



**School Committee
Meeting Book**

**December 6, 2023
7:00 pm**

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

AGENDA

**December 6, 2023 7:00pm
Town Hall—Selectmen’s Meeting Room
100 Maple Avenue**

Items

Suggested time allotments

The meeting will be opened for the purpose of entering into executive session	6:00
Executive Session	6:00 – 6:45
A. For the purpose of addressing G.L. c. 30A, § 21(a)(4) “to discuss the deployment of security personnel or devices, or strategies with respect thereto” (“Purpose 4”)	
Open meeting to begin at 7:00pm	
I. Public Participation	7:00-7:05
II. Chairperson’s Report & Members’ Reports	
III. Superintendent’s Report	
IV. Time Scheduled Appointments:	
A. Safety and Security Audit: Report	7:05 – 7:35
V. Curriculum	
A. Literacy Program: Personnel & Processes Update	7:35 – 8:00
VI. Policy	
VII. Finance & Operations	
A. Summer Enrichment Program Tuition Rates: Vote	8:00 – 8:20
VIII. Old Business	
IX. New Business	
X. Approval of Minutes	8:20 – 8:25
XI. Executive Session	8:25 – 9:00
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”),	



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

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 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.

XII. Adjournment

9:00

Next regular meeting: December 20, 2023



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: 12/06/23

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. Safety and Security Audit: Report

MEETING DATE: **12/06/23**

BACKGROUND INFORMATION:

Shrewsbury Public Schools commissioned The Olson Group, Ltd. to conduct a Comprehensive Safety and Security Review for the District in October and November of 2023 to assess the safety and security of school buildings and internal safety protocols. At the meeting representatives from The Olson Group will summarize their report, which identified both existing strengths and opportunities for improvement for our school district's approach to safety and security.

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:

Dr. Joseph M. Sawyer, Superintendent of Schools
Mr. Chris Girardi, Assistant Superintendent for Finance & Operations
Zachary Pope, Project Manager and Lead Planner, The Olson Group, Ltd.
Eric Petroski, Support Associate and Site Assessor, The Olson Group, Ltd.



Shrewsbury Public Schools

Christian Girardi

Assistant Superintendent for Finance and Operations

December 6, 2023

To: School Committee

Subj: SPS SAFETY AND SECURITY REVIEW

Background

Shrewsbury Public Schools commissioned *The Olson Group, Ltd.* through a Public 'Request for Proposal' bid process in September of 2023 to conduct a Comprehensive Safety and Security Review for the District. This review was conducted in October and November of 2023 with the goal of assessing the safety and security of our public school buildings and internal safety protocols to highlight what we are doing well, and identifying areas where we can make improvements.

SPS Safety and Security Project Team

The Project Team for the SPS Safety and Security Review consisted of members from the School Department, Public Facilities, Shrewsbury Police Department, and Shrewsbury Fire Department. Having members from each of these departments provided a collaborative and comprehensive approach to conducting the review of our safety and security infrastructure. The members of the team are:

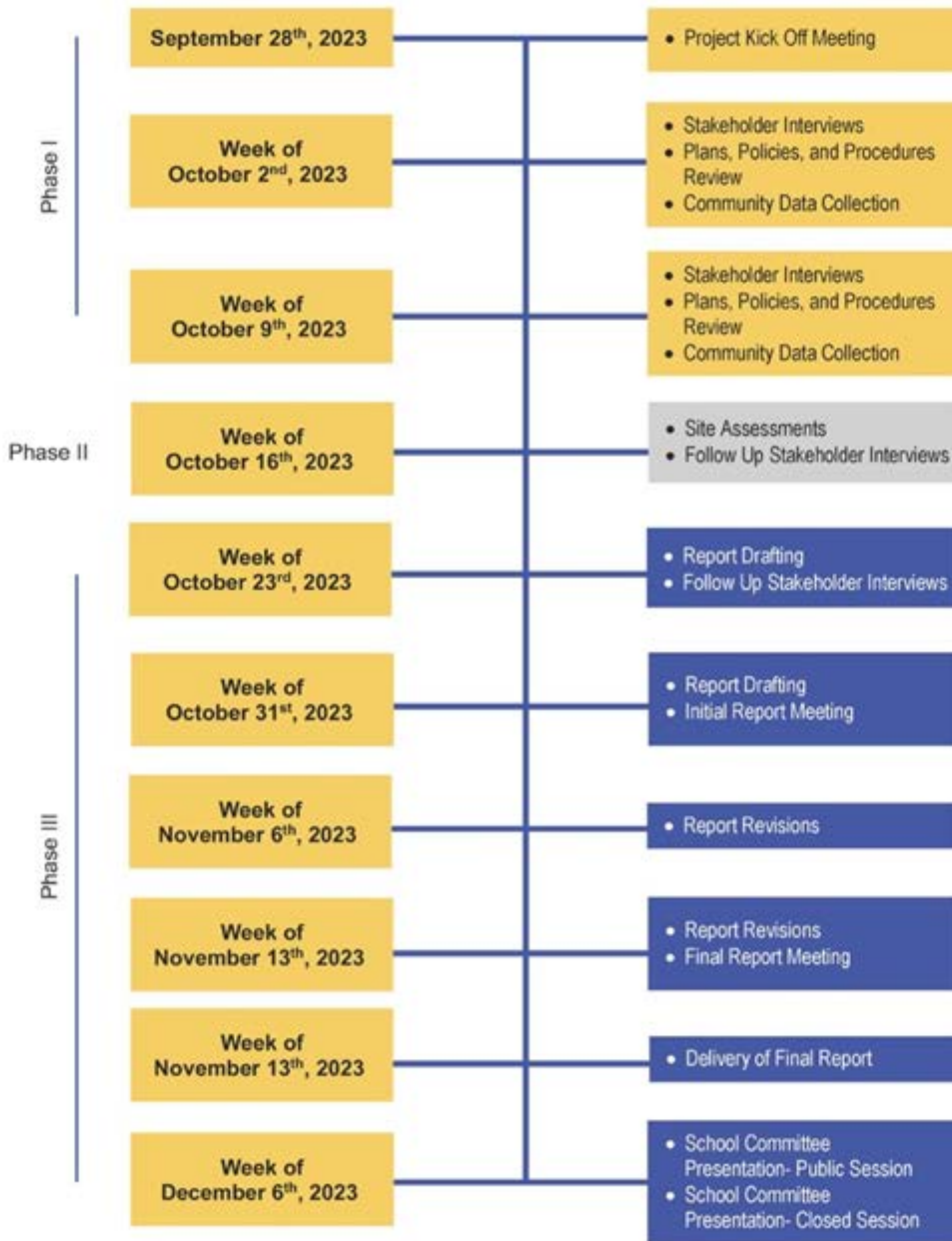
- Dr. Joseph Sawyer- Superintendent of Schools
- Chris Girardi- Assistant Superintendent for Finance and Operations
- Brian L'Heureux- SPS Director of Information Technology
- PJ O'Connell- Shrewsbury High School Assistant Principal
- Keith Baldinger- Assistant Town Manager- Operations
- Bill Tuttle- Director of Public Facilities
- Kevin Anderson- Chief of Police- Shrewsbury Police Department
- Adam Cameron- Lieutenant Operations Division Commander- Shrewsbury Police Department
- Alicia Brownell- School Resource Officer
- Shawn Valliere- School Resource Officer
- James Vuona- Fire Chief- Shrewsbury Fire Department
- Seth Colby- Deputy Fire Chief- Shrewsbury Fire Department

Timeline

The Olson Group conducted their assessment in three phases. Phase 1 consisted of a kick-off meeting with the district representatives listed above on Tuesday, October 10th. This was

followed by a schedule of interviews with stakeholders during the week of October 16th. Phase 2 consisted of the site-review of all buildings, with their four member team visiting Shrewsbury during the week of October 23rd. Phase 3 consisted of data review and report writing, with follow-up interviews and draft report reviews.

Chart 1- Timeline for the Shrewsbury Public Schools assessment project.



Summary

The Olson Group will present their report on Wednesday, December 6, 2023. Included in the report will be identified strengths of the district, as well as opportunities for improvement to strengthen an already strong safety and security system.



Shrewsbury Public Schools Safety and Security Review

Request for Proposal

Shrewsbury Public Schools issued a request for Proposal for a firm to conduct a Comprehensive Safety and Security Review in September 2023.

The Olson Group Ltd., a national homeland security and emergency management consulting firm was selected.



Interviews with Stakeholders

Stakeholders were identified by Shrewsbury Public Schools and the Olson Group Ltd. as being the major contributors to the safety and security of the school district. Group interviews were conducted and themes were identified as a result of those meetings.



Data Review

Policies, procedures, plans, and Panorama Education survey data were shared with the Olson Group Ltd. to benchmark against national best practices in education.



On-Site Building Assessments

Crime Prevention Through Environmental Design (CPTED) site assessments were conducted the third week of October 2023 by the Olson Group Ltd. Every school facility was reviewed during school operating hours and evening hours to get baseline data.



School Committee Report

December 2023 School Committee was presented with a presentation and closed session report on the details of the assessment.



Implementation Plan

As part of the assessment process, a recommended implementation plan was provided to Shrewsbury Public Schools with approximate dollar value of effort and recommended implementation month.





Executive Summary

Overall, the assessment conducted by the Olson Group Ltd. provided numerous commendable actions being taken by Shrewsbury Public Schools and a few areas for improvement to enhance the safety and security program. None of the areas for improvement are of extreme concern for the well-being of students, employees, or visitors to school facilities.

Strengths

Collaboration - Through the entire assessment, the employees of Shrewsbury Public Schools and the Town of Shrewsbury collaboration was identified as the biggest strength in the safety and security program. The ability to coordinate, discuss, and collectively problem solve as a team is one of the foundation principles for a sound safety and security program.

Communication - The district and first responder agencies (e.g., police and fire) have clearly established and regularly tested lines of communication through telephone, mobile phone, and integrated 800 MHz radio network.

Technology - The district has implemented an extensive amount of physical and technical security technologies that all are important in keeping schools safe and secure in a modern environment. The district ensured that most hallways and entrances are covered with cameras.

Preparedness - Interviews with employees and public safety officials identified clear efforts by the district to be prepared for emergencies through a planning cycle. Principals were clear in their identification of steps to protect their communities and initial steps that should be taken were documented in school specific documents.

Sense of Belonging - The district has taken significant steps to ensure that students and employees have a sense of belonging. Sense of belonging is a key indicator in the ability to support students and identify concerning behaviors in advance of negative educational outcomes.

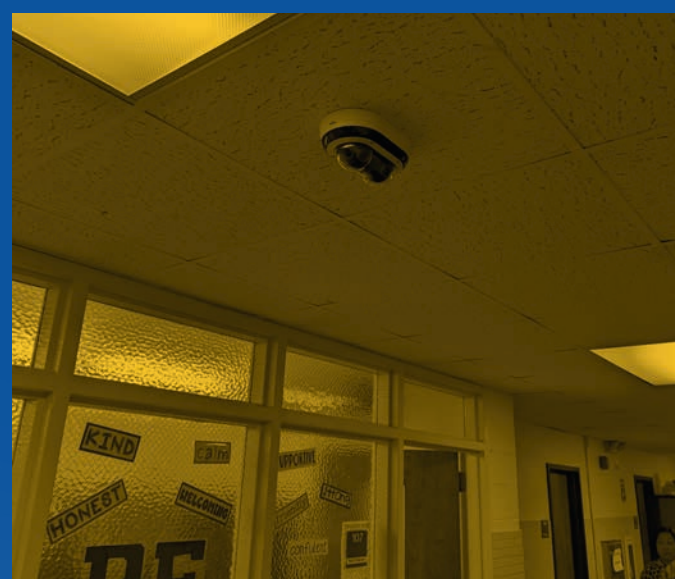
Opportunities for Improvement

Planning - The district has made great effort to document their emergency procedures and actions, however the plans that the district has do not align with the federal Department of Education's and the Federal Emergency Management Agency's Readiness and Emergency Management document School Guide: Guide for Developing High-Quality School Emergency Operations Plans.

Training - Continued education is the cornerstone for creating decisive and confident responses to emergencies. Through the implementation of a variety of technical and physical security systems.

Enhanced Preparedness - During the site assessment and through interviews, the assessment team noted that a variety of preparedness items have been a point of discussion and decision for years that the team identified were easy implementations to enhance preparedness. One such example was the implementation of alpha numeric identifiers on all exterior doors throughout the district.

Enhanced Security - Through the site assessment and interviews the assessment team heard reoccurring themes from end users around the preventative maintenance of existing equipment and installation of additional systems or equipment.





Shrewsbury Public Schools Safety and Security Report

Zachary Pope, M.Ed. CEM®
Eric Petroski, M.P.H.

The Olson Group Ltd.

HQ: Alexandria

Founded
in 2005

Our Vision

The Olson Group, Ltd. is in the collaboration business. Our clients are our partners; OGL succeeds when they succeed. Preparedness, response, and recovery are our core competencies. We deliver high-quality and sophisticated services and products with a small company emphasis on customer service.

Our Mission

To lead the emergency management and homeland security industry in providing innovative, professional and cost-effective services and products to the public and private sector.

Our History

OGL was founded in September 2005 by Kyle Olson to support Hurricane Katrina recovery efforts on the Gulf Coast. Mr. Olson's vision was to assemble an unsurpassed team of experts, committed to providing cost-effective and flexible solutions for state and local governments dealing with a constantly changing preparedness environment.

Over the last 17 years, OGL has grown to become one of the nation's leading homeland security and emergency management consulting firms supporting government agencies, private businesses, educational institutions and non-profit organizations throughout the United States.

Introductions

Purpose and Scope

Methodology

- Interviews and Policy Review
- Site Assessment

Crime Prevention Through Environmental Design

Findings

Agenda

Project Team



Zachary Pope

Project Manager

Masters of
Education

Certified
Emergency
Manager



Eric Petroski

Project Support
Lead

Masters of Public
Health



Natalie Graver

Site Assessment
Lead

Graduate
Certificate in
Homeland
Security



**Dr. William
Spencer**

Site Assessment
Lead

Doctorate in
Philosophy

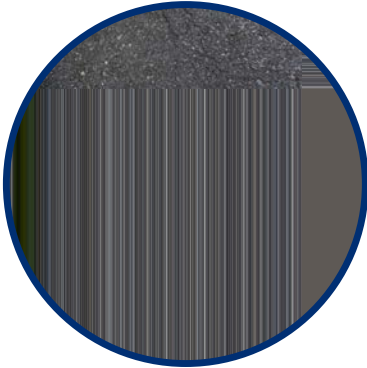
Certified
Emergency
Manager



Purpose and Scope

- Engage the community throughout the process to ensure it's a shared process and outcome.
- Highlight Division/Town Accomplishments in School Safety and Security
- Review Areas for Improvement
- Develop an agreed upon action plan for improvement

Timeline



September

- Request for Proposal Initiated
- Contract Award
- Project Kick Off

October

- Document Review
- Interviews
- Site Assessment

November

- Report Submission
- Infographic Delivery
- School Committee Presentation Delivery

December

- School Committee Presentation

Methodology

- Interviews with Stakeholders
- Panorama Data Review
- Policies, Plans, Procedures Review
- On-Site Assessments



Crime Prevention Through Environmental Design (CPTED)

Natural Surveillance

Guides the placement of physical features such as windows, lighting and landscaping. These features affect how much can be seen by occupants and passersby.

Natural Access Control

Physical guidance of people coming and going from a space by the placement of entrances, fences, landscaping, and lighting.

Territorial Reinforcement

Physical attributes that express ownership such as fencing, pavement treatments, signage, and landscaping.

Maintenance

Allows for the continued use of a space for its intended purpose. It also serves as an additional expression of ownership.

Policies, Plans, and Procedures

- Standard Response Protocol (SRP)
- Standard Reunification Method (SRM)
- Building Medical Emergency Plans
- Building Evacuation Plans

Fast Facts

- Standard Response Protocol and Reunification Method are the industry standard for emergency procedures.
- Active Shooter Hostile Event Response (ASHER) adopted by the Commonwealth of Massachusetts is a planning process that mirrors the SRP and SRM.

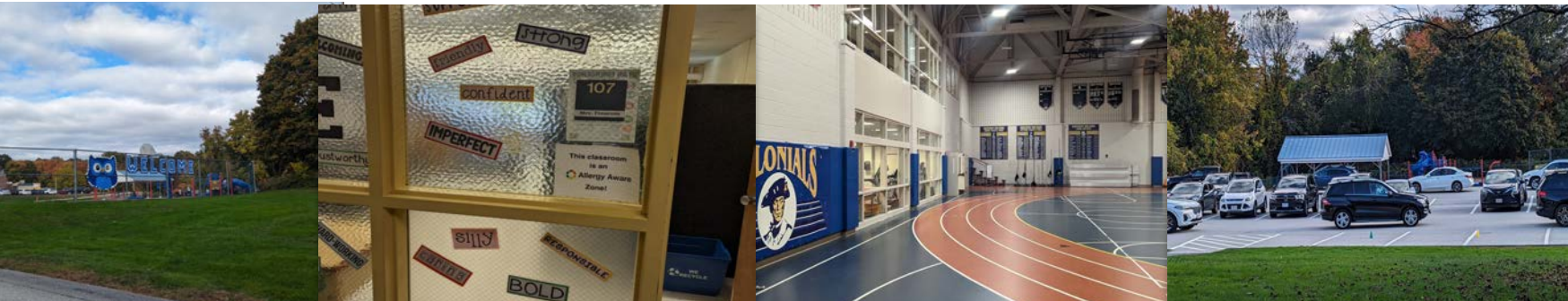


Interviews and Survey Data

- Sense of Belonging
- Collaboration
- Coordination
- Sense of Ownership

Fast Facts

- National Threat Assessment Center latest report states that all school attackers experienced social stressors involving their relationship with peers and/or romantic partners.
- Coordination and communication are the number one corrective action item identified in after-action reports from incidents and exercises nationwide.
- According to the Federal Bureau of Investigation analysis on school shooters, it may be difficult for educators/assessors to "critique" their own school, it is necessary to have some level of understanding of the dynamics in their school because their school can ultimately become the scene of the crime.



Site Assessments

- District Security Technology
- Secure Building Entry
- Common Radio Infrastructure
- Door Hardware and Access
- Combustible Storage

Fast Facts

- 70% of school districts in the United States experienced a cyber security incident in 2022.
- Lighting can provide shadows and reduce visible area presenting more opportunities for crime and incidents.
- First responder alphanumeric signage is an industry standard to provide a common operating picture before, during, and after incidents.
- Unmonitored landscaping can create obstructions for cameras, windows, etc. for natural surveillance.



Questions?



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: IV. Time Scheduled Appointments:

MEETING DATE: 12/06/23

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **12/06/23**

A. Literacy Program: Personnel & Processes Update

BACKGROUND INFORMATION:

Ms. Clouter, Ms. Osborne, and the Shrewsbury Public School Reading Specialists will present a report that describes the role of reading specialists and highlights recent data they have gathered that is helping improve literacy practices in Shrewsbury.

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:

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

Ms. Kristin Osborne, Literacy Consultant, Mass Tiered Literacy Initiative

Reading Specialists:

Maureen Henry, Calvin Coolidge School

Vanessa Colleran, Floral Street School & Walter J. Paton School

Heather Mistretta, Maj. Howard W. Beal School & Spring Street School

Susan Drenzo, Sherwood Middle School

SPS Literacy: Personnel and Practices

An Update for the School Committee

December 6, 2023

Amy Clouter,

Assistant Superintendent for Curriculum, Instruction & Assessment



I. Overview

In my last curriculum communication I described the district's new approach to literacy. The related presentation was primarily focused on the new curriculum materials purchased for instruction in foundational reading, and the professional development provided to general education teachers in grades K-6. This report will describe the roles of the reading specialists in supporting students inside and outside the classroom, and the assessment information that is helping our educators to improve literacy practices in Shrewsbury.

II. Reading Specialist Positions

To recap, with support from the School Committee and contained in the budget approved by Town Meeting last spring, we were able to add three highly qualified individuals to Reading Specialist positions to our ranks, joining our one existing position. The addition of these positions means that we significantly expanded our capacity for student support.

The table below depicts the current staffing dedicated to literacy by level:

Reading Specialist	Building(s)	Total Tutors (Head Count) & Total Hours
Maureen Henry	Coolidge	<ul style="list-style-type: none">● CCS: 3 tutors (65.5 hours per week)
Vanessa Colleran	Floral & Paton	<ul style="list-style-type: none">● FSS: 4 tutors (74 hours per week)● WJP: 2 tutors (39 hours per week)
Heather Mistretta	Beal & Spring	<ul style="list-style-type: none">● HWB: 4 tutors (117.5 hours per week)● SSS: 1 tutor (19.5 hours per week)
Susan Direnzo	Sherwood	<ul style="list-style-type: none">● SMS: 1 tutor (30 hours per week)

The role of the reading specialist as listed in the original posting describes a role that is both student and staff-facing.

Key responsibilities include:

- Assessing students reading skills and using data to develop and implement individualized reading plans
- Working with students that require support 1:1, in small groups, or in the classroom setting and maintaining records of services provided
- Supervising literacy tutors
- Collaborating with classroom teachers, administrators, and other educational professionals to support students' reading success and educator effectiveness.
- Monitoring student progress and communicating with parents and other caregivers about students' literacy strengths and needs
- Facilitating data-informed, building based discussions focused on reading interventions

Currently the bulk of a reading specialist's schedule is currently allocated to providing direct support to students in need and supervising the tutors that work in their respective building(s).

However, the addition of the reading specialist positions also increased capacity for staff support by creating districtwide systems for collecting and analyzing student assessments. Moreover, our ongoing participation in the Massachusetts Tiered Literacy network enables us to benefit from the support of an additional literacy expert, and additional financial support you authorized through the district budget enabled us to significantly increase the time this consultant, Ms. Kristin Osborne, is able to devote to SPS.

While our building-based specialists focus on training and supporting students and tutors, Ms. Osborne has lent her expertise to support our Instructional Coach / Curriculum Coordinator team and to work with district leaders to develop systems for structuring, monitoring and strengthening reading instruction at both the Elementary and Middle level. Together our general educators and specialists continuously collaborate to identify and support children in need by assessing skills, implementing intervention plans and monitoring student progress. We call this process the data cycle.

III. The Data Cycle: Promising Practices

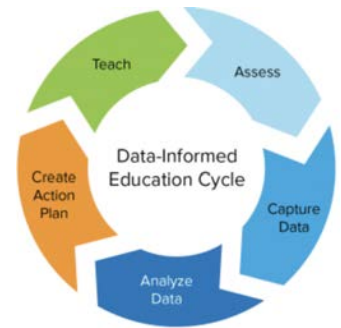
The data cycle begins at the start of each year with the use of a universal screener. All students in Grades K-8 take either the Star Early Literacy or the Star Reading test three times a year, with the first administration scheduled for oldest students first.

The table below shows the number of Elementary students that took these assessments in September by grade and school:

Total Star Assessments: Grades 1-4

	<i>Beal</i>	<i>Coolidge</i>	<i>Floral</i>	<i>Paton</i>	<i>Spring</i>	<i>Total</i>
Grade 4	125	63	123	68	65	444
Grade 3	122	50	110	49	56	387
Grade 2	112	60	109	59	56	396
Grade 1	128	55	102	50	51	386
Total	487	228	444	226	228	1,613

Note: Kindergarten students took the Star Early Literacy assessment between November 6-17. However, since Kindergarten students are expected to be learning foundational skills as part of literacy instruction, most additional support is provided within the context of the classroom.



Total Star Assessments: Grades 5-8

	Grade 8	Grade 7	Grade 6	Grade 5
Number	463	484	412	444
Total	1,803			

Following assessment administration, teacher teams gather to consider the results and to use common criteria to identify which students qualify for reading support and to align the intensity of that support to individual student needs. Each student identified for additional support has an individualized plan, including how their progress will be tracked over time.

Teachers in grades Kindergarten through Grade 5 have standards that center word recognition skills, and tools to measure each skill. The specific skills teachers target vary by grade, and so do the assessments that gauge their mastery of those skills over time. We call the assessments used to monitor progress “curriculum-based measures”, and we use the results of these quick checks to determine how best to support students that have not yet achieved grade-level benchmarks and to design appropriate student supports.

It's important to note that some students simply need additional time with their teacher in the classroom. On the other hand, some students will require support from a tutor or specialist in order to make effective progress. The table below depicts the number of students that met the criteria for each type of reading support at the beginning of the year by grade and school.

Grade		Beal	Coolidge	Floral	Paton	Spring	Total	%
4	Classroom-Based Support	23	10	21	11	7	72	16%
	Tutor Support	18	7	15	5	4	49	11%
	Specialist Support	8	10	11	2	3	34	8%
	Total Gr 4 Support	49	27	47	18	14	155	35%
3	Classroom-Based Support	21	6	20	10	12	69	18%
	Tutor Support	15	3	15	7	5	45	12%
	Specialist Support	11	14	7	1	0	33	9%
	Total Gr 3 Support	47	23	42	18	17	147	38%
2	Classroom-Based Support	13	7	15	14	10	59	15%
	Tutor Support	11	9	7	6	3	36	9%
	Specialist Support	12	18	12	6	3	51	13%
	Total Gr 2 Support	36	34	34	26	16	146	37%
1	Classroom-Based Support	27	10	28	9	18	92	24%
	Tutor Support	19	10	14	8	9	60	15%
	Specialist Support	26	12	15	5	4	62	16%
	Total Gr 1 Support	72	32	57	22	31	214	55%

Educators providing support monitor students' progress towards their goals in six week cycles. Grade level teams, reading specialists and tutors completed an analysis of our first cycle in mid- October. At our upcoming presentation we will share updated information about how the students selected for additional reading support in the first district cycle reading are faring.

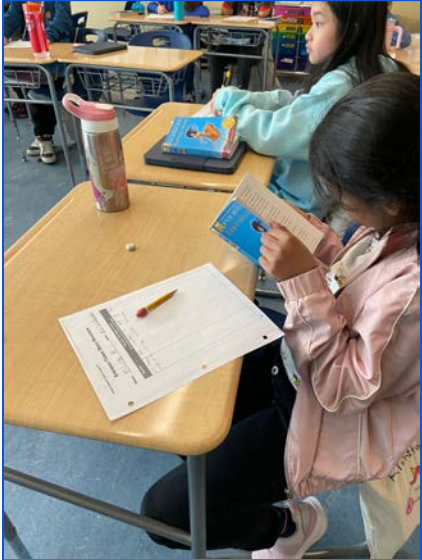
Looking at these numbers raises the question of capacity- and for good reason. It's helpful to look at the supports provided in classrooms as compared to outside supports. The table below simplifies the information in the table above. For example, we can see that 55% of first graders in Shrewsbury were identified for reading support in the first data cycle, with 24% of the cohort receiving support within their classrooms and 31% qualifying for support from a tutor or reading specialist.

Percentage of Students Eligible for Classroom vs Specialized Support By Grade

Grade	Classroom Support	Tutor Support	Reading Specialist Support	Total Percentage of Students Receiving Support
4	16%	11%	8%	35%
3	18%	12%	9%	38%
2	15%	9%	13%	37%
1	24%	15%	16%	55%

The next administration of the Star screener begins in January. Our educators will continue to monitor the progress of students receiving interventions throughout the year. In this way we can adjust student support and evaluate the effectiveness of an individual student's plan. A more detailed presentation of the Star Reading and Math assessments will be shared at a future School Committee meeting.

The structure for support at the middle level is different. We only have one Reading Specialist position and no tutors. However, we do have scheduled time for academic support that team teachers provide, and similar structures for collecting and using data.



Grade			%
5	Classroom Support	95	21%
	Team-Based Support	18	18%
	Specialist Support	23	5%
	Total Gr 5 Support	196	44%
6	Classroom Support	122	30%
	Team-Based Support	55	13%
	Specialist Support	14	3%
	Total Gr 6 Support	191	46%

IV. Conclusion

The vision statement created by the Literacy Council last year depicts our collective hopes for our students well. In part it reads:

We aspire to empower students by providing structured, standards-based literacy experiences that are engaging, relevant and responsive to their identities. Our shared commitment is to ensure equitable access to the curriculum and to foster curiosity, lifelong enjoyment of reading and writing and a growth mindset so that students experience academic success and apply their skills to understand and impact the world around them.

We will do this by providing evidence-based literacy instruction that is explicit, systematic and aligned across grades PreK-6. We will use a comprehensive assessment system to analyze and respond to students' literacy needs, ensuring that all students enjoy the supports and opportunities our district has to offer.

Our reading specialists play a crucial role in providing standards-based, individualized support to students. As part of this effort they have modeled effective practice for general educators and contributed to team conversations informed by data. Again, moving from actuality to aspiration will require us to strengthen our practice and our systems. It's inspiring to see the ways our teams of educators have embraced their roles and responsibilities in this initial phase.

Ensuring equitable outcomes for students will take continued investment in support for students, staff and continued attention to the systems that enable us to monitor the effectiveness of our implementation plan. I remain deeply grateful for your support of the district's literacy initiative and eager to describe the ways in which we are working to ensure equal access to grade level standards for all students. I look forward to sharing updated student information and answering your questions about literacy instruction at your meeting on December 6.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **12/06/23**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: VII. Finance & Operations

MEETING DATE: 12/06/23

A. Summer Enrichment Program Tuition Rates: Vote

BACKGROUND INFORMATION:

The Summer Enrichment program has not increased its teaching stipend in at least 10 years and the current stipend is out of alignment with similar district stipends. This has negatively impacted the number and type of class proposals received. In order to increase the stipend paid to teach classes, an increase in the fee per class is required to cover costs. In her report Ms. Isaacson will recommend that class fees increase from \$80 to \$100 per class to cover the costs of higher stipends while maintaining a rate that represents a good value for families.

A memorandum from Ms. Isaacson is enclosed.

ACTION RECOMMENDED:

That the Committee vote to increase the summer enrichment class fee to \$100 per class.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Karen Isaacson, Director of Extended Learning

Mr. Chris Girardi, Assistant Superintendent for Finance & Operations



December 6, 2023

To: Shrewsbury School Committee

From: Karen Isaacson, Director of Extended Learning

RE: Recommendation for family fee increase for summer enrichment programs

Recommendation: Increase summer enrichment family class fee to \$100 per class

Rationale:

In order to increase the stipend rate paid to staff to teach summer enrichment courses, I recommend that the School Committee vote to increase the family class fee from \$80 per class to \$100 per class.

The Summer Enrichment program has not increased its teaching stipend in at least 10 years. The current teaching stipend is \$500 per half-day class. This is out of alignment with similar district stipends, and in recent years has impacted the number and type of proposals we receive.

Any SPS employee is welcome to submit a proposal, but historically, priority has been given to teachers and other professional educators. We've seen a shift in the number of classes taught by teachers vs. paraprofessionals over the past several years

- o In 2016, 60% of the classes were taught by professional educators
- o In 2019, 50% of the classes were taught by professional educators
- o In 2023, 40% of the classes were taught by professional educators

We saw a significant drop-off in the number of proposals we received this year (211), compared to 2019 (337). While there are many factors that may have impacted this, including a late start to the proposal process, opportunities to teach summer academy, and post-pandemic burnout, many teachers told me directly that the reason they didn't submit proposals was because the stipend was too low.

The already contractual negotiated rate for compensation for additional hours has increased over time, and is now at \$41.03 per hour. This rate is used as the basis for developing stipends

throughout the district. The current stipend of \$500 translates at that rate to 12 hours of work, when it was originally based on 16 hours (summer enrichment teachers are with students 14 hours per class and spend some additional time planning and preparing curriculum). Our intention is to commensurately increase the stipend per class to \$650. No School Committee action is required for this change, as the rate is already negotiated as part of the collective bargaining agreement.

In order to cover the costs of higher stipends for staff, class fees must increase. The current cost is \$80 per half-day class (3 hours per day, 4 days per week). This fee has been consistent since at least 2014, and is significantly lower than other local camps.

Local rate survey summer 2023.

(weekly fees broken down to an hourly rate for ease of comparison)

Program	Hourly Rate
Shrewsbury Club	\$11.42
Southborough Extended Day	\$9.37
SPS Robotics camp	\$8.57
Teamworks	\$8.50
SPS SUMMER ENRICHMENT – Proposed	\$8.33
YMCA	\$7.59
SPS SUMMER ENRICHMENT – 2023	\$6.66
Shrewsbury Recreation	\$6.12

The new rate remains a good value for families, and our program is unique in offering an “a la carte” catalog with so many specialized classes.

Summary:

In order to cover the cost of increasing the stipend paid to staff for teaching summer enrichment classes for the first time in over a decade (from \$500 to \$650 per class using the contractual hourly rate as basis), it will be necessary to increase the cost of each class to families. I respectfully ask the School Committee to approve an increase in the family fee from \$80 to \$100 per class.

I look forward to answering any questions you have at the meeting on December 6. Thank you for your consideration.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **12/06/23**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **12/06/23**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **12/06/23**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **12/06/23**

BACKGROUND INFORMATION:

The minutes from the School Committee Meeting held on November 29, 2023, are enclosed.

ACTION RECOMMENDED:

That the Committee accept the minutes from the School Committee Meeting held on November 29, 2023.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandra Fryc, Chairperson
Mr. Jon Wensky, Secretary

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

MINUTES OF SCHOOL COMMITTEE MEETING

Wednesday, November 29, 2023

Present: Ms. Sandra Fryc, Chairperson; Ms. Erin Boucher, Vice Chairperson; Mr. Jon Wensky, Secretary; Ms. Lynsey Heffernan; Ms. Rachel Sharifipour; Mr. Christian Girardi, Assistant Superintendent for Finance and Operations; Ms. Amy B. Clouter, Assistant Superintendent for Curriculum & Instruction; Ms. Barb Malone, Executive Director of Human Resources; and Dr. Joseph Sawyer, Superintendent of Schools.

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

The meeting was convened by Ms. Fryc at 7:00 pm.

I. Public Participation

None.

II. Chairperson's Report & Members' Reports

None.

III. Superintendent's Report

Dr. Sawyer reported: the Fall Edition of the Shrewsbury School Journal was in the process of being delivered to all residents in Shrewsbury and expressed appreciation to its contributors; a recent broadcast from Spectrum News featured the *Maple & Main* retail business presented by the RISE (Reaching Independence through Supported Employment) Program; and *Maple & Main* would host a pop-up winter market on December 7.

IV. Time Scheduled Appointments:

A. Athletics Sponsorship: Vote

Ms. Fryc advised this agenda item would be moved to a future meeting.

V. Curriculum

A. State MCAS Testing: Annual Report

Ms. Clouter began the report by providing the rationale for testing all students and a recent history of MCAS testing, and by defining the two types of scoring utilized - *achievement* and *growth*. She presented Shrewsbury Public School (SPS) student data highlights by subject: Science and Technology/Engineering (by grade level, SPS compared to state); Mathematics (by grade level, SPS compared to state and local districts, for high needs subgroup - students with disabilities, English Learners, low income); and English Language Arts (by grade, compared to state and local districts, for high needs subgroup). Ms. Clouter described next steps for the district based on the state test data, added that the Star universal screening tool is utilized throughout the year to monitor student progress, and shared data on Star's predictive capabilities (within approximately 10% of MCAS actual scores).

Additional information was provided in response to questions from the Committee on a variety of topics including Star assessment screenings (given three times per year in fall, winter, and spring), MCAS scores and high school graduation (scores reported are for the first time the exam is taken by students, and exams can be retaken), Science assessment (classroom-based common assessments are utilized), and using test data to inform adjusting resources to meet the needs of a changing student population.

B. SHS Testing: Annual Report

Shrewsbury High School (SHS) Principal Mr. Todd Bazydlo gave the report and noted Ms. Angie Flynn, Director of School Counseling, was not able to attend the meeting. After summarizing recent College Board test administration and score reporting changes, Mr. Bazydlo presented detailed data on SAT scores (SHS compared to state and national, by gender, and by self-reported race/ethnicity), and participation rates (10-year history); PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) data on students designated as Commended, Finalist, and Scholarship Recipients (5-year history); and AP (Advanced Placement) exam participation rates (10-year history) and scores (by subject, SHS compared to state and national, gender, race/ethnicity, high needs subgroup, and scholar designees). Mr. Bazydlo summarized the AP School Honor Roll Progress Report for SHS for 2023, noting the College Board's new "College Optimization" category - a metric for students who took five or more AP Exams in high school with at least one taken in grades 9 or 10 had been added (SHS only offers AP courses in grades 11 and 12), and summarized the components of Shrewsbury High School's School Profile Information for College Admissions.

In response to questions from the Committee, additional information was provided on topics including why students take AP courses (multiple reasons, including the narrative that they are necessary for select college admissions), the potential motivation(s) for the addition of the "College Optimization" category (business/marketing perspective/decision, balance of coursework over multiple years, etc.), and AP self-study courses (scores are not reported on student transcripts).

VI. Policy

None.

VII. Finance & Operations

A. Enrollment Projections for 2024-2025 School Year: Report

Mr. Girardi described the three projection methods utilized in the report (McKibben Report, New England School Development Council, and Town Manager's Enrollment Projection) before providing data on birth and cohort survival (since 2011), current year enrollment compared with various projections by grade and grade span, Assabet Valley Regional Technical High School (AVRTHS) enrollment and projections (for nine years), Fiscal Year 2025 class-size planning, and long-term planning projections.

Ms. Fryc noted the importance of the projection data to both short- and long-term planning (including capital planning) in the district.

VIII. Old Business

None.

IX. New Business

A. Superintendent's Goals: Vote

In addition to being responsible for the district's one-year goals and action steps, Dr. Sawyer proposed two individual goals for himself for the Committee's consideration for his Spring 2024 evaluation: a Student Learning S.M.A.R.T. (S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked) Goal relative to FY 2025 budget

planning priorities to advance student learning, and communicating those priorities effectively to stakeholders; and a Professional Practice S.M.A.R.T. Goal to develop and improve external and internal communications protocols to enhance communications with families and staff. Dr. Sawyer also detailed the action items suggested to meet the proposed goals.

Committee members expressed support for the proposed goals. On a motion by Ms. Boucher, seconded by Ms. Sharifipour, the Committee voted unanimously to approve the Superintendent's Goals for the 2023-2024 school year as presented.

X. Approval of Minutes

Without objections from the Committee, the minutes from the School Committee Workshop held on November 8, and the School Committee Meeting held on November 15, 2023, were accepted as distributed.

XI. Executive Session

Ms. Fryc requested 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; and

B. 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, 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.

On a motion by Ms. Boucher, seconded by Ms. Sharifipour, on a roll call vote: Ms. Sharifipour, yes; Mr. Wensky, yes; Ms. Boucher, yes; Ms. Heffernan, yes; and Ms. Fryc, yes, the School Committee voted to adjourn to Executive Session at 8:34 pm.

XII. Adjournment

On a motion by Ms. Sharifipour, seconded by Ms. Boucher, the committee unanimously agreed to adjourn the meeting at 9:23pm. Roll call votes were as follows: Ms. Sharifipour, yes; Ms. Heffernan, yes; Mr. Wensky, yes; Ms. Boucher, yes; and Ms. Fryc, yes.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

2023 State Testing Report

2023 State Testing Slide Presentation

SHS Testing Report

SHS Testing Slide Presentation

Enrollment Projections Report

NESDEC Enrollment Projections Report
Town Manager's Enrollment Projections Spreadsheet
McKibben Enrollment Projections Report
Enrollment Projections Slide Presentation
Superintendent's FY24 Goals Memo
Set(s) of minutes as referenced above



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **12/06/23**

- 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 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.**

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, and
- B. 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, 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

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

Mr. Chris Girardi, Assistant Superintendent for Finance and Operations



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XII. Adjournment**