



**School Committee  
Meeting Book**

**September 26, 2018  
7:00 pm**

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



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

**AGENDA**

**September 26, 2018 7:00pm  
Town Hall—Selectmen's Meeting Room  
100 Maple Avenue**

**Items**

**Suggested time allotments**

I.	Public Participation	7:00-7:10
II.	Chairperson's Report & Members' Reports	
III.	Superintendent's Report	
IV.	Time Scheduled Appointments:	
V.	Curriculum	
	A. Professional Development: Report	7:10 - 7:30
VI.	Policy	
VII.	Finance & Operations	
	A. Food Services: Annual Report	7:30 - 7:50
VIII.	Old Business	
IX.	New Business	
	A. Bullying Statistics: Annual Report	7:50 - 8:00
	B. Appointment of Superintendent as Representative to Assabet Valley Collaborative Board of Directors: Vote	8:00 - 8:05
X.	Approval of Minutes	8:05 - 8:10
XI.	Executive Session	8:10 - 8:30
	A. For the purpose of collective bargaining with the Shrewsbury Education Association	
	B. For the purpose of reviewing, approving, and/or releasing executive session minutes	
XII.	Adjournment	8:30

**Next regular meeting: October 10, 2018**



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

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

MEETING DATE: 9/26/18

#### **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: **9/26/18**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**  
**A. Professional Development: Report**

MEETING DATE: **9/26/18**

**BACKGROUND INFORMATION:**

In her report, Ms. Clouter will provide an overview of Professional Development efforts in the Shrewsbury Public Schools with a focus on how these efforts are advancing the Strategic Priorities and Goals established for the district.

The enclosed memo includes hyperlinks to various documents; two of these documents, the Summer Institute catalog and the descriptions of this year's professional development "Pathways" are also enclosed in this document.

**ACTION RECOMMENDED:**

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

**STAFF AVAILABLE FOR PRESENTATION:**

Ms. Amy Clouter, Assistant Superintendent for Curriculum & Instruction



# Shrewsbury Public Schools

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

September 20, 2018

To: School Committee

Re: Professional Development

The best systems evolve, changing over time to better meet the needs of stakeholders. This is particularly true of school systems, where our stakeholders are our students and their teachers, because the consequences of our educational decisions will impact learning for a lifetime. How do we impart institutional knowledge and keep current? The answer: by investing in high quality professional development.

## Massachusetts Standards for High Quality Professional Development (HQPD)

### Characteristics of High Quality PD:

- 1 Has SMART goals relevant to student outcomes
- 2 Aligned with goals and priorities
- 3 Designed based on the analysis of data
- 4 Assessed to ensure goals met
- 5 Promotes collaboration
- 6 Advances an educator's ability to apply learnings
- 7 Models good pedagogical practice
- 8 Makes use of relevant resources to meet goals
- 9 Facilitated by knowledgeable professionals
- 10 Is coherent and connected

Professional development is the vehicle that drives continuous improvement in vibrant learning communities like ours. The Department of Elementary and Secondary Education (DESE) defines professional development as "a set of coherent learning experiences that is systematic, purposeful, and structured over a sustained period of time with the goal of improving educator practice and student outcomes." As you know, in Shrewsbury we pride ourselves on the diversity of learning experiences available to both students and staff. Coherence and consistency result from thoughtful strategic planning. Accordingly, in the next five years our professional

development efforts will focus on three priorities:

- Learning Environments Where Everyone's Success Matters
- Enhanced Wellbeing of All, and
- Connected Learning for a Complex World

Specifically, in the next two years we aim structure professional development for staff so that we enhance our shared understanding and ability to engage in inclusive and culturally proficient practices; the skills, habits, and mindsets of social and emotional learning; project-based learning and activities that integrate Science, Technology Engineering, the Arts and Mathematics (STEAM); and new state Social Studies standards. Importantly, in all of this work we plan to leverage data to improve student achievement. Finally, we recognize the importance of collaborative professional learning communities in furthering the work.

What does this look like? Our efforts to structure effective professional development are depicted well in the investment we've made to make our schools more inclusive. To start, the school leadership team completed a year-long course on Inclusive Practices. Next district leaders were provided with the [DESE's Guidebook](#) and related resources. At each school at the Elementary and Middle level co-teaching teams were established and trained by outside consultant Mrs. Donna Simone, with the goal that these teams will develop the capacity to lead future training. In addition, last year a new pathway entitled Teaching Diverse Learners helped general education teachers and specialists across the district to collaborate. This work is also supported by [online courses](#) offered to all educators, conferences held during the year and offerings available at the [2018 Summer Institute](#). Rather than structure "one and done" information sessions led only by outside experts, we aim to embrace a model where professional learning is dynamic, job embedded and ongoing.

Good professional development goes beyond mere training. In order for our investments to have impact, educators must apply their learning. Translating research into practice is an ongoing effort, and sustained professional development necessarily involves supporting building-based teams in each school. For this reason, allotting planning and meeting times for our educators to learn from one another is an important consideration.



Finally, just as we aim to meet the needs of diverse students, we must also acknowledge the different needs of our teaching staff. As professionals, every educator is responsible for continuing their learning. Yet the needs of a new teacher vary considerably from those of a more experienced educator. Just as importantly, in years when curriculum content changes, some departments require specific supports. For that reason,

Shrewsbury purposefully structures professional development opportunities with educator autonomy in mind.

For the past few years, we've empowered our professional staff to align their educator evaluation goals, building-based team goals and professional development interests by devoting professional development days to both departmental PD days and "[Pathways](#)" time. This year, staff members will choose from 13 different pathways. Some teachers will continue exploring a concept that they have researched in previous years; this allows for deep learning. Other teachers prefer to connect in job-alike groups, and their choices are driven by shared focus. For example, many teachers at the secondary level see Pathway time as an opportunity for collaboration.

Our people are our most important resource, and our goal must always be to empower every learner. I look forward to discussing professional development in Shrewsbury at greater length with you in the near future.



# Shrewsbury 2018 Summer Institute

*In Collaboration with the Westborough Public Schools*



# *Shrewsbury High School* *2018*

*June 25-28,*

All courses are eligible for 3 in-district credits and tuition reimbursement. They include 8 hours of work online, 3 days of instruction, and one Collaboration/Work day.

Each Course is \$360 with breakfast and lunch included.

## **Registration Information**

Shrewsbury Public Schools: Register through [Shrewsbury PD](#) starting on 3/26/18. All other districts: Register [Here](#) - a confirmation will be sent to you

### **2018 Summer Institute Schedule and Important Dates**

<b>Dates</b>	<b>Activities</b>	<b>Times</b>
<b>April 2, 2018</b>	Registration opens	
<b>April 30, 2018</b>	<u>Payment due:</u> Shrewsbury Public Schools, 100 Maple Ave., Shrewsbury MA 01545	
<b>May 2018</b>	Online Pre-Institute Session 1	Approximately 4 hours
<b>June 2018</b>	Online Pre-Institute Session 2	Approximately 4 hours
<b>June 25-27</b>	Breakfast and Conversation	8:00-8:30
	Keynote Speaker	8:30-9:15
	Morning Course sessions	9:30-12:30
	Lunch & Conversation	12:30-1:00
	Afternoon Course sessions	1:00-3:30
<b>June 28th</b>	Breakfast and Conversation	8:00-8:30
	Keynote Speaker	8:30-9:15
	Collaborative Work Time (with lunch available from 12:30-1:30)	9:30-2:45

	Course sharing sessions Conclusion of Institute	2:45-3:30
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Course	Audience	Presenter(s)
Communication & Relationship Building in 21 <sup>st</sup> Century Public Education	PreK-12	Joe Sawyer Superintendent <i>Shrewsbury Public Schools</i>
Personalized Learning: Pathways, Progressions and Blended Learning Environments	PreK-12	Tom Driscoll EdTech Teacher Instructor
Differentiating Instruction Through Technology: One Key to Student Success	PreK-12	Rosey McQuillan EdTech Teacher Instructor
Mindfulness in the Classroom	PreK-12	Erin Woo, Instructor  UMass Center for Mindfulness
Cultural Understanding and Equity in Schools	Pre K-12	Maeve Hitzenbuhler, ELL Director & Ruchi Khanna, Elementary Special Needs Teacher <i>Westborough Public Schools</i>
The Inclusive Classroom: High Expectations Learning By Design	PreK-12	Allison Posey, CAST Joe Barca, WPS Paton's Co-teaching Team, SPS
Teaching Diverse Learners: Supporting Students with Anxiety, Executive Function and Sensory Processing Needs	PreK-12	Jessica Minahan David Nowell Loubaina Buxamusa, SPS
The Responsive Classroom	PreK-4	Jennifer Flemming and Camille Viscomi, Certified <i>Responsive Classroom</i> Trainers, SPS
An Exploration of Readers' Workshop	PreK-2	Elizabeth Berry, ELA Coordinator <i>Westborough Public Schools</i>
An Exploration of Readers' Workshop	Grades 3-6	Stephanie Nephew, ELA Coordinator <i>Westborough Public Schools</i>
A Deep Dive into Science Practices: Modeling, Argumentation, and Explanation	Grades 3-8	Rebecca Katsh-Singer, Science Curriculum Coordinator <i>Westborough Public Schools</i>

Moving Toward Higher Proficiency with the ACTFL Core Practices	Grades 5-12	Joshua Cabral
Assessment Methods for Foreign Language Proficiency	Grades 5-12	Sara Honig, Director of Foreign Language, SHS
Exploring Mathematical Modeling in Secondary Math	Grades 7-12	Jean Marie Johnson, Director of Mathematics at SHS
The Expanding Canon: Teaching Multicultural Literature in the High School Classroom	Grades 9-12	Liza Trombley, Director of English at SHS
Exploring the MA History and Social Sciences Frameworks	Grades 9-12	Jenn DiFrancesca, Director of Social Sciences at SHS

All courses are eligible for 3 in-district credits and tuition reimbursement. They include 8 hours of work online, 3 days of instruction, and one Collaboration/Work day.

## Communication & Relationship Building in 21<sup>st</sup> Century Public Education

*Joseph M. Sawyer, Ed.D.    Superintendent of Schools, Shrewsbury Public Schools*

Never before have educators had more tools and opportunities available to communicate and learn, yet the volume and pace of digital information flow have created significant stresses and challenges as well. In this course, participants will learn about the importance of and strategies for building strong relationships with students, families, and colleagues, including how to utilize different communication tools and approaches to do this important work.

This course is designed to help any educator, regardless of role, become more effective and influential by enhancing communication and relationship-building skills. By the end of the Summer Institute, participants will have completed a project that will enable them to successfully apply what they have learned in their professional practice in the coming year(s).

This is a three-graduate credit course and will include 6 hours of online work prior to the start of the Summer Institute. While the core text and complementary sources have not yet been selected, since this is a graduate course there will be outside reading expected as part of the pre-institute work as well as during the institute.

Please note: Participants in this class will have their Collaboration / Work day on Wednesday, June 27<sup>th</sup>

### Course Leader:

**Joe Sawyer** is currently completing his ninth year as the Superintendent of the Shrewsbury Public Schools. Sawyer is in his 24th year as a school leader, including 21 years in Shrewsbury, where he has served as an elementary assistant principal and principal, a middle school principal, assistant superintendent, and superintendent.

# Personalized Learning: Pathways, Progressions and Blended Learning Environments

*Tom Driscoll   EdTech Teacher*

The promise and potential of personalized learning has gained considerable momentum across K-12 education, but what does this complex set of ideas and instructional approaches actually look like in practice? Throughout this three day course, participants will take a deep dive into the rapidly emerging concept of personalized learning and its role in transformative education. Through an examination of current research and practical examples from across the nation, participants will identify key elements of personalization and how these approaches can advance learning for all students. Some ideas explored will include: dynamic learner profiles, flexible pathways and progressions, learner agency, and blended learning environments that support personalization.

Participants will then engage in hands-on simulations and design challenges that will help them effectively implement personalized learning in their classrooms and schools. During these activities, we will examine how personalized learning shifts educator practices and explore practical strategies that help teachers develop the knowledge and skills necessary to thrive in these modern learning environments. We will also explore ways to scale effective classroom implementation across schools with strategic leadership actions, such as applying personalized learning principles to professional learning opportunities for all staff. Participants will leave the institute with a firm grasp of personalized learning along with practical takeaways that they can readily implement in their educational settings.

## Course Leader:

**Tom Driscoll** is the Digital Learning Director for the Bristol Warren Regional School District and an instructor at EdTechTeacher. Follow him @Mr\_Driscoll. As a Director of Digital Learning (BWRSD), EdTechTeacher Instructor, authorized Google for Education Trainer, author and speaker, Tom is recognized nationally as a leader in helping teachers, schools and districts transform teaching and learning with technology. Tom's career in education began by teaching high school social studies for eight years in Connecticut. While teaching, he explored emerging instructional design models through his graduate research at Columbia University. As he applied the Flipped Classroom approach, Tom began writing and speaking nationally about his practical experiences teaching and iterating blended learning models. During this time, Tom authored chapters for several instructional technology books, including the ISTE publication "Flipped Learning: Gateway to Student Engagement." He has also contributed to multiple articles on media outlets such as EdSurge, EdTech Digest, CUE Blog, and the New York Times.

In 2015, Tom became Digital Learning Director for the Bristol Warren Regional School District in Rhode Island where he has helped lead several key aspects of the district's digital learning transformation. As an EdTechTeacher instructor, Tom has extensive experience working with educators across all grade levels and content areas. Topics of particular interest and expertise include personalized learning and digital learning leadership. As an authorized Google for Education Trainer, Tom also has experience helping educators leverage G Suite for Education to amplify effective teaching strategies. Tom holds a Master's Degree in Computing in Education from Teachers' College, Columbia University and a Bachelor's Degree in History from Vassar College, where he was a Captain of their NCAA basketball team.

# Differentiated Instruction thru Technology: A Key to Student Success

*Rosey McQuillan      EdTech Teacher*

Fostering a growth mindset is more than implementing a curriculum- it's changing how we think while creating a classroom culture that promotes growth in all children. In this workshop, educators will explore how technology can be leveraged to facilitate differentiation and foster the development of a growth mindset in students.

Differentiation is not a one-size-fits-all solution; rather, it is a flexible approach to teaching in which educators actively plan for the differences in their students. The goal is for students to be able to effectively learn, see themselves as learners and take ownership for their learning. By utilizing technology to differentiate instruction, teachers can better ensure they are promoting a growth mindset in their students.

During this hands-on workshop, participants will explore a variety of sites, tools and apps in order to leverage technology and scaffold student learning. In particular, we will focus on how technology can support teachers in differentiating: content (what students learn), the process (how students learn), the product (how they demonstrate their learning) and the environment (where and with whom students learn) in their classrooms.

## Course Leader:

**Rosey McQuillan** is an Assistive Technology Specialist and an Instructor for EdTech Teacher with over 30 year of teaching experience. She works directly with students and educators to make curriculum accessible to all learners and provides opportunities for students to demonstrate what they know. As an Assistive & Educational Technology Consultant, Rosey continues to design and deliver a wide variety of professional development workshops and graduate level courses for Pre-K-12 teachers that demonstrate how technology integration and differentiated instruction can be integrated into a student's daily learning environment.



# Mindfulness in the Classroom

*Erin Woo* the Center for Mindfulness in Medicine, Health Care and Society at the University of Massachusetts

Mindfulness in the Classroom is designed to support teachers in cultivating a wide range of personal and professional qualities such as focus, resilience, calmness, well-being and the ability to respond more skillfully to the inherent stressors and complexities of life and work. Participants will have an opportunity to integrate mindfulness into their lives, optimizing their ability to step out of conditioned stress reactivity and access innate capacities to respond to whatever arises with more ease and effectiveness. Specific topics to be covered include managing attention, the power of perception, habitual conditioned reactivity and how mindfulness can interrupt these deep patterns, stress physiology, developments in neuroscience and mindful listening and communication.

From the base of a personal mindfulness practice, participants will explore tools, strategies and the embodied presence necessary to integrate mindfulness into the classroom. Mindfulness complements social and emotional learning practices, skills and outcomes as it promotes stress management, emotional well-being and cognitive performance in both teachers and students. Both teachers and students will benefit from this.

## Course Leader:

**Erin Woo, M.Ed.**, is a Mindfulness-Based Stress Reduction (MBSR) teacher and on the Adjunct Faculty in Corporate and Community Programs at the Center for Mindfulness in Medicine, Health Care and Society at the University of Massachusetts Medical School, where she specializes in designing and leading mindfulness programs for educators. She transitioned into teaching in 2005 when she left her career as an architect to found and direct White Pine Montessori School. She discovered mindfulness at the core of the magic of Montessori education. This caused her to seek training through the Mindfulness in Schools Project a Mindful Schools as she began offering mindfulness programs to students in area elementary, middle and high schools, and in due course to teachers as well.

Erin is a Guiding Teacher in the Year-Long Certification Program at Mindful Schools where she works closely with several cohorts of teachers in cultivating their mindfulness practice and learning how to bring it into their classroom settings. At NHTI Community College she is an adjunct professor of English and teaches a mindfulness-based communications course. Erin leads weekly meditation groups in her community and online.

# Cultural Understanding and Equity in Schools

*Maeve Hitzenbuhler & Ruchi Khanna, Westborough Public Schools*

In this class participants will engage in self-exploration and reflect upon personal attitudes and beliefs about cultural inclusiveness. Part of the work will include examining cultural misconceptions while we explore equity, privilege, and power. Participants will develop an understanding of how to apply the cultural proficiency model to better serve our culturally and linguistically diverse students. Be prepared to engage in courageous conversation as we develop skill sets designed to support our rapidly changing demographics.

Excerpts will be taken from the following texts:

- Lisa Delpit, Other People's Children: Cultural Conflict in the Classroom
- Claudia Rankin, Citizen
- B. Daniel -Tatum, Why Are All the Black Kids Sitting Together in the Cafeteria
- Debby Irving, Waking Up White
- Tim Wise, Speaking Treason Fluently, Anti-Racism Reflections
- Zaretta Hammond, Culturally Responsive Teaching and The Brain

The course will also include film clips and other interactive activities.

## Course Leaders:

**Maeve Hitzenbuhler** has served as a tenant and community organizer in Louisiana, Mississippi, and New York City. She served as high school humanities teacher and principal in Harlem and the South Bronx New York City, Puerto Rico, Peru, Israel and school districts in Massachusetts. She has been awarded Fulbrights to: India, Morocco and Tunisia, Thailand and Vietnam, in addition to an NEH to Oaxaco, Mexico. She sits on the town of Westborough Diversity Committee and serves as English Language Learner Director Grades PK - 12 at the Westborough Schools.

**Ruchi Khanna** is a special education teacher at Armstrong Elementary School. Before moving to the United States, Ruchi worked as an art designer with artisan organizations. She has also taught in India, and worked with students with visual impairments at the Delhi School for the Blind. Ruchi received her Masters in severe special needs education from Simmons College. In the past seven years, Ruchi has served on the Diversity council across four different Westborough schools. Ruchi has been working to marry her Indian cultural roots with the American culture to better serve students and parents in the Westborough community.

# The Inclusive Classroom: High Expectations Learning By Design

This course will bring together three different presenters who will each focus on key components of inclusive practice, with an emphasis on effective models of co-teaching.

## 6/25: Designing Instruction for All Learners

Allison Posey

We know that there is tremendous variability in our students and it can be daunting to design learning experiences that meet the needs of all learners. Universal Design for Learning (UDL) is a framework that enables educators to remove barriers in the design of the learning environment so that all learners can achieve expert learning skills and strategies that extend beyond the classroom. In this session, we will discuss connections between the brain science of learning and classroom practice and share practical strategies to design environments so all learners can engage in rigorous learning.

Brain science confirms what educators know: emotions are essential for learning! How can we design learning experiences for emotion- in a way that engages students in challenging learning experiences and beyond fun hooks and rewards? Join in this session conversation, where we will discuss how we can engage the brain, to design for learning that taps into the power of emotion. We will leverage Universal Design for Learning (UDL) as a tool that can support social-emotional learning and discuss strategies that educators can implement tomorrow.

**Allison Posey** is a UDL curriculum and design specialist at CAST, a non-profit in Boston that works to ensure that all learners have access to high level learning opportunities. She has a background in Mind, Brain, and Education and focuses on the central role of emotion for learning, including effects such as stereotype threat. Prior to her work at CAST, she was a high school biology, psychology, and genetics teacher.

## 6/26: Co-Teaching: What “it” is- and isn’t

Joe Barca

If you’ve heard the term ‘co-teaching’ and wondered just exactly what it meant, you’re not alone. Participants in the course will leave this session with a clear understanding of what co-teaching looks like in action. More to the point, educators that take this course will come to understand why co-teaching is such a powerful approach to closing the achievement opportunity gap for students. You’ll learn how to prepare to co-teach, what it takes to schedule student supports effectively, and hear from an educator in the field about the powerful difference co-teaching has made in Westborough.

**Joe Barca** is a middle school teacher at Sarah Gibbons Middle School. He has taught English for the last 20 years and has served as the Department Chair for the past 10 years. Currently, he is the 7/8 Co-teaching/technology Instructional Coach at Gibbons. He began co-teaching four years ago and works with the district consultant to provide co-teaching professional development.

## 6/27: Advice from the Field: Pragmatics of Co-teaching

Paton School Educators

In this session six educators from the co-teaching team at Paton School in Shrewsbury will share insights, best practices and results from their first year of implementation.

**Dan Campbell, Nicole Cormier, Colleen Kalagher-Travaglio, Wendy Moran, Melissa Newell and Keri Warwick** teach at the Walter J. Paton Elementary School in Shrewsbury. They are a skillful group of classroom teachers and special educators, collaborative practitioners and strong advocates for inclusion.

# Teaching Diverse Learners

## Supporting students with Anxiety, Executive Functioning, and Sensory Processing Needs

This course will bring together three different presenters who will each focus on supporting students who struggle with Anxiety, Attention, and Sensory Processing challenges.

### 6/25: Reducing Anxiety in the Classroom: Jessica Minahan

Participants will come to understand key concepts, including the essential principals of behavior, under-developed skills associated with anxiety and the principles of self-regulation. We'll also explore why some students seek negative attention and why breaks may not be helpful and how to change that. As a result participants will develop an understanding of the impact of anxiety on behavior and learning. Attendees will also learn about the 10 questions to ask prior to prescribing a strategy or an intervention, how to dissect transitions to reduce oppositional behavior as well as how best to teach initiation, persistence, and help-seeking skills to reduce negative thinking and work avoidance.

**Jessica Minahan** is a licensed and board-certified behavior analyst (BCBA), author, special educator, and consultant to schools internationally. Since 2000 she has worked with students who struggle with mental health issues and challenging behavior in public school systems. She specializes in training staff and creating behavior intervention plans for students who demonstrate explosive and unsafe behavior. She also works with students who have emotional and behavioral disabilities, anxiety disorders, or high-functioning Autism. Her particular interest is to serve these students by combining behavioral interventions with a comprehensive knowledge of best practices for those with complex mental health profiles and learning needs.

### 6/26: Addressing Sensory Processing Challenges : Loubaina Buxamusa

Designed for regular education and special education teachers as well as for related service providers and paraprofessionals, this component aims to help educators gain a functional understanding of children who demonstrate sensory integration dysfunction. Students with this, often hidden but very real disability, struggle with learning and with self-regulating their behavior. Participants will discover why some children slump in their seats, fall out of their chairs, bump into objects, engage in self-stimulating behaviors, hold a pencil too tightly, or seem inattentive to their surroundings. Strategies to help students self-regulate so as to make the teaching-learning process more effective will be explored.

**Loubaina Buxamusa, M.Ed.,OTR/L** is the lead occupational therapist for the Shrewsbury Public Schools. Her varied and extensive background as a pediatric therapist includes presenting numerous workshops, trainings, and graduate courses on sensory processing to parents, educators, paraprofessionals and Head Start programs. She is currently pursuing doctoral studies in occupational therapy, and her research involves examining the role of technology in addressing motor skill performance in children with self-regulation challenges and weak eye-hand coordination.

### 6/27: Willpower, Procrastination & Self-Regulation: David Nowell

At present, an enormous gap exists between brain research of the past decade (what we currently know) and current clinical practice (what we currently do). How can recent research about neuroplasticity and willpower depletion practically impact our work with clients and students? Join Dr. David Nowell for this fast-paced and interactive training, and acquire specific strategies and applications which you can implement for immediate results with even your most challenging clients and students. Self-control is mentally fatiguing – it's hard work. This workshop offers clinical tools for supporting will power and for empowering clients in taking ownership of decision-making, time-management, and mood regulation.

**David D. Nowell, Ph. D.** is a licensed clinical neuropsychologist returning to Shrewsbury again this year. Last year he spoke at the Summer Institute about effective ways to support students with Attention Deficit issues. Dr. Nowell is a renowned presenter. He travels widely in order to speak to and consult with educators in the United States and abroad.

# Responsive Classroom

*Jennifer Flemming and Camille Viscomi, Shrewsbury Public Schools*

Welcome to the **New and Improved *Responsive Classroom*!** This is a new offering from Center for Responsible Schools. In this course you will become a more effective teacher by learning research-based strategies that lead to:

Engaging academic instruction  
Better classroom management  
Positive learning communities

This interactive, highly practical course gives classroom and special area teachers everything needed to start using core Responsive Classroom teaching practices including, Teacher Language, Interactive Modeling, and Academic Choice. This course will close at 20 participants.

## Course Leaders:

**Jen Flemming** has taught at the Elementary level in the Shrewsbury District for 21 years at several different grade levels. She has been a trained *Responsive Classroom* Consultant for ten of those years. She currently teaches second grade at Coolidge School.

**Camille Viscomi** Camille Viscomi has taught in the Shrewsbury District for 20 years and has been a trained Responsive Classroom Consultant for eleven years. Currently she is teaching first grade at Paton School. She has mentored several teachers in Shrewsbury and has been a cooperating supervisor for student teachers from Lesley College, Framingham State University, Worcester State and Anna Maria College.

Both Jen and Camille are excited to share how *Responsive Classroom* becomes a part of who you are as a teacher and a natural approach in your classroom.

## An Exploration of Readers' Workshop, Grade K-2

*Elizabeth Berry, Westborough Public Schools*

Participants in this course will gain an in-depth understanding of how to effectively implement a readers' workshop in Grades K-2. Some particular areas of focus will be:

- Exploring classroom schedules and routines to maximize the literacy block
- Examining structures and techniques to support grade level specific, efficient, and explicit mini-lessons embedded in cohesive units of study
- Investigating how reading skills progress and can be differentiated by grade level
- Conferring and small group instruction
- Focused Independent reading and literacy work
- Promoting student conversations about books
- Creating a culture that increases reading volume for all students

Teachers will leave with planned units of study, ready to be taught next year.

## An Exploration of Readers' Workshop, Grades 3-6

*Stephanie Nephew, Westborough Public Schools*

In this class we'll explore a variety of strategies to support an effective and efficient readers' workshop. Areas of focus include:

- Creating a culture that increases reading volume for all students
- Structures and rituals to help make the most of every minute of the literacy block
- Practical help in making mini-lessons brief, engaging, and powerful
- Raising the level of reading notebooks: help students move from retelling to interpretation and analysis
- Increasing the level of student talk: strategic moves to grow student conversations about books
- Integrating digital tools to enhance reading instruction
- Conferring and small group instruction
- Using pre-assessments, learning progressions, and student checklists to help identify whole group and individual student reading goals

### Course Leaders:

**Elizabeth Berry** is the ELA Coordinator for Grades Pre K-2 for the Westborough Public Schools.

**Stephanie Nephew** is the ELA Coordinator for Grades 3-6 for the Westborough Public Schools.

Last year this dynamic duo focused on Phonics and Writing instruction. We are fortunate that they are both returning for another summer of literacy learning.

## A Deep Dive into Science Practices: Modeling, Argumentation, and Explanation

*Rebecca Katsh-Singer, Westborough Public Schools*

In this course we will explore how to engage students in three of the most challenging science practices -- Developing and Using Models, Engaging in Argument from Evidence, and Constructing Explanation. Areas of focus include:

- Creating a classroom culture that supports student engagement in these practices
- How to design or modify existing curriculum to focus on these practices
- Strategies for differentiation to meet the needs of a range of learners
- Engaging students in productive discourse in the science classroom
- Common challenges for students and strategies to overcome them
- A learning progression for grades 3-8 for these practices

### Course Leader:

**Rebecca Katsh-Singer** is the Science Curriculum Coordinator for Grades Pre K-6 for the Westborough Public Schools.

## Exploring Mathematical Modeling in Secondary Math

*Jean Marie Johnson, Shrewsbury Public Schools*

During this course, participants will explore how to integrate mathematical modeling into their curriculum. By looking at current research and reflecting on their own practice, teachers will be able to develop instructional strategies and classroom experiences to use with their students. Participants will plan lessons to incorporate various technologies and mathematical practices into their classrooms. The goal will be for participants to collaborate and plan for integrating current research practices into their classrooms that cultivate students' independent thinking and creativity in mathematical problem solving and modeling.

### Course Leader:

**Jean Marie Johnson** has worked as the Mathematics Department Director for Shrewsbury High School for 17 years. She is responsible for facilitating high school math teachers with the creation and implementation of Mathematics curriculum, and providing professional development to support district and school-wide initiatives. Jean-Marie works closely with teachers to help them expand their repertoire of instructional strategies in order to enhance student learning.



## Moving Toward Higher Proficiency with the ACTFL Core Practices

*Joshua Cabral*

Are you looking for ways to increase target language use and build students' confidence? Perhaps you are searching for ways to hold students accountable for using the target language, or are curious about how teachers can assess proficiency? There's also the question of "teaching culture." Come meet these challenges head on and see results in your classroom. As we practice various types of activities that foster target language use we will explore the ACTFL Core Practices and use them as a guide. In addition to the focus on language proficiency we will also explore the concept of global citizenship. Strong Cultural Intelligence (CQ) allows us to engage appropriately and respectfully with various cultures. We will explore a framework of cultural value dimensions and learn how to reference them with students. Leave this hands-on workshop with concrete tools to use in your classroom. You will gain a solid understanding of how to create your own activities that help students climb the language proficiency ladder and build cultural competence.

### Course Leader

**Joshua Cabral** has a BA in French and an MA in Applied Linguistics, specializing in psycholinguistics and second language acquisition. He has been teaching French and Spanish at the elementary, middle and high school levels for 20 years and regularly presents workshops on language proficiency and cultural competence at state, regional and national conferences. He also works with schools and districts as they work toward building proficiency-based language programs. Joshua is passionate about access to education in developing countries and works closely with schools in Haiti and Nicaragua where he often travels to work with teachers and students.



## Assessment Methods for Foreign Language Proficiency

*Sara Honig, Shrewsbury Public Schools*

During this course, participants will explore various ways of assessing target language proficiency. By looking at current research and reflecting on their own practice, teachers will be able to review and update common course assessments. In addition, they will develop alternate assessments to meet the needs of all students. The goal will be for participants to collaborate and plan for integrating current research on proficiency assessment into their classrooms.

### Course Leader:

**Sara Honig** has been the Foreign Language Director in Shrewsbury since 2013. Previously, she was Foreign Language Head for seven years and taught Latin and math in grades 5-12. Her special interests include developing oral proficiency and creating a variety of formal and informal assessments for diverse learners.



## The Expanding Canon: Teaching Multicultural Literature in the High School Classroom

*Liza Trombley, Shrewsbury Public Schools*

Based on the research of the Annenberg Learner, this course will offer resources for teaching multicultural literature in the high school English classroom. We will focus on four approaches to teaching multicultural texts: reader response, inquiry, cultural studies, and critical reading/political awareness. Participants will be required to read a new multicultural, grade-level appropriate text, and will develop curriculum to support the teaching of that text in the classroom. Reading and Schoology discussions will take place as part of the pre-institute work; collaboration, lesson planning, and curriculum building will be the focus of class time and the FedEx time. Participants from middle grade levels are welcome, but should be aware that the focus of the course will be on high school level texts

### Course Leader:

**Liza Trombley** is the Director of English at Shrewsbury High School. Liza has taught high school English for 16 years; she has been the English Director in Shrewsbury for the last six years. This is Liza's second year running a summer institute; she previously instructed a course focused on integrating the 4C's into the English classroom.

## Exploring the MA History and Social Sciences Frameworks

*Jennifer DiFrancesca, Shrewsbury Public Schools*

During this course, participants will explore the proposed revisions to the MA History and Social Sciences Frameworks including the 10 Guiding Principles and grade level content. Participants will work collaboratively to discuss and define what it means "to prepare students to have the knowledge and skills to be thoughtful and active participants in a democratic society and a multinational world." After examining the proposed revisions and reflecting on their own practice, participants will identify resources, create instructional strategies, and develop assessments including aspects of PBL that integrate the proposed frameworks into their Social Science classrooms.

### Course Leader:

**Jennifer DiFrancesca** has served as the Social Sciences Department Director for Shrewsbury High School for 15 years. She is responsible for supporting social science teachers as they expand their repertoire of instructional and assessment strategies to support student learning. Additionally, Jenn provides leadership and professional development for the implementation of social science curriculum as well as district and school-wide initiatives. She is looking forward to her family's annual summer vacation in Fundy National Park.

**Shrewsbury Professional Development Pathways:** For the 2017-2018 school year, Shrewsbury is continuing its self-directed approach to professional development. The Professional Development Pathways provide educators with the opportunity to have ownership and choice over their professional development. These pathways move away from a task mindset and towards a learning mindset for educators and students. Finally, these pathways provide educators with the chance to integrate the work they are doing for professional development with their daily work with students.

## **Pathway #1: Making Projects Real Pathway Overview**

**Essential Question:** How can I adjust my practice to engage students more deeply in their learning by incorporating authentic, real world projects?

**Pathway Objective:** In this pathway, participants will explore and experiment with authentic, real-world projects in their classrooms to deepen learning, increase engagement, and build 21st century skills. Real world projects and authentic learning are one of the tenants of Project-Based Learning, and involve the following factors:

**Real-World Challenge:** A question, problem, or issue that students care about and that people in the world are working on as a part of their profession or career.

**Doing Professional Work:** Opportunities to do what professionals do in their field related to the topic or project.

**Mentors and Experts:** Access to experts, mentors, or professionals that have knowledge or skills to impart to students as a part of their study or project completion.

**Presenting to an Authentic Audience:** Students are asked to present their projects, findings, or work to an audience outside of the classroom.

Resources in this pathway include supporting research, examples of real-world projects from different schools, tips and practical issues to consider, planning templates, and critical thinking rubrics.

## **Pathway #2: Meeting the Needs of Diverse Learners Overview**

**Essential Question:** How do I develop meaningful instruction and interventions to meet the needs of all students in my classroom?

**Pathway Objective:** In this pathway, participants will use data to develop instructional practices and/or interventions to support the learning of all students within an inclusive environment. Participants will be asked to reflect upon the formative and summative assessments that are conducted, shift instructional practices, and/or develop interventions, to target a specific group of students, and continue to collect data to document growth overtime. Participants will target their independent pathway work to focus on a specific group of students. This may include developing instructional practices that challenge advanced learners, language instruction for English language learners, specific reading instruction for struggling students, social and emotional learning for a group of students who are receiving special education services, co-teaching, executive functioning strategies for students who are struggling with organization, etc.

Resources in this pathway include accommodations, differentiation, data driven instruction, modification and specially designed instruction. Participants are encouraged to research topics of specific interest to shift instructional practices.

## Pathway #3: Developing Health & Wellness Practices in our Students

### Overview

**Essential Question:** How can I enhance my practice to meet the health and wellness needs of our students?

**Pathway Objective:** In this pathway, participants will work to develop a shared understanding of best practices and/or work toward improving practice as related to supporting the health and wellness needs of Shrewsbury students.

## Pathway#4: Mindfulness

### Overview

**Essential Question:** How can I adjust my practice to help my students manage stress and anxiety and improve focus and self-regulation?

**Pathway Objective:** In this pathway, participants will explore strategies to be used with students to help them manage stress and anxiety and improve focus and self-regulation. Studies indicate that there are a variety of positive effects from mindfulness practices. These effects include decreases in symptoms of stress and hostility and increasing attention, relaxation, self-esteem, social skills, and sleep quality, all of which have a positive impact on increasing the ability to focus on tasks, improving regulation of emotions, and relaxation, and supporting deeper learning.

## Pathway#5: Growth Mindset

### Overview

**Essential Question:** How can I adjust my practice to use, and encourage my students to develop, growth-oriented feedback and language to reinforce a focus on growth and create a motivating learning environment?

**Pathway Objective:** By completing this pathway, participants will develop an understanding of how the brain is like a muscle that improves with effort. Teachers and students will use appropriate growth mindset-oriented language focused on recognizing and encouraging effort rather than on general personal praise when giving feedback on a student's performance. This sustains a positive, growth-oriented, motivating learning environment. The resources in this pathway feature the work of Stanford University psychologist, Carol Dweck, and her research on how mindset affects achievement and success.

## Pathway#6: Producing Quality Work

### Overview

**Essential Question:** How can I adjust my practice to help my students produce high quality work that is worthy of a public audience?

**Pathway Objective:** Participants in this pathway will explore the conditions and practices that drive and support students to produce high quality work. Creating work that matters, creating and discussing the attributes of strong models of work, building a culture of kind critiquing, role of continuous revision, and presenting to a public audience will be explored.

Resources for this pathway draw largely from the work of Ron Berger and his Expeditionary Learning schools, and High Tech High.

**Open-Ended Performance Task:** There will be a celebration of learning at the culmination of the pathway work. Educators will respond to the essential question by demonstrating how the knowledge

gained through the pathway has enhanced their understanding of the topic and impacted their practice.

## Pathway#7: Productive Discourse Overview

**Essential Question:** How can I adjust my practice to create a classroom culture that incorporates whole and small group discussion to encourage discourse that facilitates deeper learning?

**Pathway Objective:** In this pathway, participants will explore a variety of strategies that encourage class discourse and provide students with opportunities to discuss ideas, grapple with concepts, reason, and ask questions. A variety of grouping formats, techniques, and tools for facilitation will be explored.

## Pathway#8: Home and School Partnerships for Learning Overview

**Essential Question:** How can I adjust my practice to engage guardians in school life and establish a system for clear, three-way communication between staff, students and guardians?

**Pathway Objective:** In this pathway, participants will utilize recent literature and case studies to build stronger home and school partnerships for learning. Educators, guardians, and students must work together to accomplish their shared goal for student success. The resources in this pathway feature Epstein's Framework of Six Different Types of Involvement, teaching cases on family involvement, and ways to leverage community based organizations to connect more families with the school. By understanding the value of home-school partnerships as well as barriers to the formation of these partnerships, participants will devise strategies to engage guardians in classroom life and establish a clear system of communication.

## Pathway#9: Global Education Overview

**Essential Question:** How can I adjust my practice to engage students in the development of an evidence-supported position on an intercultural or international issue and take action by applying findings to the real world?

**Pathway Objective:** A global education is one that incorporates learning about the cultures, geographies, histories, and current issues of all the world's regions. It emphasizes the interconnectedness and diversity of peoples and histories. Global education develops students' skills to engage with their global peers and highlights actions students can take as citizens of the world.

## Pathway#10: Choosing Technology Tools Overview

**Essential Question:** How can I adjust my practice to thoughtfully choose and utilize the best technology tool for the learning task at hand and simultaneously help my students to develop this skill?

**Pathway Objective:** In this pathway, participants will explore ways to effectively choose appropriate technology tools and engage students in developing strategies for choosing technology tools independently.

The plethora of educational technology tools that are currently available can be overwhelming for both teachers and students. To choose the technology tool that is more appropriate for the task at hand requires clarity of learning goals and objectives and an understanding of the benefits and drawbacks of potential tools and apps. A structured approach to evaluating tools may help both teachers and students. Resources include the ISTE (International Society for Technology in Education) Standards for students and teachers, websites that provide reviews of edtech tools, and videos on the SAMR model of technology integration. In addition, resources specifically geared toward fourth grade teachers who are embarking on the 1:2 iPad initiative are also provided.

## **Pathway#11: Meeting the Social, Emotional and Mental Health Needs of All Students**

### **Overview**

**Essential Question:** How can I enhance my practice to meet the Social, Emotional and Mental Health needs of all students?

**Pathway Objective:** In this pathway, participants will work to develop a shared understanding of Social Emotional Learning (SEL) best practices and/or work toward improving practice as related to supporting the Mental Health needs of Shrewsbury students.

## **Pathway#12: Science**

### **Overview**

**Essential Question:** How can I adjust my teaching to engage students more deeply in their learning by incorporating practice-based science instruction?

**Pathway Objective:** In this pathway, participants will explore and design lessons using the 2016 Massachusetts Science Frameworks. Specific focus will be given to the 8 practices of science and engineering, helping students to use inquiry skills to construct their knowledge and understanding of the natural world. Resources in this pathway include supporting research, examples of lessons and activities, pedagogy, resources to help build content knowledge, planning templates and rubrics.

## **Pathway#13: Math: Developing High Quality Tasks for Grades 5–8**

### **Overview**

**Essential Question:** How can I adjust my math instruction to engage students more deeply in reasoning and problem solving?

**Pathway Objective:**

In this pathway, participants will work collaboratively to design and implement high-quality, standards-aligned math tasks to engage students more deeply in reasoning and problem solving.

(This pathway will be facilitated by Melissa McCann, Math Curriculum Coordinator, 5–8. It is open to math classroom teachers, coaches, and special educators who work with students in grades 4–8.)



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **9/26/18**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **VII. Finance & Operations**  
**A. Food Services: Annual Report**

MEETING DATE: **9/26/18**

**BACKGROUND INFORMATION:**

Each year an annual report on the status of the Food Services program is provided by Ms. Nichols, Director of Food Services. The enclosed document provides details.

**ACTION RECOMMENDED:**

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

**STAFF AVAILABLE FOR PRESENTATION:**

Mr. Patrick C. Collins, Assistant Superintendent for Finance and Operations  
Ms. Beth Nichols, Director of Food Services



**Shrewsbury Public Schools  
Massachusetts 01545**

**Beth Nichols**

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September 19, 2018

To: School Committee

**Subject: 2017-2018 Food Service Department Executive Summary**

**Overview**

The Food Service Department's goal is to serve nutritional and appetizing meals to our customers. The Department is committed to interacting with courtesy and respect, supporting a positive learning environment and promoting the District's strategic priority of Health and Wellness.

**Offerings**

The Food Service Department offers:

- Lunch Program for grades K-12
- Breakfast at the Coolidge, Middle and High Schools
- Kindergarten and Preschool Snack Programs
- Catering and Vending Services

**Staff**

The Department employs a Food Service Director, a 30 hour per week Administrative Assistant and 46 Union Employees, 19 of which are full time staff (over 20 hours and benefit eligible) and 27 of which are part time.

The High School Manager; Mary Ricker retired July 1, 2018. Lisa Phipps was promoted to be the High School Manager, she was the Manager at Oak Middle School. Patti Saniuk was promoted to be the Oak Middle School Manager, she was the Paton Elementary School Manager. Jen Potter was transferred to the Paton Elementary School Manager position. She had been the Beal School Manager. Lisa Birnie was promoted to be the Beal Manager, she had been the cook at Oak Middle School. We hired Bobbie Jo Berrios to be the Oak Middle School Cook. Bobbie had worked for the Worcester Food Service Department both cooking and managing cafeterias. These changes were made June 1, 2018 to ensure a smooth transition for the 2018-2019 school year.

Staffing continues to be a challenge. We are finding it difficult to fill part-time, fulltime and substitute positions. We started the 2018-2019 school year with 8 open positions. The staff turnover is increasing. It is a challenge to find the time to train new staff.



All employees participated in trainings throughout the school year to meet the USDA Professional Standards Requirement. The annual required training hours per school year are: twelve hours of Director training, ten hours of Manager training, six hours for Staff working over twenty hours per week and four hours of training for Staff working less than twenty hours per week.

All employees are required to be Serve Safe certified and certified in Allergen Training. Additionally, half of the employees are Choke Save Trained. All Managers have maintained their Level I Certification through the National Office of the School Nutrition Association, which requires 30 hours of professional development every three years.

### **Framingham State University Intern**

Each year the Department mentors an intern from Framingham State University's Coordinated Program in Dietetics for nine weeks. This past year the Department welcomed Valerie Thibaud, who completed productivity studies, modified recipes, conducted staff trainings and wrote much of the content of the bimonthly email, What's on the Menu.

**Union Contract** The current union contract expires July 2019. A new union contract will be negotiated this school year between the Shrewsbury School Committee and SEIU Local 888.

### **Menus**

Many menu choices are offered daily at the various schools. Students are able to use the salad/fruit bars with the purchase of a meal or as a meal in itself. A variety of fresh fruits and vegetables are offered daily. All meals are prepared on site. All meals served meet USDA nutritional requirements. Staff served 448,172 lunches and 15,458 breakfasts last year.

Our menus are posted online and in each school cafeteria, and digital signage will be expanded to all cafeterias this school year.

### **Marketing**

A district wide bimonthly email: What's on the Menu? is emailed to all school families in Shrewsbury. The monthly issues feature: Nutritional Information, Menu Highlights, POS Incentives, and Department News. Many families have taken advantage of the money saving promotions. The monthly promotions have helped promote our program to families.

## **Sustainability**

Shrewsbury petitioners recently supported an article to prohibit the dispensing of prepared foods in disposable containers made from Expanded Polystyrene. The warrant article was not passed, however it is clear that students, parents and members of the community have expressed interest in making the Town more environmentally green and sustainable. The Food Service Department has implemented a couple of changes in response to this. Straws are no longer being used in the cafeterias. Additionally, the plastic forks, spoons and knives that contained Expanded Polystyrene were eliminated and replaced with utensils containing no Expanded Polystyrene.

The plastic “to-go” containers that contained Expanded Polystyrene were also eliminated and replaced with paper containers and clear containers not made with Expanded Polystyrene. Later this fall I will be visiting a school that does composting and observe composting programs in the kitchens and cafeterias.

An assessment was also started on all cafeterias to see if it would be possible to install dishwashers. The assessment will be completed later this month. The preliminary finding was that only Floral Street School had the physical footprint to accommodate a dishwasher. The installation cost will be determined in the final assessment. The operation of a dishwasher at Floral would require the addition of 2 more part time (19 hour) employees. All other sites would need to be physically expanded and kitchens retrofitted to accommodate dishwashers.

## **USDA /DESE Update**

The USDA changed their policy regarding the effective date of new year free and reduced-price meal benefits in the 2018-2019 school year. If a student had benefits last year and a new determination is made during the 30-day carryover period, the new determination becomes effective immediately. In the past there was a 10-day grace period before benefits changed.

The USDA extended the Interim Final Rule: Program Flexibilities for Milk, Whole Grains and Sodium Requirements through school year 2018-2019. These flexibilities include:

- Providing school food authorities the option to serve flavored 1% milk rather than skim flavored
- Allowing school food authorities to include grains that are not whole grains
- Retaining Sodium targets, not lowering them (640mg for grades K-5, 710mg for grades 6-8 and 740mg for grades 9-12 per lunch

Currently, H.R.3738 Healthy Breakfasts Help Kids Learn Act of 2017 remains in Committee. This bill proposes an amendment to the Richard B. Russell National School Lunch Act, to include commodity assistance for school breakfast programs.

On July 1, 2015 the USDA implemented professional standards for personnel who manage the National School Lunch and Breakfast Programs. A proposed rule was introduced to add more flexibility to the hiring standards for new school nutrition directors. The open comment period closed May 17, 2018 for this rule.

The USDA Foods State Assessment Fee rate for Brown Box items will be \$0.00 for both dry and frozen products. Warehouse storage costs have gotten lower due to the Department of Defense Fresh Produce Program and Processed Product not going through warehouses but handled and delivered by commercial food distributors.

### **Program Review**

The Food Service Program will be reviewed this year by DESE. Procurement reviews began last school year as part of the three-year program review. Food Service Program's Procurement Practices will be reviewed to make sure they are in compliance with both federal regulations in Super Circular 2 CFR 200 and state law MGL: c.30B procurement law.

### **Point of Sale (POS)**

Meal Magic is the Point of Sale System being used at all schools in the District. Last year, \$991,601 was deposited to students' accounts through online payments. Families paid \$28,661 in transaction fees to deposit money online.

Some parents at the elementary level have expressed concern about a-la-carte purchases made by their children. In response, a two-snack purchase limit was implemented at the Elementary Schools.

The Department is currently evaluating how to best give parents the means to control snack purchases. There is a parental control option in Meal Magic which allows parents to prohibit a-la-carte purchases from money on a student's account or to specify a child must have cash to purchase a-la-carte items. The problem with prohibiting a-la-carte item account purchases is that milk, juice, water etc are items that must be designated as a-la-carte items in the POS system. So a child who was prohibited from purchasing a-la-carte would not be able to purchase a milk or water from funds on their account. If parents opt for the cash for a-la-carte items, a child would be able to purchase a-la-carte items if they had cash. Additionally, parents have access to parental controls only if we use the Meal Magic online payment plan, not the online payment plan currently used by the District. The disadvantage would be that parents would have to use two online payment vendors in the District, one for Food Service transactions and the other for other school related payments or the Food Service Department would have to manually enter these requests.

We will continue to work on a plan to rollout an option for parents to notify us that they wish to block their child from using funds on account to purchase a la carte items.

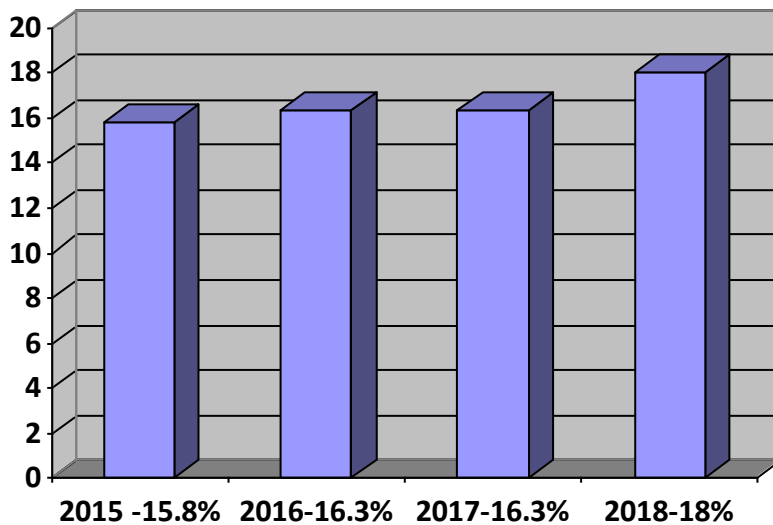
### **Lunch Prices**

Lunch prices are \$3.25 at the Elementary School, \$3.50 at the Middle School, \$3.75 at the High School and the adult lunch price is \$4.25. Lunch prices were last raised \$.25 in the 2015-2016 school year. No price increase is recommended for Fiscal Year 2019.

### **District Free and Reduced**

Eighteen percent of students were eligible for free or reduced meals. There were 717 students eligible for free meals and 316 students eligible for reduced meals.

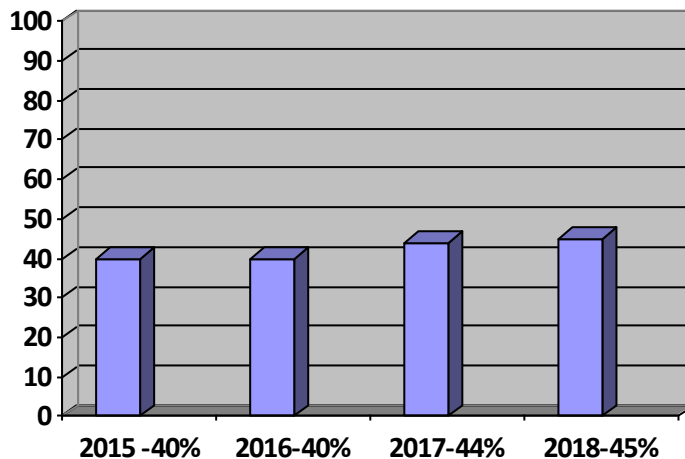
A total of 1,033 free and reduced eligible students were able to participate in the meal program in FY 2018. Beginning May 2017, data matching through the Virtual Gateway Direct Certification uses State Medicaid Data for both free and reduced meal benefit eligibility. Prior to May 2017, data was used only to directly certify free benefits.



**% of Students in the District Qualifying for Free or Reduced Meals**

## **Participation**

District Lunch Participation increased in 2018 as compared to 2017 at the Elementary, Middle and High Schools. District Lunch Participation includes the number of free, reduced and full price lunches served for the year divided by the number of serving days divided by the average daily attendance. District Lunch Participation was 45% for FY 2018 as compared to 44% for FY 2017. Paid Meal Participation was 40% for FY 2018 as compared to 38% for FY 2017. Free Meal Participation was 74% for FY 2018 as compared to 75% for FY 2017. Reduced Lunch Participation was 65% for FY 2018 as compared to 70% for FY 2017.



**Overall District Participation in the Lunch Program**

## **Reimbursable Meals**

The USDA requires schools that participate in the National School Lunch Program to offer 5 meal components: Milk, Grain, Protein, Fruit and Vegetables, to students at lunch. Students must take 3 meal components, one of which has to be a fruit or vegetable for that lunch to qualify as a reimbursable meal. Additionally, students must take minimum portion sizes of these 3 components as set by the USDA to have a lunch be considered a reimbursable meal. Full price students may decline to take the required components and the meal is entered as a non-reimbursable meal. Free and Reduced students must take a reimbursable meal or they will be charged full price for the non-reimbursable meal. Currently the National School Lunch Program reimburses us \$.43 for a paid reimbursable lunch, \$3.03 for a reduced reimbursable lunch and \$3.43 for a free reimbursable lunch.

The USDA requires schools that participate in the National School Breakfast Program to offer 3 meal components: Milk, Grain, and Fruit or Vegetables, to students at breakfast. Students must take 3 meal components, one of which has to be a fruit or vegetable for a breakfast to qualify as a reimbursable meal. Additionally, students must take minimum portion sizes of these 3 components as set by the USDA to have a breakfast be considered

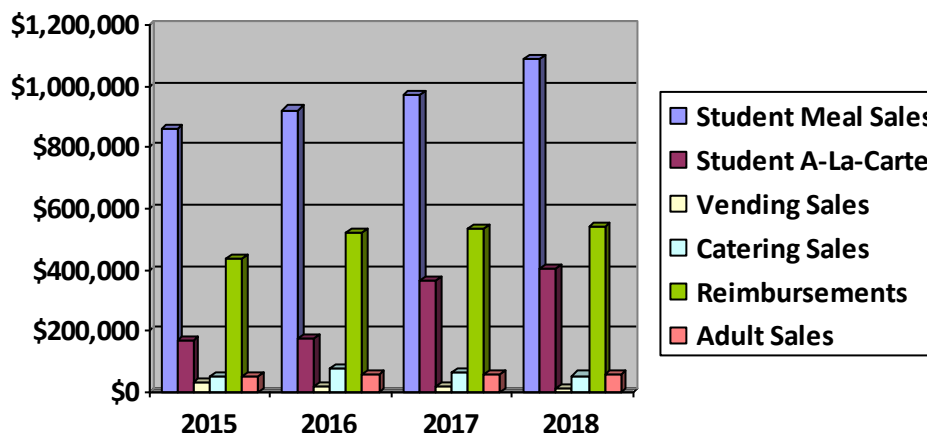
a reimbursable meal. Full price students may decline to take the required components and the meal is entered as a non-reimbursable meal. Free and Reduced students must take a reimbursable meal or they will be charged full price for the non-reimbursable meal. Currently the National School Breakfast Program reimburses us \$.31 for a paid reimbursable breakfast, \$.31 for a severe needs paid reimbursable breakfast, \$1.49 for a reduced reimbursable breakfast, \$1.84 for a severe needs reduced reimbursable breakfast, \$1.79 for a free reimbursable breakfast and \$2.14 for a severe needs free reimbursable breakfast. Coolidge Elementary School qualifies for severe needs breakfast reimbursement based on its percentage of free and reduced students and their percent participation in the breakfast program.

In FY 2018 we earned \$543,688 in meal reimbursements.

In addition to meal reimbursements, we earn commodity assistance funds based on the number of reimbursable lunches we serve. The food assistance rate earned per reimbursable lunch served in FY 2018 was \$.2350. Our estimated commodity entitlement fund for FY 2019 is \$143,135. I allocated \$93,565 to Brown Box items, \$13,787 to Beef and Chicken Diversions and \$35,783 to the DOD Fresh Produce Program.

Reimbursement funds are critical to the financial success of our program.

### Revenue



The School Food Service Department had a beginning revolving account balance of \$285,268 and a year-end surplus of \$160,392. The revolving account balance as of July 1, 2018 was \$445,660. The Revolving Account Balance can be not greater than an average of 3 months operating expenses. Based on FY 2018 operating expenses our Revolving Account cannot exceed \$584,599.

Revenue increased \$152,663 for FY 18 compared to year-end 2017. Revenue did not include the June 2018 claim for \$39,710 that was posted in FY2019. Meal Sales, Reimbursements, and A-La-Carte Sales increased in 2018 as compared to 2017. Food costs decreased to 41% as a percentage of sales compared to 42% last year. Staff has managed food costs well as the price of food has increased. Changes to the Commodity Program have allowed us to use all of our entitlement dollars which has helped to maintain food costs. The cost of labor decreased to 34% as a percentage of sales in 2018 as compared to 40% in 2017 despite a 2% cost of living increase to wages. Other costs (Uniforms, Equipment Purchases, Equipment Repair, Delivery Charges, Office Supplies etc.) increased slightly to 10% as a percentage of sales in 2018 as compared to 9% in 2017. A total of \$43,705 in equipment was purchased this year to replace outdated and failed equipment.

	<b><u>FY 15</u></b>	<b><u>FY 16</u></b>	<b><u>FY 17</u></b>	<b><u>FY 18</u></b>
<b><u>Beginning Balance</u></b>	\$20,119	\$0	\$110,276	\$285,268
<b><u>Revenue</u></b>	\$1,553,314	\$1,763,547	\$1,956,393	\$2,109,056
<b><u>Labor</u></b>	\$735,278	\$736,425	\$781,418	\$860,794
<b><u>Food</u></b>	\$722,326	\$741,555	\$815,961	\$877,903
<b><u>Other</u></b>	\$136,621	\$175,290	\$184,021	\$209,997
<b><u>Total Expense</u></b>	\$1,594,225	\$1,653,270	\$1,781,401	\$1,948,664
<b><u>Surplus/(Deficit)</u></b>	(\$40,911)	\$110,276	\$174,992	\$160,392
<b><u>Ending Balance</u></b>	(\$20,792)	\$110,276	\$285,268	\$445,660

**\*FY15 \$97,565 in Health Insurance Benefits included in Labor**

**\*FY15 School Department credited Food Service Account \$20,792 to bring 2015-2016 Beginning Balance to \$0.**

**\*FY16 \$103,085 in Health Insurance Benefits included in Labor**

**\*FY17 \$113,634 in Health Insurance Benefits included in Labor**

**\*FY18 \$136,474 in Health Insurance Benefits included in**

**\*FY18 Revenue missing June 2018 claim for \$39,710 which was posted in FY19**

### **Goals**

- Direct and oversee a high quality and financially stable program
- Increase Program Participation
- Continue positive momentum with marketing campaign
- Explore creating a Twitter account to promote Department
- Hire a District Chef

**Thank you for your continued support!!**



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **9/26/18**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:





**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **9/26/18**

**A. Bullying Statistics: Annual Report**

**BACKGROUND INFORMATION:**

The Bullying Prevention and Intervention Policy adopted in December 2010 indicates that the superintendent or a designee shall report annually to the School Committee regarding the frequency of bullying behaviors during the prior school year and to update the Committee regarding steps being taken in the schools to minimize such behaviors while promoting the continuous improvement of learning environments. The report is enclosed.

**ACTION RECOMMENDED:**

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

**STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools



# Shrewsbury Public Schools

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Joseph M. Sawyer, Ed.D.  
Superintendent

September 26, 2018

To: School Committee

Re: Bullying Prevention and Intervention – Annual Report

The Bullying Prevention and Intervention Policy adopted in December 2010 indicates that *the superintendent or a designee shall report annually to the School Committee regarding the frequency of bullying behaviors during the prior school year and to update the Committee regarding steps being taken in the schools to minimize such behaviors while promoting the continuous improvement of learning environments.* This report satisfies this policy requirement.

## Frequency of bullying behaviors

It is important to note that, in order for behavior to be deemed “bullying,” it must involve *repeated* behaviors that cause physical and/or emotional harm. Therefore, only situations that meet this standard are reported as “bullying.” There are, of course, many times where students do not treat each other according to our school communities’ expectations, but these are usually not scenarios where the same aggressor repeatedly acts inappropriately towards the same target, thereby qualifying as “bullying.”

There were no incidences of defined bullying at the preschool level and the middle school level, three instances at the elementary level, and one at the high school level. The following tables provide statistics for grades K-12 for the 2017-2018 school year and, for comparison, the statistics for the previous year. You will see that the statistics are very similar, and continue to show very low rates of bullying overall.

<b>2017-2018</b>	Allegations of Bullying	Qualifying as Bullying	Aggressors	Targets
Elementary Level	7	3	3	3
Middle Level	10	0	0	0
High School Level	9	1	1	1
<i>Total</i>	<i>26</i>	<i>4</i>	<i>14</i>	<i>10</i>

<b>2016-2017</b>	Allegations of Bullying	Qualifying as Bullying	Aggressors	Targets
Elementary Level	12	5	6	5
Middle Level	3	2	2	3
High School Level	6	0	0	0
<i>Total</i>	<i>21</i>	<i>7</i>	<i>8</i>	<i>8</i>

The following table shows the type of incidents and locations that were documented as bullying in the past year (some incidents were included in more than one category).

<b>2017-2018</b>	Verbal	Physical	Cyber	At School	Outside School
Elementary Level	3	0	0	3	0
Middle Level	0	0	0	0	0
High School Level	1	0	1	1	0

Again, it is important to note that these statistics refer to situations defined as bullying. There were certainly many more instances of problematic behavior that were addressed, but that did not qualify under the definition of being repeated between the same aggressor(s) and target(s).

Actions that are taken by school administrators to resolve situations of bullying and problem behavior generally may include conferences with the children involved and their parents; loss of privileges; assigned seating in class or on the bus; and other typical disciplinary actions. For the most serious cases, changes of the aggressor's class

assignment or schedule, in-school or out-of-school suspensions given to the aggressor(s), and “safety plans” created to ensure the actions were not repeated towards the target are additional steps that may be taken.

#### Ongoing work to minimize bullying

The very small number of situations that qualified as “bullying” can be viewed as very positive data regarding our schools’ cultures and climates and how students treat one another. As always, it remains important for our school communities to continue to reinforce expectations regarding respectful behavior, as well as to help promote a climate where students are willing to share concerning behaviors with a trusted adult.

While instances of “bullying” are rare, there is still a clear need to work to improve the social and emotional environments in our schools. As you know from our report last year on our strategic goal for social and emotional environments, we have a disconnect where teachers and parents feel that those environments are healthier than middle and elementary students do overall. We will be looking at elements of social emotional learning (SEL) during our upcoming strategic planning work this fall as we seek to find ways to make our schools stronger in these domains, which should also minimize bullying.

I look forward to answering any questions you have on this topic.



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **9/26/18**

**B. Appointment of Superintendent as Representative to Assabet Valley Collaborative  
Board of Directors: Vote**

**BACKGROUND INFORMATION:**

The mission of the Assabet Valley Collaborative (AVC) is to provide effective and efficient services to meet current and evolving needs of member communities to promote student success and community integration. The AVC Board of Directors meets monthly during the school year and more often as needed. Each year the Committee must vote to appoint the Superintendent as Representative to the Assabet Valley Collaborative Board of Directors.

**ACTION RECOMMENDED:**

That the Committee vote to appoint Dr. Joseph M. Sawyer, Superintendent of Schools, as its representative to the Assabet Valley Collaborative Board of Directors for the 2018-2019 school year.

**STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **9/26/18**

**BACKGROUND INFORMATION:**

The minutes are enclosed.

**ACTION RECOMMENDED:**

That the Committee vote to approve the minutes from the School Committee Meeting on September 12, 2018.

**STAFF AVAILABLE FOR PRESENTATION:**

Mr. Jason Palitsch, Chairperson

Ms. Sandra Fryc, Secretary

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

**MINUTES OF SCHOOL COMMITTEE MEETING**

**Wednesday, September 12, 2018**

Present: Mr. Jason Palitsch, Chairperson; Ms. Erin Canzano, Vice Chairperson; Ms. Sandy Fryc, Secretary; Mr. Jon Wensky; Dr. B. Dale Magee; Mr. Patrick Collins, Assistant Superintendent for Finance and Operations; Ms. Barb Malone, Director of Human Resources; and Dr. Joseph Sawyer, Superintendent of Schools.

Not present: Ms. Amy B. Clouter, Assistant Superintendent for Curriculum & Instruction

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

The meeting was convened by Mr. Palitsch at 7:00 pm.

**I. Public Participation**

Shrewsbury resident Bryan Moss noted his history of communicating his concerns around artificial turf fields with the Committee, and added that he had recently requested, via email, information relative to the fields in advance of their initial use at Shrewsbury High School. Mr. Palitsch noted that Mr. Moss would receive a response from Administration within the next few weeks. Mr. Moss did not provide any written materials.

**II. Chairperson's Report & Members' Reports**

Mr. Wensky thanked teachers, faculty, and staff for keeping the community updated on what is happening in classrooms by sharing information via social media, with Mr. Palitsch noting the Twitter hashtag #ShrewsburyLearns.

**III. Superintendent's Report**

Dr. Sawyer also noted the increase in information being communicated on social media, which resulted from a request to the District Leadership Team to utilize these platforms to keep the community informed, and added that work was in process to add a news feed to the Shrewsbury Public Schools (SPS) website. He advised that the district continued to enjoy a strong start to the school year.

**IV. Time Scheduled Appointments:**

**A. Student Recognition: Destination Imagination Global Champions**

Destination Imagination (DI) team members/Shrewsbury High School (SHS) students Diyala Bera, Aabia Hasan, Divya Raghunathan, and Sneha Ramesh, with Team Manager Amber Khan, gave a presentation to the Committee that included general information on the DI program, and detailed information on their "Inside Impact" service learning project, which garnered their team - "Shrewsbury Iced Lattes" - a First

Place win (out of 67 teams) at the Global Finals competition in May 2018, in Knoxville, Tennessee. The Committee offered congratulations and asked clarifying questions, and Dr. Sawyer acknowledged Eric Craft, Destination Imagination Coordinator, and Team Manager Mumtaz Hasan, who were in attendance in the audience. The team was invited up to receive certificates and be recognized by the Committee.

### **B. Collective Bargaining Agreement with the Shrewsbury Paraprofessionals Association: Vote to Ratify**

Per state law, in addition to the members of the School Committee, the Town Manager also may vote on municipal school district collective bargaining agreements. Town Manager Kevin Mizikar joined the meeting at 7:22 pm. Ms. Malone thanked Ms. Fryc and Mr. Wensky (the School Committee representatives during the negotiations) and Ms. Meg Belsito, Assistant Superintendent for Student Services, for their assistance during negotiations, and described how the new three-year Shrewsbury Paraprofessionals Association (SPA) Unit D contract, which is effective with the current 2018-2019 school year and extends through the 2020-2021 school year, differs from the previous contract. Ms. Fryc acknowledged the work of Noreen Christie and David Lowy (representing SPA) during negotiations and noted that open and honest dialogue was utilized throughout the process. Dr. Sawyer thanked all parties for a successful negotiation and noted that the SPA voted to ratify the agreement earlier in the week.

Mr. Palitsch requested a motion that the Committee vote to ratify the new Shrewsbury Paraprofessionals Association, Unit D contract per the terms outlined in the Memorandum of Agreement. On a motion by Dr. Magee, seconded by Mr. Wensky, on a roll call vote: Dr. Magee, yes; Mr. Wensky, yes; Ms. Fryc, yes; Ms. Canzano, yes; Mr. Mizikar, yes; Mr. Palitsch, yes; the Committee voted to ratify the new Shrewsbury Paraprofessionals Association, Unit D contract per the terms outlined in the Memorandum of Agreement. Mr. Mizikar left the meeting at 7:29 pm.

### **C. State Rep. Hannah Kane & State Sen. Michael Moore: Legislative Report**

Mr. Palitsch thanked State Representative Hannah Kane and State Senator Michael Moore for their assistance and advocacy regarding the transfer of the Glavin Center property to the Town of Shrewsbury for the Beal Early Childhood Center Building Project. Rep. Kane and Sen. Moore gave a comprehensive report to the Committee on developments at the state legislature relative to public education and local entities that included information on: Chapter 70 funding/local aid; Circuit Breaker funding; Charter School reimbursement; Foundation budget; the status of a pending Civics Bill for schools; Shrewsbury Youth & Family Services (SYFS) funding; out-of-district transportation funding; road signage; and local traffic management relative to pedestrian safety. The Committee noted the need for parity regarding expenses and fees for out-of-district transportation and for additional vocational education opportunities for students due to high demand, and thanked Rep. Kane and Sen. Moore for their advocacy around Foundation Budget funding. Dr. Sawyer also thanked both for their advocacy on budget-related issues, school safety, and student mental health, and noted that while SPS cannot provide a physical vocational school environment, SPS is creating more real-world educational experiences for students, like the Project Lead The Way program at SHS.

### **V. Curriculum**

None.

### **VI. Policy**



#### **A. Adoption of Town Policies for Energy Reduction & Fuel Efficient Vehicles: Vote**

For the Town of Shrewsbury to gain designation as a “Green Community,” a letter from the superintendent of its public school district must be provided to confirm that the school district has adopted the municipality’s Energy Reduction Plan and the municipality’s Fuel Efficient Vehicle Policy. At the School Committee meeting on August 29, 2018, Dr. Sawyer and Mr. Collins provided a summary of how the town’s Energy Reduction Plan and Fuel Efficient Vehicle Policy apply to the school district in advance of an anticipated vote this evening by the School Committee regarding adoption of the policies. Dr. Sawyer and Mr. Collins advised that they had received no feedback since the meeting on August 29.

On a motion by Ms. Canzano, seconded by Dr. Magee, the Committee voted unanimously to adopt the Town of Shrewsbury’s Energy Reduction Plan and the Town of Shrewsbury’s Fuel Efficient Vehicle Policy and authorize the Superintendent of Schools to sign all necessary documents noting said adoption regarding the Town’s application for Green Community status.

### **VII. Finance & Operations**

#### **A. Personnel Hiring for the 2018-2019 School Year: Report**

Ms. Malone’s report provided information on the rigorous hiring process for applicants as well as detailed statistics on hiring in the district for 2018-19 (only 1.6% of those who applied were appointed to a professional position; only 7% of those who applied were appointed to a paraprofessional position), and she acknowledged the important role of SPS staff and community partners in the hiring process. Committee members noted the volume and diverse educational backgrounds of applicants, and Dr. Sawyer added that several SHS graduates were recently hired.

#### **B. Beal Early Childhood Center Building Project: Update**

Dr. Sawyer and Mr. Collins presented an update on the Beal Early Childhood Center Building Project that included a timeline (noting the Schematic Design proposal was submitted to the Massachusetts School Building Authority -MSBA- earlier in the day); noted current conditions at the existing Beal Early Childhood Center; detailed space needs at multiple SPS schools; noted the opportunity for state funding, which is time-sensitive; described the process of how the physical site was identified and acquired; described the school’s capacity and design details and noted how the project would meet the long-term needs of the community for all Kindergarten-Grade 4 students; and noted important dates going forward. Dr. Sawyer advised that the Beal Building Committee would be hosting tours of the existing Beal building for interested community members on September 24, 2018. Committee members noted: the importance of “right-sizing” the school and meeting the needs of all elementary students; the time-sensitive nature of associated state funding; the need for space for Full Day Kindergarten for all students; that ongoing utilization of the current Beal site is not workable; and that SPS has a history of making responsible, cost-effective choices when building new schools.

### **VIII. Old Business**

None.

### **IX. New Business**

#### **A. Appointment to the Board of Directors of Shrewsbury Media Connection, Inc.: Vote**

Mr. Palitsch noted that the Committee has been seeking one member to fill its appointment to the newly formed Shrewsbury Media Connection, Inc. Board of Directors, following the transition of Shrewsbury Media Connection to a nonprofit organization, and Dr. Sawyer advised that he had received two applications. Detailing his many qualifications for the role, Dr. Sawyer recommended that Dr. Weichu (Brian) Xu be the Committee's candidate for the SMC, Inc. Board of Directors. On a motion by Ms. Canzano, seconded by Dr. Magee, the Committee voted unanimously to appoint Mr. Weichu (Brian) Xu as its appointed member to the Board of Directors of Shrewsbury Media Connection, Inc. for a three-year term from October 1, 2018 through October 1, 2021.

## **X. Approval of Minutes**

Without objections from the Committee, the minutes from the School Committee meeting held on August 29, 2018, were accepted as distributed.

## **XI. Executive Session**

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

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

Mr. Palitsch requested a motion to adjourn to Executive Session for the purpose of collective bargaining with the Shrewsbury Education Association, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body, and for the purpose of reviewing, approving, and/or releasing executive session minutes. On a motion by Ms. Canzano, seconded by Dr. Magee, on a roll call vote: Dr. Magee, yes; Mr. Wensky, yes; Ms. Fryc, yes; Ms. Canzano, yes; and Mr. Palitsch, yes, the School Committee voted to adjourn to executive session at 8:43 pm.

## **XII. Adjournment**

On a motion by Ms. Canzano, seconded by Mr. Wensky, the committee unanimously agreed to adjourn the meeting at 9:19 pm. Roll call votes were as follows: Dr. Magee, yes; Ms. Fryc, yes; Ms. Canzano, yes; Mr. Wensky, yes; and Mr. Palitsch, yes.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. Destination Imagination Slide Presentation
2. Shrewsbury Paraprofessional Association (SPA) Unit D Contract Memo
3. SPA Unit D Memorandum of Agreement
4. SPA Unit D Rate Sheet
5. 2018 Personnel Report
6. 2018 Personnel Hiring Slide Presentation
7. Beal Project Update Slides

8. Shrewsbury Media Connection Board Recommendation Memo
9. Set(s) of Minutes as Referenced Above



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **9/26/18**

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

**BACKGROUND INFORMATION:**

Executive session is warranted for these purposes.

**ACTION RECOMMENDED:**

That the School Committee enter into executive session for the purpose of collective bargaining with the Shrewsbury Education Association, 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.

**STAFF AVAILABLE FOR PRESENTATION:**

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

ITEM NO: **XII. Adjournment**