



**School Committee
Meeting Book**

**December 19, 2018
7:00 pm**

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

AGENDA

**December 19, 2018 7:00pm
Town Hall—Selectmen's Meeting Room
100 Maple Avenue**

Items

Suggested time allotments

- | | | |
|-------|---|--|
| I. | Public Participation | <div style="border: 1px solid black; padding: 10px; text-align: center;">7:00-7:10</div> |
| II. | Chairperson's Report & Members' Reports | |
| III. | Superintendent's Report | |
| IV. | Time Scheduled Appointments: | |
| | A. SHS Student Advisory Committee: Report | 7:10 – 7:25 |
| V. | Curriculum | |
| | A. Oak Middle School Design Lab: Student Presentation & Report | 7:25 – 7:50 |
| VI. | Policy | |
| VII. | Finance & Operations | |
| | A. ClearGov Budget Communication Tool: Report | 7:50 – 8:10 |
| | B. Fiscal Year 2019 Budget Update: Report | 8:10 – 8:20 |
| VIII. | Old Business | |
| IX. | New Business | |
| | A. Educator Evaluation Agreement with Shrewsbury Education Association:
Vote to Ratify Memorandum of Understanding | 8:20 – 8:30 |
| X. | Approval of Minutes | 8:30 – 8:35 |
| XI. | Executive Session | 8:35 – 9:00 |
| | 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 | 9:00 |

Next regular meeting: January 9, 2019



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: 12/19/18

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: **12/19/18**
A. SHS Student Advisory Committee: Report

BACKGROUND INFORMATION:

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

ACTION RECOMMENDED:

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

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

Mr. Andrew Smith, SHS Teacher and Faculty Advisor to the SAC
Mr. Todd Bazydlo, SHS Principal
Prisha Singh, Student, Chairperson
Erica Hanlon, Student
Paulina Hruskoci, Student
Sophia Peng, Student
Max Evers, Student

Student Advisory Committee
Agenda for the School Committee on December 19, 2018

I. Extracurriculars

Students at SHS continue to both excel in their extracurriculars and show support for their classmates.

- a) Playoffs
- b) Winter Sports Tryouts
- c) Artistic Events
- d) Unified Basketball
- e) Hypnotist Show

II. United School Service

The SHS community continually displays its generosity and collaborative spirit as it gives back through a variety of drives and fundraisers.

- a) Service Learning Advisory Board Book Drive
- b) Thanksgiving Supply Drive
- c) Coins for a Cure

III. Improving Student Life

At the annual Town Meeting and on the C-SPAN bus, SHS students engaged in activities reflecting our democratic traditions, while also learning to vocalize and advocate for their interests and opinions.

- a) C-SPAN Bus
- b) Close of Quarter 1
- c) Town Meeting at SHS
- d) Student Wellness

Thank you for your continuous support of the SAC.

Respectfully submitted,

Prisha Singh
Chairperson

Erica Hanlon, Paulina Hruskoci, Sophia Peng, Max Evers
SAC Members



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: V. Curriculum

MEETING DATE: 12/19/18

A. Oak Middle School Design Lab: Student Presentation & Report

BACKGROUND INFORMATION:

One area of the curriculum and instructional program where the district is putting the Shrewsbury Portrait of a Graduate vision into action is through the STEM Design Lab at Oak Middle School. Mr Mularella and three of his students will present information regarding how the Design Lab functions with examples of learning experiences.

ACTION RECOMMENDED:

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

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

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

Mr. Jeremy Mularella, Design Lab Teacher

Ms. Pam Poitras, Science and Technology Curriculum Coordinator

Students:

Madison O'Connor

Cecilia Koren

Jordan Arria

INTRODUCTION



Throughout 2017, a group of Shrewsbury educators and parents representing various professions and work sectors joined together to learn and debate what skills, knowledge, and dispositions Shrewsbury students should attain and develop during their years in our schools. Comments from community stakeholders regarding what topics were most important for our schools were also critical in the “Portrait of a Graduate” vision and related strategic priorities finalized last year. How do we move from vision to action? There is no one answer. At the Elementary

level, revisions to the Science curriculum will help engage students in rigorous practices. At the Middle level, the STEM Design Lab is one of several important drivers in our efforts to further innovate and expand opportunities for 21st century teaching and learning.

TECHNOLOGY EDUCATION REDESIGNED

As you know, former Oak Middle School educator Allen Beer was an early proponent of the pre-engineering curriculum at the Middle level. He taught students the design development process. His skillful teaching, high energy, and reflective practice helped move Technology Education forward from the traditional vocational “shop” model to include opportunities for students to apply learning with hands-on projects and technology tools. When Mr. Beer retired, the district looked for more opportunities to integrate STEM education into the student day. Oak Principal Ann Jones, together with Science and Technology Curriculum Coordinator Pam Poitras, proposed a new vision. As a result, the Tech Ed program evolved again to become the Design Lab. As before, a skillful teacher leader is helping to keep the curriculum relevant and engaging. That teacher is Jeremy Mularella. Mr. Mularella has continued to expand possibilities for students, and he will further inform the community about the program with a related presentation on December 19th.

Together with three students, Mr. Mularella will describe the key features of the new Design Lab. In their presentation, they’ll speak to elements of the design process. More to the point, they’ll describe how desirability, feasibility, and viability factor into the kind of educational experiences that develop, sustain and deepen design thinking skills.

Thank you for the opportunity to describe how this program fits into the district strategic priority of Connected Learning for a Complex World.





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **12/19/18**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **12/19/18**

A. ClearGov Budget Communication Tool: Report

BACKGROUND INFORMATION:

The School Committee established the goal “By December 2018, implement a new communication tool that provides the community with key information regarding school district finances and programming.”

Both Shrewsbury Public Schools and the Town of Shrewsbury have similar goals relative to implementing a new communication tool that provides the community with key information regarding school and town district finances and programming. Mr. Kevin Mizikar, Town Manager, has made a grant application to the State of Massachusetts Community Compact Grant Program to receive funding to purchase the ClearGov product and platform for both the Town and School Department. The ClearGov product platform takes publicly available state data from the Department of Revenue, the Department of Elementary and Secondary Education, and the federal Census Bureau and organizes the data into easily understood infographics. A report, ClearGov Product Flyer, and ClearGov Case Study are enclosed. Mr. Burdick, President and Co-Founder of ClearGov, will conduct a demonstration of the live ClearGov website during the meeting.

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 Collins, Assistant Superintendent for Finance & Operations

Mr. Bryan Burdick, President and Co-Founder, ClearGov



Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

13 December 2018

To: School Committee

Subj: ***"CLEARGOV"***: FISCAL TRANSPARENCY JOINT PROJECT WITH THE TOWN

Background

One of our District Goals is: *By December 2018, implement a new communication tool that provides the community with key information regarding school district finances and programming.*

At the same time the new Town Manager, Mr. Mizikar, is interested in the same goal for municipal finances. He has made a grant application to the State of Massachusetts Community Compact Grant Program to receive funding to purchase the Cleargov product and platform for both the Town and School Department. He is confident we will receive funding and be able to move towards our goal as a joint venture, presenting our collective information in a contemporary and easily accessible manner.

The Project

The basic premise of the Cleargov platform is that they take publicly available state data from the Department of Revenue, the Department of Elementary and Secondary Education, and the federal Census Bureau and organize the data into easily understood info-graphics. This is called their *Insights* product. Some data is available to general public for all communities but the purchase of the membership essentially unlocks a "drill down" feature for greater detail.

Cleargov has also just recently released a budgeting platform, *Cleargov Budgets*, that when loaded with a municipalities and/or School Departments' prospective budget, it too will produce info-graphics and have line item detail access by the community.

Cost

The total cost for implementation, training, and set-up for both Insights and Budgets for the School Department and Town is \$30,400 for one year, again to be grant funded in the inaugural year.

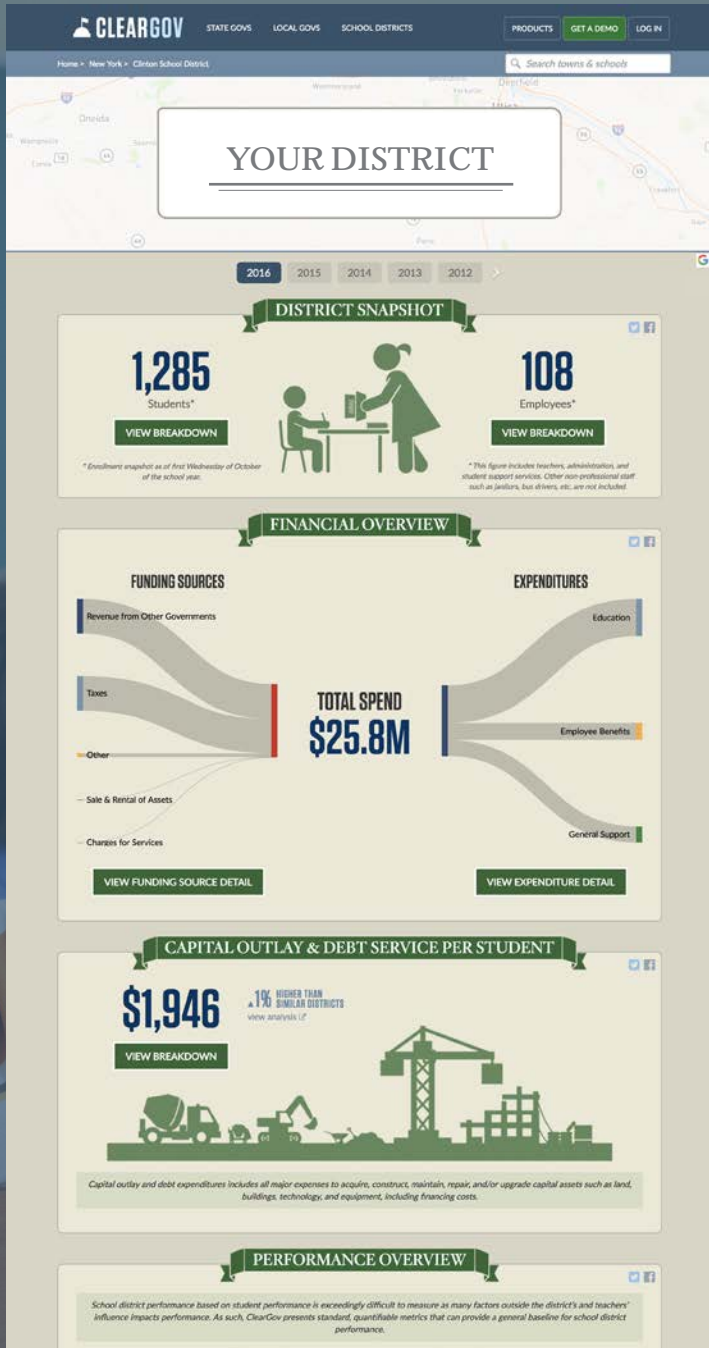
Implementation Schedule

The following implementation schedule has been devised by Cleargov to help us get trained on the product and achieve the required milestones.

December	set up early users
January- February	discuss data onboarding process
	training on benchmarking apps for early users
March-April	data onboarding process, completion and approval
April-May	set up additional users
	on-site training on ClearGov page and back-office apps for all users
	launch the page in time for Town Meeting in May
June-July	implement promotions
August	training on forecasting app
September	on-site training on Budget Builder app for primary users
October	start budget planning
November	early November - on-site training on Budget Builder app for department heads

Future Planning

At the outset, the *Insights* platform will afford community members easy access to frequently asked financial questions with a click of the mouse. Further, they will be able to drill deeper and get greater detail or School Department comparisons if they wish. In the future we will explore the features and feasibility of using this platform for budget presentation and access to the community as well and will work along with the Town Manager's Office on this project.



Fiscal Transparency for the Information Age



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Dr. Andrew Keough
Superintendent
Easton Public Schools, MA

ClearGov Inc.
2 Mill & Main Pl. Suite 630
Maynard, MA 01754

(855) 553-2715
Info@cleargov.com
@cleargovcom

"ClearGov helped make our budget presentations more effective by consolidating dense financial information into clear, concise concepts that everyone could understand."



**Dr. David Lussier, Superintendent
Wellesley Public Schools**

PRIMARY OBJECTIVE:

Build an annual budget for Wellesley Public Schools that meets the needs of the community and fits within the constraints of available resources.

Challenge:

Building a school budget is a complex project that involves guidance from a wide range of stakeholders; the need to prioritize requests from a variety of staff members; multiple presentations and working meetings; and ultimately a series of votes before the months long process is completed.

"We face a number of challenges throughout the process," says Wellesley Superintendent, Dr. David Lussier. "We need to take into account non-discretionary increases (such as those coming from collective bargaining agreements); help the public understand our legal obligations with respect to special education expenditures and reconcile our budget in the context of overall town revenue growth."



Solution:

Wellesley Public Schools knew there had to be a better way to easily communicate the complexities of the budget in a simple, readable format. The ClearGov Insights™ Platform was an important part of the solution.

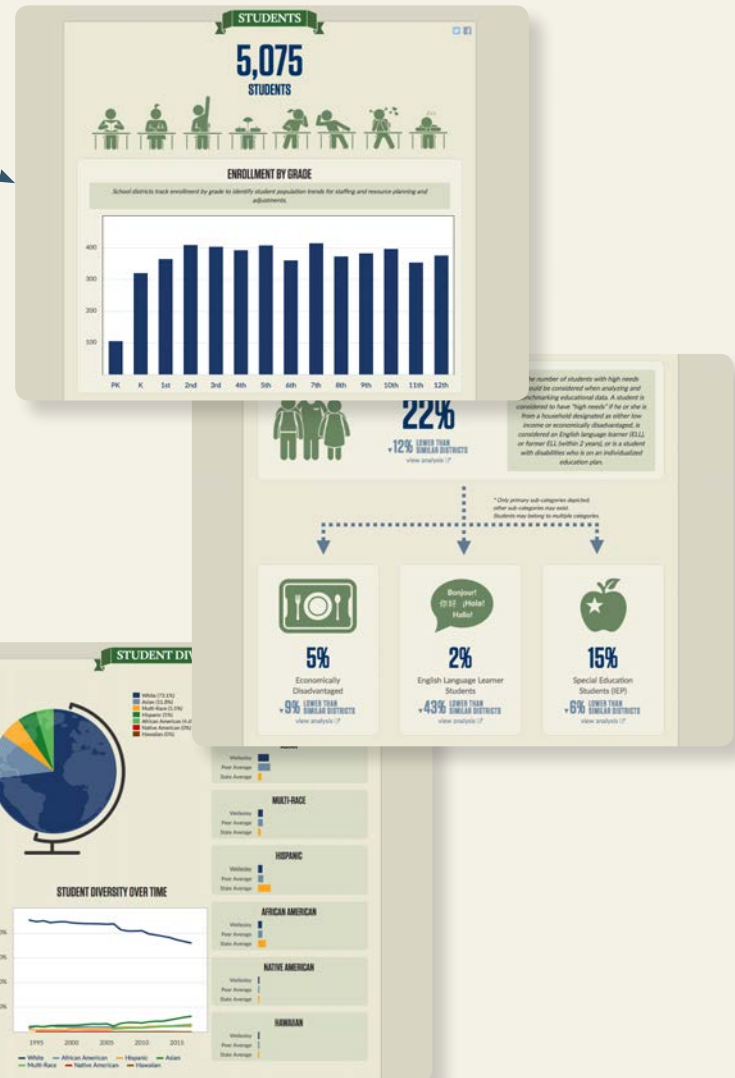
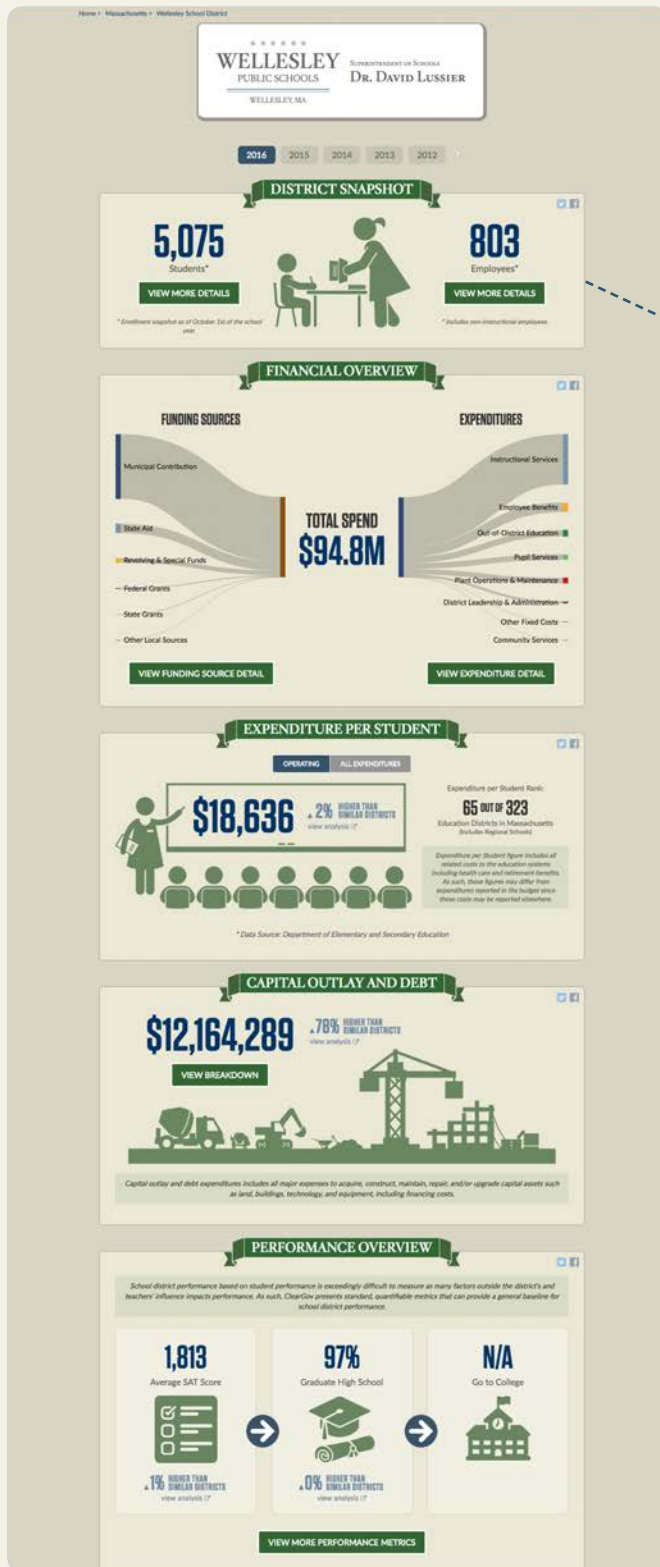
Lussier claims, "ClearGov delivers easily accessible, comparative benchmark data that enabled us to show how different segments of our budget were actually very reasonable requests, and the historical data quickly showed our longitudinal trends over time."

ClearGov delivers complex data in an intuitive and easily digestible format. "The feedback we received was quite positive," says Dr. Lussier. "It was particularly helpful to be able to show that our district leadership and administration expenses – never popular categories – are actually well below most of our peers."

CLEARGOV TRANSPARENCY PAGE: WELLESLEY PUBLIC SCHOOLS

"Our senior administrative team now uses ClearGov as a tool in our internal planning and program assessment process."

**Dr. David Lussier, Superintendent
Wellesley Public Schools**



CLICK TO VISIT
ClearGov Transparency Page

CLICK TO VISIT
Wellesley Public Schools Website



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **12/19/18**

B. Fiscal Year 2019 Budget Update: Report

BACKGROUND INFORMATION:

Mr. Collins will present an update on the status of the Fiscal Year 2019 Budget. The enclosed report provides a high-level one page summary by budget category. Mr. Collins will summarize this information and answer questions when he presents this budget status update at the meeting.

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 Collins, Assistant Superintendent for Finance & Operations



Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

19 December 2018

To: School Committee

Subj: FY2019 BUDGET STATUS UPDATE

Attached you will find the final FY19 Budget Status Update. It is a recap of our \$64,137,607 district appropriated budget as approved by Town Meeting. You will recall that this plan provided for a modest 2.83% increase over FY18.

The enclosed report retains the reporting format started in FY16 which expands the reportable categories from 11 to 19 while remaining to be a high-level, one-page summary.

For context it is important to note that reported expenditures and encumbrances are as of 12/6/2018 which is approximately 42% of the way through our fiscal year and 40% into the school year.

The FY19 budget is stable and I would expect a year-end surplus based on current and projected spending trends.

I am projecting that we will be slightly under budget in most salary and wage categories due to vacancies and personnel changes. But we were over budget in Summer Special Education wages and I am predicting over budget in the Substitutes category by year end.

We are under budget in out of district tuitions for both special education and vocational student populations.

At this early point in the fiscal year, it's expected that all "discretionary" budgets for textbooks, materials, and equipment will be fully expensed at year end.

SHREWSBURY PUBLIC SCHOOLS
FY19 BUDGET STATUS UPDATE
as of December 6, 2018

School Committee Recap Sheet	Description	FY19 Budget	YTD Actual	Encumbrance	Remaining Balance	Notes
A1	Administrative Central Office, Principals & Unit B	\$ 3,071,111	\$ 1,373,059	\$ 1,619,590	\$ 78,462	Running very close to budget
A2	Unit A (Teachers & Nurses)	\$ 39,930,542	\$ 12,250,154	\$ 27,276,621	\$ 403,767	Projected to be within 1% of budget
A3	Aides/ABA/Paraprofessionals	\$ 6,741,104	\$ 2,268,651	\$ 3,952,806	\$ 519,647	Projected to be under budget due to vacancies
A4	Secretaries, Technology & Other Non-Represented	\$ 2,260,859	\$ 846,130	\$ 1,299,112	\$ 115,617	Projected to be on budget
A5	Substitutes - Daily, Long Term & Sub Nurses	\$ 845,900	\$ 298,732	\$ 27,600	\$ 519,568	Projecting to be approx \$113K over budget
A6	Other Wages (See Note 1)	\$ 739,382	\$ 555,686	\$ -	\$ 183,696	Over budget on Summer SPED wages
A7	Employee Benefits	\$ 331,030	\$ 89,275	\$ -	\$ 241,755	Projecting over budget for retiree sick leave sell-back
B1	Regular Education & Voke Transportation	\$ 2,066,380	\$ 1,083,938	\$ 916,492	\$ 65,950	Running very close to budget
B2	Special Education Transportation	\$ 585,000	\$ 170,052	\$ 492,691	\$ (77,743)	Over budget due to add monitors and 1 more bus
C1	Special Education Tuitions (See Note 2)	\$ 2,153,760	\$ 1,889,722	\$ 264,038	\$ -	Projecting under budget - fewer placements
C2	Vocational & Recovery H.S. Out of District Tuitions	\$ 1,965,224	\$ 856,336	\$ 856,336	\$ 252,552	Under budget. 105 v. 118 enrolled at AV
D1	Administrative Contracted Services	\$ 553,401	\$ 285,777	\$ 227,792	\$ 39,832	Over budget. Purchased online student reg. pkg.
D2	Educational Contracted Services	\$ 693,970	\$ 141,091	\$ 331,879	\$ 221,000	Projecting under budget
D3	Textbooks/Curriculum Materials	\$ 172,652	\$ 45,478	\$ 6,744	\$ 120,430	Expect on budget at this time
D4	Professional Development	\$ 247,973	\$ 107,548	\$ 9,396	\$ 131,029	Expect on budget at this time
D5	Educational Supplies & Materials	\$ 269,034	\$ 72,810	\$ 51,434	\$ 144,790	Expect on budget at this time
D6	Other Miscellaneous (i.e. Off. Supp., Ref. Mat.)	\$ 660,812	\$ 292,635	\$ 171,904	\$ 196,273	Expect on budget at this time
D7	Equipment	\$ 764,473	\$ 728,849	\$ 3,286	\$ 32,338	Expect on budget at this time
D8	Utilities - Telephone Exp.	\$ 85,000	\$ 5,105	\$ 556	\$ 79,339	Expect close to budget
	Total:	64,137,607	23,361,028	37,508,277	3,268,302	
	Percentages		36.4%	58.5%	5.1%	

Note 1 Other Wages includes clubs/activities stipends, custodian & police details, extra duty & mentoring stipends, Summer Special Education salaries, and crossing guards.

Note 2 SPED Tuition is net \$4.1M use of Special Education Circuit Breaker Reimbursement funding.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **12/19/18**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **IX. New Business**

MEETING DATE: **12/19/18**

A. Educator Evaluation Agreement with Shrewsbury Education Association: Vote to Ratify Memorandum of Understanding

BACKGROUND INFORMATION:

The Shrewsbury Education Association and School Administration (under the School Committee's authority) previously negotiated a contract that would outline Educator Evaluation Process and Procedures that was ratified and went into effect in June 2015. Built into that agreement was the ability to continue to discuss the topic of educator evaluation while many components were being implemented, and to incorporate new or changing guidance from the Department of Elementary and Secondary Education over time. At this time, negotiations have been completed to update the supervision and evaluation process with agreed upon language. The Shrewsbury Education Association voted in favor of these changes on December 5, 2018. In order for this new language to go into effect there must be a formal vote from the Shrewsbury School Committee. A memo from Ms. Malone and the Memorandum of Agreement is enclosed.

ACTION RECOMMENDED:

That the Committee vote to ratify the agreed upon language changes to the educator evaluation process outlined in the enclosed Memorandum of Agreement.

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Ms. Barbara A. Malone, Director of Human Resources



Shrewsbury Public Schools

Barbara A. Malone
Director of Human Resources

To: School Committee
From: Barbara A. Malone, Director of Human Resources
Re: Educator Evaluation Discussion and Vote
Date: December 12, 2018

The Shrewsbury Education Association and the School Administration (under the School Committee's authority), had previously negotiated a contract that would outline Educator Evaluation Process and Procedures. This portion of the educator contract went into effect on June 15, 2015, and was prompted by new legislation regarding educator evaluation. Built into that agreement was the ability to continue to discuss the topic of educator evaluation while many components were being "rolled out" to our staff and administrators, and to incorporate new or changing guidance from the Department of Elementary and Secondary Education over time. Administrators participating in these discussions include Dr. Joseph Sawyer, SHS Principal Todd Bazydlo, Director of Human Resources, Barb Malone, and both the former and current Assistant Superintendents for Curriculum, Instruction, and Assessment, Mary Beth Banios and Amy Clouter.

We have concluded our negotiations with agreed upon language, which incorporates feedback from our own direct experience as a district and guidance from the Department. The Shrewsbury Education Association voted in favor of these changes on December 5, 2018.

Please note that there are no direct budgetary impacts as a result of this negotiation.

Key components include:

1. Educator language on providing "artifacts" or evidence of educator work
2. The process for how educators will solicit feedback from their students
3. Ensuring anonymity for educators when providing feedback to administrators
4. Alignment with newer guidance provided by the Department of Elementary and Secondary Education in a variety of areas

In order for this new language to go into effect we need a formal vote from the Shrewsbury School Committee.

I am available for any questions or feedback.

The Memorandum of Agreement is attached.

Memorandum of Agreement: Educator Evaluation

The Shrewsbury School Committee and the Shrewsbury Education Association, by their respective bargaining teams and subject to ratification by their parent bodies, herewith agree to the following language:

RUBRICS:

~~The parties agree that the rubrics as defined by the Department of Elementary and Secondary Education will be used~~

To be replaced with:

The parties agree that the rubrics as defined by the Massachusetts Department of Elementary and Secondary Education in 2015 will be used. Any proposed changes to the rubrics must be mutually agreed upon by the Shrewsbury Public Schools administration and the Shrewsbury Education Association.

ARTIFACTS

~~Educators will submit artifacts supporting proficiency for each of the indicators that are outlined in the rubrics. One artifact can be used for more than one indicator. At a minimum, educators will have 8 submissions, with a typical range being 8-10 artifacts.~~

Replaced with:

Artifacts/Evidence for Professional Status Teachers:

Professional Status Educators shall demonstrate proficiency in all Standards and indicators, and progress towards Professional Practice and Student Learning Goals through artifacts submitted by the educator or through evidence cited by an evaluator in observations. As part of the Educator plan meeting in the fall, the evaluator will identify which indicators the educator is deemed proficient in and enter them into the educator evaluation tool. The evaluator and educator will mutually discuss which indicators to focus on during the cycle.

Each artifact should be accompanied by a two - three sentence reflection about the artifact and why it was chosen to be uploaded as evidence. Educators will submit 6-8 artifacts per cycle in most cases. For those educators on a two year plan this means submitting 3-4 artifacts per year. For educators on a one-year plan, this means 6-8 artifacts. Additional artifacts may be requested by the

evaluator if he/she needs more evidence to fairly evaluate the educator's performance.

Artifacts/Evidence for Non-Professional Status Teachers

Non-Professional Status Educators shall demonstrate proficiency in all Standards and Indicators, and progress towards Professional Practice and Student Learning Goals through artifacts submitted by the educator or through evidence cited by an evaluator in observations. Educators should submit artifacts that show how they are meeting all Standards and Indicators unless the evaluator identifies Indicators the educator is deemed proficient in and enters it into the educator evaluation tool.

Each artifact should be accompanied by a two - three sentence reflection about the artifact and why it was chosen to be uploaded as evidence. Educators will submit 6-8 artifacts per year.

On page 30:

~~23. Using Student feedback in Educator Evaluation~~

~~ESE will provide model contract language, direction and guidance on using student feedback in Educator Evaluation. Upon receiving this model contract language, direction and guidance, the parties agree to bargain with respect to this matter.~~

Replaced with:

Add to 24. Student Feedback

Student feedback results shall be used for the purpose of self-reflection and to inform the goal setting and educator plan development process, which includes collaborative dialogue between the educator and his or her primary evaluator regarding the educator's student feedback results which helped drive goal setting and plan development.

The educator and the evaluator shall mutually agree upon the intended age-appropriate method for seeking student feedback prior to the end of the current educator plan. Any feedback instrument that the educator and evaluator mutually agree upon will be beneficial to the educator plan may be used. If the evaluator and educator cannot mutually agree upon a feedback tool, the identified age-appropriate default feedback tool will be used. Once a feedback mechanism is decided, it shall be documented in the educator evaluation tool, and the educator will inform students that identifying themselves on the feedback tool is not required.

Each Pre-K classroom teacher shall collect feedback from 100% of students who are assigned to them for morning meeting in PowerSchool. Classroom teachers at the 5-12 levels shall collect feedback from a minimum of 50% of their students.

Non- classroom K-12 specialists (including, but not limited to visual arts, performing arts, physical education, health, family consumer sciences, special education specialists) with a caseload up to 200 students shall collect feedback from a minimum of 50%. Those with a caseload greater than 200 students shall collect feedback from a minimum of 100.

All members of Unit A who are also members of the District Leadership Team should plan to shall solicit feedback from both students and staff members.

24.

Using Staff feedback in Educator Evaluation

~~ESE will provide model contract language, direction and guidance on using staff feedback in Administrator Evaluation. Upon receiving this model contract language, direction and guidance, the parties agree to bargain with respect to this matter.~~

Replaced with:

Staff Feedback

All educators are ensured the opportunity to provide feedback on administrators in a manner that assures the confidentiality and anonymity of the identity of the educator.

Agreements to language changes:

Eliminate in Table of contents:

~~(22) Rating Impact on Student Learning Growth (Hold on title change or removal until further discussion about if it should be removed or retitled~~

On page 2 under (E)

~~*Common Assessments: Assessments of student learning, growth and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks, that are comparable across grade or subject level district wide. These assessments may include, but shall not be limited to: portfolios, approved commercial assessments, and district developed pre and post unit and course assessments, and capstone projects.~~

Replaced with:

Common Assessments shall mean identical or comparable assessments of student learning, growth, and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks used by educators in the same role across the district. These assessments may be commercial assessments or district developed, and may include, but are not limited to: portfolios, pre- and post-tests, unit and course assessments, performance assessments, and capstone projects.

Added definition:

- (I) **Expected Impact** shall mean the educator meets or exceeds anticipated student learning gains on multiple measures of student learning, growth, and achievement. The evaluator shall use professional judgment to determine whether the educator is having expected impact on student learning, based on student learning gains on common assessments, and where available, statewide student growth measures. The evaluator's professional judgment may include, but is not limited to, consideration of the educator's student population and specific learning context. Anticipated student learning gains must be consistent across the district for common assessments and agreed upon by the educator and evaluator for other assessments. The Department shall establish anticipated student learning gains for statewide student growth measures for guidance.

On page 5:

(e) **Preschool Staff:** All preschool staff except the Little Colonials educator(s) will be evaluated by the ~~director~~ **Principal** of the Preschool.

(g) **Department Directors:**

Department Directors will be evaluated both as teachers and as administrators. Only the administrator rubric will reside in the online evaluation tool. The primary evaluator of 9-12 directors (except Special Education) is the Principal of the High School. The supplementary evaluator of 9-12 directors is the Assistant Superintendent for Curriculum and Instruction. The primary evaluator for the 9-12 Special Education Director is the Director of Special Education. The supplementary evaluator is the High School Principal. The primary evaluator of preK-12 Multi-Level Department Directors and the Title I Director is the Assistant Superintendent of ~~Schools~~ **for Curriculum and Instruction**. The supplementary evaluator is a building Principal who will be mutually agreed upon by the Department Director and the Assistant Superintendent **for Curriculum and Instruction**. The primary evaluator of the ~~Elementary Special Education Department Director~~ **for each of the Middle School Special Education Department Director** is the Director of Special Education. The supplementary evaluator is the ~~Principal~~ **a middle level Principal**

- (a) (h) **Nurses:** The primary evaluator of the Elementary School Nurse is the ~~Director of Special Education~~ **Director of Nursing** and the secondary evaluator is the Principal or Assistant Principal. The primary evaluator of the Middle School and High School Nurses is the ~~Middle School or High School Principal or Assistant Principal~~ **is the Director of Nursing** and the

secondary is the Middle School or High School Principal. At Parker pre-school the primary evaluator is the Director of Parker Road Pre-school and the secondary is the Director of Special Education.

At Parker pre-school the primary evaluator is the Director of Nursing and the secondary is the Principal of the Preschool.

(i)Special Education Staff:

The primary evaluator for Elementary ABA Coordinators (ELC Coordinators) is the ~~Director of Elementary Education~~ **an administrator in the Special Education department**. The secondary evaluator for ELC Coordinators is the Principal or Assistant Principal. The primary evaluator for the Pre-school ABA Coordinator (ELC Coordinator) is the ~~Director-Principal~~ of the Pre-School Program. ~~The Director of Special Education~~ **An administrator in the Special Education department** is the supplementary evaluator. The primary evaluator for School Psychologists assigned to the elementary schools is the Principal or Assistant Principal. The supplementary evaluator is the Director of Special Education. The primary evaluator for Special Education Teachers assigned to the elementary schools is the Principal/Assistant Principal and the secondary evaluator is the ~~Director of Elementary Special Education~~ **an administrator in the Special Education department**. The related service providers and team chairs' primary evaluator will be the ~~Director of Elementary Special Education~~ **an administrator in the Special Education department** and the secondary evaluator will be the principal/assistant principal. All special education roles at Parker Pre-school will have the ~~Director- principal~~ of the Preschool as their primary evaluator and the ~~Director of Special Education~~ **an administrator in the Special Education department** as their secondary evaluator. For staff assigned to more than one building, the primary and supplementary evaluators will be designated by the Director of Special Education, in consultation with the Director of HR. The primary evaluator for the Middle School Special Education teachers, speech pathologists, therapists, adjustment counselors, guidance counselors, and school psychologist is the Middle School Special Education Department Director. The Principals and Assistant Principals are the supplementary evaluators. The primary evaluator for the high school Special Education teachers, speech pathologists, therapists, and school psychologists is the high school Special Education Department Director. The Principals and Assistant Principals are the supplementary evaluators.

Add: All other Special Education roles not mentioned by name will have Special Education Administrators as primary and secondary evaluators.

The parties agree to change the titles of Director of Special Education to. Assistant Superintendent of for Student Services and the title of Assistant Superintendent to

Assistant Superintendent for Curriculum, Instruction, and Assessment throughout the body of the document.

On page 6:

(I) Evaluation Assignment Changes: Evaluator assignments may change as the organization changes upon the written mutual agreement of the Shrewsbury Education Association and the Shrewsbury School Committee.

On page 7:

(S) Multiple Measures of Student Learning: Measures must include a combination of classroom, school and district assessments, student growth percentiles on state assessments, if state assessments are available, and student WIDA scores. This definition may be revised as required by regulations or agreement of the parties upon issuance of ESE guidance.

On page 8:

(Y) Rating of Educator Impact on Student Learning: A rating of high, moderate or low based on trends and patterns on state assessments and district determined measures. The parties will negotiate the process for using state and district determined measures to arrive at an Educator's rating of impact on student learning, growth and achievement, using guidance and model contract language from ESE

On page 9:

(CC)*Student Learning Indicator: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement. For teachers who are responsible for direct instruction, these measures must include student progress on common assessments and, where available, statewide student growth measures.

(GG) *Trends in student learning: At least two years of data from the district-determined measures and state assessments used in determining the Educator's rating on impact on student learning as high, moderate or low.

On page 9-10:

3) Evidence Used In Evaluation

The following categories of evidence shall be used in evaluating each Educator:

- A) Multiple measures of student learning, growth, and achievement, which shall include:
- i) Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
 - ii) At least two district-determined measures of student learning related to the Massachusetts Curriculum Frameworks or the Massachusetts Vocational Technical Education Frameworks or other relevant frameworks that are comparable across grades and/or subjects district-wide. These measures may include: portfolios, approved commercial assessments and district-developed pre and post-unit and course assessments, and capstone projects. One such measure shall be the MCAS Student Growth Percentile (SGP) or Massachusetts English Proficiency Assessment gain scores, if applicable, in which case at least two years of data is required
 - iii) Measures of student progress and/or achievement toward student learning goals set between the Educator and Evaluator for the school year or some other period of time established in the Educator Plan.
 - iv) For Educators whose primary role is not as a classroom teacher, the appropriate measures of the Educator's contribution to student learning, growth, and achievement set by the district. The measures set by the district should be based on the Educator's role and responsibility

Replace entire passage above with the following, based on 35.07 Evidence Used in Evaluation:

- (1) The following categories of evidence shall be used in evaluating each educator:
- a. For educators responsible for direct instruction, multiple measures of student learning, growth, and achievement, which shall include:
 - i. Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
 - ii. Measures of student progress on learning goals set between the educator and evaluator for the school year;
 - iii. Statewide growth measure(s) where available, including the MCAS Student Growth Percentile and ACCESS the Massachusetts English proficiency assessment the state

assessment for English Language Learners mandated by the Department of Elementary and Secondary Education

iv. Common assessments of student learning, growth, and achievement

- b. For educators whose primary role is not as a classroom teacher, the appropriate measures of the educator's contribution to student learning, growth, and achievement set by the district

On page 11:

- c. ~~Evidence relevant to one or more Performance Standards, including but not limited to "Additional evidence relevant to one or more Performance Standards, including, but not limited to:"~~

i. Evidence compiled and presented by the Educator, including:

1. Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the and/or Educator plans, contributions to the school community and professional culture;
2. Evidence of active outreach to and ongoing engagement with families;

ii. ~~Student feedback tool (with respect to teachers and support personnel) collected by the district (note proposed MOA on student feedback language on page 30). Language could specifically be inserted here. (add the language from pages 1 & 2 here.)~~ Insert language from page 2 of this memorandum here.

iii. Evidence of progress towards professional practice goal(s);

iv. Evidence of progress toward student learning outcomes goal(s).

~~iv) — Student and Staff Feedback — see # 23-24, below;~~

- v) Any other relevant evidence from any source that the Evaluator shares with the Educator. Other relevant evidence could include information provided by other administrators such as the superintendent.

On page 20:

~~d. — For an educator whose overall performance rating is exemplary or proficient and whose impact on student learning is low, the evaluator's supervisor shall discuss and review the rating with the evaluator and the supervisor shall confirm or revise the educator's rating. In cases where~~

the superintendent serves as the primary evaluator, the superintendent's decision on the rating shall not be subject to review.

On page 22:

b. _____ A One year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary, and after 2015-2016 whose impact on student learning is low. In this case, the Evaluator and Educator shall analyze the discrepancy between the summative evaluation rating and the rating for impact on student learning to seek to determine the cause(s) of the discrepancy.

Professional Status Educator's Previous Rating	Professional Status Educator's New Rating	Professional Status Educator's New Plan	Length of Plan
Proficient or better	Proficient or better	Self-directed Growth Plan	One or two school years, depending on student impact rating
Proficient or better	Needs Improvement	Directed Growth Plan	One school year
Proficient or better	Unsatisfactory	Improvement Plan	One school year
Needs Improvement	Proficient	Self-directed Growth Plan	One or two school years, depending on student impact rating
Needs Improvement	Unsatisfactory (rating given at formative evaluation)	Improvement Plan	Minimum of remainder of same school year; maximum of one school year
Needs Improvement	Unsatisfactory (rating given at summative evaluation)	Improvement Plan	Minimum of 12 school weeks; Maximum of one school year
Unsatisfactory	Proficient	Self-directed Growth Plan	One or two school years, depending on student impact rating
Unsatisfactory	Substantial progress toward proficiency at formative or summative	Directed Growth Plan	Minimum of 12 school weeks; maximum of one school year

Unsatisfactory	Not making substantial progress toward proficiency, or remaining unsatisfactory	Recommendation to the superintendent for dismissal	n/a
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On page 28:

Activity:	Completed By:
Educators will be notified of their primary evaluator	Within 15 school days of the start of the school year
Self Assessment, Goals, and Educator Plan entered into Baseline Edge and submitted to supervisor	October 22 nd (if falls on weekend, defaults to Monday)
Self Assessment, Goals, and Educator Plan approved by supervisor	November 6 (if falls on weekend, defaults to Monday)
Formal Classroom Observations (First Year Teachers without Professional Status) Minimum of 2 observations by January 15; and additional observations, including post conferences by April 1 <i>When required or requested, face-to-face dialogue will take place within 5 school days prior to the observation. The post conference will take place within five school days following the observation. The observation form will be completed and provided to the educator within 5 school days after the post conference. Educators will sign off within 7 school days of receipt.</i>	January 15 (if falls on weekend, defaults to Monday) April 1 (if falls on weekend, defaults to Monday)
Formal Classroom Observations (Year two and three teachers without professional status) Minimum of 2 observations by January 15, and additional observations by April 1. <i>When required or requested, face-to-face dialogue will take place within 5 school days prior to the observation. The post conference will take place within five school days following the observation. The observation form will be completed and provided to the educator within 5 school days after the post conference. Educators will sign off within 7 school days of receipt.</i>	January 15 (if falls on weekend, defaults to Monday) April 1 (if falls on weekend, defaults to Monday)
Formal Classroom Observations (Teachers with Professional Status) Minimum of 2 observations by March 15 of each year; any remaining optional observations by April 30, including post conferences (if applicable) <i>When required or requested, face-to-face dialogue will take place within 5 school days prior to the observation. The post conference will take place within five school days following the observation. The observation form will be completed and provided to the educator within 5 school days after the post conference. Educators will sign off within 7 school days of receipt.</i>	March 15 (if falls on weekend, defaults to Monday) April 30 (if falls on weekend, defaults to Monday)
Rolling Evidence Submission: Evidence submission will occur on a "rolling" basis throughout the year with reminders to educators provided on January 30 and April 30.	Reminder Dates: January 30 (if falls on weekend, defaults to Monday)

Professional Status Educators on Self Directed Two Year Plans do not need to submit evidence in year 2 for a standard/indicator for which they submitted evidence in year 1, unless its their preference to do so.	April 30 (if falls on weekend, defaults to Monday)
Formative Assessment (Teachers without Professional Status) Formative Assessment (Teachers with Professional Status on a 1 year self-directed growth plan) <i>Educators will sign off within 7 school days of receipt.</i>	February 15 (if falls on weekend or school vacation week, defaults to Monday)
Summative Assessment (Teachers without Professional Status) The final evaluation including conference and written report is due by April 30. <i>Educators will sign off within 7 school days of receipt.</i>	April 30 (if falls on weekend, defaults to Monday)
Formative Assessment (Teachers with Professional Status Year 1 of 2 year plan) The formative evaluation including conference and written report is due by June 1. <i>Educators will sign off within 7 school days of receipt.</i>	June 1
Summative Assessment (Teachers with Professional Status Year 2 of 2 year plan or on a one year plan) The final evaluation including conference and written report is due by June 1. <i>Educators will sign off within 7 school days of receipt.</i> <i>Please note that all information must be completed in Baseline Edge and signed off by all parties according to the timeline above, but in no circumstance or exception beyond the last day of the school year, due to reporting requirements by DESE.</i>	June 1

On page 30:

Rating Impact on Student Learning Growth

~~ESE will provide model contract language and guidance on rating educator impact on student learning growth based on state and district determined measures of student learning. Upon receiving this model contract language and guidance, the parties agree to bargain with respect to this matter.~~

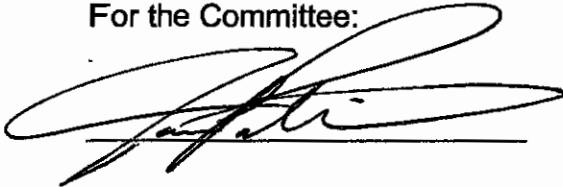
On page 31-32:

Pilot DDM's:

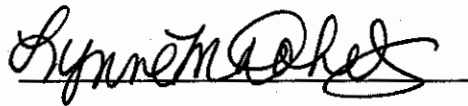
~~In the spirit of collaboration, and in recognition of the limited time line, and per guidance and the directive from the Department of Elementary and Secondary Education for the district to submit and pilot District Determined Measures in required area, the parties agree to the District Determined Measures submitted for pilot. These District Determined Measures shall stay in place until the conclusion of the 2014-2015 school year. This shall not be interpreted as a wavier of the Shrewsbury Education Association's intent to bargain this item in the contract. This pilot program will not generate data relative to trends, nor will the student scores be used for data collection or influence educator ratings unless mandated by the Department of Elementary and Secondary Education. Both~~

parties agree to collaboratively consult on content and implementation of District Determined Measures to be in place for the 2015-2016 school year, working within state law and regulations, and evolving Department of Elementary and Secondary Education guidance. The creation and implementation of District Determined Measures may be subject to collective bargaining to the extent provided by state law and regulations.

For the Committee:

A stylized, handwritten signature in dark ink, appearing to be a cursive representation of a name, positioned below the text 'For the Committee:'.

For the Association:

A handwritten signature in dark ink, appearing to be 'Lynne M. [unclear]', positioned below the text 'For the Association:'.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **12/19/18**

BACKGROUND INFORMATION:

The minutes are enclosed.

ACTION RECOMMENDED:

That the Committee vote to approve the minutes from the School Committee Meeting on November 28, 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, November 28, 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. Amy B. Clouter, Assistant Superintendent for Curriculum & Instruction; and Dr. Joseph Sawyer, Superintendent of Schools.

Not present: Ms. Barb Malone, Director of Human Resources.

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

None.

II. Chairperson's Report & Members' Reports

None.

III. Superintendent's Report

Dr. Sawyer noted the recent release of the Fall 2018 Shrewsbury School Journal which featured tweets from Shrewsbury Public Schools (SPS) staff bearing the #ShrewsburyLearns hashtag, and noted that Brian L'Heureux, Director of Information Technology recently made the SPS twitter feed viewable on the home page of the district's website. Dr. Sawyer also noted the release of the SPS 2017 Annual Report, which highlights successful SPS alumni, students, and staff, in concert with providing a statistical overview of the district. He thanked Karen Isaacson, Director of Extended Learning, and Beth McCollum, Executive Assistant to the Superintendent, for managing the project.

IV. Time Scheduled Appointments:

A. Science Curriculum Update: Student Presentation & Report

Ms. Clouter and the following staff and students were presenters or in attendance at the meeting:

Elementary Instructional Coach / Curriculum Coordinators-

Mrs. Rebecca Dumphy, Parker Road Preschool and Beal Early Childhood Center

Ms. Erin Kendrick, Calvin Coolidge School
Mrs. Kathleen Camerato Barnes, Floral Street School
Mrs. Shelley Hoey, Floral Street School
Mrs. Lisa Papazian, Walter J. Paton School
Mrs. Donna Rice, Spring Street School

Students-

Grade 2 students from Kara Frankian's class at Floral Street School:

Shraddha Gujjari

Johnny Poppalardo

Grade 1 students from Camille Viscomi's class at Walter J Paton School:

Bryce Babigian

Colin Avis

Grade 4 students from Laura Spangenberg's class at Floral Street School:

Sidharth Sivaramakrishnan

Blake Rice

Ms. Clouter introduced the group. Ms. Kendrick provided an overview of new science practices and invited the Committee to participate in an exercise that illustrated using these practices to refine models, construct explanations, and and communicate information. The students presented information on how modeling was used in their classrooms to illustrate the relationships between the sun and earth/day and night, landslide prevention, and erosion/deposition. Ms. Clouter discussed next steps, and the student presenters were invited up to receive certificates and be recognized by the Committee.

The Committee commented on the use of scientific language, interactive learning, and problem solving by students, and asked clarifying questions about what was learned during the process by pilot teachers.

B. Portrait of a Shrewsbury Graduate: Advancing Our Vision

The report was given by Ms. Clouter; Mrs. Lisa Daly, Curriculum Coordinator, English Language Arts Grades 5-8; Mr. Rob Dunn, Curriculum Coordinator, Social Sciences, Grades 5-8; Mrs. Heather Gablaski, Assistant Principal, Sherwood Middle School; Mrs. Melissa McCann, Curriculum Coordinator, Mathematics, Grades 5-8; and Mrs. Shawna Powers, Director of Instructional Technology and Media Services. Ms. Pamela Poitras, Curriculum Specialist, was acknowledged but not in attendance.

Dr. Sawyer described EdLeader21 as the originator of the portrait of a graduate approach that many districts, including SPS, have adopted nationwide. He added that several instructional leaders from SPS attended the recent annual EdLeader21 conference to both present a workshop and learn from other innovative districts around the country. In their report, the presenters described shifts in educational practice, defined the "Tuning Protocol" tool, gave a project

example, shared information from the conference (noting the “4 C’s” of critical thinking, creativity, communication, and collaboration and authentic learning experiences), and discussed using learning networks to grow.

Committee members noted the creativeness of this approach to learning, and asked clarifying questions about how the “Tuning Protocol” fits into the structure of the workday, and about student retention as compared to when a “learning facts” approach is utilized.

V. Curriculum

None.

VI. Policy

A. Comprehensive School Health Grant Assurances: Vote

Ms. Meg Belsito, Assistant Superintendent for Student Services, and Ms. Noelle Freeman, Director of School Nursing, provided information on an opportunity to apply for a Comprehensive School Health Grant through the Massachusetts Department of Public Health which could provide up to \$100,000 per year for a ten year period. Ms. Freeman noted that the priority population identified would be comprised of students experiencing mental and behavioral health concerns, and Ms. Belsito advised that the focus of the grant proposal would be to create a Bridge for Resilient Youth in Transition (BRYT) program for middle school students, similar to the Transitions program currently at Shrewsbury High School (SHS). They went on to provide detailed information on how they envisioned the program might look, and noted requirements of the grant as they related to the job description of the Director of Student Nursing and any potential impacts on staffing. The Committee asked clarifying questions about reporting, staffing, and program structure and time limits, and Dr. Magee and Dr. Sawyer both expressed support around agreeing to the assurances needed and applying for the grant.

On a motion by Mr. Wensky, seconded by Dr. Magee, the Committee voted unanimously to authorize the current and future School Committee Chairs to sign off on the required assurances for the Massachusetts Department of Public Health’s Comprehensive School Health Grant.

B. School Choice: Update, Public Hearing, & Vote

Dr. Sawyer noted that utilization of the School Choice program was sensitive to space. Mr. Collins provided background information, a current status of School Choice students, and revenue information, and made a recommendation that no new School Choice students be enrolled for the 2019-2020 school year. The School Committee is required to hold an annual School Choice Hearing and vote on whether or not they wish to accept any School Choice students from other communities for the upcoming school year, and Mr. Palitsch opened the hearing at 8:20 pm. There were no comments from the Committee and Mr. Palitsch noted that there was no one in attendance at the meeting. Mr. Palitsch closed the hearing at 8:20 pm.

On a motion by Ms. Canzano, seconded by Dr. Magee, the Committee voted unanimously to not participate in interdistrict school choice for the 20192020 school year.

VII. Finance & Operations

A. Enrollment Projections: Report

In his annual report, Mr. Collins described the two methodologies utilized in the projections (one from the New England School Development Council and one from the Shrewsbury Town Manager's Office), provided historical information and detailed short- and long-term projections utilizing both methods, and provided summary highlights based on the projection data for 2019-2020 (SHS will likely have all-time high enrollment; there will not likely be a need for additional K- Grade 8 classroom teaching staff). In response to questions from the Committee, Mr. Collins provided additional information on the rationale around using two projection methodologies, and noted how the Massachusetts School Building Authority (MSBA) projection model (used for the Beal Building Project) differs from both in that it emphasizes building projects in the pipeline and student migration factors when communities build a new school, resulting in a projection for more K-4 students in future years than the other two methodologies.

VIII. Old Business

None.

IX. New Business

None.

X. Approval of Minutes

Without objections from the Committee, the minutes from the School Committee meeting held on November 14, 2018, were accepted as distributed.

XI. Executive Session

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, and return to Open Session only for the purpose of adjourning for the evening. On a motion by Mr. Wensky, 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 8:44 pm.

XII. Adjournment

On a motion by Dr. Magee, seconded by Mr. Wensky, the committee unanimously agreed to adjourn the meeting at 9:04 pm. Roll call votes were as follows: Dr. Magee, yes; Ms. Canzano, yes; Mr. Wensky, yes; Ms. Fryc, yes; and Mr. Palitsch, yes.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. Science Curriculum Update Report
2. Science Curriculum Update Slide Presentation
3. Portrait of a Graduate Report
4. Portrait of a Graduate Slide Presentation
5. School Health Grant Memo
6. School Health Grant Assurances
7. School Choice Update Memo
8. Enrollment Projections Report
9. Enrollment Projections Slide Presentation
10. Town Manager's Enrollment Projection
11. NESDEC Enrollment Projection
12. Set(s) of minutes as referenced above



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **12/19/18**

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:

Dr. Joseph M. Sawyer, Superintendent of Schools

Ms. Barbara A. Malone, Director of Human Resources

ITEM NO: **XII. Adjournment**