



**School Committee
Meeting Book**

**June 14, 2023
7:00 pm**

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

AGENDA

**June 14, 2023 7:00pm
Town Hall—Selectmen's Meeting Room
100 Maple Avenue**

Items

Suggested time allotments

I.	Public Participation	7:00-7:05
II.	Chairperson's Report & Members' Reports	
III.	Superintendent's Report	
IV.	Time Scheduled Appointments:	
	A. Retirement Recognition	7:05 – 7:20
	B. SHS DECA Business Club: Report & Student Recognition	7:20 – 7:35
	C. Social and Emotional Learning and Well-Being Initiatives: Report	7:35 – 8:00
V.	Curriculum	
VI.	Policy	
	A. No Homework Calendar for 2023-2024 School Year: Vote	8:00 – 8:15
VII.	Finance & Operations	
	A. Fiscal Year 2023 Budget: Final Report & Vote on Fund Transfers	8:15 – 8:30
	B. Fiscal Year 2024 Non-Represented Staff Compensation Adjustments:Vote	8:30 – 8:40
VIII.	Old Business	
IX.	New Business	
	A. Superintendent's Contract: Vote	8:40 – 8:50
X.	Approval of Minutes	8:50 – 8:55
XI.	Executive Session	
XII.	Adjournment	8:55

Next regular meeting: TBD



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: 6/14/23

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. Sandra Fryc, Chairperson
Ms. Erin Boucher, Vice Chairperson
Mr. Jon Wensky, Secretary
Ms. Lynsey Heffernan, Committee Member
Ms. Rachel Sharifipour, 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:**
A. Retirement Recognition

MEETING DATE: **6/14/23**

BACKGROUND INFORMATION:

Patrick C. Collins is retiring as the Assistant Superintendent for Finance and Operations at Shrewsbury Public Schools. Mr. Collins has served 27 years in education, with 19 of those years in Shrewsbury. Mr. Collins served in the Director of Business Services role at Shrewsbury Public Schools (SPS) for 11 years (1996 - 2007) before returning to the district in 2015 in his role as Assistant Superintendent for Finance and Operations. Mr. Collins will present remarks at the meeting and will be recognized by the Committee.

ACTION RECOMMENDED:

That the Committee recognize the retirement of Assistant Superintendent for Finance and Operations Mr. Patrick C. Collins.

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: IV. Time Scheduled Appointments: **MEETING DATE: 6/14/23**
B. SHS DECA Business Club: Report & Student Recognition

BACKGROUND INFORMATION:

Mr. Andreola and students from Shrewsbury High School will present a report on the DECA Business Club that includes information on its startup at SHS, benefits to students, and competition season. Key achievements from this year will also be highlighted, which include Nayan Kaul (Class of 2024) earning a First Place State Medal for the Highest Personal Financial Literacy Written Exam Score. Nayan will be recognized by the Committee at the meeting for his achievement.

ACTION RECOMMENDED:

That the Committee hear the report on the DECA Business Club at Shrewsbury High School and recognize student Nayan Kaul, Class of 2024.

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

Jason Andreola, Instructional Technology Teacher, Shrewsbury High School

Students:

Fawwaz Naeem, Class of 2024

Shiv Patel, Class of 2024

Swathi Kannan, Class of 2024

Nayan Kaul, Class of 2024



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: IV. Time Scheduled Appointments: **MEETING DATE: 6/14/23**
C. Social and Emotional Learning and Well-Being Initiatives: Report

BACKGROUND INFORMATION:

At the meeting Dr. Lizotte and SPS staff will summarize the enclosed Report on Social and Emotional Learning & Well-Being Initiatives, which addresses the goals, action steps, assessments, and next steps relevant to social and emotional learning (SEL) and well-being in our schools and school district. Also included is an update on SPS Mindfulness Director Jordan Grinstein's work with students and staff on mindfulness as a key component to the SEL and well-being programming going on across the district.

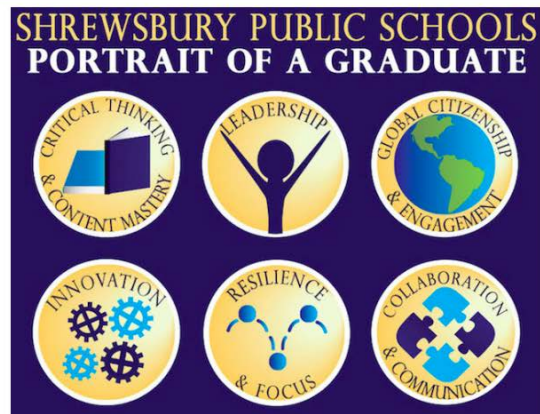
ACTION RECOMMENDED:

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

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

Jane Lizotte, Assistant Superintendent for Community Partnerships and Well-Being
Jordan Grinstein, SPS Mindfulness Director
Jennifer Wilson, Special Education Teacher, Sherwood Middle School
Hannah Collins, Grade 6 Math and Science Teacher
Sinead Slabine, Grade 7 English Language Arts Teacher
Sarah Powers, Grade 7 Special Education Teacher

Our Mission
 The Shrewsbury Public Schools, in partnership with the community, will provide students with the skills and knowledge for the 21st century, an appreciation of our democratic tradition, and the desire to continue to learn throughout life.



Shrewsbury Public Schools Report on Social and Emotional Learning & Well-Being Initiatives

Dr. Jane O. Lizotte
 Assistant Superintendent for Community Partnerships and Well-Being

June 8, 2023

Dear Members of the Shrewsbury School Committee,

Enhanced Well-Being of All has served as a strategic priority in the Shrewsbury Public Schools over the past five years and will continue to be one of three essential commitments in [SPS's Strategic Plan 2023-2027](#). This report serves as an update to the community on goals, action steps, assessments, and next steps, as those relate to social and emotional learning and well-being in our schools and school district. School districts play a pivotal role in modeling and creating the conditions for all schools to prioritize and advance SEL. We are called upon to prioritize SEL in strategic planning, allot financial and human resources to support implementation, provide professional learning opportunities, and create a vision and long-term plan for implementing, integrating, and continuously improving SEL

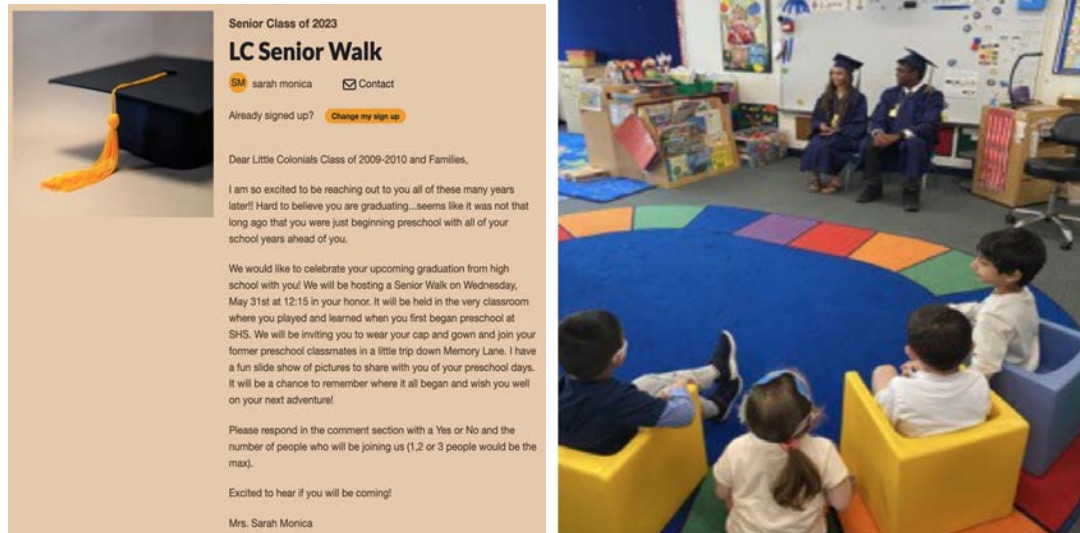
practices. [Our students are amazing](#) and this is due to the love and support of their families, the community, and **all** SPS staff Pre-K through grade 12!

Though my district level position of Assistant Superintendent for Community Partnerships and Well-Being was put on hold due to budgetary constraints and the need for a principal at Paton Elementary School in late spring 2020, this work has continued, as that relates to SEL and well-being, due to the dedication and expertise of staff, students, families, and community partners. I am grateful to district, school, and teacher leaders, including counselors, school psychologists, and service providers, for generously contributing time, energy, and expertise to this critical work year-round, as much of the work is accomplished during the summer months. This report will recognize and celebrate *some* of these endeavors and accomplishments, as they relate to SEL and Well-Being, while recognizing and communicating the significant work needed to move the goals identified in the 2023-2027 Strategic Plan forward.

Overview: Belonging, Connections, and Relationships

Over the past school year, district and school leaders, educators, and staff modeled, communicated and reiterated the importance of making connections with others, while building a sense of belonging and developing trusting relationships in our school communities. These practices are evident in learning spaces throughout the district, as our schools endeavor to provide opportunities to gather together for Town Meetings (SHS), Grade Level Meetings (OMS), Community Meetings (SMS), and All School Meetings (Elementary), to share learning and celebrate accomplishments. Community gatherings continue long after the school day ends, as school leaders and parent groups collaborate to plan cultural nights, recognitions of learning, family socials, food truck nights, and a myriad of celebrations that are inclusive of all. We know that being present to one another is paramount, as we seek to foster relationships and find ways to let others know that we care about them.

Students serve as role models to one another, as older students volunteer at elementary schools, present at Community Meetings (SMS), and show gratitude for educators who have positively impacted their lives. At a recent School Committee meeting, SHS's top ten scholars shared stories of educators and others who made them feel loved, included, and integral to the school and classroom communities of which they were a part from pre-Kindergarten through high school. Some of these students shared specific ways in which teachers positively influenced their "sense of self," while teaching "life lessons" in addition to "academic engagement." End of senior year celebrations including the Little Colonials "Senior Walk" and Parker Road Pre-School's "Reunion" and the "clap outs" at some of our elementary schools, signify the important role that relationship building and community play in our schools.



Systemic SEL: Ensuring SEL implementation with fidelity

Systemic SEL is an approach to create equitable learning conditions that actively involve all Pre-K to Grade 12 students in learning and practicing social, emotional, and academic competencies. All stakeholders in our school communities play an integral role in social, emotional, and academic learning. These conditions require every school community to enhance the personal and professional capacities of adults to:

- implement and continuously improve evidence-based programs and practices
- create an inclusive culture that fosters caring relationships and student voice, agency, and character
- support coordinated school-family-community partnerships to strengthen student growth and development.

Research, data, and lived experiences in schools indicate that academic performance improves when students are provided with intervention and prevention skills, strategies, and programming that are designed to build their skills for managing emotions, showing concern for others, making responsible decisions, and forming positive relationships. It is incumbent upon each of us to do whatever it takes to provide our students with the resources, experiences, and opportunities they need to be kind, caring, empathetic, and engaged members of our community.

Below is a model from CASEL (Collaborative for Academic, Social, and Emotional Learning) that highlights the process through which this work is accomplished, and identifies the process through which systemic SEL is realized. During the summer and continuing through next school year, four level-based SEL leadership teams, representative of various roles, will engage in this planning work. Additional information regarding these efforts is described further in this report.



During the 2022-23 school year, SEL school and district teams met to identify areas of strength and need, as those relate to social and emotional learning in our schools. The teams consisted of general education and special education teachers, counselors, psychologists, and service providers. Three of the four teams (Pre-K-4, SMS, and OMS) met monthly, while members of SHS's Advisory Team met at the beginning of the school year and again mid-year to discuss Advisory, and identify strengths and challenges, with the goal of making improvements to the programming this summer. I had the opportunity to engage with all teams during the year and observe morning meetings and Advisory across the district.

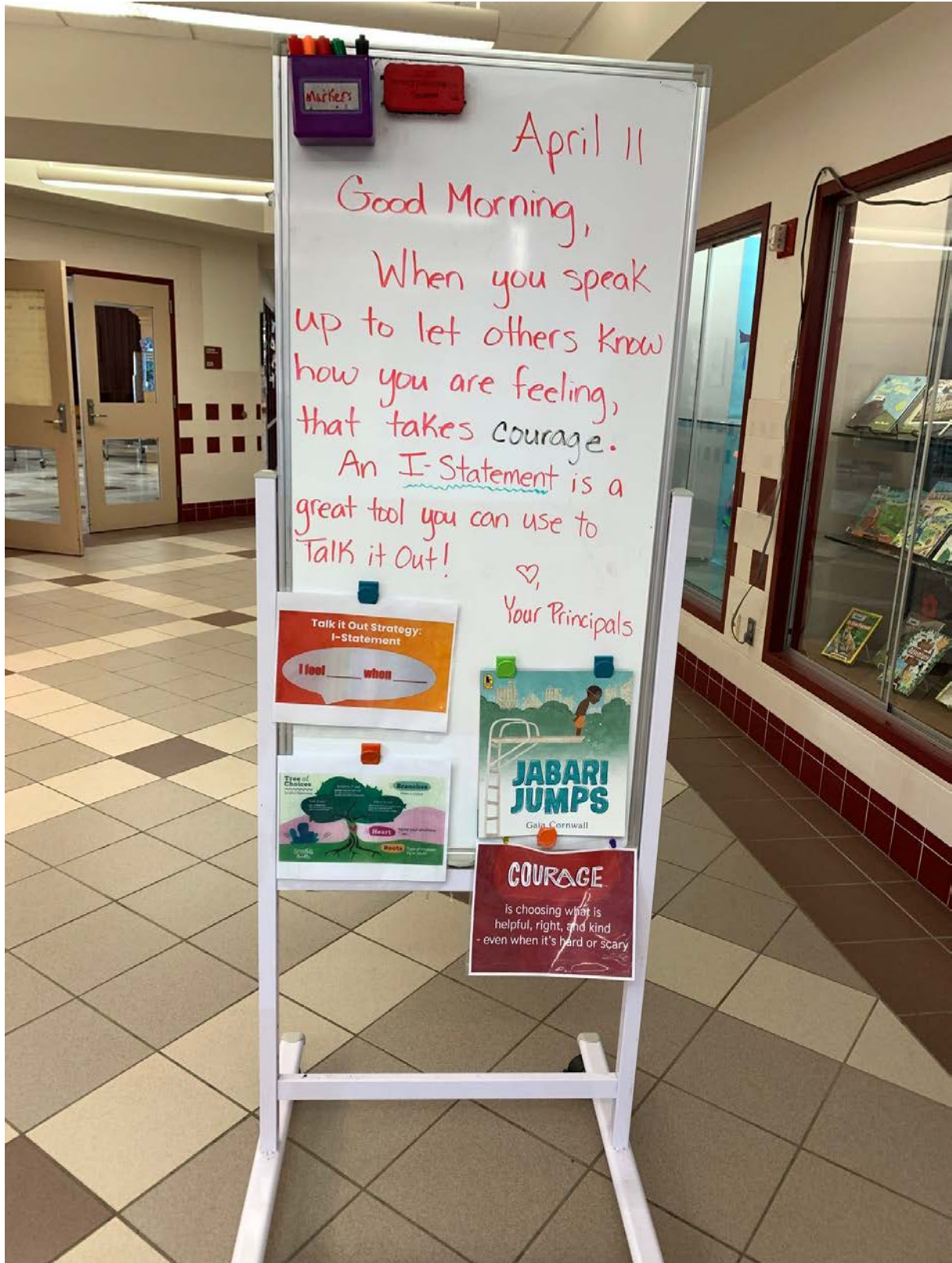
I look forward to further developing and improving upon this critical work during the summer and next school year, as newly formed SEL leadership teams (PreK-4, 5-6, 7-8, and 9-12) will convene in July. It is important that all involved in this planning keep SPS's new strategic plan at the forefront of our work, as we determine our commitments, action steps, and common practices to ensure all students' social, emotional, and academic growth. The leadership teams will develop a clear and concise plan moving forward, while clearly communicating with all involved (students, staff, families, community) to coordinate SEL practices across home and school so students experience SEL in all aspects of students' lives.

Communication between home and school is essential to social, emotional, and academic learning. There are several ways in which communication occurs in our schools, including phone calls, in-person conferences, e-mail, SeeSaw, Schoology, and classroom and/or school weekly updates.

Social and Emotional Learning (SEL) at the Pre-K and Elementary Levels

Building-based teams met monthly at the elementary level. These teams were facilitated by members of the district SEL Leadership Team. Meetings included the review of SEL Monthly Calendars that were created by the SEL District Leadership Team. These included daily and weekly lessons and activities. As daily and weekly lessons were taught and assessed, building-based team members shared feedback with district team leaders, in order to make changes and improvements along the way. This model will continue next year, though the composition of the district SEL Leadership Team will change, and summer work will inform next steps. We continue to use the Character Strong's PurposeFull People curriculum as our primary SEL resource, while integrating additional resources that complement it.

School leaders do an exceptional job sharing daily messages verbally and visually throughout the school day, greeting students as they enter the building and later during co-led morning announcements with students. Messages including the one in the photo below that appears in the entranceway at Floral Street School reinforces the skills and strategies being taught and revisited in all learning and office spaces throughout our schools. Engaging in this work with fidelity is key to consistency and applied knowledge and experience.



April 11
Good Morning,
When you speak
up to let others know
how you are feeling,
that takes courage.
An I-Statement is a
great tool you can use to
Talk it Out!

♡,
Your Principals

Talk it Out Strategy:
I-Statement
I feel _____ when _____



COURAGE
Is choosing what is
helpful, right, and kind
- even when it's hard or scary

Social and Emotional Learning (SEL) at Sherwood Middle School

One example of on-going collaboration across levels includes recent visits from Sherwood Middle School's SEL Leadership Team and Faculty Advisory Committee to Floral Street School and Beal School to observe morning arrival. Due to the change in school start times, Sherwood staff and students will experience a 30-minute arrival next school year, which is a change from the 15-minute arrival to which the community has grown accustomed. SMS staff had the opportunity to observe this important part of the day that sets the stage for social, emotional and academic learning, while interacting with classroom teachers and other staff to learn more about routines, transitions, and expectations. SMS staff shared their experiences with their colleagues at the SMS faculty meeting this past Tuesday, with the following observations and goals for their work moving forward:

- Calm and joyful environment in the hallways. Students enter the building, check in with classroom teachers, go to the cafeteria for breakfast, return for the daily check in question and morning work/choice board activities. Teachers were also observed providing 1:1 or small group interventions during this time.
- Interest-based "soft time." WIN Block
- Daily check-ins: Getting a pulse on student voice using strategies including thermometer check-ins and morning messages.
- Morning announcements are shared by students promptly at 9 a.m.
- Class meetings begin directly following announcements.

Social and Emotional Learning at Oak Middle School

Oak Middle School has endeavored to set aside time each week to meet in Advisory teams. Advisory takes place every Wednesday, and includes resources from Character Strong, in addition to supplemental resources that OMS educators have chosen to strengthen the lessons and activities. The planning of Advisory has been highly collaborative among the OMS SEL and Advisory leadership teams, in addition to all professional staff, as educators share resources and engage in opportunities to peer observe, model lessons, and co-teach.

During the school year, OMS educators engaged in "learning walks" during Advisory, as a way to learn from colleagues. They were provided with opportunities to share observations, ask questions, and refine their own practice. While Advisory leaders were participating in learning walks, their students engaged in mindfulness activities with Mindfulness Director, Jordan Grinstein, in the cafeteria. This work will continue during the summer months, as the OMS SEL Leadership Team will further refine the programming, while clarifying teaching and learning goals and expectations for the 2023-24 school year.

Social and Emotional Learning at Shrewsbury High School

In an effort to foster belonging and community at the beginning of the school year, Advisory leaders asked students to complete a questionnaire during their first meeting

together. Students were asked to share their name pronunciations, their pronouns, and who they consider to be their trusted adults in and out of school. They were also asked to share the name(s) of their best friend(s). At the beginning of second semester, students were tasked with setting SEL and academic goals during Advisory. At the end of the semester, students met 1:1 with Advisory leaders to discuss whether or not the students believed they met their goals. Additionally, students and Advisory leaders discussed students' summer plans, including goals they hope to achieve during the summer months.

At SHS, Advisory leaders teach one formal lesson during every seven day cycle. Another day of the cycle is spent working in Advisory groups for check-ins with students. This time is flexible and intentionally unstructured, as a way for students to develop relationships with students and adults in their Advisory group. Grade 9 Advisory homerooms meet with their upperclass student mentors (MVPs) during these flexible times. All staff have access to Advisory lessons and activities created by their peers and the SHS Advisory leaders.

The work of our faculty and staff does not conclude when the school day ends. They support students by attending evening and weekend events including musicals, art shows, dance recitals, athletic activities, and graduation, long after their students have left their classrooms. Our faculty and staff do this because they care about their students and seek to support them – in and out of the classroom.

Continued Partnership with WholeSchool Mindfulness

Jordan Grinstein, SPS Mindfulness Director, continues to work in meaningful ways with students and staff to teach mindfulness, while offering consistent opportunities to practice, with the support of student ambassadors. [Mindfulness ZOOM sessions](#) provided opportunities for a multitude of students and staff to practice together. [Here](#) are responses to a Google Form sent to participating teachers during a recent ZOOM session. It is an understatement to report that Jordan's schedule is overflowing and requests for his facilitation of mindfulness cannot be met. The demand for his time has significantly increased from last year to this year. I am confident that we could fill the schedules of four Mindfulness Directors in our district. Jordan has led hundreds of mindfulness sessions this year to students and staff at all levels. He has continued his work with the Grade 4 Student Ambassador program and developed a similar program with fifth grade teams at Sherwood Middle School.

Jordan frequently checks in with teachers, counselors, and building leaders to identify ways to strengthen mindfulness programming and share observations of student and educator experiences. During the school year, he met with large groups of SHS students in the Presentation Room during Advisory periods, to teach students a variety of mindfulness related practices. He also visited classrooms at SHS and across the district, when requested by individual teachers, or as a way to introduce himself to students and staff.

Well-Being in our Schools: Examples of Student Programming

There are many ways in which our students engage in well-being during and after the school day. The following includes some of these opportunities:

- Jokes of the day and sharing of birthdays during morning announcements
- Paton School's participation in Safe Routes to School walks (school nurse, teachers, principal)
- Vacation programming during February and April school vacation weeks.
- Presentation to **all** SHS students by DetecTogether, a local non-profit organization that teaches ways to recognize warning signs of cancer and empower people to have the right conversations with their doctor, at the right time, to ensure the best outcome-through a strategy called *Three Steps Detect*.
- After school enrichment opportunities including STEM, Girls on the Run, Student Voice, athletic teams at Oak Middle School
- Daily outside activities including recess, physical education, and planting of school gardens
- Music including [this song](#) by Joy Oladokun, playing in the SHS hallways between periods on Fridays, thanks to Mrs. Granados's efforts!

School Vacation and After School Opportunities for Students in grades K-8:

Thanks to the leadership of Karen Isaacson, Director of Extended Learning, and other SPS staff, opportunities for students to engage in social, emotional, physical, and academic were plentiful. Below are just some examples of activities offered to students.

Examples of Student Participation:

- Project Shine at Sherwood (Girls leadership) - Two sessions: 47 students
- Gap Junction at Tufts Veterinary School and Clinic: 29 students
- February vacation: 204 students participated in 20 classes
- April Vacation: 249 students participated in 24 classes
- ASAP: 632 students participated in 43 classes (fall, winter and spring sessions)
- **Grand Total: 90 classes offered through Karen Issacson's programming with 1,161 student participants.**

Well-Being in our Schools: Examples of Staff Opportunities

The following are examples of well-being opportunities that are offered to all staff during the school year:

- For Staff, By Staff Offerings
- Book Study Groups
- Staff are encouraged to take time to eat, walk, visit with colleagues, and get outside

- All SPS staff were encouraged to complete an *Adult and Staff Well-Being*, developed through the Panorama Platform.
- Adult Wellness Leadership Team
- Workshops and courses focused on student and staff well-being

***For Staff, By Staff* Wellness offerings**

Thanks to the leadership of Karen Isaacson, Director of Extended Learning, seven, eight-week staff wellness classes were offered across the district this year, with 59 staff members participating. Below is a table that illustrates the offerings and the staff instructors. We are appreciative to the [West Suburban Health Group \(WSHG\)](#) for their financial support of additional adult wellness programming including **Chi Running/Walking** clinics that were offered to both town employees and school staff during the fall and spring, and look forward to our continued collaboration.

Course Name	Instructor	Session	Location	Start Time	# Enrolled
Intro to Ukelele	Skyler Acconcio	Winter	Beal	4:00 p.m.	4
Reiki Healing Meditation	Elyssa Glassman	Spring	Paton	4:00 p.m.	5
Reiki Healing Meditation	Elyssa Glassman	Winter	Paton	4:00 p.m.	7
Express Bootcamp	Erin Burtnyk	Winter	SHS	2:45 p.m.	9
Yoga & Mindfulness	Beth McInerney	Winter	Beal	4:00 p.m.	11
Yoga	Beth McInerney	Spring	Beal	4:00 p.m.	11
Intro to Pickleball	Monica Clune	Spring	Beal	4:00 p.m.	12

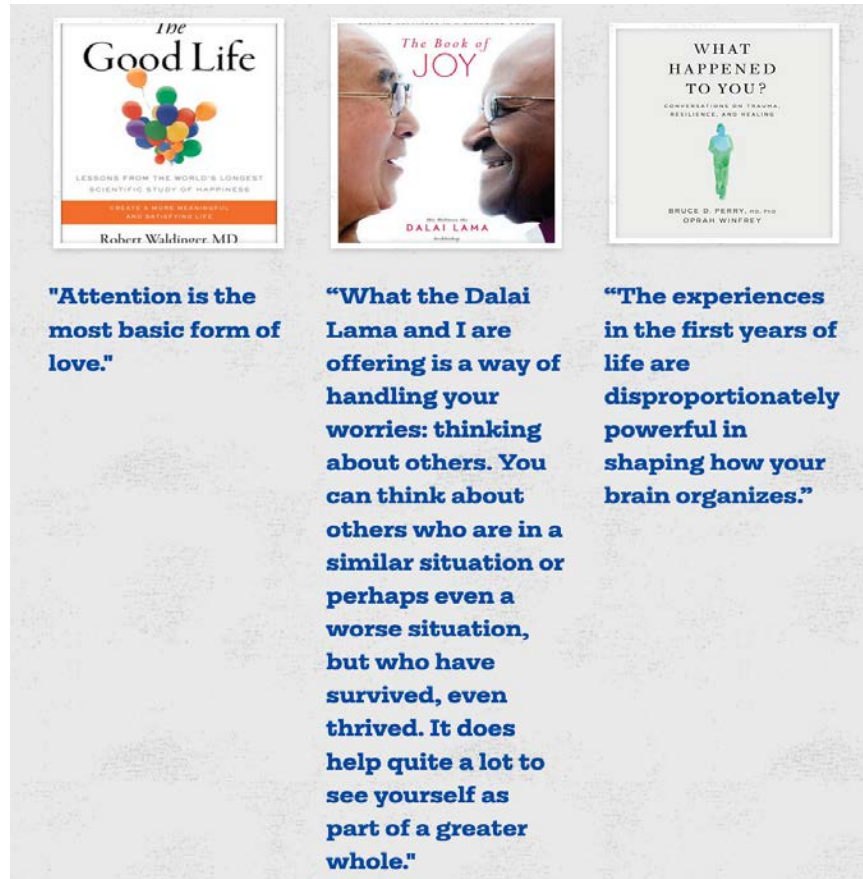
Additionally, Beth McInerney, Grade 2 teacher at Beal School, taught yoga classes on Thursday afternoons from September through June from 4:00 p.m.-5:00 p.m.– most of these classes were taught at no cost to her colleagues. Thank you, Beth!

Perhaps the most important wellness opportunities occur daily, as staff make concerted efforts to interact with each other informally. These brief, yet impactful, connections happen frequently in the hallways, learning and office spaces, as well as during a brisk walk at lunchtime and after school. We need to remind one another of the critical role these interactions play in our daily lives, as research included that shared in *The Good Life*, “Research has shown that people who have a best friend at work are more engaged than those who don’t,” and “If we feel disconnected from others at work, that means we feel lonely for the majority of our waking hours. This is a health concern. As we’ve mentioned elsewhere, loneliness increases our risk of death as much as smoking or obesity.” The time spent together sharing perspectives, life stories, and personal and professional goals is affirming to staff and sends the message that they matter.

One of the popular course offerings being offered at the upcoming 2023 Summer Institute includes **Mindfulness & Well-Being: Living with Purpose & Peace**. This course is being co-taught by Jordan Grinstein, Mindfulness Director, and Beth McInerney, Grade 2 teacher. The course offering quickly reached capacity and closed after 35 staff from the Shrewsbury Public Schools and Westborough Public Schools enrolled. Other examples of well-being offerings include workshops offered by companies and higher education institutions, including *The Science of Well-Being for Teens*, offered by Yale University. Resources including free subscriptions to apps including 10% Happier, are appreciated by staff.

After School Book Study Groups

Staff members (38 in total from across the district) participated in one or more district-wide after school book study over the course of the school year. Below are the books each group read. Participants shared that connecting with colleagues in this way was both enjoyable and informative. We recommend these reads to the community. Additionally, staff at schools including Beal School, were invited to participate in school-based book clubs that culminated in dinner socials at local restaurants.



SEL: Next Steps

Strengthening social and emotional learning in all of our schools, and doing this work with fidelity, continues to be a top priority. This work will continue, thanks to the efforts of SEL leadership teams at each level that will meet over the summer and monthly during the next school year. Below is a brief description of the work ahead.

Summer 2023-June 2024: SEL Leadership Teams Grades PreK-4, 5-6 (SMS), 7-8 (OMS), and 9-12 (SHS)

Why:

- Strengthen Social and Emotional Learning Programming and Supports: Proactively deliver social and emotional learning opportunities to all students and maintain sufficient systems and resources to respond to students' social and emotional needs.
- Continue professional development on current leveled social and emotional learning curriculum and Advisory experiences to ensure implementation with fidelity.

What:

- Create a shared vision, mission, and goals, as those relate to SPS's Strategic Plan Commitment to Enhanced Well-Being of All. The groups will strengthen the SEL lessons, activities, etc. that currently exist.

Who:

- Representative staff from each of the schools and levels.

When:

- 12 in-person hours during the summer months, and after school monthly meetings from September 2023-June 2024

Adult Wellness: Next Steps

Our district is committed to working with all staff to prioritize well-being by providing a comprehensive approach to supporting every SPS staff member. Our newly approved strategic plan includes *Enhanced Well-Being of All*. The newly created Adult Wellness Leadership Team includes 35 staff members from across the district, who are representative of different roles and work at different schools and levels. The leadership team will begin its work during the summer months and continue during the next school year and beyond! Below are some of the goals of this leadership team:

Why:

- Work-related stress is of increasing concern in our school district and across the globe.

What:

- Expand opportunities for all staff to strengthen mental health and physical wellness in support of overall well-being.
- Create and implement a staff wellness program to address workplace stress.

Who:

- 35 total representative staff from each of the schools and levels.

When:

- 8 in-person hours during the summer months, and after school monthly meetings from September 2023-June 2024



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **6/14/23**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **VI. Policy**

MEETING DATE: **6/14/23**

A. No Homework Calendar for 2023-2024 School Year: Vote

BACKGROUND INFORMATION:

Per School Committee Policy #523 Homework Policy, each year the superintendent will present a recommended calendar of “no homework” dates for the following school year for the approval of the School Committee. Once approved, the dates and expectations for “no homework” periods will be communicated to students, families, and educators, both in advance of the school year and periodically throughout the year. A memo from Dr. Sawyer is enclosed, and the recommended “no homework” calendar for the 2023-2024 School Year will be provided under separate cover.

ACTION RECOMMENDED:

That the Committee vote to approve the No Homework Calendar for 2023-2024 School Year as presented.

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

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



Shrewsbury Public Schools

Joseph M. Sawyer, Ed.D.
Superintendent

June 14, 2023

To: School Committee

Re: Recommended “no homework” dates for the 2023-2024 school year

Over the past several years, a set of “no homework” dates had been developed and implemented for a variety of reasons, and this past year a consistent set of dates was established across the entire district in grades K-12. Based on the district’s experience with this approach, the implementation of a “no homework” calendar was formally included when [School Committee Policy #523: Homework Policy](#) was updated in late April. The rationale for doing so is captured in the policy’s “Guiding Principles”:

The school district recognizes and affirms that co-curricular activities and other commitments are important aspects of students’ lives that can significantly improve their physical and mental health and well-being. It is a shared responsibility between home and school to ensure that students have balance in their lives while pursuing educational excellence. This policy is intended to help our students achieve that. Further, the district recognizes that vacations, long weekends, and holidays are opportunities to enjoy family time and fun. In order to protect this time for students and staff, the district will implement a “no homework” calendar that specifies times when homework will not be assigned. In addition to promoting family time and recreation, “no homework” periods can provide a respite from new assignments that allows for a focus on other responsibilities or needs, such as religious observances for students with their families, performing community service, or completing college applications.

Further, the homework policy’s components section states:

To meet the guiding principle regarding “no homework” periods throughout the school year, the superintendent will annually present a recommended calendar of “no homework” dates for the following school year for the approval of the School Committee. The superintendent will base this recommendation on evolving educational practices and needs of the school community. Once the “no homework” calendar is approved, the district administration and school principals will communicate the specific dates and expectations for “no homework” periods to students, families, and educators, both in advance of each school year and periodically throughout the year.

For “no homework” periods, homework shall not be assigned on the school day prior to the “no homework” date(s), and no assignments will be due and no tests or other

assessments that require studying will occur on the school day following the “no homework” date(s).

In future years, the “no homework dates” will likely be devised as part of the process of setting the next year’s school district calendar, but since this is a newly adopted policy, my recommendation for next year’s “no homework” dates is being presented now so that it can be adopted by the School Committee in advance of the 2023-2024 school year.

This recommended “no homework” calendar is consistent with this past year’s approach. Given that students, families, and educators worked to adapt to this calendar over the past year, it seems fitting to continue with this approach in the coming year in an effort to align our practices with the guiding principles articulated by the homework policy. The leadership team reviewed the feedback that having multiple “no homework” dates over the course of the fall was perceived by some educators as an obstacle to building momentum in the implementation of the curriculum, but this is difficult to work around given the timing of various major religious holidays. There will be some changes compared to this past year, as major religious holidays that are included in the “no homework” calendar will shift from year to year (e.g., Eid al-Fitr occurred during the April school vacation this past year).

With regard to religious holidays, the approach used this year and recommended for next year is to include dates where students who observe a particular faith would otherwise need to be accommodated per [School Committee Policy #291](#) and Massachusetts law. By including major religious holidays in the “no homework” calendar for all students, it reduces anxiety that students who are not available to complete assignments or study due to their religious observance are missing work or falling behind, while at the same time providing some breathing room to catch up on work or to attend to other responsibilities, as noted in the guiding principles.

The recommended “no homework” calendar for 2023-2024 is provided as a separate document. I look forward to answering any questions and hearing any comments the School Committee has on this recommendation, and I request that you vote to approve these dates for the coming year.



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

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

MEETING DATE: **6/14/23**

A. Fiscal Year 2023 Budget: Final Report & Vote on Fund Transfers

BACKGROUND INFORMATION:

Mr. Collins will present a final update on the Fiscal Year 2023 Budget Status. The report is enclosed. Mr. Collins projects that the district will end the year having fully expended the FY23 appropriation with variances noted in each category that ultimately net out to a \$0 balance. Mr. Collins recommends that the Committee vote to authorize budget transfers between accounts to bring each account to \$0 at year end.

ACTION RECOMMENDED:

That the Committee vote to authorize the administration to make budget transfers from the original budget plan as necessary to eliminate deficits and surpluses, with the intent of fully expending the total FY23 appropriation by June 30, 2023 and balancing all accounts.

STAFF AVAILABLE FOR PRESENTATION:

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



Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

12 June 2023

To: School Committee

Subj: FY2023 BUDGET STATUS UPDATE

Overview

Attached you will find the FY23 Budget Status Update. It is a recap of our \$79,318,971 district appropriated budget as approved by Town Meeting. You will recall that this plan provided for an 4.75% increase over FY22 in connection with the Override Agreement between the Board of Selectmen and School Committee. While the agreement indicates a School Department increase cap of 4.25%, it also allows for additional funding up to an additional .5% provided the revenue forecast from the Town Manager supports it.

The enclosed report retains the reporting format started in FY16 which expands the reportable categories from 11 to 19 while remaining a high-level, one-page summary. For context it is important to note that reported expenditures and encumbrances are as of 6/7/2023 which is approximately 94% of the way through our fiscal year, and 95% into the school year based on the number of school days.

We will fully expend our FY23 General Fund [Town Meeting] Appropriation by June 30th as projected in the attached summary.

Covid Funding

As you know, the District, like all other school districts, received significant federal and state Covid Relief Funding via grants. In the table below is the summary status of the Elementary and Secondary School Emergency Relief funds, or so-called "ESSER grants", which is one-time federal funding received by all school districts across the nation depending on student population and socio-economics.

The remainder of ESSER-2 funds are committed for lease payments on rented warehouse space in Worcester, and contract cleaning services through the end of school year.

ESSER-3 funds will continue to be used in fiscal year 2024 [23-24 school year] to support programs directed towards the remedy of learning loss from Covid-19 per the grant amendment plan you voted on January 18, 2023.

	Amount	Expended + Encumbered	Percent Expended & Encumbered as of 6.7.23	Deadline for Use of Funds	Grant Status
EESSER-1	\$ 162,060	\$ 162,060	100%	9/30/22	Closed
ESSER-2	\$ 557,280	\$ 557,280	100%	9/30/23	Open
ESSER-3	\$ 1,229,980	\$ 612,161	50%	9/30/24	Open
Totals	\$ 1,949,320	\$ 1,331,501	68%		

General Fund [Town Meeting] Appropriated Budget

Detailed on the following page is more information on the various categories of our budget.

Despite various categorical variances, we are running very close to our overall budget plan with 58% of our funds expended, 38% encumbered, and 4% remaining.

Category	Description	Projected Variance Percent	Notes: Includes some major examples of reason for over/under budget variances
A1	Administrative Central Office, Principals, & Unit B	.1% over	Slightly over estimated budget for individual contract market adjustments and the Unit B contract.
A2	Unit A [Teachers & Nurses]	.4% over	Required 1.9 FTE unbudgeted positions for class size and mandated programming.
A3	Aides/ABA/Paraprofessionals	2.2% under	Costs for additional move-in students requiring paraprofessional support offset by savings in ongoing vacancies and staff turnover.
A4	Secretaries, Technology & Other Non-Represented	3.2% over	Running slightly over budget as some salary shifted from grant funded source and temporary help needed for staff absence coverage.
A5	Substitutes: Daily, Long-term, and Nurses	38.4% over	A combination of contributing factors leading to this projected overage. See information provided under separate cover. Costs moderated starting in March.
A6	Other Wages	10.4% over	Greater staffing costs for summer special education program based on student enrollment needs and over budget on custodial costs for evening/weekend school events.
A7	Employee Benefits	8.5% under	Fewer retirees requiring Sick Leave payouts. Running under budget on tuition reimbursement.
B1	Regular Education & Voke Transportation	8.6% under	Operating under budget for homeless and regular day transportation thus far.
B2	Special Education Transportation	.4% over	Running over budget for specialized transportation needs per IEP.
C1	Special Education Tuitions	16.8% under	Placement delays, changed placements, and move outs contribute to lesser costs than budgeted.
C2	Vocational & Recovery High School Tuitions	26.2% under	Budgeted for a total of 77 students incl. 8 freshmen. Oct. 1 st enrollment was 63 students incl. 2 freshmen.

Category	Description	Projected Variance Percent	Notes: Includes some major examples of reason for over/under budget variances
D1	Administrative Contract Services	34.3% Over	Over budget on staff recruitment advertising, building security equipment repairs, and legal settlements.
D2	Educational Contract Services	23.2% Under	Under budget on special educ. contract services and contract nursing services.
D3	Textbooks/Curriculum Materials	6.8% Over	Year end investment in elementary literacy materials.
D4	Professional Development	24.3 Over	Planned investments in consulting and coaching services for staff.
D5	Educational Supplies & Materials	90.7% Over	Year end investments in ESL materials, classroom projectors, SHS stage lighting/rigging/curtains.
D6	Other Miscellaneous [i.e. Office Supp., Ref. Materials]	42.4 Over	Year end investment in Beal School radio equipment, network security services, additional security cameras at several schools.
D7	Equipment	17.5% Under	Under budget on technology hardware with trade-in values.
D8	Utilities-Telephone Exp.	67.2% Over	One time expense for telephone system upgrade as part of overall town system.

Circuit Breaker Fund

We began FY23 with a fund balance of \$3,142,421 on account and not committed for use in the FY23 budget. We deliberately ended the FY22 year with a strong balance so as to provide greater mid-year budget stability and resiliency in future fiscal year budget cycles to shield us should unexpected out of district placements occur, for example.

Many districts have taken the approach to retain up to one-year of Circuit Breaker funding on account [the MA DESE maximum allowed] so as to achieve the aforementioned financial goal and reduce budgetary risk and volatility.

As previously indicated as part of the FY24 budget development process, I expect we will end FY23 with \$3.4M which is this year's maximum allowable amount.

Day-to-Day and Long Term Substitutes

The year-end projection is using current year trend data based on the first six and a half months of school.

There are a multitude of factors contributing to the higher-than-expected run rate for this cost category. The primary reason of course is staff absences and we have had a number of staff still impacted by Covid. Secondly, in order to thwart the lack of daily substitutes in our region we hired building-based substitutes by making a commitment to them for work every school day at a higher rate of pay (\$140 per day).

You previously received detailed information on this topic under separate cover.

/Volumes/Staff/pccollins/School.Committee/2022-2023/6.14.2023.Budget Update.docx

Recommendation

Finally, it is recommended, using the Motion below, that the committee vote to authorize budget transfers between accounts to bring each account to \$0 at year end.

Motion: *I move that the committee authorize the administration to make budget transfers from the original budget plan as necessary to eliminate deficits and surpluses with the intent of fully expending the total FY23 appropriation by June 30, 2023 and balancing all accounts.*

SHREWSBURY PUBLIC SCHOOLS
FY23 BUDGET STATUS- as of 6/7/2023

School Committee Recap Sheet	Description	FY23 Budget	YTD Actual	Encumbrance	Remaining Balance	Year End Projection	Dollar Variance	Percent Variance
A1	Administrative Central Office, Principals & Unit B	\$ 3,967,121	\$ 3,858,015	\$ 111,472	\$ (2,366)	\$ 3,969,487	\$ (2,366)	-0.1%
A2	Unit A (Teachers & Nurses)	\$ 48,679,635	\$ 39,366,590	\$ 9,509,148	\$ (196,103)	\$ 48,875,738	\$ (196,103)	-0.4%
A3	Aides/ABA/Paraprofessionals	\$ 8,159,917	\$ 7,264,429	\$ 664,045	\$ 231,443	\$ 7,977,709	\$ 182,208	2.2%
A4	Secretaries, Technology & Other Non-Represented	\$ 3,037,213	\$ 2,732,868	\$ 355,522	\$ (51,177)	\$ 3,133,490	\$ (96,277)	-3.2%
A5	Substitutes - Daily, Long Term & Sub Nurses	\$ 919,500	\$ 1,118,490	\$ -	\$ (198,990)	\$ 1,272,291	\$ (352,791)	-38.4%
A6	Other Wages	\$ 1,039,296	\$ 1,071,393	\$ -	\$ (32,097)	\$ 1,147,442	\$ (108,146)	-10.4%
A7	Employee Benefits	\$ 454,000	\$ 175,317	\$ -	\$ 278,683	\$ 415,317	\$ 38,683	8.5%
B1	Regular Education & Voke Transportation	\$ 3,100,904	\$ 2,792,181	\$ 30,867	\$ 277,856	\$ 2,835,221	\$ 265,683	8.6%
B2	Special Education Transportation	\$ 1,092,216	\$ 1,084,718	\$ 12,044	\$ (4,546)	\$ 1,096,762	\$ (4,546)	-0.4%
C1	Net Special Education Tuitions	\$ 3,538,248	\$ 2,354,969	\$ 589,752	\$ 593,527	\$ 2,944,721	\$ 593,527	16.8%
C2	Vocational Tuitions	\$ 1,474,526	\$ 1,088,040	\$ -	\$ 386,486	\$ 1,088,040	\$ 386,486	26.2%
D1	Administrative Contracted Services	\$ 643,707	\$ 763,324	\$ 119,600	\$ (239,217)	\$ 882,924	\$ (239,217)	-37.2%
D2	Educational Contracted Services	\$ 707,240	\$ 375,706	\$ 66,077	\$ 265,457	\$ 441,783	\$ 265,457	37.5%
D3	Textbooks/Curriculum Materials	\$ 279,995	\$ 225,323	\$ 73,786	\$ (19,114)	\$ 299,109	\$ (19,114)	-6.8%
D4	Professional Development	\$ 196,774	\$ 227,589	\$ 16,983	\$ (47,798)	\$ 244,572	\$ (47,798)	-24.3%
D5	Educational Supplies & Materials	\$ 433,265	\$ 692,358	\$ 133,791	\$ (392,884)	\$ 826,149	\$ (392,884)	-90.7%
D6	Other Miscellaneous (i.e. Off. Supp., Ref. Mat.)	\$ 853,509	\$ 1,059,959	\$ 155,672	\$ (362,122)	\$ 1,215,631	\$ (362,122)	-42.4%
D7	Equipment	\$ 694,405	\$ 253,224	\$ 319,956	\$ 121,225	\$ 573,180	\$ 121,225	17.5%
D8	Utilities - Telephone Exp.	\$ 47,500	\$ 74,938	\$ 4,467	\$ (31,905)	\$ 79,405	\$ (31,905)	-67.2%
Total Budget:		\$ 79,318,971	\$ 66,579,431	\$ 12,163,182	\$ 576,358	\$ 79,318,971	\$ -	0.0%
Percentage of Budget			84%	15%	1%	100.0%		



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **6/14/23**

B. Fiscal Year 2024 Non-Represented Staff Compensation Adjustments:Vote

BACKGROUND INFORMATION:

Each year the Superintendent recommends changes in compensation rates for the coming fiscal year for non-represented staff (secretaries, clerical support staff, information technology support staff, etc.). A memo from Dr. Sawyer detailing the rate changes is enclosed, along with rate tables.

ACTION RECOMMENDED:

That the Committee vote to approve compensation adjustments to non-represented staff for Fiscal Year 2024 as presented.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Ms. Barb Malone, Executive Director of Human Resources

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



Shrewsbury Public Schools

Joseph M. Sawyer, Ed.D.
Superintendent

June 14, 2023

To: School Committee
From: Joe Sawyer
Re: Recommendation for Fiscal Year 2024 Compensation Rate Adjustment for
Non-Represented Staff

Each year, I recommend an adjustment to the hourly compensation rates for non-represented, i.e., non-union, staff. These staff include secretaries and other clerical/administrative support staff, information technology support staff, Extended School Care program staff, and any other hourly employees who are not represented by a collective bargaining unit.

It is important to illustrate recent history for context. Because of the budget crisis we faced three years ago, the recommendation for this employee class was for a total compensation freeze for Fiscal Year 2021, which the School Committee agreed to. As a result, all of these employees went without a typical cost-of-living adjustment and any experience step increases due, which helped the district avoid even more job reductions than the almost 30 positions we cut for that year's budget. Since that time, for FY22 the School Committee provided a 4.0% cost-of-living adjustment to make up for the freeze year in terms of their pay *rate*. For the current year, FY23, these employees received a 2.25% COLA and a new top step that was 2.0% higher for those eligible, for a 4.25% total for those already at the top step.

For Fiscal Year 2024 (beginning this coming July 1), I am recommending that non-represented, hourly employees be granted a 3.00% cost-of-living adjustment. This adjustment will help the school district attract and retain qualified and talented staff members in these critical roles, while remaining within the FY24 budget plan, and within a high inflation environment.

Based on the budget for the Extended School Care program, my recommendation is to increase the Childcare Provider pay rate by 2.75% and the Lead Childcare Provider rate by 2.75%.

This year, we have had great difficulty retaining crossing guards, who are paid a stipend of \$29.02 per day for both morning and afternoon crossing duties. In order to more effectively recruit and retain people to fill these roles, I am recommending a market adjustment to the stipend to \$40 per day. This can be achieved within the budget plan.

The recommended rate increases are illustrated on the enclosed compensation table.

I look forward to answering any questions that you have, and I respectfully ask that you support this recommendation.

**Wage Scales for Non-Represented School Department Staff
2023-2024 [FY24]**

Clerical Pay Rate Schedule 2023 - 2024 [+3.0%]							
Category	Headcount	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
SCAA- Full Year Admin. Support	9	\$ 26.90	\$ 28.21	\$ 29.45	\$ 30.73	\$ 32.96	\$ 33.62
SCA- Full Year School Clerical	12	\$ 24.91	\$ 26.14	\$ 27.30	\$ 28.52	\$ 30.41	\$ 31.02
SCAI- School Year Lead Clerical							
SCBB- School Year Clerical	10	\$ 23.76	\$ 24.99	\$ 26.18	\$ 27.42	\$ 29.19	\$ 29.77
SCB- School Year Clerical-Support	2	\$ 20.97	\$ 21.96	\$ 22.87	\$ 23.93	\$ 25.43	\$ 25.94
SCC- Copy Center Clerical	1	\$ 19.17	\$ 20.09	\$ 20.97	\$ 21.96	\$ 23.33	\$ 23.79

Non-Rep Staff Pay Rate Schedule 2023 - 2024 [+3.0%]							
Category	Headcount	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
NC-1 Student Assistant and Door Monitors	3	\$ 15.91	\$ 17.51	N/A	N/A	N/A	N/A
NC-2 Student Computer Specialist	0	\$ 15.91	\$ 17.51	N/A	N/A	N/A	N/A
NC-5 Systemwide Courier	1	\$ 21.52	\$ 22.53	\$ 23.59	\$ 24.65	\$ 26.29	\$ 26.81
NC-7C Out-of-District Tutors and Other Staff TBD	0	\$ 25.56	\$ 26.57	\$ 27.42	\$ 29.31	\$ 31.21	\$ 31.84
NC-8 IT Support Specialist/Student Support Specialist- Guidance	10	\$ 33.03	\$ 33.98	\$ 35.31	\$ 37.54	\$ 39.47	\$ 40.26
NC-8B Tier 11 - IT Support Specialist	2	\$ 40.26	\$ 41.40	\$ 42.56	\$ 43.75	\$ 44.98	\$ 45.88

Extended School Care Staff Pay Rate Schedule 2023 - 2024 [+2.75%]							
NC-6 Childcare Provider-Extended Day	73	\$ 20.75	\$ 21.71	\$ 22.75	\$ 23.77	\$ 25.35	na
NC-7B Lead Childcare Provider - Ext. Day	9	\$ 25.44	\$ 26.43	\$ 27.33	\$ 29.21	\$ 31.06	na

Category	Headcount	Daily Rate [AM and PM Shift]
Crossing Guards	7	\$40



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **6/14/23**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**
A. Superintendent's Contract: Vote

MEETING DATE: **6/14/23**

BACKGROUND INFORMATION:

A vote of the School Committee is required to authorize the Chair to approve an updated employment agreement with the Superintendent of Schools.

ACTION RECOMMENDED:

That the Committee vote to authorize the Chair to execute an updated employment agreement between the School Committee and Dr. Joseph M. Sawyer as Superintendent of Schools for the dates July 1, 2023 through June 30, 2028, which will provide a salary increase of 2.50% for a salary of \$244,065 for the Fiscal Year 2024, and which will update personal leave benefits to align with those of other district administrators, with all other contract terms remaining unchanged.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandra Fryc, Chair, School Committee
Dr. Joseph Sawyer, Superintendent of Schools



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **6/14/23**

BACKGROUND INFORMATION:

The minutes from the School Committee Meeting held on June 7, 2023, will be provided under separate cover.

ACTION RECOMMENDED:

That the Committee accept the minutes from the School Committee Meeting held on June 7, 2023.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandra Fryc, Chairperson

Mr. Jon Wensky, Secretary



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **6/14/23**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

ITEM NO: **XII. Adjournment**