



**School Committee
Meeting Book**

**February 15, 2023
7:00 pm**

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

AGENDA

**February 15, 2023 7:00pm
Town Hall—Selectmen's Meeting Room
100 Maple Avenue**

Items

Suggested time allotments

I.	Public Participation	
II.	Chairperson's Report & Members' Reports	
III.	Superintendent's Report	
IV.	Time Scheduled Appointments:	
V.	Curriculum	
A.	Class of 2022 Seal of Biliteracy: Report	7:00 – 7:10
VI.	Policy	
A.	School District Calendar for 2023-2024 School Year: Discussion	7:10 – 7:35
VII.	Finance & Operations	
A.	Fiscal Year 2024 Superintendent's Budget Recommendation	7:35 – 8:00
VIII.	Old Business	
IX.	New Business	
X.	Approval of Minutes	8:00 – 8:45
XI.	Executive Session	8:45 – 8:50
A.	For the purpose of addressing G.L. c. 30A, § 21(a)(7) "[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements" ("Purpose 7"), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes.	8:50 – 9:15
B.	For the purpose of reviewing and acting on student residency issues.	
C.	For the purpose of addressing G.L. c. 30A, § 21(a)(3) "to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares" ("Purpose 3")	



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

- the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association

- D. For the purpose of addressing G.L. c. 30A, § 21(a)(2) “to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel” – non-union administrators. (“Purpose 2”)

XII. Adjournment

9:15

Next regular meeting: March 1, 2023



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: **02/15/23**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear thoughts and ideas from the public regarding the operations and the programs of the school system?

BACKGROUND INFORMATION:

Copies of the policy and procedure for Public Participation are available to the public at each School Committee meeting.

ITEM NO: II. Chairperson's Report/Members' Reports

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from the Chairperson of the School Committee and other members of the School Committee who may wish to comment on school affairs?

BACKGROUND INFORMATION:

This agenda item provides an opportunity for the Chairperson and members of the Shrewsbury School Committee to comment on school affairs that are of interest to the community.

STAFF AVAILABLE FOR PRESENTATION:

School Committee Members
Ms. Lynsey Heffernan, Chairperson
Mr. Jason Palitsch, Vice Chairperson
Mr. Jon Wensky, Secretary
Ms. Erin Boucher, Committee Member
Ms Sandra Fryc, 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: **02/15/23**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **02/15/23**

A. Class of 2022 Seal of Biliteracy: Report

BACKGROUND INFORMATION:

The first cohort of students from Shrewsbury Public Schools participated in the Seal of Biliteracy Program in the second half of the 2021-22 academic year. Mr. Almeida will present information at the meeting regarding how many students in the Class of 2022 attained this honor for various languages. A detailed report is enclosed.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Mr. Kenneth Almeida, Director of World Languages

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

Proficiency in Languages Other Than English:

How Did the Shrewsbury High School Class of 2022 Perform in the Seal of Biliteracy?

Presented to the School Committee on January 25, 2023

By Kenneth A. Almeida

Director of World Languages Shrewsbury Public Schools

Summary:

The first cohort of students from Shrewsbury Public Schools participated in the Seal of Biliteracy Program in the second half of the 2021-22 academic year. The results were reported to the Massachusetts Department of Elementary and Secondary Education (DESE) via the year-end Student Information Management System (SIMS) report. It is important to note that the data on this report is slightly different than on the SIMS report for two reasons. The SIMS data reported to DESE did not include students that qualified via results on Advanced Placement (AP) exams, as that data was received after the SIMS reporting deadline. As a result, 15 additional students have earned the Seal based on their AP scores. AP results also changed original reporting for students who scored Intermediate High on the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) test but earned a 5 (*Advanced*) on the AP exam. This resulted in three students receiving the Seal with Distinction who were originally reported as earning the Seal. An inquiry was made to DESE regarding amending the originally reported results but DESE does not allow for this. The World Language DESE representative advised that districts award the Seal to those students whose results are received after the submission of the SIMS report. In addition, students were awarded a Seal per language for which they met the qualifying score. DESE only allows one Seal per student reported on SIMS data, regardless of the number of languages other than English in which the student has received a rating of *Intermediate High* or above. After consultation with other district leaders from the Eastern

Massachusetts Foreign Language Association, students were awarded a Seal per language in which they scored the appropriate ACTFL proficiency targets.

The Shrewsbury High School (SHS) Class of 2022 garnered a total of 47 Seal of Biliteracy awards. There were 137 applicants to the program, some of whom participated in more than one language. One-hundred and five (105) participants were World Language students enrolled in an SHS course and 32 were students who identified their home language as one other than English. Thirteen (13) languages were assessed. The largest group in World Languages was Spanish and in LOTE (Languages Other Than English) was Portuguese, with 50 and 11 students participating respectively. Consequently, those two languages were awarded the highest number of Seals in their categories - 17 World Language students earned the Seal in Spanish and six LOTE students were awarded the Seal in Portuguese. In total, 31 World Language students earned the Seal accounting for 61.9% of all recipients, seven of whom earned the Seal with Distinction. Sixteen (16) LOTE students earned the Seal accounting for 38% of the total recipients, four of whom earned the Seal with Distinction.

The LOTEs that earned the Seal with Distinction were Chinese (one student), Spanish (one student) and Tamil (two students). The World Languages making the Seal with Distinction were French (four students), Spanish (two students), and Chinese (one student). Preliminary AAPPL testing results in World Language students for the class of 2023 indicate a higher number of participants earning the Seal of Biliteracy through AAPPL testing, pending Massachusetts Comprehensive Assessment System (MCAS) data verification. Twenty-three (23) World Language students from the SHS Class of 2023 are estimated to earn the Seal of Biliteracy based on AAPPL test results, eight more than those receiving the Seal on the same assessment from the class of 2022, representing a 53% increase. In addition, five students from the current

senior class have scored *Advanced* on the AAPPL test, qualifying them for the Seal with Distinction. It is worthwhile to note that these students from the class of 2023 were tested as juniors. Additional time and Professional Development for staff will be needed to adjust practices and curriculum in the SPS World Language Program to achieve higher levels of proficiency overall.

Overview of the Massachusetts Seal of Biliteracy Program

The Seal of Biliteracy Program in Massachusetts is one of the building blocks for the 2021 Massachusetts Curriculum Framework for World Languages. The Framework states that “All Massachusetts students should acquire a high level of linguistic and cultural proficiency in at least one world language. Proficiency in one or more world languages will empower students to use languages other than English to tell their own stories, understand the stories of others, and engage with their communities” (6). The assessments available in World Languages assist in ensuring that districts’ programs are highly effective according to the Guiding Principles of “including and benefiting all students; producing high levels of linguistic and cultural competency; and measuring linguistic proficiency” which are found in the Framework (11).

The Seal of Biliteracy is a key element of the Look Act, which Governor Baker enacted on November 22, 2017 (Massachusetts Department of Elementary and Secondary Education, 2020). Its implementation in the Commonwealth aims to:

- encourage students to study and master languages;
- certify attainment of biliteracy skills;
- recognize the value of language diversity;

- provide employers with a method of identifying people with language and biliteracy skills;
- provide universities with a method to recognize and give credit to applicants for the attainment of high-level skills in languages;
- prepare students with skills that will benefit them in the labor market and the global society; and
- strengthen intergroup communication and honor the multiple cultures and languages in a community.

For students to earn the Seal, they must meet all graduation requirements, demonstrate high levels of proficiency in English, and demonstrate high levels of proficiency in a language other than English. Students may indicate a status of “language-confirmed candidates” for the Seal of Biliteracy if they have met the English and the LOTE requirements, pending the completion of all graduation requirements. Students do not need to wait until their senior year to test in the LOTE. The English proficiency levels are determined by the grade 10 English Language Arts (ELA) MCAS scores. The minimum qualifying score for the Seal of Biliteracy is 472 (MCAS NextGen); for the Seal with Distinction, the minimum score is 507 (MCAS NextGen). Students that score between 455-471 on the MCAS may still qualify if they fulfill the requirements of an Educational Proficiency Plan and attain a minimum score (472) on an MCAS retake, or for English Language Learners (ELLs), take the Assessing Comprehension and Communication in English State to State (WIDA-ACCESS) exam and score 4.2 (overall) and 3.9 (composite literacy).

In addition to the high level of Proficiency in English, students must meet high standards in a LOTE. Students must attain the minimum level of *Intermediate-High* (or equivalent) on all relevant skills in the LOTE on an approved test or portfolio to earn the Seal of Biliteracy. To earn the Seal with Distinction, students must score *Advanced-Low* (or equivalent) on all relevant skills in the LOTE on an approved test or portfolio. The relevant skills may vary according to whether the language is spoken or not, has a written representation, and/or is an ancient/classical language.

This initiative is of equal importance to our heritage learners and speakers of languages other than English, as some state universities and community colleges are offering college credit for students who earn the Seal, as is done with Advanced Placement scores. In this way, English Language Learners can be awarded credit for their native language skills rather than being required to learn a language in addition to English. The Massachusetts Seal of Biliteracy creates more equitable schools by “recognizing all students’ linguistic assets regardless of the language that students speak/sign” (Massachusetts Department of Elementary and Secondary Education, 2020).

Program Enrollment and Logistics

The two subsets of participants (World Language and LOTE homes) were enrolled in the program in a distinct manner. All World Language students enrolled in Intermediate Four, Five, and AP Modern Language courses, as well as those students in Latin Four and Five, were automatically entered into the program by the Director. Chinese, French, and Spanish students were given the AAPPL test. Latin students were administered the ACTFL Latin Interpretive Reading Assessment (ALIRA) test. Level Five and AP World Language courses took the tests in

February 2022. AP students took their corresponding AP exam in May. Level 4 students took the respective assessment in May/June as part of their final examination in their courses. Only the Interpretive Reading test counted towards their final examination. The decision to include the Interpretive Reading test as the final examination was because all languages have this component as testing for the Seal. Furthermore, the results for level five students indicated that SPS students scored higher in this skill. Having data from a standardized ACTFL-based test will assist in targeting underperforming segments and curriculum design.

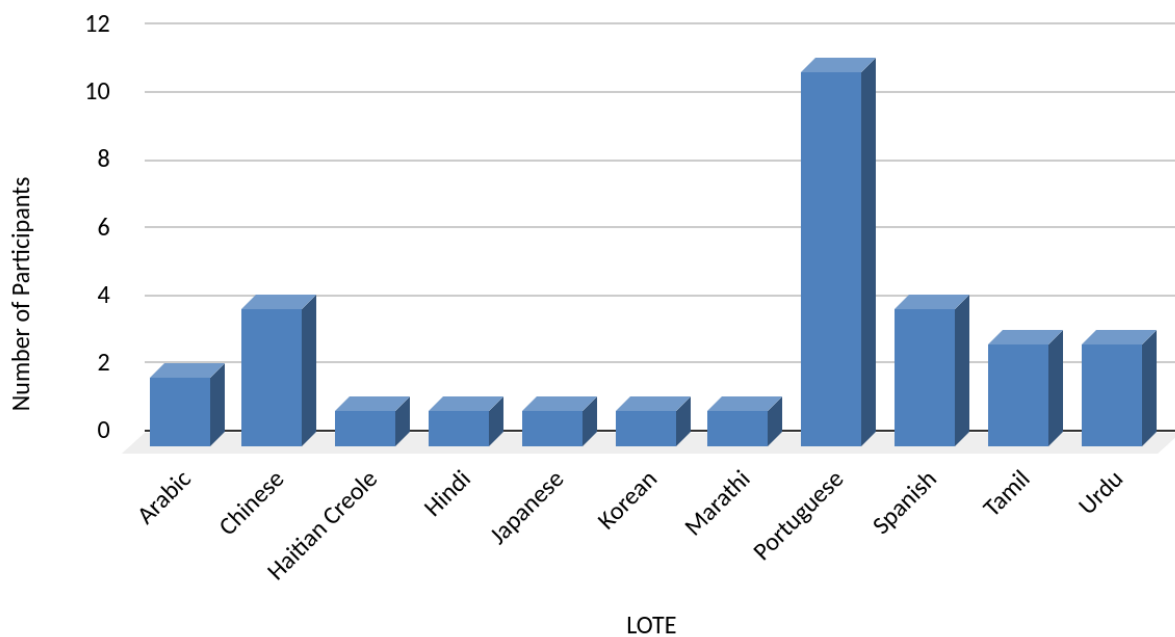
Students from LOTE homes were enrolled in the Seal of Biliteracy Program with the assistance of the English and ELE departments. Senior English/ELE teachers gave their students a language survey and an invitation to participate in the SEAL of Biliteracy Program. Once that data was collected, the director of World Languages had to find the DESE-approved proficiency assessments for those languages. The majority of the languages were available in the AAPPL testing program. However, four of the languages needed to be assessed through other exams. Those exams were the ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) for Haitian Creole and Urdu, the Avant World Speak for Marathi, and the Aja Exam in Tamil. Students were excused during the academic day to take those exams. The Aja Tamil exam is only administered during the evening so the three participants were notified in advance.

Test Data:

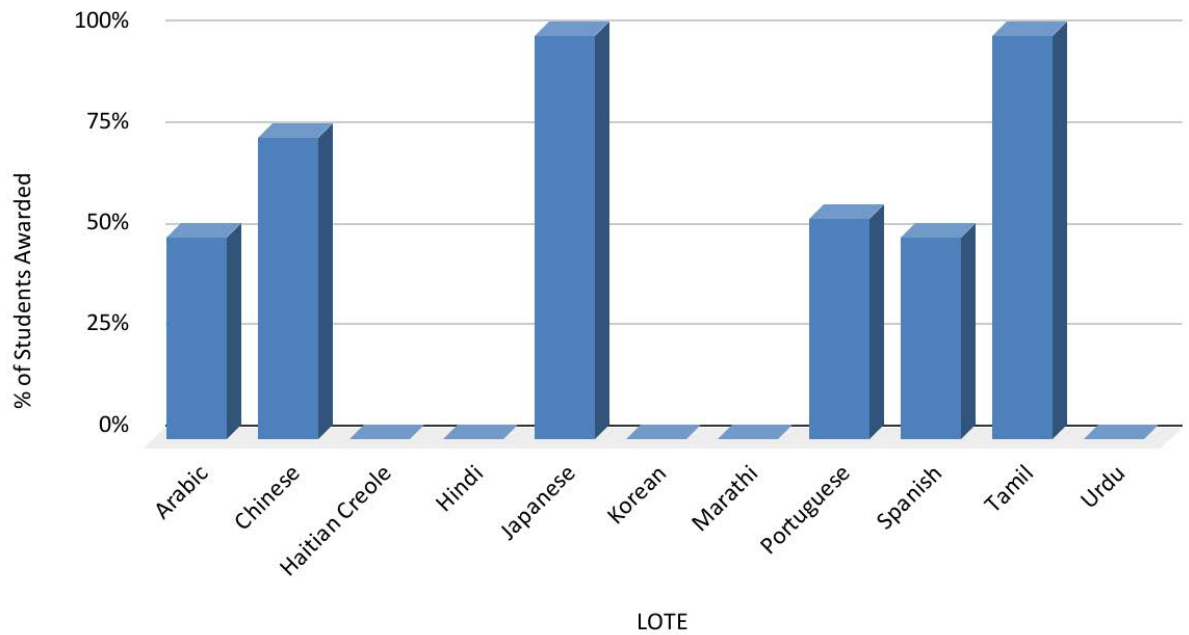
In order to understand the results and compare them with national averages, a distinction must be made between the two student subsets. As mentioned above, the cohort of participants was grouped by student type: World Language and students from LOTE homes. An analysis of the two subsets was conducted and its findings are detailed below.

For students from LOTE homes, 50% of the participants received the Seal of Biliteracy. Of those students, four received the Seal of Biliteracy with Distinction. This means that those students are at an advanced proficiency level in English and a LOTE. The LOTE earning the most Seals measured as the percentage of participants was Tamil with all of the participants awarded. Tamil was also the LOTE with the most students earning the Seal with Distinction. However, in terms of the Seal recipients by language, speakers of Portuguese were awarded the majority of the Seals of Biliteracy accounting for nearly 38% of the subset. It is important to note that 55% of students whose LOTE is Portuguese earned the Seal and this was the largest LOTE tested in the subset.

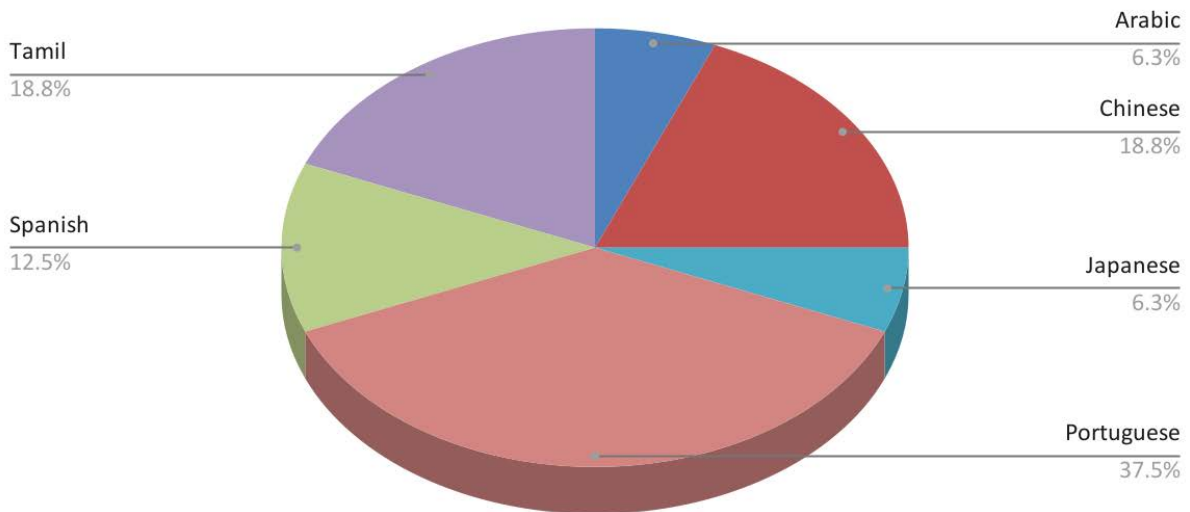
Number of Participants by LOTE



% of Students Awarded in Language (LOTE Students)



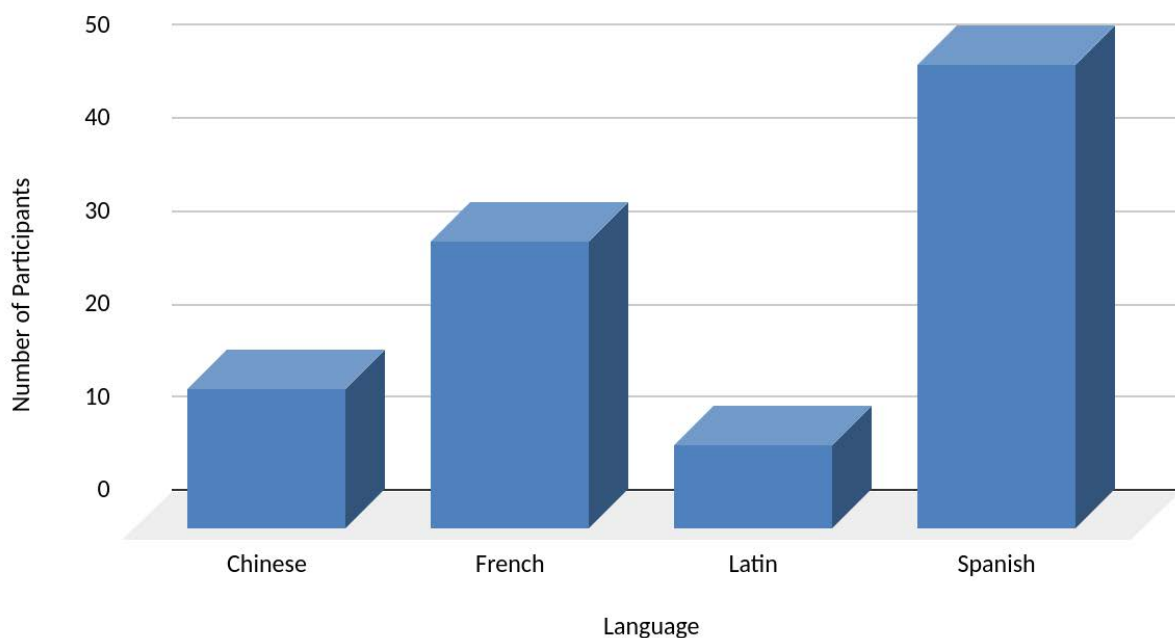
% of Total Recipients by Language (LOTE Students)



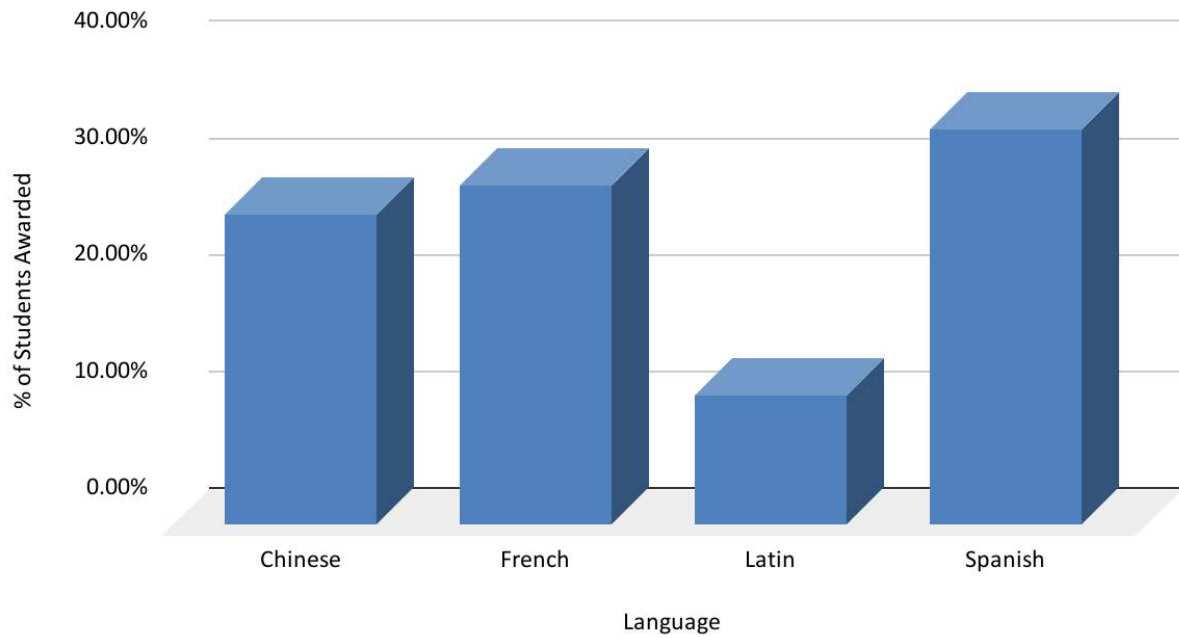
In the World Language subset, nearly 30% of participants (31 students) earned the Seal of Biliteracy. Of those students who earned the Seal, seven earned the Seal with Distinction.

However, had DESE fully waived the MCAS requirement, an additional student would have earned the Seal with Distinction. Nearly 55% of the total World Language Seal recipients were enrolled in an SHS Spanish class. In addition, the highest percentage of Seal recipients by language was also Spanish with 34% of all Spanish participants earning the Seal. French language students earned the highest number of Seals with Distinction (seven). The majority of those who did not receive the Seal of Biliteracy in a Modern Language via AAPPL testing missed it in one or two modes. Of those that missed the Seal in one mode, nearly 89% of them scored I4 with I5 being the qualifying score. Seventeen (17) of the 27 students missed the qualifying score in speaking and ten in writing. SHS World Language staff have analyzed these results and were encouraged to focus on those opportunities for higher student outcomes by adjusting practices to target improved speaking and writing scores.

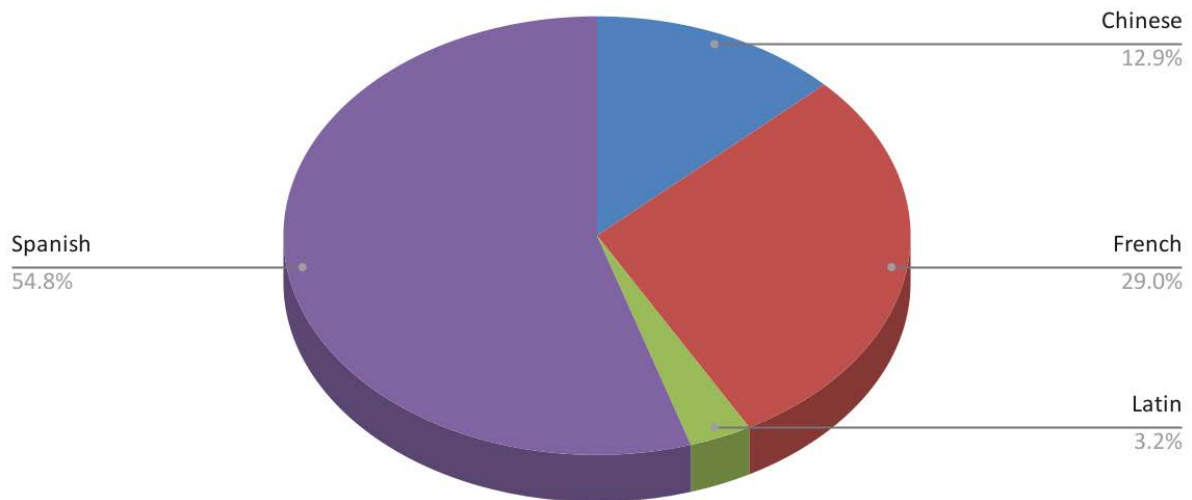
Number of Participants by Language



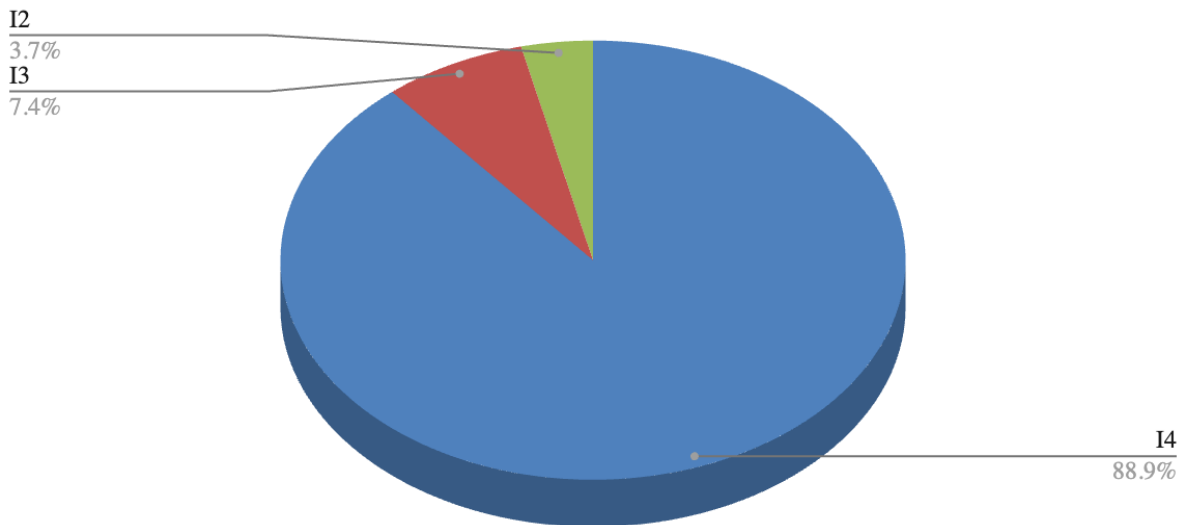
% of Students Awarded in Language (World Language Students)



% of Total Recipients By Language (World Language Students)



Actual Scores on Missing Mode Needed to Qualify

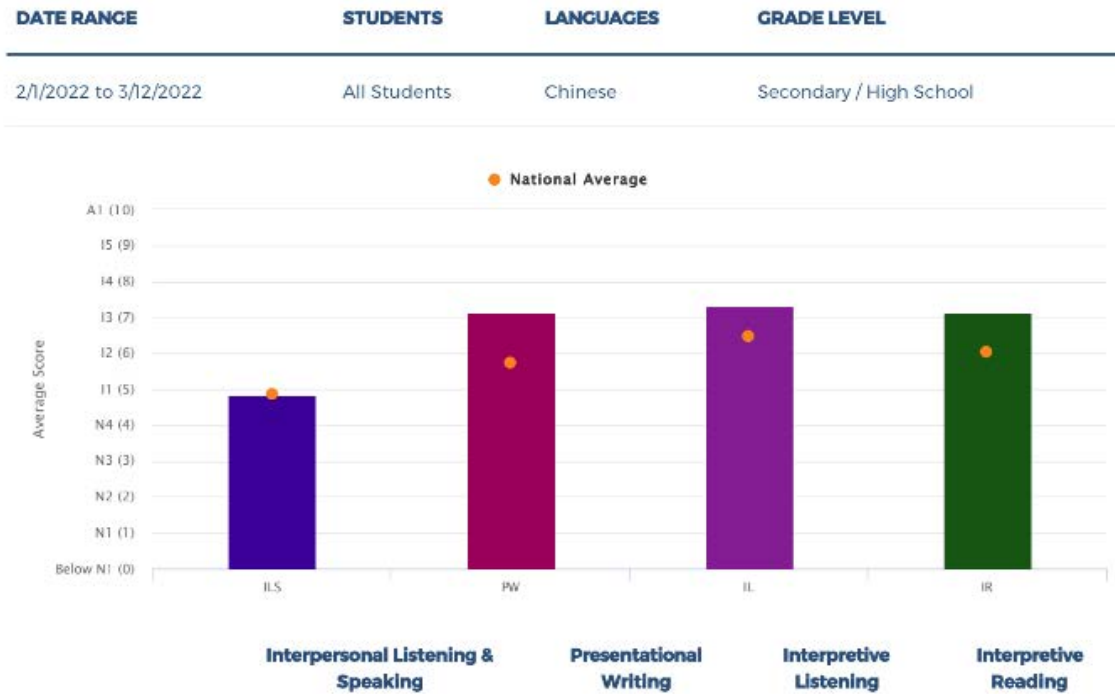


SPS World Language Students Compared Nationally:

The World Language subset of students participating in the Seal of Biliteracy in Chinese, French, and Spanish did well on the AAPPL test compared to all secondary school students nationally. This data analysis is not possible for the ALIRA test in Latin. Students in Chinese scored higher than the National Secondary School average in all modes except *Interpersonal*. Students in both French and Spanish scored higher than the National Secondary School average in all modes. It is important to note that the Quick Reference Guide for Languages with Diverse Written Representations (LDWR) from the Massachusetts World Language Curriculum Framework mentions that LDWR's such as Chinese, "require more time to learn than world languages that are more similar to English" (1). This likely explains the results of the Chinese AAPPL test. It is recommended that the Chinese language be introduced earlier in SPS in order to attain favorable results.

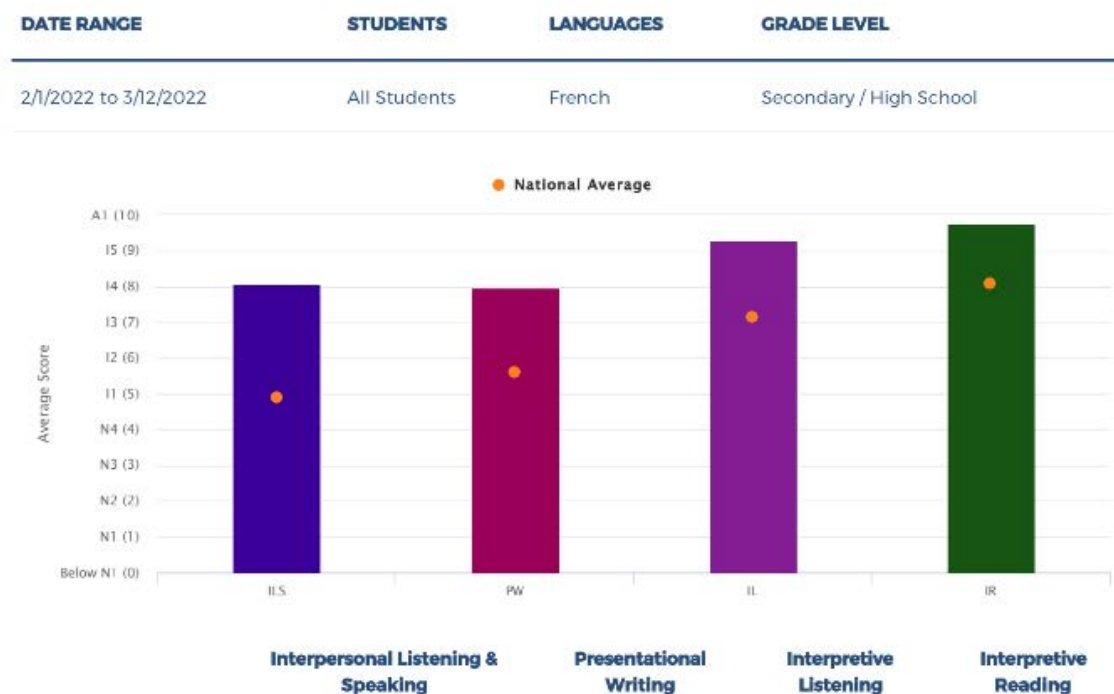
**Shrewsbury High School
AAPPL National Report
10/2/2022**

The following chart shows the average scores of Shrewsbury High School's Grade Level Secondary / High School students who took the Chinese AAPPL from 2/1/2022 to 3/12/2022 . The average score is presented for each mode of communication in relation to the national average for all students.



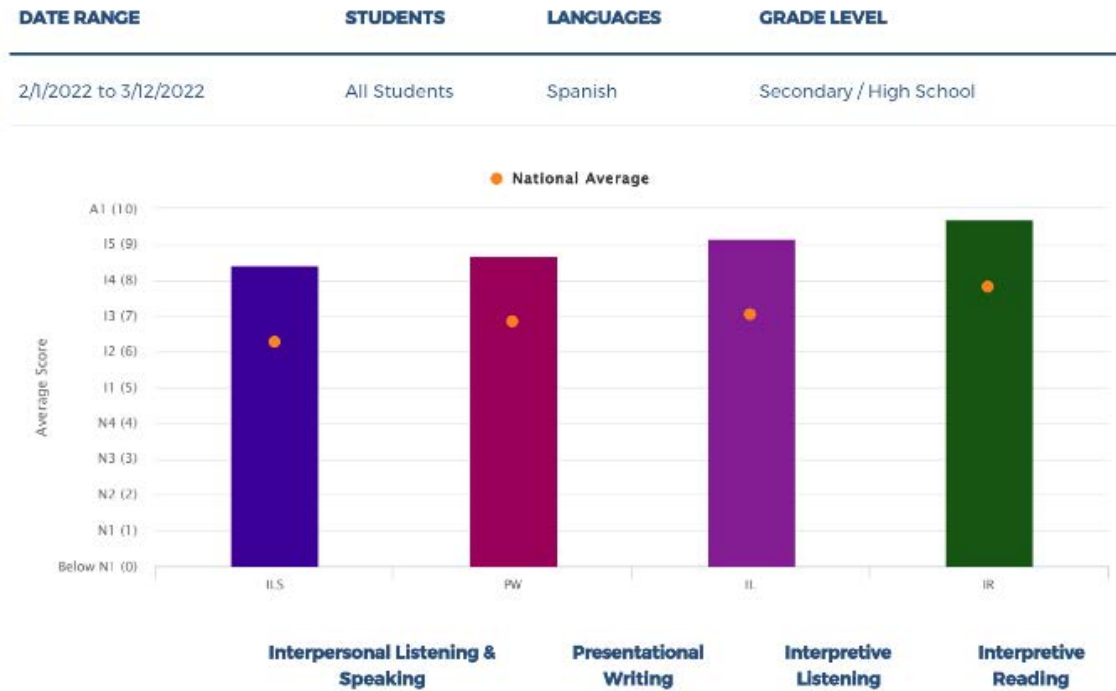
**Shrewsbury High School
AAPPL National Report
10/2/2022**

The following chart shows the average scores of Shrewsbury High School's Grade Level Secondary / High School students who took the French AAPPL from 2/1/2022 to 3/12/2022 . The average score is presented for each mode of communication in relation to the national average for all students.



**Shrewsbury High School
AAPPL National Report
10/2/2022**

The following chart shows the average scores of Shrewsbury High School's Grade Level Secondary / High School students who took the Spanish AAPPL from 2/1/2022 to 3/12/2022 . The average score is presented for each mode of communication in relation to the national average for all students.



Action Steps:

The data from the first cohort of SPS students participating in the Seal of Biliteracy is promising. It shows that SPS students, regardless of their first language or class enrollment (i.e. AP versus A Level), are able to show high levels of linguistic proficiency in English and a Second Language. Although World Language students earned the majority of the Seals (61.9% of the total), 50% of the LOTE participant subgroup earned the award versus 29.5% in World Language. The Seal of Biliteracy program directly relates to Critical Thinking & Content Mastery, Global Citizenship & Engagement, and Collaboration & Communication from SPS' *Portrait of A Graduate*. Additional funding to sustain SPS' participation in the Massachusetts

Seal of Biliteracy is crucial. It is recommended that the district allocate funds from its yearly budget in order to continue the Massachusetts World Language Curriculum Framework's mission of providing opportunities for linguistic proficiency in languages other than English. In addition, data obtained from the AAPPL test is necessary for the Professional Development of the World Language staff as well as curriculum.

Works Cited

Almeida, K. (2022). [Class of 2022 Unpublished]. Shrewsbury Public Schools.

Massachusetts Department of Elementary and Secondary Education. (2021). *2021 Massachusetts Curriculum Framework for World Languages*.

Massachusetts Department of Elementary and Secondary Education. (2021). *Supporting the World Languages Framework: Quick Reference Guide Languages with Diverse Written Representation*.

Massachusetts Department of Elementary and Secondary Education. (2020). *Seal of Biliteracy 101: An introduction to the Massachusetts Seal of Biliteracy* [Powerpoint Slides].

A Report of the Results of the Seal of Biliteracy for the Class of 2022

Kenneth A. Almeida
Director of World Languages



SHREWSBURY PUBLIC SCHOOLS PORTRAIT OF A GRADUATE



Numbers



137

47

34%



Proficiency in English

English Language Criteria:

- *MCAS- meeting or exceeding the proficient threshold on the ELA, grade 10 MCAS (score 472-500 Next Gen) (Including students having taken MCAS as a makeup in the 11 or 12 grade)
- ACCESS- ELL's must score 4.2 overall and 3.9 in composite literacy

*Students who earn a scaled score between 455 and 471 on ELA grade 10 Next Gen may satisfy the English language criteria if they fulfill the requirements of an Educational Proficiency Plan and attain a minimum score or level on a nationally recognized and readily available English proficiency assessment approved by DESE



Proficiency in a Language Other than English (LOTE)

ACTFL level Intermediate High Proficiency on approved assessment

AP Language and Culture or AP Literature and Culture minimum score of 4

ACTFL AAPPL Exam I-5 in all domains (Form B)

AP Latin minimum score of 4

ACTFL ALIRA Latin exam I-5



Seal with Distinction

ACTFL level Advanced-Low Proficiency on approved assessment

AP Language and Culture or AP Literature and Culture minimum score of 5

ACTFL AAPPL Exam A-1 in all domains (Form B)

AP Latin minimum score of 5

ACTFL ALIRA Latin exam A-1 in all domains

Portfolio-Based Alternative Evidence Method for Foreign Language

47 SHS 2022 Graduates...

“High functional and academic levels of proficiency in English and a foreign language... can function in those languages in authentic, real life situations”



Source:

Guidelines for Implementing the State Seal of Biliteracy Massachusetts Department of Elementary and Secondary Education, December, 2018, www.doe.mass.edu/ell/guidance/biliteracy.docx



Testing Groups



1. World Language Students (5/5H/AP)

- AAPPL (ACTFL Assessment towards Performance in Proficiency in Languages)
- ALIRA (ACTFL Latin Interpretive Reading Assessment)
- AP Language and Culture Exams

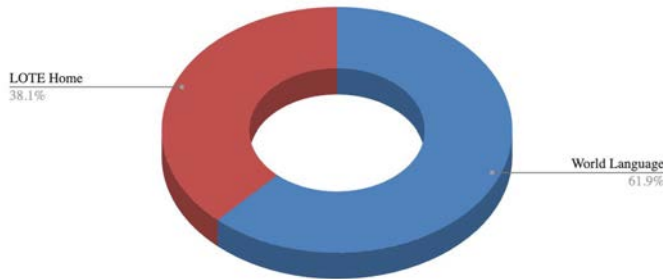
2. Students of LOTE Homes (Seniors)

- AAPPL (ACTFL Assessment towards Performance in Proficiency in Languages)
- OPI/WPT (ACTFL Oral Proficiency Interview and Writing Proficiency Test)
- AVANT World Speak
- AJA Exam in Tamil

Test Results

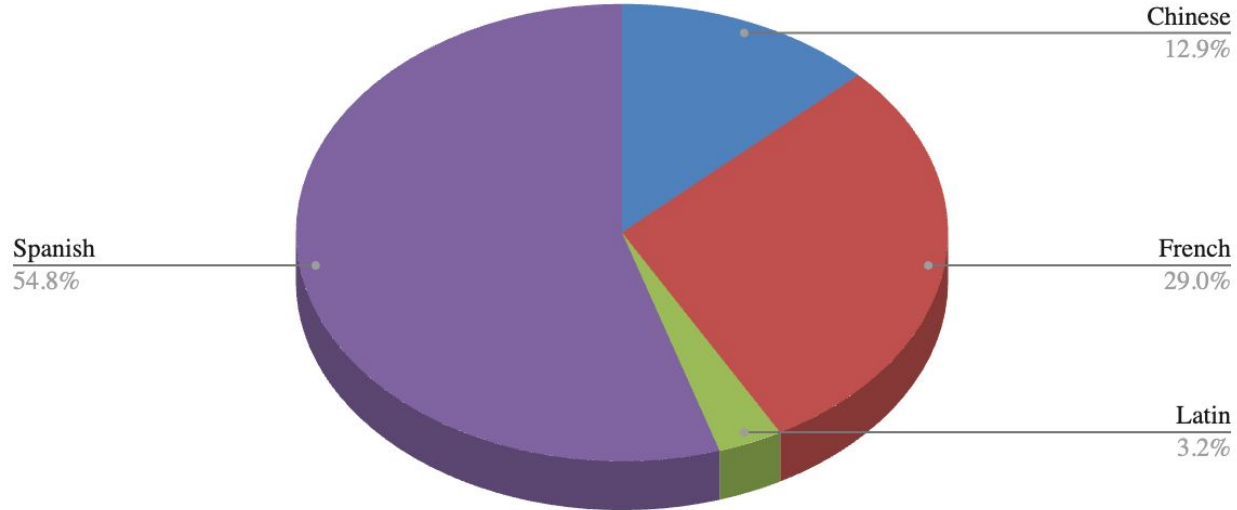
1. World Language Students (5/5H/AP)	2. Students of LOTE Homes (Seniors)
105 Participants 31 Seals 29.5% Success Rate	32 Participants 16 Seals 50% Success Rate

Seal Recipients as % of Student Type

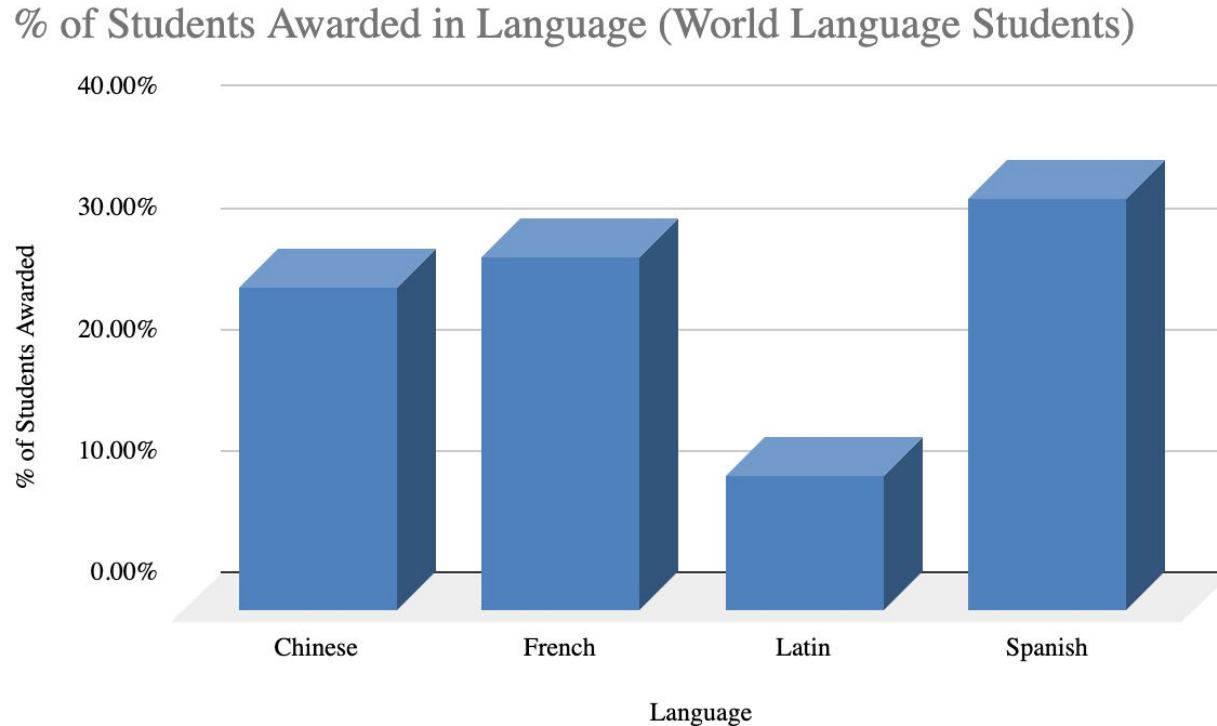


World Language Student Results (31 Seals)

% of Total Recipients By Language (World Language Students)



Students Awarded in Each Language Group



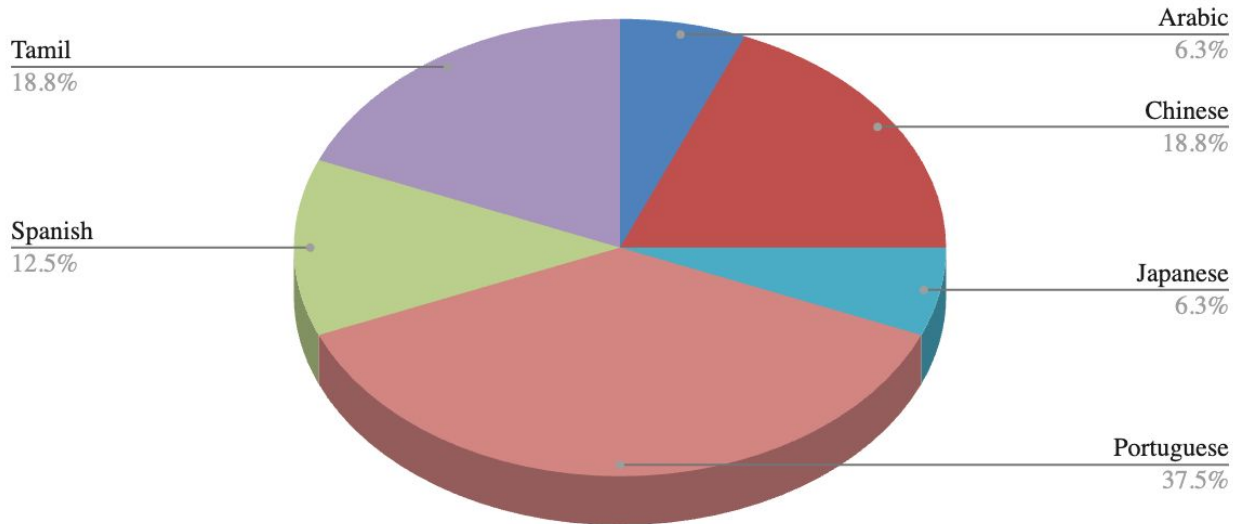
So Close!

89% of the students that missed the World Language requirement by 1 mode (4 total) on AAPPL Test scored I4 (Minimum needed I5)

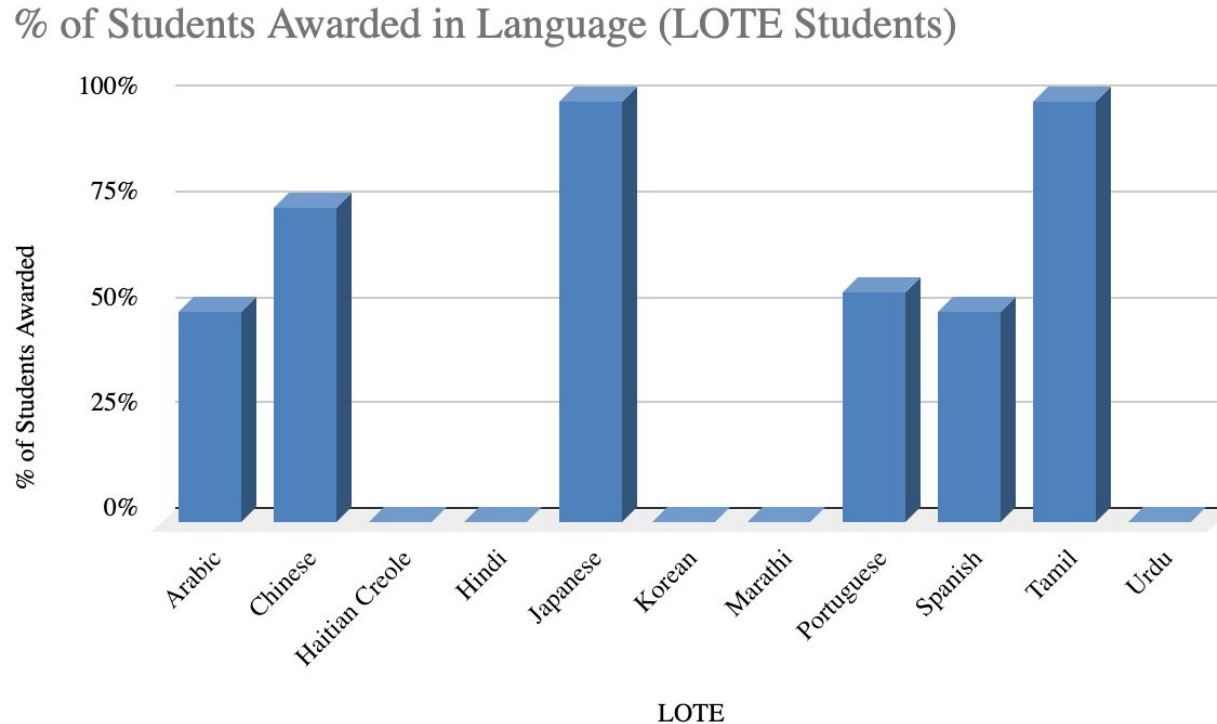


LOTE Student Results (16 Seals)

% of Total Recipients by Language (LOTE Students)

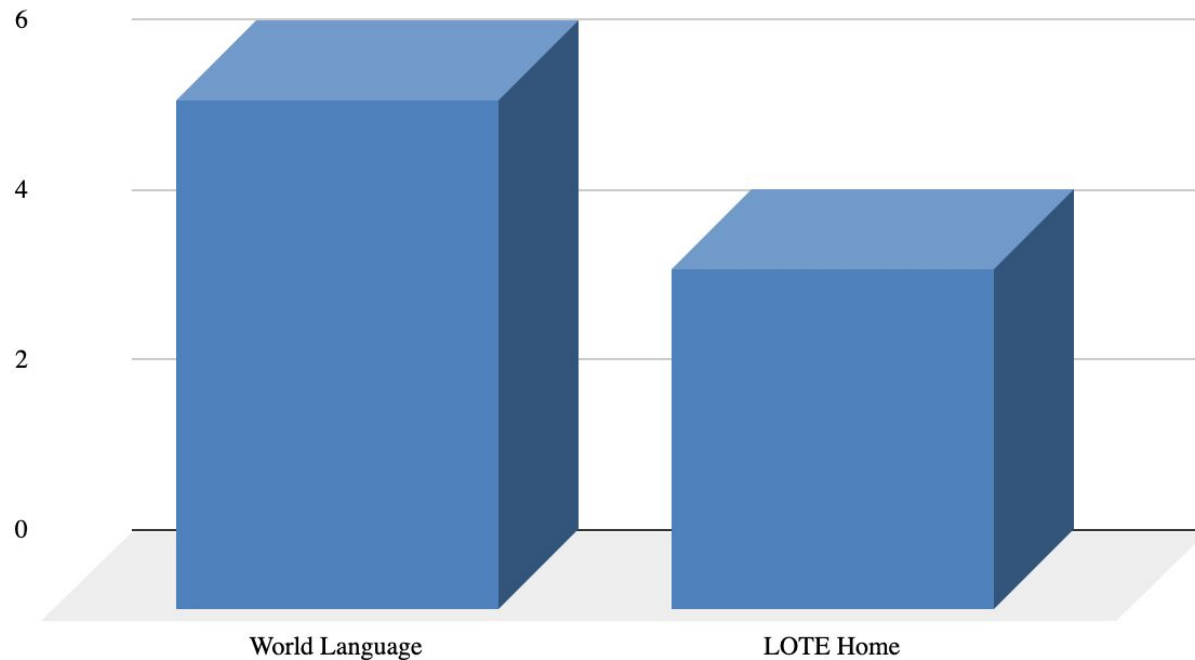


Students Awarded in Each Language Group



Seal with Distinction (Advanced Language Proficiency)

SSOB with Distinction



Reasons to be Proud

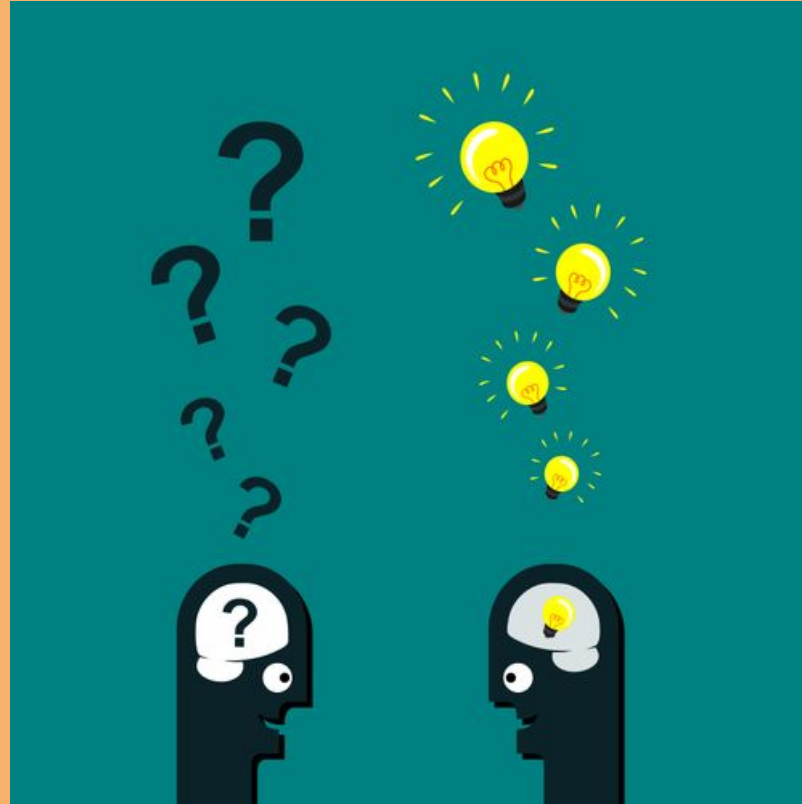
- English/ELA and ELE Educators
- World Language Educators
- STUDENTS! (M. C. D)



Opportunities

- Increase participation
- Offer testing in LOTE student segment junior AND senior year
- Include SSOB program on annual budget for sustainability
- Use data to set teaching targets and curriculum content
- Begin testing at earlier levels in World Language to collect data for students on IEP's

Questions?





SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **VI. Policy**

MEETING DATE: **02/15/23**

A. School District Calendar for 2023 -2024 School Year: Discussion

BACKGROUND INFORMATION:

Dr. Sawyer will summarize his recommendations for the proposed 2023-2024 school year calendar and answer any questions the Committee may have. The draft calendar will be posted for public comment in advance of a requested vote at the Committee's meeting on March 1, 2023. A memorandum from Dr. Sawyer and the draft of the calendar are enclosed.

ACTION RECOMMENDED:

That the School Committee review the draft calendar and provide feedback in advance of posting it for public comment.

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



Shrewsbury Public Schools

Joseph M. Sawyer, Ed.D.
Superintendent

February 15, 2023

To: School Committee
Re: Recommendation for school year calendar for 2023-2024

Enclosed with this memorandum is a draft of the proposed calendar for the 2023-2024 school year.

This proposed calendar follows state law regarding not holding school on [legal holidays](#). The approach used for scheduling vacation periods is the same as in recent years, which is structured according to the [recommendations made in January 2016](#) by a Calendar Committee composed of staff and parents, which included surveys of students, families, and staff.

This draft maintains the same approach we have typically utilized for the start of the school year, with the first day for staff being the Monday before Labor Day (August 28), followed the next day by the first student day (August 29), and holding a professional development day that Friday (September 1).

A difference from the current year's calendar is that the parent conference day for preschool through grade 8 in November, which is a professional development day for high school staff, is proposed to be held on Thursday, November 9. This recommendation is because a) there is not an election this November, and so there are no issues with the space use of Coolidge and Spring Street Schools, and b) the proposed observation of Veterans Day is Friday, November 10, so it would result in two consecutive days of no school rather than dividing the week with a stand-alone day. This approach was used in a past year when dates fell similarly.

I am aware that the School Committee has received many emails requesting that the school district not hold school on the Hindu religious holiday of Diwali. This important religious festival date falls on Sunday, November 12, 2023, and so this is not something that will come into play for this coming school year. It is serendipitous that Diwali will be at the end of a long weekend, should the recommendation for parent conference day and Veterans Day dates be approved. I do want to note that even with Diwali falling on a weekend this coming year, it is not my recommendation to move away from the longstanding practice of having school in session on religious holidays related to different faiths, whether Hindu, Muslim, Jewish, Christian, or any other, unless there were going to be such a large population of students and staff who would need to miss work for their

religious observance that we would not be able to reasonably operate schools. Instead, as a district I believe we should emphasize to families that we strongly encourage them to have their students miss a day of school in order to celebrate a religious holiday, while communicating clearly that there will be no repercussions for doing so, per state law and our own district's policy. We have taken steps this year to have "no homework" dates aligned with various religious holidays to make this process easier to navigate for our students. I will speak to this when I present the draft calendar at the meeting.

This draft calendar has the 180th day on Wednesday, June 12, 2024. As a reminder, the relatively new state holiday, Juneteenth Independence Day, must be observed on Wednesday, June 19, 2024. This will only affect the school calendar if there are snow days or other closures that require the school year to be extended by five days or more beyond June 12.

Finally, a reminder that beginning in 2021 the district calendar included a change in language to acknowledge that the second Monday in October has become widely recognized in American society as Indigenous Peoples' Day, in addition to its designation as the official state holiday of Columbus Day. This date is again listed in this year's draft calendar as "Columbus Day/Indigenous Peoples' Day." This approach both includes the legal name of the state holiday that requires schools to be closed on this day, while also recognizing that Indigenous Peoples' Day has become a more widely accepted and known holiday that honors the native peoples of America and commemorates their history. Because of our school district's efforts to increase the sense of belonging and inclusivity for our students, families, and staff, in 2021 I recommended this language change and the School Committee concurred. I understand that those who have petitioned to remove the verbiage of "Columbus Day" have strong feelings that the district's calendar should not include this reference. My recommendation remains the same as what I communicated last year, which is that the district continue the practice of listing both, with the understanding that the listing on a calendar of state holidays that are determined outside of the control of the School Committee or School Department should not be seen as the school district's endorsement of the holiday itself, or the origin or history of the name of the holiday. While I understand some see this differently as a matter of importance regarding symbolism, I do not agree that the listing of a holiday name on a calendar is coupled with how students are taught about a holiday, its subject, or its history – which in all cases should be done accurately and thoughtfully.

I look forward to answering any questions you may have regarding this recommended calendar for the 2023-2024 school year.

Shrewsbury Public Schools

2023-2024 School Year Calendar

AUG/SEP 22 Days				
M	T	W	T	F
21	22	23	24	25
28	29	30	31	1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

OCTOBER 20 Days				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

NOVEMBER 17 Days				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

DECEMBER 16 Days				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JANUARY 21 Days				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August/September

8/23-25 New Educators' Orientation
 8/28 Opening Program for All Staff/No School
 8/29 Gr.1-12 First Day of School
 8/30 Kindergarten/Preschool First Day
 9/1 Professional Development for Educators/No School
 9/4 Labor Day/No School

October

10/6 Professional Development for Educators & Paraprofessionals/No School
 10/9 Columbus Day/Indigenous Peoples' Day/No School

November

11/9 Parent Conferences PreK-8/Professional Development Gr. 9-12/No School
 11/10 Veterans Day Recognized/No School
 11/22-11/24 Thanksgiving Vacation

December

12/5 Professional Development/Early Release
 12/25-12/29 December Vacation

January

1/1 New Year's Day/No School
 1/9 Professional Development/Early Release
 1/15 M.L. King Jr. Day/No School

February

2/6 Professional Development/Early Release
 2/19 Presidents Day/No School
 2/20-2/23 Winter Vacation

March

3/5 Professional Development/Early Release

April

4/2 Professional Development/Early Release
 4/15 Patriots Day/No School
 4/16-4/19 Spring Vacation

May

5/2 & 5/3 No School for Preschool (New Student Screenings)
 5/27 Memorial Day/No School
 5/30 Graduation Day

June

6/12 Last day of school if no snow days
 Half day for K-12, no PM preschool
 6/19 Juneteenth Independence Day/
 No School (if there are 5 snow days)

FEBRUARY 16 Days				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

MARCH 21 Days				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

APRIL 17 Days				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

MAY 22 Days				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

JUNE 8 Days				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

0 snow days = 6/12 last day
 1 snow day = 6/13 last day
 2 snow days = 6/14 last day
 3 snow days = 6/17 last day
 4 snow days = 6/18 last day
 5 snow days = 6/20 last day



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **02/15/23**

A. Fiscal Year 2024 Superintendent's Budget Recommendation

BACKGROUND INFORMATION:

Dr. Sawyer and Mr. Collins will present the Superintendent's initial recommendation for the Fiscal Year 2024 School Department Budget. The Fiscal Year 2024 Superintendent's Initial Budget Recommendation document will be provided under separate cover.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **02/15/23**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **02/15/23**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **02/15/23**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **02/15/23**

BACKGROUND INFORMATION:

The minutes from the School Committee Meeting held on January 25, 2023, will be provided under separate cover.

ACTION RECOMMENDED:

That the Committee accept the minutes from the School Committee Meeting held on January 25, 2023

STAFF AVAILABLE FOR PRESENTATION:

Ms. Lynsey Heffernan, Chairperson

Mr. Jon Wensky, Secretary



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **XI. Executive Session**

MEETING DATE: **02/15/23**

- A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes.
- B. For the purpose of reviewing and acting on student residency issues.
- C. For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association
- D. For the purpose of addressing G.L. c. 30A, § 21(a)(2) “to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel” – non-union administrators. (“Purpose 2”)

BACKGROUND INFORMATION:

Executive Session is warranted for these purposes.

ACTION RECOMMENDED:

Request a motion to adjourn to Executive Session:

- A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes;
- B. For the purpose of reviewing and acting on student residency issues.
- C. For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association; and
- D. For the purpose of addressing G.L. c. 30A, § 21(a)(2) “to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel” – non-union administrators. (“Purpose 2”) where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body; and return to Open Session only for the purpose of adjourning for the evening.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

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

Ms. Barbara A. Malone, Executive Director of Human Resources



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XII. Adjournment**