorities in such a city or town to such institutions; provided, that such beverages shall be served only to persons over twenty-one years of age. The fees for licenses granted under this section shall be fixed from time to time by the local licensing authorities and need not be uniform.

*[ Paragraph inserted following first paragraph by 2016, 458 effective April 13, 2017.]*

A nonprofit charitable corporation organized pursuant to chapter 180 and registered with the division of public charities in the department of the attorney general and licensed pursuant to this section may accept free alcoholic beverages donated to the nonprofit charitable corporation by an individual, by a person licensed to manufacture alcoholic beverages or by a person licensed to sell alcoholic beverages at wholesale or retail pursuant to this chapter for the purpose of serving such donated alcoholic beverages at fundraising events for the benefit of the nonprofit charitable corporation.

A license under this section shall not be granted to any person while his application for a license under section twelve is pending before the licensing authorities.



**Part IV** CRIMES, PUNISHMENTS AND PROCEEDINGS IN CRIMINAL CASES**Title I** CRIMES AND PUNISHMENTS**Chapter 272** CRIMES AGAINST CHASTITY, MORALITY, DECENCY AND GOOD ORDER**Section 40A** ALCOHOLIC BEVERAGES; GIFT, SALE, DELIVERY OR POSSESSION ON PUBLIC SCHOOL PREMISES

---

Section 40A. Whoever gives, sells, delivers or has in his possession any alcoholic beverage, except for medicinal purposes, in any public school building, or on any premises used for public school purposes and under the charge of a school committee or other public board or officer, shall be punished by imprisonment for not more than thirty days or by a fine of not more than one hundred dollars, or both; provided, however, that a school committee of a city, town or district may authorize a public or nonprofit organization using a public school building with its permission during non school hours to possess and sell alcoholic beverages therein provided such nonprofit organization is properly licensed under the provisions of section fourteen of chapter one hundred and thirty-eight.



## **SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**  
**A. Visual Arts Department: Report**

MEETING DATE: **4/10/19**

### **BACKGROUND INFORMATION:**

Ms. LeBlanc, Visual Arts Director, will present information about the Visual Arts Department, highlighting Community Partnerships and competitions and exhibits throughout the year, and students Veronica Shanoudy, Dhiogo Machado and Lanna Wang will speak about their art experiences at SHS. Information about the Visual Arts Department 2019-2020 Program of Studies is included in the report, and Ms. LeBlanc will be available to answer questions from the Committee.

### **ACTION RECOMMENDED:**

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

### **STAFF & STUDENTS AVAILABLE FOR PRESENTATION:**

Veronica Shanoudy, Grade 12 Student  
Dhiogo Machado - Grade 11 Student  
Lanna Wang - Grade 11 Student  
Pamela LeBlanc, Visual Arts Director, K-12



# Visual Arts Department

## *A student perspective*

by Amy Clouter, Assistant Superintendent for Curriculum,  
Instruction and Assessment

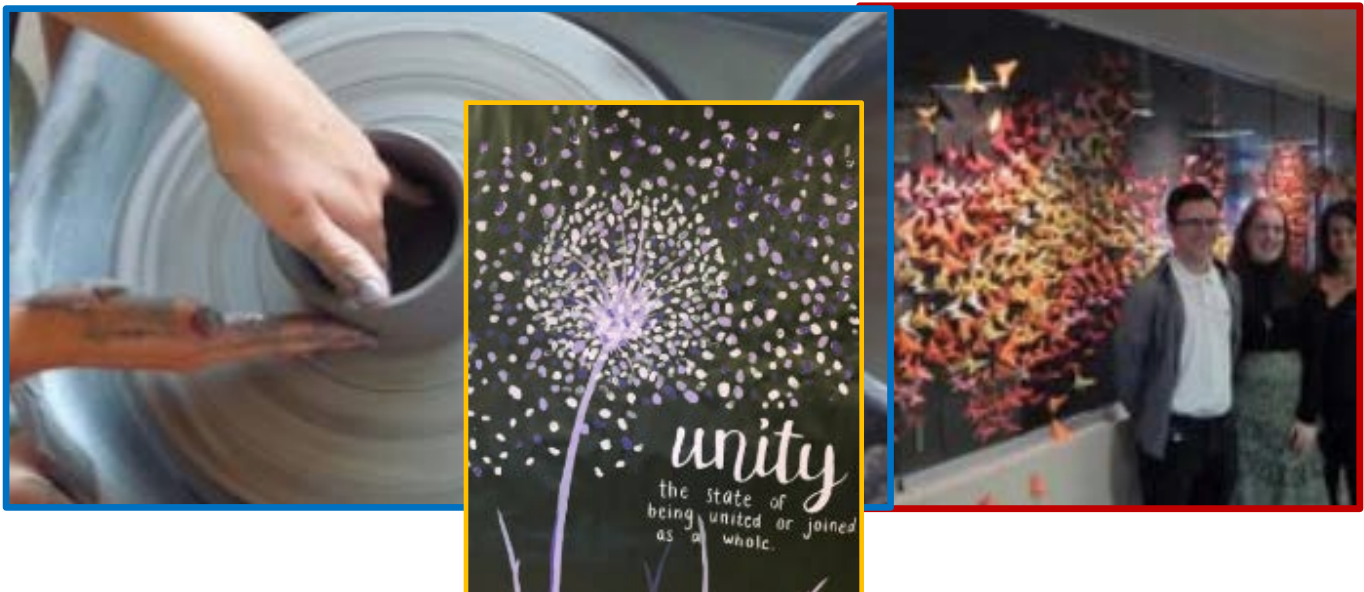


## Introduction

Shrewsbury's *Portrait of a Graduate* depicts well the aspirations we hold for our students. In essence, we hope our graduates develop keen minds, healthy mindsets, and the skills needed to contribute to the larger community. It's telling that the infographic we use to represent our vision was crafted by Shrewsbury art student Alexandra Lekas. It should not surprise us, though.

Experiences in the arts help children to hone the creativity, critical thinking, communication and collaboration skills that are so necessary to succeed outside school. More to the point, the exhibition of quality work fosters self-confidence and perseverance. As Richard Riley, former US Secretary of Education once said, "I believe arts education in music, theater, dance, and the visual arts is one of the most creative ways we have to find the gold that is buried just beneath the surface. They (children) have an enthusiasm for life a spark of creativity, and vivid imaginations that need training - training that prepares them to become confident young men and women." Shrewsbury High School's Visual Arts program provides this spark: students have extensive opportunities to develop their skills, knowledge, and perceptions through both creating and responding to art.

The Visual Art program continues to be recognized for its outstanding student performance though local and state-wide exhibits, such as Art and Writing Scholastic Arts. In addition, SHS is a member NAEA - National Art Honor Society, where students have been an active Chapter for over 25 years. We are pleased to hear directly from three students at Shrewsbury High School as they describe the impact of their experiences.





# Visual Arts Department

April 10, 2019

School Committee Presentation

**Art Appreciation ~ The Metropolitan Museum of Art and  
The Whitney Museum of American Art**

# Community Art Partnerships

## Shrewsbury Credit Union Art Exhibits

- November 2018 ~ Grades 9-12
- February 2019 ~ Grades 5-8
- March 2019 ~ Grades K-4



Central Office Art - Monthly

Rotary Club - Book Cover

Shrewsbury Woman's Club

Visiting Artists







- Boston Globe Scholastic Art ~ Grades 9-12 January
- Anna Maria College ~ Grades 11 & 12 February
- Youth Art Month Worcester ~ Grades K-12 March @ WAM
- James P. McGovern ~ Grades 9-12 April
- K-8 Visual Arts Festival ~ Sherwood Middle ~ May 4th (10am-2pm)
- 9-12 Visual Arts Festival ~ SHS May 16th (6pm-8pm)



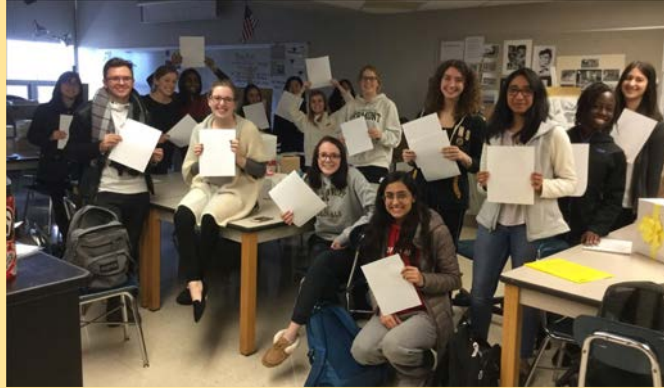
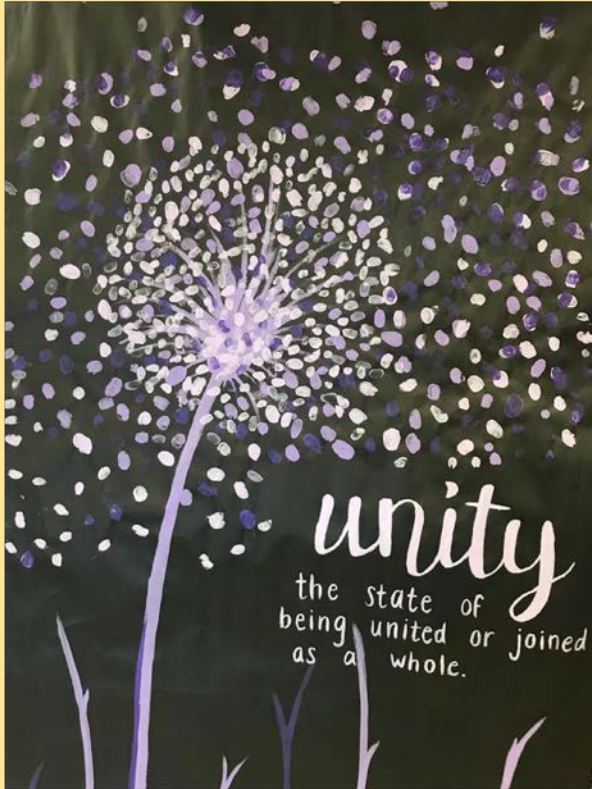


# National Art Honor Society

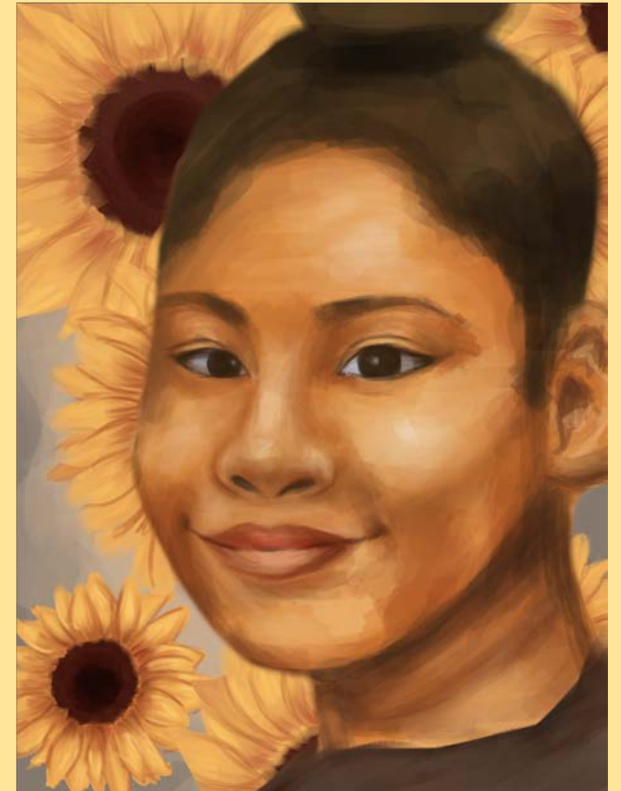
## SHS School Community Project



# Black History



# The Memory Project







# Veronica Shanoudy

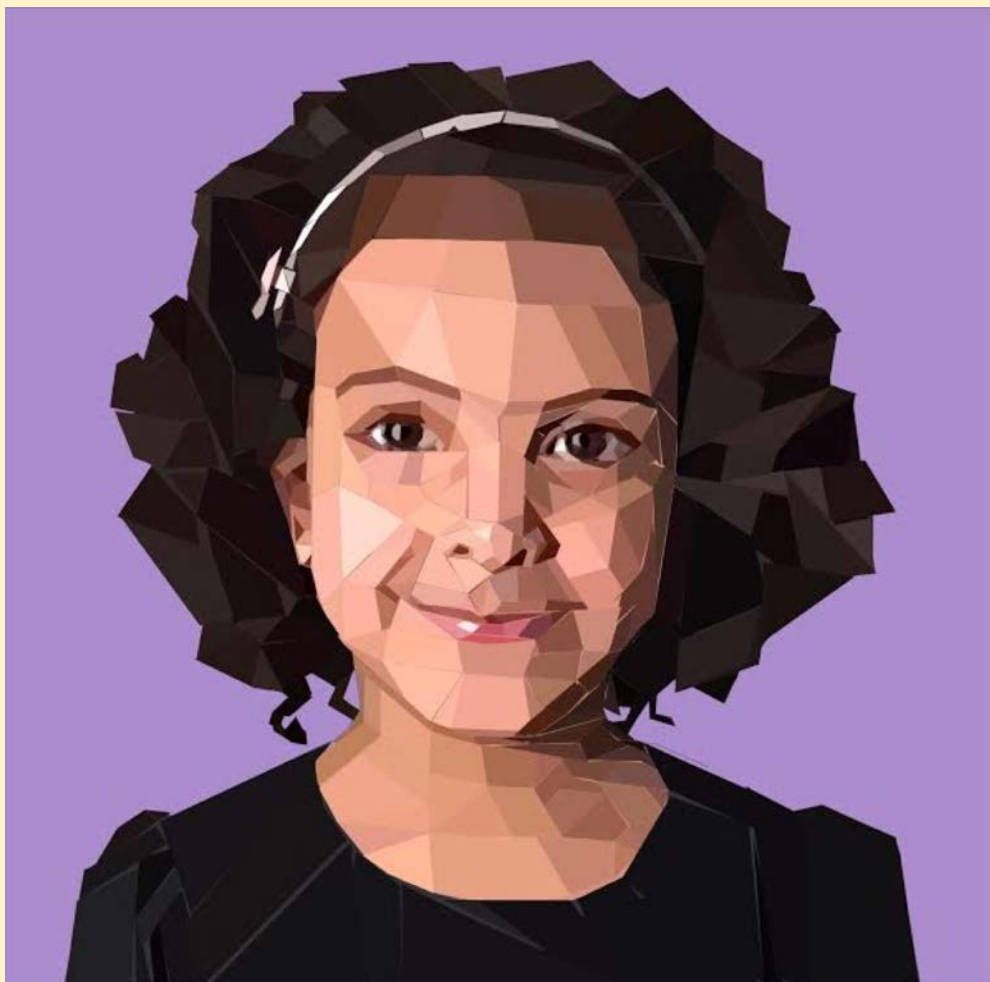
Senior

Mixed Media, Digital Imaging

SWAT

2019 - MASSArt

Communications/Graphic Design

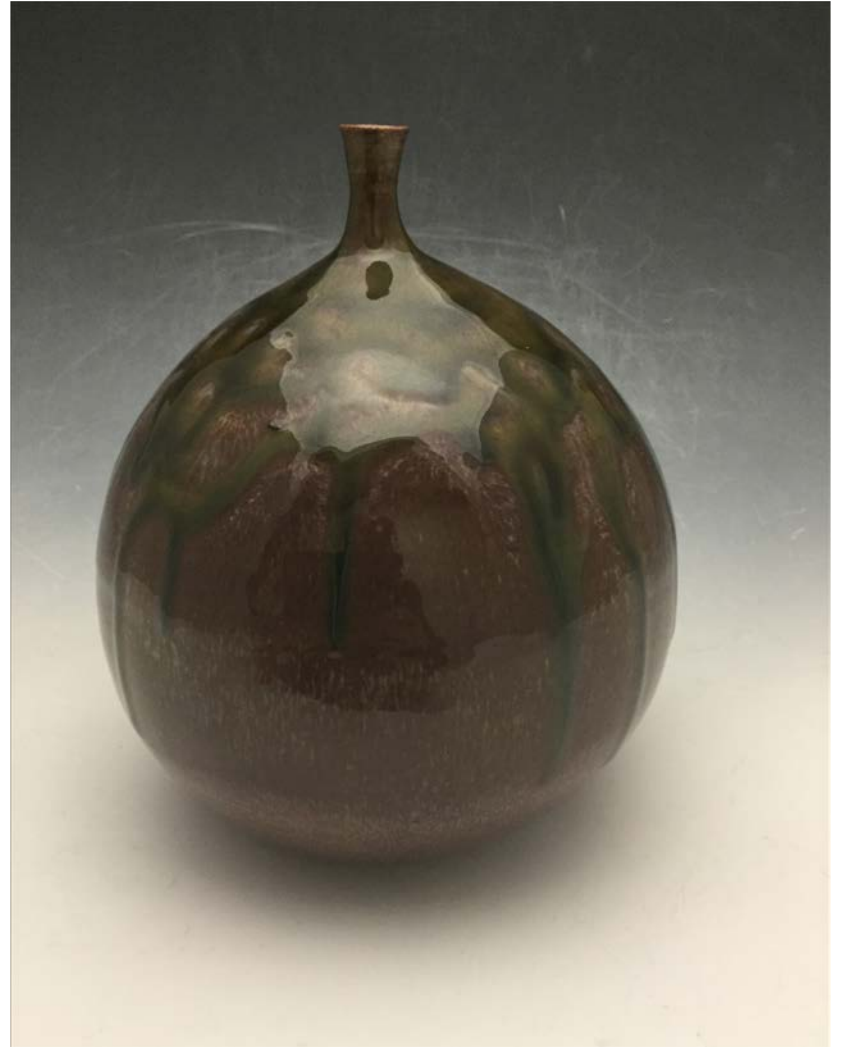






# Dhiogo Machado

Junior





**Art Intro, Ceramics I,  
Ceramics II & Sculpture**

**2019 Capstone, "A Study on  
Accessible Pottery"**

**National Art Honor Society**





# Lanna Wang

Junior

Art Intro, Mixed Media, Studio I,  
Studio II Honors

National Art Honor Society







# Visual Arts Department

2019-2020 Program of Studies



# Art Appreciation

Do you wonder how Michelangelo painted the Sistine Chapel or why Van Gogh cut off his ear? *Art Appreciation* covers the basics of art history and the how and why art is an important tool for understanding history. (10-12)

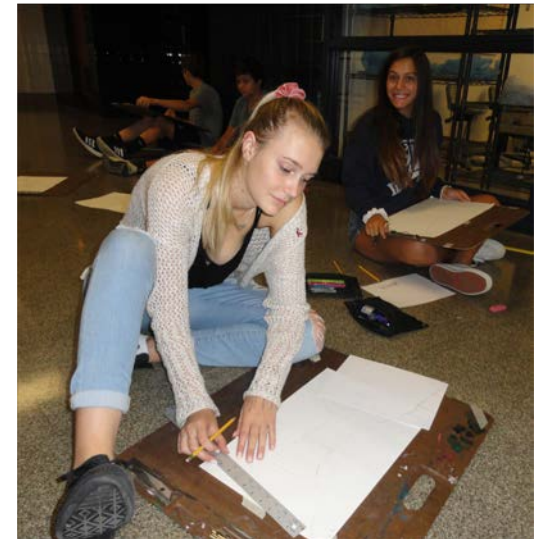




# Art Intro



Maybe you are intimidated by drawing and/or painting or maybe you are looking to improve your drawing/painting skills. Either way, Art Intro is for you! (9-12)





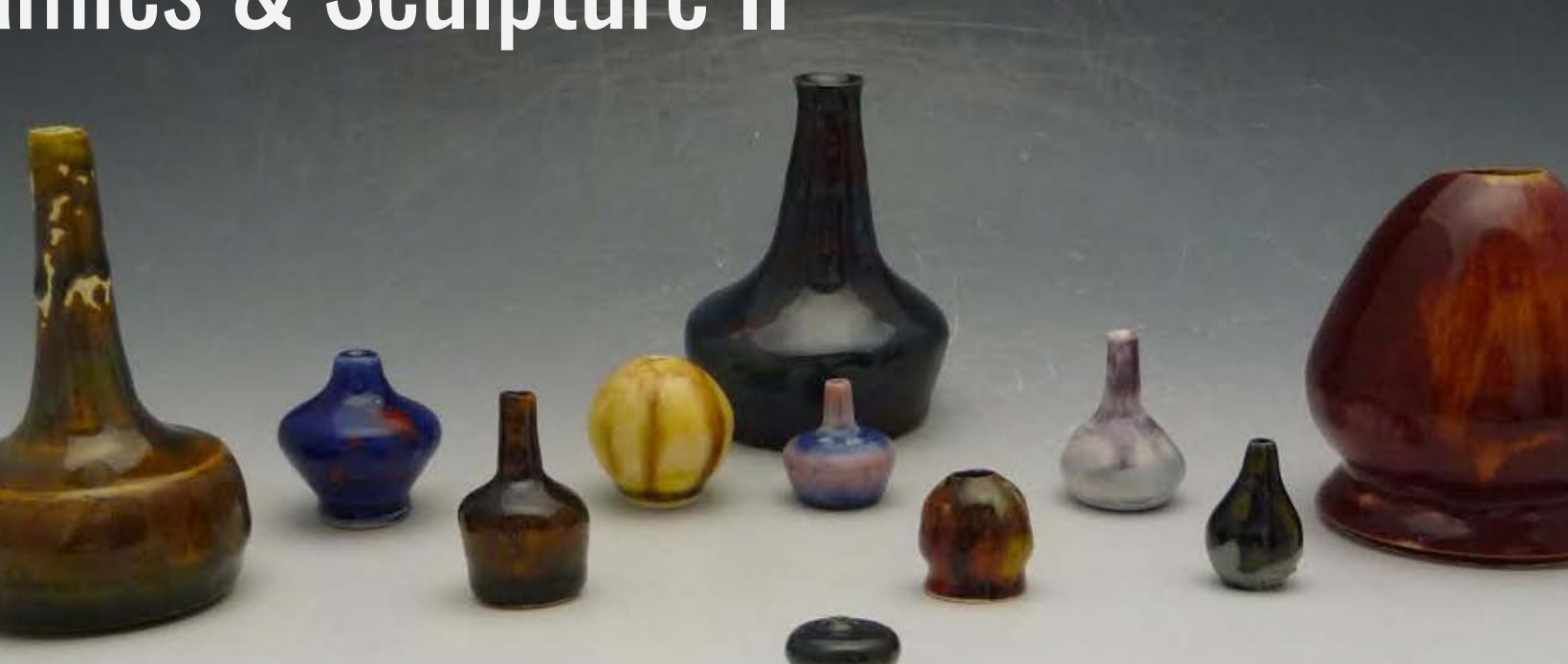


# Ceramics I

Come explore the world of clay in Ceramics I! This is an introductory class which goes over the basics of working with clay and glaze, handbuilding techniques and how to use the potters wheel. (9-12)



# Ceramics & Sculpture II



Ceramics II builds on the knowledge you gain in Ceramics I, improves your clay skills and pushes the boundaries with your ideas. Some of the projects include both wheel thrown and handbuilt components, creating sculptures from clay forms made on the wheel and working on expanding your glazing and design skills. (9-12)

Ceramics II builds on the knowledge you gain in Ceramics I, improves your clay skills and pushes the boundaries with your ideas. Some of the projects include both wheel thrown and handbuilt components, creating sculptures from clay forms made on the wheel and working on expanding your glazing and design skills. (9-12)

# Ceramics & Sculpture III

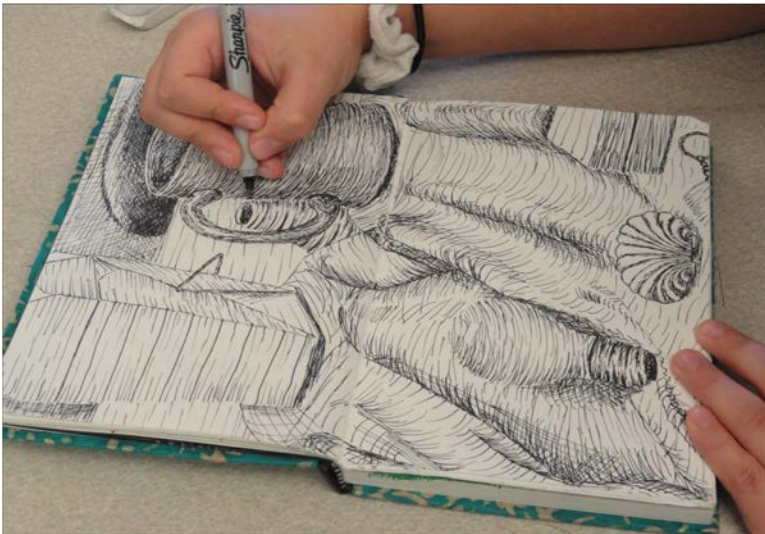
Did Ceramics I and II inspire you to want more clay? In Ceramics III we explore creating large handbuilt ceramic sculpture and expand our wheel working skills. (10-12)



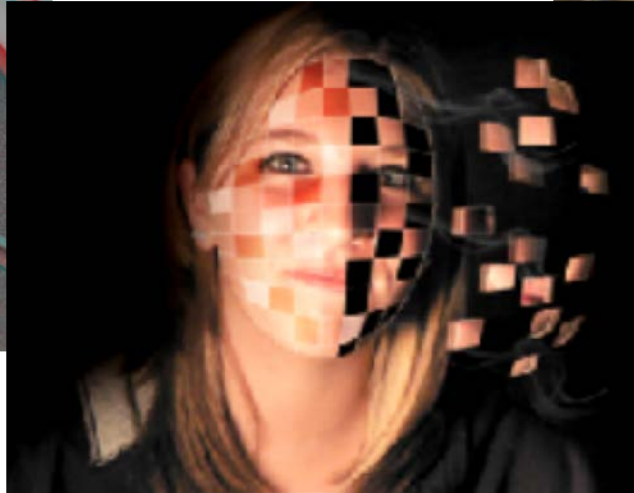
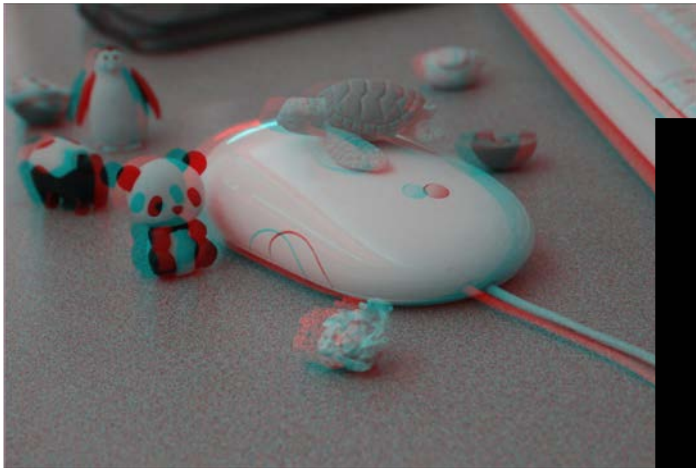


# Creative Sketchbooks

Do you like to doodle, journal, and draw? Do you want to explore new materials? Then this is a class for you! This class is a mix of abstract and realistic projects done in a sketchbook, using all kinds of materials, such as drawing, painting, and collaging. Projects will be quicker and more experimental. (9-12)



# Digital Art & Design



Do you love technology? Would you like to learn how to use Adobe Photoshop and get your art requirement at the same time? No need for any prior drawing experience. This is an art course that uses technology as a medium. (9-12)



# Advanced Digital Art & Design



Are you a Photoshop whiz? Do you want an art course with more technology and less drawing? With some review of Adobe Photoshop, students are then introduced to Adobe Illustrator, which is a more intense drawing and graphics program that allows for accurate perspective drawing, as well as creating vector graphics.



# Mixed Media



Do you feel intimidated when it comes to a traditional art class? Do you want to try working more experimentally? Take risks, try new techniques and embrace the happy accidents! (9-12)



# Sculpture & Installation \* NEW \*

Do you like working with your hands and using tools? Do you like art that doesn't just hang on the wall? Sculpture and installation will explore a variety of mediums including plaster, wire, wood, cardboard and found objects. (9-12)



# Studio I



Are you looking to delve a little deeper with materials and techniques? Are you looking to start building a portfolio? Studio I is the course for that! During the semester, students will continue to build on concepts and skills, while being challenged to think more independently and creatively. (9-12)





## Studio II

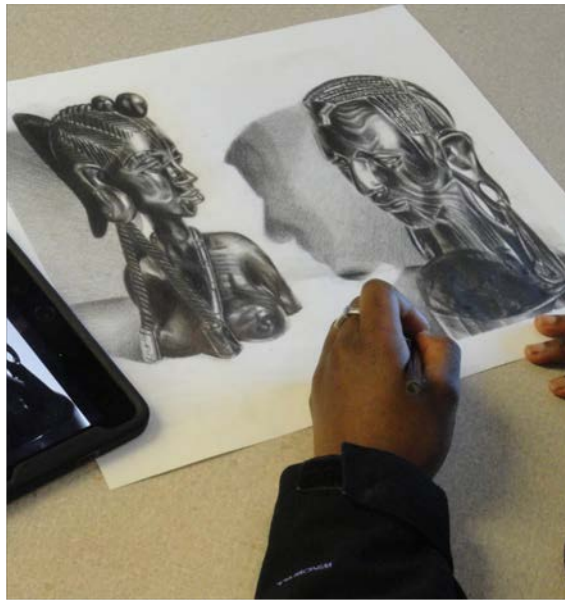


Looking to build a portfolio? Studio II is where you want to be. This class explores a variety of media and subject matter in drawing and painting that will be looked for when applying to college. Artists will create works that are both guided and open-ended, showing one's individual style, creativity and self-expression. (11&12)



# AP Studio Art: Drawing

This class is for the serious art student who wants to come up with a theme/concentration for the entire year and generate their own assignments based on that. Their artistic journey over the year should show growth and development within their chosen theme. (11&12)





# Traditional & Digital Photography

## \* NEW \*



Do you love to take photos and want learn more about photography? This class covers the ins and outs of using both digital and 35mm film cameras. Students will be using a darkroom to print traditional black and white prints as well as learning Adobe Photoshop to manipulate and enhance their photos. (10-12)



## **SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **4/10/19**

### **A. Crowdfunding Policy: Second Reading & Vote**

#### **BACKGROUND INFORMATION:**

A first reading of the proposed new Policy 914: Crowdfunding, was held at the School Committee meeting on March 27, 2019, and it was posted afterward for public viewing and comment. The policy's intent is to effectively regulate and establish parameters for use of crowdfunding campaigns for district purposes. This is the second reading of the policy, which has not changed since it was first presented.

#### **ACTION RECOMMENDED:**

That the Committee vote to approve the new Policy 914: Crowdfunding.

#### **COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:**

Ms. Erin Canzano, School Committee, Member of Policy Subcommittee

Mr. Jason Palitsch, School Committee, Member of Policy Subcommittee

Dr. Joseph M. Sawyer, Superintendent of Schools

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

POLICY FAMILY	Business Affairs	900
---------------	------------------	-----

## **Policy 914: Crowdfunding**

**Adopted xx/xx/19**

Shrewsbury Public Schools (The District) recognizes that crowdfunding campaigns have become a useful method by which teachers and organizations can procure resources for specific projects and/or programs. The revenue-raising potential that crowdfunding campaigns may provide can be a benefit for the District. The District further recognizes, however, that unregulated employee use of crowdfunding campaigns on behalf of the District can subject both the District and employees to potential legal liability. This policy's intent is to effectively regulate and establish parameters for use of crowdfunding campaigns for District purposes.

It is the responsibility of the donor to understand the potential tax benefits of any donation they make to a crowdfunding platform in support of the District. Moreover, donors should have no expectation of favoritism towards their student nor *quid pro quo* considerations in exchange for any donation of funds or other resources to a crowdfunding project.

### **Definitions:**

For the purpose of this policy, crowdfunding is defined as the practice of funding a project or venture by raising monetary contributions, typically via the internet, for a particular purpose or cause.

For the purpose of this policy, campaign is defined as a fundraising effort launched on an approved platform that is designed to raise funds to meet an advertised goal or need.

### **Guidelines:**

- 1) The only online crowdfunding sites approved by the District for use by its employees are those that take monetary donations and distribute goods only, not cash, to the District, like *DonorsChoose* ([www.donorschoose.org](http://www.donorschoose.org)).
- 2) The District employees eligible to sponsor a crowdfunding campaign must meet the eligibility requirements set forth by the crowdfunding site.
- 3) No employee shall post any proposal to a crowdfunding site without prior written approval from the employee's building Principal or designee. When determining whether to approve, the building Principal or designee will consider issues including the intended purpose of the



campaign; how the project for which funds are being raised fits with the District approved curriculum; the logistics and manageability of the District taking and keeping possession of the materials to be obtained with said funds; the total number of crowdfunding campaigns underway or projected for that school year; as well as any other issues salient to how the crowdfunding campaign might impact the District or school.

- 4) To the extent an employee's campaign is to include any technology or software, the employee must secure written consent from the Director of Technology or designee prior to submitting a request for approval to the building Principal or designee.
- 5) The District employees, individuals, groups, clubs and/or organizations that do not meet the crowdfunding site's eligibility requirements and that have not been granted formal approval by their building Principal or designee may not engage in crowdfunding campaigns on behalf of the District.
- 6) If an employee's campaign is approved, the employee agrees to use the donated materials solely as stated in the employee's proposal.
- 7) Approved crowdfunding campaigns must operate in compliance with all laws and all District policies and administrative guidelines.
- 8) All materials obtained from a crowdfunding site become the property of the District, not the individual staff person who initiated the project, and, if applicable, will remain in the school where the staff person who originated the project was located at the time of the crowdfunding campaign.
- 9) Once a campaign is approved by the building Principal or designee and the crowdfunding site, the District employees may solicit donations to a campaign from their own personal network of acquaintances. Employees may not directly solicit students or family members of students they currently teach, support or over whom they have any authority.
- 10) Communications to current school families about an active crowdfunding campaign may be done through the building Principal's regular newsletter to school families or other school- or district-wide communications. Those communications will be informative in nature and not forceful solicitations for support.
- 11) If a campaign is not fully funded within the time period required by the crowdfunding site or the campaign cannot be concluded for any reason, donations already made to the campaign will be handled in accordance with the crowdfunding site's policy for such occurrences.

**Crowdfunding campaigns MAY NOT:**

- 1) Disparage the District or any of its buildings, programs, students or employees or paint the District or any of its employees, students or programs in a negative light;
- 2) Include identifiable pictures of the District students in the crowdfunding post or on the project sponsor's project page on the crowdfunding site if said student's parents have made this prohibition.
- 3) Include identifying information of any District student on the crowdfunding site;
- 4) Be used for personal gain of any individual other than the District-related benefits associated with the campaign's purpose;
- 5) Result in the items being provided delivered directly to the District employee sponsoring the approved campaign;
- 6) Solicit funds for items or projects that are religious or political in nature or that have a religious or political purpose;
- 7) Violate any applicable state or federal law;
- 8) Be contingent on additional District spending or "matching" funds from the District or another organization;
- 9) Request food items; or
- 10) Contain language that suggests or states that an item or items for which the donations are being sought are required for or otherwise integral to a student's individual education plan (IEP), necessary for a student to achieve his/her IEP goals, or necessary to ensure participation of a student or students with disabilities in school or a program offered by The District.

**Additional Requirements and Regulations:**

- 1) The District reserves the right to refuse items that have been obtained through an approved crowdfunding campaign if it discovers that the project violated this policy or was in violation of the crowdfunding site's requirements, policies and/or regulations.
- 2) The District reserves the right to terminate any pre-approved crowdfunding campaign or withhold approval for any crowdfunding campaign for any reason.

This policy will be reviewed within five years of its most recent revision.

MGL 44:53A  
MGL 71:37A  
MGL 268A:3  
MGL 268A:23





**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

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

**MEETING DATE: 4/10/19**

**A. Fiscal Year 2020 Budget: Updated Recommendation**

**BACKGROUND INFORMATION:**

Dr. Sawyer and Mr. Collins presented the Superintendent's initial recommendation for the Fiscal Year 2020 School Department Budget at the School Committee meeting on February 13, 2019, which included a "status quo" budget that carries the existing program forward, and separately presented additional needs due to mandated services as well as recommended "strategic investments" that are aligned with the district's four 2018-2022 Strategic Priorities. Tonight Dr. Sawyer and Mr. Collins will present an updated FY 2020 Budget Recommendation.

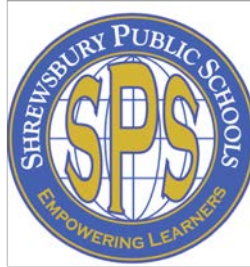
**ACTION RECOMMENDED:**

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

**STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools

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



# FY20 School Department Budget Revised Recommendation

Joseph M. Sawyer, Ed.D.  
Superintendent of Schools  
April 10, 2019

# Status

CURRENT FY20 BUDGET STATUS			
	FY20	\$\$ Difference from FY19	% Difference from FY19
Superintendent's Initial Recommendation- Status Quo	\$67,080,933	\$2,943,326	4.59%
Town Manager's Initial Recommendation	\$66,250,416	\$2,112,809	3.29%
Difference	(\$830,517)		



# Gap Closing Measures

Gap Closing Measures			
<b>1. Increase Fee levels</b>	<b><i>Add'l Revenue</i></b>	<b><i>Rate</i></b>	<b><i>Percent</i></b>
Busing	\$23,500	\$300 to \$310	3.3% inc
Athletics	\$5,500	\$310 to \$315	1.6% inc
Preschool	\$17,250	\$2,743 to \$2,825	3.0% inc
	<b><i>\$46,250</i></b>		
<b>2. Leverage FY19 Projected Positive Variance</b>	<b><i>\$784,267</i></b>	Reduce FY20 OOD SPED tuitions in General Fund and pay out of Circuit Breaker Fund	
<b>Total Changes to Meet TM Recom. for a Status Quo Budget</b>	<b><i>\$830,517</i></b>		

# New Resources Included Beyond Status Quo

Description	FTE	Budget	Strategic Priority
SHS Nursing Staff	0.7	\$ 45,500	Other Necessary Priorities
SHS Special Education teacher	1	\$ 65,000	Other Necessary Priorities
ELC Coordinator, PreK-4	1	\$ 65,000	Other Necessary Priorities
Partial Central Office Re-Org./Staffing Adjustment	1	\$ 50,000	Other Necessary Priorities
Elem. Adjustment Counselor/Clinical Coord.	3	\$ 195,000	Enhanced Well-Being of All
Sherwood Middle Adjustment Counselor	0.6	\$ 50,141	Enhanced Well-Being of All
SHS Science Teacher	1	\$ 65,000	Space and Resources
<b>Totals</b>	<b>8.3</b>	<b>\$ 535,641</b>	

These additions would be included in the School Department town-appropriated budget even at the current level of recommended funding from the Town Manager. This would be accomplished by utilizing this amount of the FY19 positive variance to increase Circuit Breaker funding of out-of-district special education tuitions in FY20.

## Recap & Upcoming Information

- We can only make limited progress on Strategic Priorities in our current FY20 Budget situation [+3.29%]
- We await more information from the state budget process and the Town Manager's "Fiscal Projection 2," expected out on April 12<sup>th</sup>.
- I will make my final recommendation for your vote on April 24<sup>th</sup>.



# Strategic Priority Recommendations: If Additional Funding Becomes Available

TIER 1 PRIORITIES			
Description	FTE	Budget	Strategic Priority
SHS School [Guidance] Counselor	1	\$ 65,000	Space and Resources
Eliminate shared staff between Middle Schools and High School	2	\$ 130,000	Space and Resources
	3	\$ 195,000	

# Strategic Priority Recommendations: If Additional Funding Becomes Available

TIER 2 PRIORITIES				
Description	FTE	Budget	Strategic Priority	
Dashboard/tracking tool: High-Needs Students		\$ 25,000	Learning Environments	
Science Curr. Materials: New Standards		\$ 20,000	Connected Learning for Complex World	
SHS Adjustment Counselor	1	\$ 65,000	Enhanced Well-Being of All	
Inclusive Practice Prof Development		\$ 15,000	Learning Environments	
Inclusive Practice Curr. Materials		\$ 5,000	Learning Environments	
<b>Totals</b>	<b>1</b>	<b>\$ 130,000</b>		

# Strategic Priority Recommendations: If Additional Funding Becomes Available

TIER 3 PRIORITIES			
Description	FTE	Budget	Strategic Priority
Partial Central Office Re-Org./Staffing Adjustments	TBD	\$ 50,000	Other Necessary Priorities
Transportation Consultant-New Start Times		\$ 15,000	Learning Environments
Partial SHS Classroom Projectors		\$ 50,000	Connected Learning for Complex World
Cultural Proficiency Prof. Development		\$ 30,000	Learning Environments
Project-based Learning Materials		\$ 25,000	Connected Learning for Complex World
Social Emotional Learning Prof Dev.		\$ 14,500	Enhanced Well-Being of All
Social Emotional Learning Curr. Materials		\$ 12,500	Enhanced Well-Being of All
<b>Totals</b>		<b>\$ 197,000</b>	

*The order of items within each Tier does not represent a strict prioritization of need. It's possible that if these items are funded via the Town Appropriation for FY20 that other grant, revolving, or gift funds may be able to fund some of these priorities.*

*We will re-assess our status after both the local and state budget processes are completed.*

# Strategic Priority Recommendations: If Additional Funding Becomes Available

Tier	Amount
Tier 1 Priorities	\$195,000
Tier 2 Priorities	\$130,000
Tier 3 Priorities	\$197,000
<b>Total</b>	<b>\$522,000</b>





**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. New Business**

MEETING DATE: **4/10/19**

**A. Establishing Position of Assistant Superintendent for Community  
Partnerships & Well-Being: Vote**

**BACKGROUND INFORMATION:**

At the February 27 meeting of the School Committee, Dr. Sawyer presented a proposed agreement between the school district and Shrewsbury Federal Credit Union that would fund a new district leadership position, titled Assistant Superintendent for Community Partnerships & Well-Being. At this evening's meeting, Dr. Sawyer recommends that the School Committee act in three separate votes to accomplish the following:

1. establish this new Central Office administrative position (per Policy 217, enclosed);
2. approve the job description for this new position (also per Policy 217); and
3. approve the memorandum of understanding with Shrewsbury Federal Credit Union that will provide funding for the position (per Policy 912).

The enclosed memorandum from Dr. Sawyer provides a rationale for establishing the position in order to provide leadership that will help the district achieve key strategic priorities and goals.

**ACTION RECOMMENDED:**

That the School Committee vote to establish the position of Assistant Superintendent for Community Partnerships & Well-Being.

**MEMBERS/STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools



# Shrewsbury Public Schools

---

Joseph M. Sawyer, Ed.D.  
Superintendent

April 10, 2019

To: School Committee  
Re: Establishment of Position of Assistant Superintendent for  
Community Partnerships & Well-Being

In my State of the District report in January 2018, one of the key points I made was that “realizing our vision, priorities, and goals will require the resources to do the job.” Relative to our strategic priorities and goals, I identified the following areas as places where additional capacity would enable us to execute our plan:

- establishment and coordination of partnerships with community resources, including businesses, higher education, service agencies, alumni, etc., in order to create more experiential learning and career awareness opportunities for students;
- development of systems that promote family engagement and culturally proficient practices within an increasingly diverse community;
- coordination of social emotional learning strategies and programming for students, along with professional development to build staff capacity to address students’ social, emotional, and health needs; and
- developing and implementing a comprehensive well-being strategy and corresponding programming for staff.

At that time, after consideration of these new strategic priorities and goals to be carried out by 2022, I proposed a new Assistant Superintendent for Community Partnerships & Well-Being position because I believed that we would need additional leadership capacity at the district level to successfully achieve the goals under the priorities of “Connected learning for a complex world” and “Enhanced well-being of all.” Due to financial limitations in Fiscal Year 2019, I ultimately did not recommend that the position be established. However, at this time, funding for the position through a generous sponsorship by Shrewsbury Federal Credit Union is available to bring this position on board, to be fully funded in the first year and subsidized over the following four years, with the district assuming the cost over time. As also stated in the memo regarding the

proposed Colonial Connections program, the full cost of the salary for this position would be paid for by the sponsorship in FY20 (\$145,000), followed by subsidies of \$85,000, \$50,000, \$30,000, and \$15,000 in the subsequent four fiscal years. This would translate into additional funding needed to sustain the position of approximately \$63,000 in FY21, \$101,000 in FY22, \$124,000 in FY23, and \$142,000 in FY24. For context, with modest assumptions for the total town-appropriated School Department budget in those years, the amount of the position's salary funded by the School Department would represent approximately 0.10% of the appropriated budget in FY21 and increase to approximately 0.20% by FY24 (i.e., one-tenth of one percent in FY21 to two-tenths of one percent by FY24).

Additional context regarding making an investment in district-level administrative leadership is that, as of the most recent state statistics on per pupil expenditures, SPS ranks in the bottom 7.4% of districts in the state for investing in administration. A Central Office administrator has not been added to our district since 2000, and the district's student population has grown by 30% since then, with significant increases in staffing to oversee and significant changes in the volume and intensity of administrative responsibilities. As you know, the recent draft report and presentation to you from the UMass-Boston Collins Center indicated that the span of responsibility for the role of superintendent is too wide, which this role would address; further, the report indicated that the overall administrative capacity of the district is insufficient to achieve what is required and expected. In any case, my professional judgment is that adding any additional significant responsibilities to district administrators or principals is not feasible given the existing administrative load.

The Assistant Superintendent for Community Partnerships & Well-Being position will provide leadership capacity in key areas. I anticipate that in the first year, the following will be areas of focus:

1. connecting with businesses and other organizations to foster partnerships for ways to get students out into other environments (career interest trips, internships, etc.) and to get people from these organizations into our schools (providing authentic audiences for projects, sharing information on careers, etc.);
2. developing a district-level parent engagement strategy to create more effective ways to welcome new families and connect existing families where there may currently be cultural barriers;
3. improving district-level communications with parents and the community regarding the district's strategic priorities, including leveraging cable television and online video to tell stories of successes and challenges;

4. working with the Coordinators of Volunteer Activities & Development to build an alumni database, in order to build business/career connections, to help us reach more potential donors for the Colonial Fund and special projects, and to be able to get better information regarding how alumni are faring in life after high school and how we might better prepare them;
5. given the identification of stress being a major issue among staff, working to develop specific ways to address staff well-being, including creating opportunities for stress-reduction education and programming and promoting physical fitness and self-care; and
6. advancing the district's planning for addressing the social and emotional learning needs of students by working closely with other leaders to meet the district goal of creating a district-level implementation plan for effective social and emotional learning expectations and practices, and then subsequently playing a leadership role in implementing that plan.

***What about metrics for the position's success?***

I have given much thought to this question. I understand that it would be helpful to find a way to measure impact in advance. That said, the metrics for the success of any administrative position under the supervision of the superintendent are determined as part of the supervision and evaluation process and are established between the superintendent and the administrator. This evaluation of school administrative positions is governed by state law and DESE regulations. However, the School Committee does have the opportunity to exercise its influence and authority regarding metrics for the success of the district and the superintendent's work. I would expect that the next iteration of the district goals, which would be from 2020-2022, would establish criteria for success in areas where the new assistant superintendent position would have responsibility, including metrics. Such goal metrics might be related to improving student outcomes related to number and type of business and other community partnerships; documentation of student learning experiences outside of the traditional school setting, or through outside partners coming in to the school environment; health surveys or other measures of social emotional health; family engagement and satisfaction data; etc.

***Why an assistant superintendent-level position?***

An assistant superintendent role signals an appropriately high level of importance being placed on the strategic priorities and goals to be addressed. Whether seeking meetings with business or higher education partners or rolling out internal initiatives with principals and staff, an assistant superintendent position has both formal authority and informal standing that will help move things forward effectively. Additionally, if position(s) at a level below assistant superintendent were added to attempt this work, this would not take



pressure off of district-level leadership responsibilities, and would likely create more pressures among the superintendent and assistant superintendents to coordinate the work of others, since director-level position(s) would not have the level of authority to move initiatives forward. While it is clear that the range of responsibilities for this role is significant, as is the case for all Central Office administrators and principals, I believe that there is a high degree of connectivity between them, and time and effort focused on certain elements will ebb and flow depending on circumstances.

***Are there positions like this in other districts?***

There are some Massachusetts districts that have district-level leadership roles that are not traditional assistant superintendent positions, such as Framingham's Assistant Superintendent for Equity, Diversity, and Community Engagement, Boston's Assistant Superintendent for Social & Emotional Learning & Wellness, and Newton's District Leader for Social Emotional Learning. We are part of the state's ExSEL Coalition to improve social and emotional learning, and we are finding that member districts are devoting more specific administrative resources to that kind of work. Web searches also reveal that districts across the country have assistant superintendent positions with "community partnerships," "community engagement," or similar terms in their title. I am not aware of a position that explicitly connects both the elements of community partnerships and well-being in its title, although it is likely that these responsibilities come under various district-level leadership positions depending on the district.

That said, this is not a typical role, but I believe that in our efforts to innovate we can and should move forward with solutions that may be different but are a fit for the strategic vision that has been established. In fact, the new report from the National Commission on Social, Emotional, & Academic Development makes the following one of their central recommendations for action: *Align resources and leverage partnerships in the community to address the whole child.* The report goes on to recommend the following specifically, which I think encapsulates the thinking regarding the need for this position for our school district:

***Fund dedicated positions in schools and districts to intentionally engage partners:***

*Partnerships don't just happen. They require an intentional outreach and engagement strategy that ensures the right partners are coming together to accomplish shared goals for the young people with whom they work at every level—classrooms, schools, districts, youth development organizations, faith-based groups, community partners, health, mental health, and social service organizations, universities, and businesses. This requires collaborative planning, open communication, intentional coordination, and putting young people at the center in order to ensure a consistent and unified approach toward youth development. At the district and school levels, this requires allocating resources to support a dedicated, full-time, culturally competent person who understands the community and the school district, and who can manage and promote partnerships with*

*youth development organizations, as well as those providing health, mental health, and social services. To promote efficiency and alignment, this dedicated person should liaise with existing provider networks where possible.*

- From a Nation at Risk to a Nation at Hope, *Report of the National Commission on Social, Emotional, & Academic Development, 2019*

I strongly recommend that you vote to establish the position of Assistant Superintendent for Community Partnerships & Well-Being, as I believe it will provide much-needed leadership capacity to accomplish work that will significantly benefit students and staff for the reasons stated above. I look forward to discussing this with you and answering your questions.

SINGLE POLICY	ESTABLISHING AND ABOLISHING POSITIONS	217
<p>Superintendent Recommends</p> <p>Right of School Committee</p> <p>Listing of Positions</p> <p>Position Descriptions</p> <p>“Personnel Manual”</p> <p>Items In Positions Description</p> <p>Adopted 7/11/79</p> <p>Amended 11/15/95</p> <p>Amended 4/28/04</p>	<ol style="list-style-type: none"> <li>1. The Superintendent will make recommendations to the School Committee with regard to establishing or abolishing categories of positions within the district.</li> <li>2. The Superintendent of Schools may adjust staffing levels within the district, subject to contractual agreements, provided that such adjustments be effected within budgeted salary accounts. The Superintendent of Schools will inform the School Committee when positions are added to the bargaining unit of the Shrewsbury Education Association. The Superintendent shall ask that the School Committee vote to approve any expenditures for staffing that exceed the budget for personnel.</li> <li>3. The Superintendent will maintain a current list of established positions which will be available for review upon request.</li> <li>4. Position descriptions for the following positions will be adopted by the School Committee and included in the policy manual: <ul style="list-style-type: none"> <li>•Superintendent</li> <li>•Assistant Superintendent</li> <li>•Director of Business Services</li> <li>•Director of Human Resources</li> <li>•Director of Special Education/Pupil Personnel Services</li> <li>•Principals</li> </ul> </li> <li>5. Descriptions of all other positions will be maintained by the Superintendent or his designee in a "Personnel Manual" which will be available for review upon request.</li> <li>6. Position descriptions will include: title and primary purpose of the position, contractual relationship, organizational relationships, major responsibilities, and qualifications.</li> </ol>	



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. New Business**

MEETING DATE: **4/10/19**

**B. Job Description for Assistant Superintendent for Community Partnerships & Well-Being: Vote**

**BACKGROUND INFORMATION:**

If the School Committee establishes the new position of Assistant Superintendent for Community Partnerships & Well-Being, it also must approve a job description for the position (see VII, A above). A proposed job description is enclosed.

**ACTION RECOMMENDED:**

That the School Committee vote to approve the job description of Assistant Superintendent for Community Partnerships & Well-Being as presented.

**MEMBERS/STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools

Ms. Barbara Malone, Director of Human Resources





April 10, 2019

**Draft Job Description:  
Assistant Superintendent  
for Community Partnerships & Well-Being**

Position Title	Assistant Superintendent for Community Partnerships & Well-Being
Primary Purpose	<p>This position is accountable for</p> <ul style="list-style-type: none"><li>• building and sustaining partnerships between the school district and families, businesses, non-profits, higher education organizations, and alumni in order to enhance opportunities for student learning experiences</li><li>• developing partner, volunteer, and financial support to advance the district's mission and goals</li><li>• enhancing the social, emotional, and physical well-being of students and staff</li></ul>
Contractual Relationship	Reports directly to the Superintendent of Schools and negotiates an individual employment contract with the Superintendent that is approved by the School Committee.
Organizational Relationship	<p>This role is a member of the Central Office administration who</p> <ul style="list-style-type: none"><li>• works cooperatively with principals and other district leaders;</li><li>• supervises the Director of Health, Physical Education, &amp; Family Consumer Sciences;</li><li>• supervises the Director of Extended Learning;</li><li>• supervises the Coordinators of Development &amp; Volunteer Activities;</li><li>• supervises or co-supervises central office support staff who support this position's functions (such as office assistant, Registrar); and</li><li>• supervises other positions in the district as determined by collective bargaining agreements and/or district organizational needs</li></ul>

Responsibilities	<p>Community Partnerships:</p> <ul style="list-style-type: none"> <li>• Works with businesses, colleges, and other community partners to develop student opportunities for experiential and project-based learning, such as community service learning projects, job shadowing, internships, etc.</li> <li>• Cultivates relationships with institutions of higher education in order to create learning and professional development opportunities for students and staff</li> <li>• Enhances family-school engagement through district-level organization and development of parent/caretaker educational resources, enhancement of new student registration and orientation, and strengthening of family transitions between grade spans</li> <li>• Leads initiatives that advance the district's ability to implement culturally proficient practices that enable the district to better serve students and families with diverse backgrounds (culturally, linguistically, socioeconomically, etc.)</li> <li>• Serves as a district liaison to agencies and organizations that provide resources and supports for families</li> <li>• Directs and leads efforts of Coordinators of Development and Volunteer Activities in order to support district initiatives to a) develop philanthropic financial support for the Colonial Fund and for special projects, and to b) leverage volunteer support for district and school initiatives</li> <li>• In collaboration with the Assistant Superintendent for Finance &amp; Operations, assists in identifying and developing community-based alternative revenue sources and resources to address district needs</li> <li>• Collaborates with district leaders, school principals, and local stakeholder groups to build deeper connections between the district and the broader community (including groups such as the Shrewsbury Education Foundation, Chamber of Commerce, Shrewsbury Youth &amp; Family Services, and Parent Teacher Organizations and other parent organizations)</li> <li>• Builds a network of Shrewsbury Public Schools alumni in order to develop relationships to inform and support district and school improvements, as well as to determine the impact of a Shrewsbury education on alumni's subsequent college, workplace, and life experiences</li> </ul>
------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Well-Being:</p> <ul style="list-style-type: none"> <li>• Leads or participates in project work that actively supports progress of district strategic priorities and goals related to student and staff well-being</li> <li>• Oversees the K-12 Health, Physical Education, and Family Consumer Sciences Department and ensures curriculum and programming advances the district's goals for well-being</li> <li>• Works collaboratively with the Assistant Superintendent for Student Services and the Assistant Superintendent for Curriculum, Instruction, &amp; Assessment to identify and implement social emotional learning strategies and programming for students, as well as to provide professional development to build staff capacity to address students' social, emotional, and health needs</li> <li>• Oversees extended learning programming in order to enhance programs and curriculum beyond the regular school day and year that support well-being and evolving community needs</li> <li>• Works collaboratively with the Director of Nursing to coordinate meetings and work of the district's School Wellness Advisory Committee in order to ensure that district policies and practices reflect student and community needs, as illustrated by Regional Youth Health Survey data and other appropriate measures</li> <li>• Serves as a liaison to the Central Massachusetts Regional Health Alliance</li> <li>• Develops measures and methods to articulate the value of the district's well-being strategy and programming</li> <li>• Contributes to the district's onboarding, mentoring, and induction programs for new staff</li> </ul> <p>Personnel:</p> <ul style="list-style-type: none"> <li>• Leads the selection process for direct reports and participates in other administrative search processes</li> <li>• Supervision and evaluation of assigned staff members</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Seeks grant opportunities for the development of programs</li> <li>• Prepares and presents reports to support School Committee decision making</li> </ul>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> <li>• Utilizes cable television, social media, and other communication channels to create and distribute information on partnerships and well-being to the community and to the staff</li> <li>• Participates in the district budget preparation process and manages fiscal resources to support district goals</li> <li>• Advises the Superintendent in areas of responsibility and initiates program proposals and activities to improve services and/or increase the effectiveness and efficiency of the school district</li> </ul>
Qualifications	<ul style="list-style-type: none"> <li>• Master's degree in appropriate field</li> <li>• Certified or eligible for licensure as Superintendent/ Assistant Superintendent through the Massachusetts Department of Elementary &amp; Secondary Education</li> <li>• Experience in school administration, including: <ul style="list-style-type: none"> <li>○ building partnerships with families and outside organizations</li> <li>○ developing climate and culture focused on student and staff well-being</li> </ul> </li> <li>• Ability to identify problems, analyze situations, develop potential solutions and work with others to reach consensus</li> <li>• Computer skills with the ability to use a variety of office applications for communication and work products</li> <li>• Experience with public speaking and communicating through multiple media (newsletters, cable television/video, social media, etc.)</li> </ul>





## **SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING**

**ITEM NO: IX. Old Business**

**MEETING DATE: 4/10/19**

**A. Memorandum of Understanding with Shrewsbury Federal Credit Union to  
establish the Colonial Connections program: Vote**

### **BACKGROUND INFORMATION:**

At the School Committee meeting on February 27, Dr. Sawyer provided information on a proposed multi-year partnership with Shrewsbury Federal Credit Union (SFCU) to sponsor a “Colonial Connections” program that would align with the district’s strategic priority and goals around connected learning for a complex world. SFCU’s Board of Directors has already voted in support of the proposed Memorandum of Understanding (MOU). This sponsorship would include \$400,000 of funding over five years that would support the purchase of a van that would provide transportation for students to access learning experiences outside of school; funds for various activities, speakers, and/or materials that would support career awareness and “real world” learning; and the initial funding for the Assistant Superintendent for Community Partnerships & Well-Being position that was proposed last year but not included in the final budget.

### **ACTION RECOMMENDED:**

That the School Committee vote to approve the memorandum of understanding between Shrewsbury Public Schools and Shrewsbury Federal Credit Union regarding Shrewsbury Federal Credit Union becoming the signature sponsor of the Colonial Connections program and to approve the receipt of \$400,000 over fiscal years 2020 through 2024 as delineated in the memorandum of understanding.

### **STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M Sawyer, Superintendent of Schools

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



# Shrewsbury Public Schools

---

Joseph M. Sawyer, Ed.D.  
Superintendent

April 10, 2019

To: School Committee

Re: Colonial Connections Sponsorship: Request for Approval

A proposed agreement with Shrewsbury Federal Credit Union (SFCU) for their sponsorship of the “Colonial Connections Project” was presented to you at your February 27th meeting. Since then, members have requested additional information regarding this proposal, particularly regarding the funding of the proposed Assistant Superintendent for Community Partnerships & Well-Being position. This is an updated version of a memo I provided in early March to address those questions and provide additional context.

## ***What prompted the partnership/sponsorship proposal with Shrewsbury Federal Credit Union?***

The School Committee has charged the district administration with carrying out its 2018-2022 Strategic Priorities & Goals and its 2018-2020 District Goals. These include:

Strategic Priority: Connected learning for a complex world

- Build community partnerships with businesses, institutions, and individuals in order to increase access to experiential learning and career awareness and to enhance learning in the STEAM fields (science, technology, engineering, the arts, and mathematics)
- Provide opportunities that help students develop independence after graduation, including exposure to career choices
- By June 2019, create at least one partnership with a business and at least one partnership with an institution of higher education, and identify how these partnerships will be expected to promote experiential learning and career awareness in the STEAM fields

In January 2018, more than a year ago, after consideration of these new strategic priorities and goals to be carried out by 2022, I proposed the new Assistant Superintendent for Community Partnerships & Well-Being position because I believed that we would need additional leadership capacity at the district level to successfully achieve

the goals under these priorities, as well as those under the “Enhanced well-being of all” priority. Due to funding limitations in the appropriated budget, I sought alternative funding to find a way to add this position and move these initiatives forward effectively. I believed that the “community partnerships” element of this role would appeal to a business partner, and this engendered the creation of the proposal to SFCU for a project, named “Colonial Connections,” that would facilitate the “real world” learning elements of our strategic plan, including funding the assistant superintendent position in its entirety in year one and then subsidizing it over a five-year phase out. The partnership also includes the purchase of a van to provide transportation to students for off-site learning and community service opportunities, and funding for activities, speakers, etc. to build the Colonial Connections program.

***Did Shrewsbury Federal Credit Union approve this partnership?***

The total financial commitment by SFCU is \$400,000 over five years, which is very generous and an unusually large commitment by a local business, for which I am extremely grateful. As I stated on February 27 when I presented the proposal to you, the SFCU board has voted to approve the partnership agreement, and I later learned that this vote was unanimous. This very generous support is a strong endorsement of this partnership and of the work we are trying to accomplish.

***What about the financial sustainability of the proposed van?***

The operating costs of the van will primarily be borne by municipal funds, as is typical for town vehicles for our courier van and other municipally-owned vehicles. A cost analysis has been completed that shows the savings we expect to experience due to not requiring rental of outside contracted vehicles to accomplish transportation of small groups of students. This analysis is provided along with this memo, and it shows approximately \$245,000 in savings over five years between the current method we would need to use vs. using the van purchased through the sponsorship.

***What about the financial sustainability of the assistant superintendent role?***

The full cost of the salary for this position would be paid for by the sponsorship in FY20 (\$145,000), followed by subsidies of \$85,000, \$50,000, \$30,000, and \$15,000 in the subsequent four fiscal years. This would translate into additional funding needed to sustain the position of approximately \$63,000 in FY21, \$101,000 in FY22, \$124,000 in FY23, and \$142,000 in FY24. For context, with modest assumptions for the total town-appropriated School Department budget in those years, the amount of the position’s salary funded by the School Department would represent approximately 0.10% of the appropriated budget in FY21 and increase to approximately 0.20% by FY24 (i.e., one-tenth of one percent in FY21 to two-tenths of one percent by FY24). Given that this position would address several key strategic priorities and goals, I believe that this is a reasonable, modest investment to sustain a position that I believe will provide excellent returns on that investment in terms of benefits for students, families, and the community.

It is my opinion that this level of funding is sustainable and that the administration can present budgets that include this level of funding for this position that the School Committee will be able to support. We also intend to leverage this position to help provide additional resources for the district over time, whether financial or programmatic, concretely demonstrating value. If for some reason there was a significant budget issue that emerged and called the level of district investment into question, and if the position is having the intended impact, I expect that we will either be able to justify the continued investment or find alternative means to offset costs. As we saw with the Campaign for Shrewsbury Athletic Fields, there are community resources to be tapped if donors perceive value in what they are providing to the school district, and I expect that this significant investment by SFCU will enable us to attract additional investment.

***How will the Colonial Connections program be evaluated?***

It is my expectation that the school district will be able to demonstrate the value of the Colonial Connections program as it evolves in the coming years. Based on feedback from the School Committee, it should be understood that the Colonial Connections program is certainly a new concept and approach, and as such, can be fairly categorized as a “pilot program.” As stated in the MOU with Shrewsbury Federal Credit Union, either party can withdraw from the sponsorship agreement with one-year’s notice, so there is protection for both sides if a significant problem were to arise. As this will be a high-profile program, the administration will be communicating progress on a regular basis. Metrics to consider would include:

- documentation of number, type, and impact of new partnerships;
- documentation of student learning experiences outside of the traditional school setting;
- documentation of efforts to increase career awareness;
- documentation of learning experiences provided by community partners within schools; and
- documentation of the quantity and types of use of the van.

I look forward to discussing this with you and answering your questions, and I strongly recommend that the School Committee vote to approve the MOU with Shrewsbury Federal Credit Union in order to fund the costs associated with the Colonial Connections program.





## **Memorandum of Understanding**

### **Colonial Connections Project**

The Colonial Connections Project will be the method by which the Shrewsbury Public Schools will endeavor to meet the following strategic goals under the district's strategic priority of *Connected Learning for a Complex World*:

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

In order to meet these goals, our school district needs to develop three key elements of capacity:

- 1) A leadership role that can devote time and attention to establishing and nurturing partnerships with local businesses and other institutions (higher education, non-profits)
- 2) The ability to transport small groups of students off site for “real-world” learning experiences
- 3) Funding for special events, communications, and associated equipment and supplies

The Colonial Connections Project is a bridge between Shrewsbury Public Schools and the business community that provides opportunities for our students to develop real-world skills and career awareness in order to prepare them for future success beyond their education and to help them decide on their higher education and career paths.

### **Benefits for SFCU**

- Designated and named as the “Signature Sponsor” of this innovative program and school-business partnership
- Significant brand exposure through exclusive on-vehicle advertising with SFCU logo on van to be used for program transportation
- Commitment to host Colonial Connections business partnership meetings at SFCU, bringing many local business leaders through SFCU's doors on a regular basis.

**Benefits for SFCU (continued)**

- Dedicated and lead presence on program website with SFCU click-through logo
- Dedicated presence with SFCU click-through logo on email blasts regarding Colonial Connections news sent to the families of over 6,200 students
- Ongoing mentions/credits on social media posts made by the Colonial Connections program

**Benefits for SPS**

In return for the above, SFCU agrees to the following commitment over a five-year period in the form of annual gifts to the Shrewsbury Public Schools, totaling \$400,000 in a declining contribution schedule:

Fiscal Year	Contribution from SFCU	Use of funding
FY 2020	\$200,000	<ul style="list-style-type: none"><li>• Purchase van for Colonial Connections transportation of students to offsite, real-world learning opportunities (\$45,000)</li><li>• Fund addition of Assistant Superintendent for Community Partnerships &amp; Well-Being (\$145,000)</li><li>• Colonial Connections activities (\$10,000) (e.g., career fair, learning project curriculum materials, career &amp; parent night keynote speakers, etc.)</li></ul>
FY 2021	\$93,000	<ul style="list-style-type: none"><li>• Assistant Superintendent for Community Partnerships &amp; Well-Being position offset (\$85,000)</li><li>• Colonial Connections activities (\$8,000) (e.g., career fair, learning project curriculum materials, career &amp; parent night keynote speakers, etc.)</li></ul>
FY 2022	\$57,000	<ul style="list-style-type: none"><li>• Assistant Superintendent for Community Partnerships &amp; Well-Being position offset (\$50,000)</li><li>• Colonial Connections activities (\$7,000)</li></ul>
FY 2023	\$33,000	<ul style="list-style-type: none"><li>• Assistant Superintendent for Community Partnerships &amp; Well-Being position offset (\$30,000)</li><li>• Colonial Connections activities (\$3,000)</li></ul>
FY 2024	\$17,000	<ul style="list-style-type: none"><li>• Assistant Superintendent for Community Partnerships &amp; Well-Being position offset (\$15,000)</li><li>• Colonial Connections activities (\$2,000)</li></ul>

## **Term**

The term of this partnership understanding is July 1, 2019 through June 30, 2024.

## **Successor Understanding**

Both parties will express their intent to make a successor understanding no later than October 1, 2023 so as to ensure for continuity of the program and provide adequate time for budget building for each party. Shrewsbury Federal Credit Union has the right of first refusal to maintain its designation as the “Signature Sponsor” to make a successor understanding with the Shrewsbury Public Schools for the Colonial Connections Project subject to negotiations between the two parties. This right of first refusal must be exercised and result in a successor understanding by December 1, 2023 so as to ensure continuity of the program and ensure budget resources are available.

## **Ownership Rights for Vehicle, Equipment, Supplies**

All equipment, supplies, and the Colonial Connections vehicle purchased using funds donated by the Shrewsbury Federal Credit Union will be sole property of the Town of Shrewsbury under the management of the School Department.

## **Right to Seek Other Business Sponsors/Partnerships and Supplemental Funding**

The Shrewsbury Public Schools retains its right to seek additional business partners, funding, and in-kind good/services from other donors to operate the Colonial Connections Program. However, SFCU will maintain its status as the named “Signature Sponsor”.

## **School District Commitment to the Colonial Connections Program**

The school district agrees to fund the balance of program costs to maintain the continuity of the program subject to annual appropriation.

## **Indemnification and Hold Harmless Agreement**

Each party shall defend, indemnify, and hold harmless the other party, including affiliates and each of their respective officers, directors, shareholders, employees, representatives, agents, successors and assigns from and against all claims against one another or of third parties, and all associated losses, related to the Colonial Connections Program, to the extent permitted by law.

## **Termination of Understanding**

This Understanding may be terminated by either party provided that they give the other party one (1) year’s notice in writing.

## **Sole and Entire Understanding**

This Memorandum of Understanding represents the entire and sole understanding between both parties for the Colonial Connections Project partnership and all of its binding terms.

By signing below, I certify that the governing board of my organization has approved this understanding and the entirety of its terms and conditions.

\_\_\_\_\_  
Jason Palitsch, Chairperson  
Shrewsbury School Committee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Thomas Josie, Chairperson  
Shrewsbury Federal Credit Union

\_\_\_\_\_  
Date

# EXPENSE ESTIMATE FOR VAN IF PURCHASED THROUGH "COLONIAL CONNECTIONS" SPONSORSHIP

## If We Use a Contractor for Colonial Connections & Other Small Group Transport

	FY20	FY21	FY22	FY23	FY24
180 school days	180	180	180	180	180
Used once/day for 75% of days	135	135	135	135	135
AA Trip Cost [4 hr maximum then add'l charges apply]	\$ 396	\$ 408	\$ 420	\$ 441	\$ 463
Total cost for Services with AA Transportation under current contract	\$ 53,468	\$ 55,080	\$ 56,700	\$ 59,535	\$ 62,512
includes vehicle/driver/insurance/fuel etc..				Five-Year Est. Cost	\$ 287,295

Est. 5% annual increase in rate- no contract for FY23-FY24

## If We Purchase a Van with SFCU Sponsorship Funds

<b>Indirect</b> Costs-Paid by Municipal Depts. And Added to End of Year Report as a Town Expense in Support of Schools					
SFCU Purchased Vehicle	\$ -	\$ -	\$ -	\$ -	\$ -
Fuel 3 gal/day avg or 60 miles (\$3/gal)	\$ 1,215	\$ 1,215	\$ 1,215	\$ 1,215	\$ 1,215
Insurance est.	\$ 3,500	\$ 3,605	\$ 3,713	\$ 3,825	\$ 3,939
Indirect Cost Sub-Total	\$ 4,715	\$ 4,820	\$ 4,928	\$ 5,040	\$ 5,154
<b>Direct</b> School Dept. Costs- Estimated					
Driver (25% of time need driver at \$20/hr)	\$ 2,700	\$ 2,700	\$ 2,700	\$ 2,700	\$ 2,700
Repairs/Maint./Inspection	\$ 250	\$ 500	\$ 750	\$ 2,500	\$ 3,500
	\$ 2,950	\$ 3,200	\$ 3,450	\$ 5,200	\$ 6,200
Total Direct + Indirect Costs	\$ 7,665	\$ 8,020	\$ 8,378	\$ 10,240	\$ 11,354

Five-Year Est. Cost \$ 45,657

### Notes:

1. The type of van we purchase would require only a "typical" Class D license.
2. Repairs/Maint. Cost assume a 3-year warranty for a new van
3. Direct costs would be supported by the SPS budget just as they are for our current courier vehicle.
4. The standrad trip cost for AA includes up to four hours and 50 miles. Beyond those limits and additional hourly charge of \$62.70 and \$3.66 per mile apply. These are FY20 rates and escalate each subsequent year.



POLICY FAMILY	REVENUE	912
<p>SPONSORSHIP AND ADVERTISING</p> <p>ADOPTED 3/9/11</p>	<p><u>Context and Purpose</u></p> <p>The School Department historically has benefited from income generated when outside entities, including businesses and individuals, provide funding in the form of sponsorships of programming or advertising displayed in school district publications, event programs, the high school yearbook, etc. The School Committee encourages the use of sponsorships and advertising in order to provide an alternative source of revenue to fund educational programming and/or to provide supplementary resources. The purpose of this policy is to provide guidance to the Superintendent of Schools, school administrators, and other personnel regarding what forms of sponsorships and advertising are acceptable to the School Department and to provide a framework for arranging such transactions.</p> <p><u>Definitions</u></p> <p>For the purposes of this policy, the following definitions shall be used:</p> <p><i>Sponsorships</i> are considered to be agreements between the school district, a school, or a department where an outside organization provides funding or resources in exchange for recognition. Such recognition could include verbal notification of the public at meetings, events, or other opportunities; or written notification through press releases, newsletters, e-mail, and the school district website. In certain circumstances, the School Department may agree to use a sponsor's name in connection with a particular program or physical space supported through the sponsor's support (e.g., a laboratory, an athletic field or facility, etc.). Sponsorship involves funds provided for an activity that the School Department has determined is desirable for the system to undertake.</p> <p><i>Advertising</i> is considered to be written, graphic, or oral representations made by or on behalf of another entity which are designed to make others aware of the entity's product, service, etc. Advertising involves funds provided for recognition not directly connected to funding an activity.</p> <p><u>Guidelines</u></p> <p>The School Committee requires that sponsorships and advertising agreements be made with the best interests of the School Department in mind, relative to the district's mission and core values. As a public entity with the central purpose of educating, the School Department should be judicious in determining the identity, scope, and content of sponsorships and advertising so as to avoid over-commercialization of the educational process. The following guidelines are to be followed by the School Department administration:</p> <ol style="list-style-type: none"> <li>1) School Department property and School Department communications are non-public forums. The intent of sponsorships and advertising is to provide funding revenues, not to promote public discourse or a point of view. There is no obligation on the part of the School Department to provide equal access to advertising for competitors.</li> <li>2) Since policy evolves, approval of a sponsorship or ad does not constitute a precedent and does not necessarily lead to approval of similar requests in the future.</li> <li>3) Approval of sponsorships or advertising does not constitute endorsement by the School Committee or the School Department of a sponsor's or advertiser's products, programs, or services.</li> </ol> <p style="text-align: right;">Continued on next page</p>	

- 4) The School Committee delegates authority to the Superintendent of Schools or the Superintendent's designee to approve sponsorships or advertising, including content, communication, display, and distribution of such, as well as to negotiate sponsorship amounts and advertising rates.
- 5) All sponsorships and advertisements must not contradict the School Department's mission, values, and policies, as well as with state and federal laws, including those related to non-discrimination practices, including Massachusetts General Law Chapter 272, Section 92A.
- 6) There shall be no *quid pro quo* arrangements between sponsors/advertisers and the School Department relative to educational practices in the district. That is, educational decisions regarding the use of curriculum materials, instructional equipment, and other resources related to school programming shall be made regarding what is in the best interests of students and shall not be influenced by outside entities due to the provision of materials, services, or funding.
- 7) Administrators shall consider the impact of sponsorships and advertisements on students, relative to students' age and impressionability, with regard to content, intended audience, form, and the closeness of the connection to the educational process. The Superintendent or his/her designee has full editorial control regarding placement, content, size, wording, appearance, etc. of advertising, and has the right to reject sponsorships or advertising that is, in his/her judgment, inappropriate or inconsistent with the mission and values of the Shrewsbury Public Schools and the best interests of its students (e.g., advertising for tobacco, alcohol, etc.).
- 8) Agreements of significant value (\$5,000 or more annually) to utilize a sponsor's name in relation to a specific program or physical space shall require a recommendation from the Superintendent and a majority vote of the School Committee.
- 9) Outside entities who rent School Department facilities must receive approval from the Superintendent or his/her designee if they wish to post temporary advertising in the space rented (e.g., signs along athletic field fencing, banners in an auditorium, etc.).
- 10) Sponsorships or advertisements from elected officials and political candidates or groups are allowed, so long as they comply with the guidelines above. The School Department shall take great care to avoid the appearance of bias with regard to approval of such sponsorships and advertising.

#### Types of Sponsorships and Advertising

The Superintendent or his/her designee shall follow the guidelines below, and shall consult with the School Committee in situations that do not fit clearly within these guidelines.

- 1) Writing and images in physical form (e.g., advertisements in event programs or newsletters; posters; signage; banners, etc.).
- 2) Writing and images in electronic form.
- 3) The use of logos or other similar images other than what would be used normally in identifying the brand of equipment, instructional materials, etc. (e.g., a manufacturer's logo on an athletic uniform is not sponsorship/advertising, but a banner with such a logo in the

Continued on next page

	<p>gymnasium placed there for a fee would be). The use of logos or images of outside entities is permissible in programs, yearbooks, newsletters, web site etc., per the judgment of the Superintendent or his/her designee.</p> <p>4) Per Policy 654, Distribution of Information through the Schools, the School Department will not provide the free distribution of materials, including advertising, on behalf of for-profit organizations, whether brought home physically by students or through electronic means. This differs from sponsorship or advertising arrangements made between the School Department and an outside entity, which are subject solely to the discretion of the School Department. However, the communication of sponsorships or activities where for-profit organizations partner with the School Department or non-profit organizations such as Parent Teacher Organizations may be included in messages that originate from the non-profit organization (e.g., a PTO may distribute information regarding a fundraiser with a local restaurant and utilize the restaurant's logo in its communication, but the message must come from the PTO, not the restaurant).</p> <p>5) Advertising on the Shrewsbury Media Connection local educational access channel shall be subject to laws and policies governing this medium. This medium may be used to communicate regarding sponsorships.</p> <p><u>Administration of Policy</u></p> <p>11) The Superintendent or his/her designee shall adhere to the guidelines listed above and shall use sound business practices with regard to entering into written contractual agreements with sponsors and advertisers.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **4/10/19**

**BACKGROUND INFORMATION:**

The minutes are provided under separate cover.

**ACTION RECOMMENDED:**

That the Committee vote to approve the minutes from the School Committee Meeting held on March 27, 2019.

**STAFF AVAILABLE FOR PRESENTATION:**

Mr. Jason Palitsch, Chairperson

Ms. Sandra Fryc, Secretary



## **SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **4/10/19**

**A. For the purpose of collective bargaining with the Shrewsbury Education Association**

**B. For the purpose of negotiations with the superintendent of schools**

**C. 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 and for the purpose of negotiations with the Superintendent of Schools, 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, Director of Human Resources

ITEM NO: **XII. Adjournment**