



**School Committee
Meeting Book**

**January 11, 2017
7:00 pm**

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

AGENDA

**January 11, 2016 7:00pm
Town Hall-100 Maple Avenue
Selectmen's Meeting Room**

- | | | |
|-------|--|-------------|
| I. | Public Participation | |
| II. | Chairperson's Report & Members' Reports | |
| III. | Superintendent's Report | |
| IV. | Time Scheduled Appointments: | |
| | A. Superintendent's State of the District Report | 7:10 – 7:35 |
| V. | Curriculum | |
| VI. | Policy | |
| | A. Student Activity Account Policy Updates: First Reading | 7:35 – 7:45 |
| VII. | Finance & Operations | |
| | A. Financial Projections Subcommittee: Report & Discussion | 7:45 – 8:10 |
| | B. Student Pay Rate for Information Technology Support: Vote | 8:10 – 8:20 |
| VIII. | Old Business | |
| IX. | New Business | |
| | A. Performance Evaluation of the Superintendent: Report & Vote | 8:20 – 8:40 |
| X. | Approval of Minutes | 8:40 – 8:45 |
| XI. | Executive Session | |
| | A. Review, approval, and/or release of executive session minutes | 8:45 – 9:00 |
| XII. | Adjournment | 9:00 |

Next regular meeting: January 25, 2016



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: **01/11/17**

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
Dr. B. Dale Magee, Vice Chairperson
Mr. Jon Wensky, Secretary
Ms. Erin Canzano, Committee Member
Mr. John Samia, Committee Member

ITEM NO: III. Superintendent's Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from Dr. Joseph M. Sawyer, Superintendent of Schools?

BACKGROUND INFORMATION:

This agenda item allows the Superintendent of the Shrewsbury Public Schools to comment informally on the programs and activities of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

ACTION RECOMMENDED FOR ITEMS I, II, & III:

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IV. Time Scheduled Appointments:** MEETING DATE: **01/11/17**
A. Superintendent's State of the District Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a presentation on the state of the district from the Superintendent?

BACKGROUND INFORMATION:

1. Dr. Sawyer will share his perspective regarding the current state of the Shrewsbury Public Schools.
2. Dr. Sawyer's report is included.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



Shrewsbury Public Schools

Joseph M. Sawyer, Ed.D.
Superintendent

January 6, 2017

To: School Committee
From: Joe Sawyer
Re: State of the District

As we begin a new calendar year, I am pleased to report to you regarding the state of our school district. I will also provide remarks in person at your January 11 meeting, at which time I will be pleased to hear any feedback and answer any questions you may have.

The intent of this report is to provide a holistic view of our school district's current situation from my perspective, rather than the statistical information you have received in previous reports regarding topics such as educational testing results, college matriculation, enrollment and class size, etc.

My assessment of the current state of the Shrewsbury Public Schools is summarized in the following five points:

- 1) Our students are engaged in learning within respectful school cultures; they are acquiring skills, knowledge, and habits of mind they will need for future success; and they are demonstrating high levels of success in academics and co-curricular activities.
- 2) The complexity and pace of society are affecting students, families, and educators in ways that present significant challenges within the school environment, and that require both resources and skill to address.
- 3) Our educators are motivated, student-centered, and focused on their craft; and they have more opportunity for and autonomy over their professional development.
- 4) Our school facilities are strong overall; however, enrollment pressures and program needs require additional space in the early grades and are stressing capacity at the middle and high school levels.

- 5) The public education landscape is evolving rapidly and remains subject to demands for academic performance, mandates for compliance, and pressures to address societal issues; however, the realities of the cost structure and funding mechanisms for our public schools will make the upcoming budget cycle extremely challenging.

Below I provide a brief overview of each point to illustrate my assessment, and I will provide additional information when I present the report on January 11th.

Our students are engaged and successful...

Results show that Shrewsbury students are doing very well on virtually every common measure of academic performance, from [state tests](#), to [national tests](#), to [post-graduation options](#). Students also excelled in co-curricular activities over the past year, as evidenced by a state championship in high school speech and debate; the regional award for best overall production for the high school musical; a prestigious state drama award for the SHS fall play; the chairman's award for high school robotics; and multiple league championships in athletics, including state finalist teams in gymnastics and football.

One of our district's strategic goals for the five-year plan just being completed is that "90% of students, parents, and educators will agree that student learning experiences are engaging and that students participate in appropriately challenging coursework that meets their needs." On a survey in June, the results were that 88% agreed or strongly agreed that learning experiences are engaging, while 86% agreed or strongly agreed that coursework is appropriately challenging, just below the goal threshold but representing a very high degree of satisfaction regarding the quality of what our schools provide.

When visiting classrooms, I am seeing more examples of students engaged in activities or projects that are purposefully connecting the learning to real-world applications that are building proficiency at the so-called "21st century skills" of communication, critical thinking, collaboration, and creativity. I am also observing very purposeful cultivation of a ["growth mindset"](#) among students, which actualizes our district's core value of "fostering the belief that effective effort is the most important element of success."

The use of digital tools for learning, from interactive whiteboards at the early childhood and elementary years to our personal digital device program in grades 5-12, plus the introduction of a 1:2 in-school student to iPad program in grade 4, provides educators and students with opportunities to find and display information from myriad sources; present evidence of learning and create in a variety of written, audio, visual, and video modalities; organize course materials and resources through an online learning platform; and communicate and collaborate within the school community as well as across the nation and globe. As use of digital devices and materials matures, I am seeing educators and students become more adept at utilizing these tools to create learning experiences that would not be possible without them. With the ubiquity of digital devices in 21st century life, it will continue to be critical to provide lessons in digital citizenship and to help students learn how to utilize these

tools appropriately and to avoid being distracted by them, which is a skill all higher education students and adults need to acquire.

The complexity and pace of society are affecting students, families, and educators...

Life has become more complex, and the features and expectations inherent in society in this place and time, along with the acceleration of the pace of life and the increase in the volume and speed of information, are all having an impact on our schools.

These phenomena manifest themselves in our school environments in a variety of ways, both positively and negatively. Greater access to information can enhance learning, but it can also be overwhelming. Parental support for children's success is strong, but can also create high levels of stress for students due to overscheduling of activities and misapplication of expectations. The ubiquity of smartphones and the constant connection to social media, texting, and email make it easier to connect with family, friends, and community, but can lead to unreasonable expectations for instant response; sleep loss; constant worry due to "fear of missing out;" and unrealistic perceptions of others' success and happiness vs. one's own, as public online personae are carefully "curated." As a result, stress is a very real factor affecting students, families, and our staff. Therefore, it is not surprising that the concepts of "[social thinking](#)" and "[mindfulness](#)" and their application to the educational environment are gaining significant traction within our schools.

Mental and behavioral health issues present a significant and growing challenge to our schools. While a small percentage of students have significant problems in this area, addressing their needs is extremely time and resource intensive. Students who present with these symptoms are also at risk for substance abuse problems, another area where our schools are dealing with changing societal issues and norms due to the opiate crisis and the legalization of marijuana. Further, we know that the risk of violence in schools, while very small, is connected to mental and behavioral health issues among students and/or members of the community. The time and resources we are devoting to school safety and security is an unfortunate reality, but beyond this we know that ensuring that our students are connected to adults in the school community and having systems in place to identify students who are having difficulties is the best proactive work we can do to mitigate safety risks.

Our town is becoming more diverse in terms of nationality, ethnicity, and culture, which greatly enriches our community, but also creates challenges regarding educating students and communicating with families with limited or no English. Diversity has also continued to increase regarding children who have different physical and neurological abilities, due to more children surviving from birth due to modern medicine and the greater prevalence of conditions such as autism. Our schools rightly must provide appropriate educational services to all of our students, and the ways these moral and legal mandates must be implemented create great complexity in the educational system and the need for significant resources.

Our educators are motivated, student-centered, and focused on their craft...

I continue to be impressed with the passion, commitment, and skill our teachers, paraprofessionals, secretaries, technicians, and administrators bring to their work. We are fortunate to have highly qualified and competent people doing the critically important work of educating our town's young citizens.

Over the past year, educators in Shrewsbury have had increased opportunities to learn about best practices and consider ways to innovate within their classrooms. The work of the [Innovation in Learning Study Group](#) is one example, and through my visits I am seeing more instances of project-based learning throughout our schools. There is a clear focus on student learning when teachers are collaborating with their grade level or departmental teams, and I am struck by the level of professionalism and dedication to student success that I routinely see among our staff.

The district has provided teachers with a voice in their schools (through faculty advisory councils and surveys, for example) and also has leveraged teacher leadership to move key projects forward, including improving our mentoring and induction program for new teachers; enhancing the elementary school handbook; building online learning experiences and utilizing our online learning management system; and facilitating the work associated with the district's project-based learning goal.

After a number of years of professional development that was mostly prescribed due to various mandates, this year's professional development program for teachers has provided a significant amount of choice and flexibility. Teachers were able to choose one of ten professional development "pathways," and are using their time on professional development days and early release days to learn about their chosen topic and to choose ways to apply it to their own practice, typically in collaboration with other educators who chose the same topic. This approach, which utilizes digital learning tools through the Schoology online learning management system, has been well received by teachers and is already resulting in some interesting classroom and school applications.

Our school facilities are strong -- however...

The schools that have been built or fully renovated since 1997 (Floral Street School, Shrewsbury High School, Oak Middle School, Parker Road Preschool, and Sherwood Middle School) are in excellent physical condition. Of the other schools that predate this era, both the Paton School and Spring Street School have received attention in recent years through projects such as new windows and/or roof, updated flooring, etc., and both received full

renovations of their HVAC systems over the summer. Coolidge School has most recently had lighting improvements and is generally in good shape, but will require some significant work in the future given the age and condition of the building. All three of these schools utilize a number of modular classrooms, added to absorb rapid growth in the late '90's, which will eventually require attention in ways that permanent structures do not. As you know, the Beal Early Childhood Center, built in 1922, represents the most extreme need when it comes to infrastructure, as the building is coming to the end of its useful life. Fortunately, the Massachusetts School Building Authority (MSBA) has selected Beal for one of its projects considered for state funding, and we have completed the first phase of the MSBA process, the so-called "eligibility period." This past December, Town Meeting approved \$1.2 million to move forward with the feasibility study phase of this project, which will take place over the next 12 to 18 months, which will determine various solutions that will provide a school with 750 to 790 student seats at the early childhood/elementary level. This is very good news for our town, as financial participation on the part of the Commonwealth is critical to meet our infrastructure needs.

It should also be noted that the district has not had adequate space for its early childhood and elementary programs for many years, as evidenced by the following:

- the continued need to rent an additional building on Wesleyan Terrace (behind the Maple Ave. Post Office) to provide two classrooms (used for kindergarten in past years and for preschool in recent years)
- the continued use of Beal classrooms as overflow for Floral Street elementary students (currently three classrooms being used for Floral Street first grades); this reduces the availability of classrooms for full day kindergarten, which is highly desirable both educationally and for parents, and which is the reality in about 90% of public kindergarten classrooms in Massachusetts.
- the increase in the need for specialized spaces for intensive special needs programming, English language learner instruction, and other mandated services; in some cases this has resulted in lack of spaces for art or music instruction, which then must be delivered "on a cart" by visiting the regular classroom.
- the lack of separate gymnasium and cafeteria spaces at Paton School, where one multipurpose space limits the ability to schedule physical education classes and alternative uses of the cafeteria for special programs, etc.

Regarding our space needs at the middle and high school levels, we are fully utilizing spaces at Sherwood, Oak, and SHS. This year's expected increase in ninth grade enrollment was larger than projected and has further stressed the high school's capacity, which is almost at 100% room utilization each academic period. As no expansion is planned for this population peak that will happen over the next few years (and then abate somewhat), it will be important to consider ways to minimize the impact of having over 1,800 to 1,900 students in the building. At Sherwood and Oak, not all teachers have their own classroom spaces, requiring some classes (such as foreign language at Sherwood) to be delivered in the students'

homerooms with an itinerant teacher moving from room to room throughout the day. The need for specialized special education space will increase pressure on Oak next school year.

The public education landscape is evolving rapidly and remains subject to demands for academic performance, mandates for compliance, and pressures to address societal issues; however...

This is an extraordinary time in education due to the unprecedented explosion of information; the ability to share knowledge and best practices across the state, nation and world; and the ability to utilize new technological tools to enhance instruction. However, the work of educating students in the public sector has become so complex and demanding that it has become increasingly difficult to meet the expectations placed upon schools by society. At the same time, funding mechanisms are not keeping up with the realities of what it costs to provide all that is expected of public schools. Here in Massachusetts, [a special commission determined that the state funding formula is woefully out of date](#), and is underfunding the cost of a so-called “adequate” public education by more than \$400 million per year. Within this context, the state’s education funding formula identifies Shrewsbury as a community whose relative financial status only merits minimal increases in state aid, as the state’s policy moves our town towards shouldering a larger share of the cost of educating students; yet, our local governmental revenue is constrained, creating a structural problem for the funding of our schools.

As referenced above, we have seen an increase in students with medical and developmental disabilities that require intensive programming, and as demographics change the amount of services our district provides for English language learners has also increased. These mandates provide important resources for students with these needs, but they also create significant costs. Other recent mandates, such as the change in educator evaluation that makes it more frequent and intensive, also require significant personnel resources. Educating children is a personnel-intensive endeavor, regardless of how it is done, and this creates inflationary pressures that cannot be offset by efficiencies in ways less labor intensive organizations might be able to. This creates significant pressure on the school district’s budget.

We also continue to be challenged by state policies regarding charter schools, school choice, and virtual schools, which create choices for families that, when exercised, divert critical funding away from the district, which makes it important for our district to be able to retain as many students as possible. I am grateful that Question 2, which would have expanded charter schools in Massachusetts, was defeated by the voters.

As mentioned above, societal pressures, including mental and behavioral health needs of students and the opioid epidemic, create greater demand for services such as counseling or preventive education, as well as real costs such as tuitions at the Recovery High School in Worcester for a very small number of students with addiction issues.

As I've stated previously, unlike organizations in other sectors, our school district's high levels of success do not result in a better fiscal scenario, as performance and revenue are not related. The operational override of a few years ago provided the resources for our schools to emerge from a crisis situation and address critical needs for class size and curriculum resources, but cost pressures and the mechanisms of school funding, much of which is beyond the district's control, will amplify the fiscal challenges before us in the coming budget cycle.

Conclusion

Our community has many reasons to be very proud of our public schools. There is much evidence of success. Given our students' performance and our relative standing in Massachusetts, which continues to [lead the nation](#) and [rank among world leaders](#) in education, we continue to provide a world-class education to our town's young people. However, there are a variety of challenges, both societal and fiscal, that will require thoughtful planning and effective action in the coming months and years in order to continue to provide our children with what they need and our community with the value it expects.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **01/11/17**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **01/11/17**

A. Student Activity Account Policy Updates: First Reading

SPECIFIC STATEMENT OR QUESTION:

Will the Committee hear a first reading of updates to Student Activity Fund Policies 941 and 942?

BACKGROUND INFORMATION:

1. School Committee Policy 941 addresses management of High School Student Activity Account Funds.
2. School Committee Policy 942 addresses management of Student Activity Funds in grades Pre-K-8.
3. School Committee members Mr. Jon Wensky and Ms. Erin Canzano are members of the Policy Subcommittee. Mr. Collins will provide technical explanation regarding the proposed policy updates at the meeting.

ACTION RECOMMENDED:

That the School Committee hear the first reading of updates to the policies and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Jon Wensky, School Committee, Member of Policy Subcommittee
Ms. Erin Canzano, School Committee, Member of Policy Subcommittee
Dr. Joseph M. Sawyer, Superintendent of Schools
Mr. Patrick Collins, Assistant Superintendent for Finance and Operations

| | | |
|---------------|----------------|-----|
| POLICY FAMILY | INTERNAL FUNDS | 941 |
|---------------|----------------|-----|

Policy 941: Management of High School Student Activity Account Funds

Adopted 3/3/82

Amended

1/22/86

1/15/92

4/25/01

x/x/17

The purpose of this policy is to define the cash collection procedures, accountability responsibilities, and record-keeping requirements for funds collected in connection to all student activities at the High School. Examples of such activities include, but are not limited to, class or club dues, field trips, special club or school projects, and the school store.

Activities undertaken by school PTOs, Boosters Club, Gridiron Club, Music Association, or alike parent fundraising group are not subject to these regulations. These are separate organizations that adhere to their own by-laws and operating procedures. Funds from these groups cannot be deposited into the High School student activity account.

1. Students or staff members wishing to collect funds for an activity or have a fundraiser must request prior approval of the high school principal.
2. The request must clearly indicate the purpose of the collection/fundraiser, the amount to be collected, an estimate of costs, the timeline of the activity, and the method of communicating this request to the students, parents, or the community at large.
3. The principal may alter, deny, or approve the request.
4. The requestor (teacher or student representative) is responsible for collecting and recording all individual collections. All collections will be sent to the principal's office on the day they are received. All funds will be deposited as soon as possible into the designated bank account using deposit slips provided by Central Office. One copy of the deposit slip, date stamped by the bank, will be forwarded to Central Office by the school.
5. Requests for checks/payments from this account will be made using the Student Activity Account Check Request Form as provided by the High School office. The requestor will complete such form and attach the invoice to be paid. The building principal must approve all check requests by signing the Check Request Form.

6. Approved check requests will be disbursed by High School office within two working days. Each check from this account must have two signatures by designated High School personnel.

7. The High School Principal will insure that each school organization's account balance is maintained and that the sum of all school balances reconciles with the monthly bank statement. A copy of the monthly reconciliation will be forwarded to both the Director of Business Services and the Town Treasurer. All school employees, students, and graduates are prohibited from opening any bank account to manage or deposit Student Activity Account (or other school) funds.

8. The class officers will inform the High School Principal, by the date of graduation, of the disposition of any remaining balance in the class fund.

9. Employees are prohibited from paying for activities from their personal funds and then seeking direct reimbursement from students and/or parents.

10. Funds in the Student Activity Account are to be used exclusively for student-related activities. **Accrued interest may be used to fund or offset the costs of external audits or other costs related to the management of the fund.**

11. The Director of Business Services and Town Treasurer will insure compliance with the regulations to maintain both an "agency" account and ~~an "expense"~~ a **"checking"** account as directed by Massachusetts General Laws. **The maximum amount authorized in the checking account is \$150,000. Replenishment of the checking account will be done through the warrant process.**

12. It is expected that the High School Principal will manage cash flow needs and invest a portion of funds, when possible, into risk-free investments bearing a higher yield than the checking account. Such investments will be done in consultation with the Director of Business Services and Town Treasurer.

13. The Director of Business Services will engage an external, independent audit of the fund, once every three years, with the results reported to the School Committee.

14. The Director of Business Services will coordinate an annual ~~audit~~ **internal review** of the High School Student Activity Account with the results reported to ~~School Committee~~ **the Superintendent and the high school principal.**

15. The Superintendent reserves the right to cancel any student activity that is not in the best interest of the school district or students.

References: MGL 71:47, Ch. 66 of the Acts of 1996, [Massachusetts Department of Elementary and Secondary Education: Agreed Upon Procedures and Audit Guidelines: Student Activity Funds](#).

| | | |
|---------------|----------------|-----|
| POLICY FAMILY | INTERNAL FUNDS | 942 |
|---------------|----------------|-----|

**Policy 942: Management of
Student Activity Funds (Pre-K-8)**

Adopted 6/17/92

**Amended
1/3/01
x/x/17**

The purpose of this policy is to define the cash collection procedures, accountability responsibilities, and record-keeping requirements for funds collected in connection to all student activities. Examples of such activities include, but are not limited to, class field trips, special classroom or school projects, and school stores.

Activities undertaken by school PTOs are not subject to these regulations. PTOs are separate organizations that adhere to their own by-laws and operating procedures.

1. Staff members wishing to collect funds for an activity must request prior approval of their building principal.
2. The request must clearly indicate the purpose of the collection, the amount to be collected, an estimate of costs, the timeline of the activity, and the method of communicating this request to the parents.
3. The principal may alter, deny, or approve the request.
4. The requestor (teacher) is responsible for collecting and recording all individual collections. All collections will be sent to the principal's office on the day they are received. All funds will be deposited as soon as possible into the designated bank account using deposit slips provided by Central Office. One copy of the deposit slip, date stamped by the bank, will be forwarded to Central Office by the school.
5. Requests for checks/payments from this account will be made using the Student Activity Account Check Request Form as provided by Central Office. The requestor will complete such form and attach the invoice to be paid. The building principal must approve all check requests by signing the Check Request Form.
6. Approved check requests will be disbursed by Central Office within two working days. Each check from this account must have two signatures by designated Central Office personnel.

7. The Director of Business Services will insure that each school's account balance is maintained and that the sum of all school balances reconciles with the monthly bank statement. The Central Office will forward a monthly statement to each school. Each principal will maintain school-based records detailing the revenue and expenditure for each activity. Principals will also insure that their local records reconcile with the balance for their school as maintained in the Central Office. At a minimum, principals will complete a quarterly reconciliation and forward it to Central Office.

8. All school employees are prohibited from opening any bank account to manage or deposit Student Activity Account (or other school) funds.

9. Employees are prohibited from paying for activities from their personal funds and then seeking direct reimbursement from students and/or parents.

10. Funds in the Student Activity Account are to be used exclusively for student-related activities. **Accrued interest may be used to fund or offset the costs of external audits or other costs related to the management of the fund.**

11. The Director of Business Services and Town Treasurer will insure compliance with the regulations to maintain both an "agency" account and ~~an "expense"~~ a "checking" account as directed by Massachusetts General Laws. **The maximum amount authorized in the checking account is \$75,000. Replenishment of the checking account will be done through the warrant process.**

12. The Director of Business Services will engage an external, independent audit of the fund, once every three years, with results reported to the School Committee.

13. The Director of Business Services will coordinate an annual ~~audit~~ **internal review** of the Student Activity Account with the results reported to ~~School Committee~~ **the Superintendent and each school building principal.**

14. The Superintendent reserves the right to cancel any student activity that is not in the best interest of the school district or students.

References: MGL 71:47, Ch. 66 of the Acts of 1996, Massachusetts Department of Elementary and Secondary Education: Agreed Upon Procedures and Audit Guidelines: Student Activity Funds.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: VII. Finance & Operations

MEETING DATE: 01/11/17

A. Financial Projections Subcommittee: Report & Discussion

SPECIFIC STATEMENT OR QUESTION:

Will the Committee hear a report from the Financial Projections Subcommittee?

BACKGROUND INFORMATION:

1. The Financial Projections Subcommittee has met regularly to discuss methodology and content for a five-year fiscal projection for the School Department budget.
2. School Committee members Dr. B. Dale Magee and Mr. John Samia are members of the Financial Projections Subcommittee.
3. Dr. Magee will give the report, which will be provided under separate cover.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Dr. B. Dale Magee, School Committee Vice Chairperson

Mr. John Samia, School Committee Member

Mr. Patrick Collins, Assistant Superintendent for Finance and Operations



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

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

MEETING DATE: **01/11/17**

B. Student Pay Rate for Information Technology Support: Vote

SPECIFIC STATEMENT OR QUESTION:

Will the Committee vote to set a pay rate of \$15.00 per hour for college students performing occasional Information Technology-related work for the Shrewsbury Public Schools; such work could include, but would not be limited to, assisting with inventory, technical support, organization, labeling, configuration, network tasks, and A/V-related tasks?

BACKGROUND INFORMATION:

1. Ms. Malone is asking the Committee to set a fixed pay rate for college students performing occasional Information Technology-related work for the Shrewsbury Public Schools.
2. Hiring student IT employees temporarily during peak work times is a cost-effective way to provide additional IT services without adding additional FTE to our overall staffing plan.
3. A memo from Ms. Malone is enclosed.

ACTION RECOMMENDED:

That the Committee vote to set a pay rate of \$15.00 per hour for college students performing occasional Information Technology-related work for the Shrewsbury Public Schools. Such work could include, but would not be limited to, assisting with inventory, technical support, organization, labeling, configuration, network tasks, and A/V-related tasks.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Barbara Malone, Director of Human Resources



Shrewsbury Public Schools

Barbara A. Malone
Director of Human Resources

January 11, 2017

To: Shrewsbury School Committee
Re: Student IT Hourly Rate

Upon the recommendation of Mr. Brian L'Heureux, Director of Information Technology for Shrewsbury Public Schools, I am asking the Shrewsbury School Committee to set a pay rate of \$15.00 per hour for college students performing occasional Information Technology-related work for the Shrewsbury Public Schools. Such work could include, but would not be limited to, assisting with inventory, technical support, organization, labeling, configuration, network tasks, and A/V-related tasks. Hiring a student IT employee temporarily during peak work times is a cost-effective way to provide additional IT services without adding additional FTE to our overall staffing plan. However, we have not had a pay rate schedule for such work established by the school committee in the past.

The \$15/hour rate is based on general market rates for basic IT work. As points of comparison, the current student rate, which is typically used for manual, casual work, is established at \$11.06 for the 2016-2017 school year and is not adequate to attract students who have an IT skill set. Our Instructional Technician Step 1 rate is \$28.42, for employees with an IT college degree and who perform job tasks that require more technical proficiency.

Please let me know if you have any questions.

Thank you for your continued support.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **01/11/17**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **01/11/17**

A. Performance Evaluation of the Superintendent: Report & Vote

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report on the performance evaluation for the Superintendent of Schools, and vote to approve the performance evaluation?

BACKGROUND INFORMATION:

1. Earlier this year Committee members and Dr. Sawyer changed the timetable so that the Superintendent's Performance Evaluation could be done at the end of the calendar year going forward.
2. The process for the remainder of 2016 was condensed, with the current evaluation covering the time period of June -December 2016. In January 2017, the process begins again for the 2017 calendar year.
3. The evaluation document will be provided under separate cover.

ACTION RECOMMENDED:

That the Committee approve the performance evaluation of the Superintendent of Schools.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **01/11/17**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee approve the minutes of the School Committee meeting on December 21, 2016?

BACKGROUND INFORMATION:

1. The minutes are enclosed.

ACTION RECOMMENDED:

That the School Committee approve the minutes of the School Committee meeting on December 21, 2016?

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

December 21, 2016

Present: Ms. Sandy Fryc, Chairperson; Dr. Dale Magee, Vice Chairperson; Mr. Jon Wensky, Secretary; Ms. Erin Canzano; Mr. John Samia; Mr. Patrick Collins, Assistant Superintendent for Finance and Operations; Ms. Mary Beth Banios, Assistant Superintendent for Curriculum & Instruction; Ms. Barb Malone, 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 advised that he had visited Oak Middle School and observed a variety of active learning experiences including Team 7 Gold's Display Day, which showcased their learning over the course of the semester and provided an opportunity for parents to view students' work. Dr. Sawyer noted that he had been working with faculty and students at Shrewsbury High School (SHS) on the topic of substance abuse prevention and had an opportunity to address all SHS students via their morning announcement. Dr. Sawyer also encouraged meeting viewers to follow him Twitter for more information on this important topic.

IV. Time Scheduled Appointments:

A.Beijing Chinese Language School of Massachusetts (MassBCLS): Presentation & Vote to Accept Scholarship Donation

Dr. Weichu [Brian] Xu, MassBCLS School Principal; Sophia Peng, MassBCLS/SHS Student; and Jessica Peng, MassBCLS/SHS Student, gave a brief history of the MassBCLS. Jessica noted support the school had received from the University of Massachusetts, Shrewsbury Public Schools (SPS), and the local Chinese Community, and acknowledged SPS as one of the first

districts in MA to offer Mandarin Chinese as a language option for students. Sophia noted that in honor of the long lasting relationship between SPS and MassBCLS, they were making a donation of \$5,000 so that one or two outstanding SPS students each year, for up to ten years, would be awarded a \$500 scholarship.

Dr. Xu acknowledged the efforts of former Superintendent Dr. Anthony Bent to establish the Mandarin Chinese language program at SPS, which gives all SPS students an opportunity to learn the language.

Committee members and Dr. Sawyer thanked Dr. Xu for the donation, noted the strong relationship between SPS and MassBCLS, and acknowledged the efforts of Dr. Bent to establish the Mandarin Chinese language program at SPS. Dr. Sawyer noted that SHS graduates have gone on to succeed in Asian studies and finance programs in college because of their knowledge of Mandarin Chinese, and recommended that the Committee accept the donation.

On a motion by Mr. Wensky, seconded by Mr. Samia, the Committee voted unanimously to accept a scholarship donation of \$5,000 from the Beijing Chinese Language School of Massachusetts and allow the Business Office to subsequently coordinate the annual scholarship with the High School Guidance Office.

IV. Time Scheduled Appointments:

B. Shrewsbury High School American Studies Program: Presentation

Matthew Brown, Social Sciences Teacher, Shrewsbury High School; Kelly Yellin, English Teacher, Shrewsbury High School; John Aloisi, Teacher, Social Studies, Shrewsbury High School; Colleen Hall, English Teacher, Shrewsbury High School; Steven Pham, SHS American Studies Student; Grace Foley, SHS American Studies Student; Elizabeth Hight, SHS American Studies Student; Emily Brann, SHS American Studies Student; Noah Juairé (unable to attend), SHS American Studies Student gave a presentation on the “Royal Rumble” American Studies project at SHS. The teachers advised that this project-based course came about via planning they had done during a Professional Development session, requires collaboration between English Language Arts (ELA) and Social Studies (History) students, and encourages the use of these skills: communication, collaboration, creativity, and critical thinking.

The students in attendance comprised the winning team, and they advised that they created a skit to present a traditionalist view of women’s rights in the 1920s. They noted that one challenge was having to present a viewpoint that they did not necessarily agree with. Several students also advised that they were initially concerned about the public speaking aspect of the project, but found that they became much more comfortable with time and experience.

Committee members commented on the critical thinking aspect of the project, and noted the importance of the process of the project in addition to the end result. Ms. Banios noted that innovative schools they have observed also balance so-called soft skills like collaboration with content. Dr. Sawyer advised that performing skits and presenting different viewpoints brings

learning to life, and that the knowledge gained would stay with participants. He congratulated students on winning the competition, and invited them up to be recognized by the Committee.

IV. Time Scheduled Appointments:

C. Contract with Shrewsbury Education Association Unit A: Vote to Ratify

Mr. Wensky recused himself from the meeting due to a conflict of interest, and Town Manager Dan Morgado joined the meeting for the vote as by law the Town Manager may vote on collective bargaining agreements. Ms. Fryc and Mr. Samia represented the Committee in negotiations, and were recognized by other Committee members and Dr. Sawyer for working together with the Shrewsbury Education Association (SEA), Ms. Malone, and Mr. Collins to successfully negotiate a contract. Changes from the previous contract, including a 2.0% cost of living increase in each of the three years and the phasing out of sick leave buy-back, were noted, and Mr. Samia advised that the contract was in keeping with SPS' philosophy on attracting and retaining qualified personnel, offering fair compensation that is consistent with the marketplace, and being mindful of community resources. After the vote, Dr. Sawyer expressed his appreciation to all parties involved in the negotiations, and noted the SEA had ratified the contract the prior week by a substantial margin.

On a motion by Mr. Samia, seconded by Ms. Canzano, the four Committee members and Mr. Morgado voted unanimously to ratify the contract with the Shrewsbury Education Association Unit A per the terms outlined in the Memorandum of Agreement.

IV. Time Scheduled Appointments:

D. Shrewsbury Youth & Family Services Partnership: Report

Mr. Wensky re-entered the meeting. Mr. Morgado left the meeting.

Annamaria Chittim, M.Ed. L.M.H.C - Co-Executive Director, Clinical Services, Shrewsbury Youth and Family Services (SYFS); Justin Mussler - Co-Executive Director, Operations And Development, SYFS; and Thomas M. Kennedy, Chair of the Board, SYFS, addressed the Committee. Mr. Kennedy began by providing a brief overview and history of SYFS, and noted that they enjoy a strong partnership with SPS.

Ms. Chittim addressed the clinical side of SYFS and added that they are currently seeing an increase in the need for services to youth experiencing anxiety and depression. While SYFS has increased their outpatient services, they still have to occasionally ask people to wait for services. Ms. Chittim noted that SYFS enjoys a good relationship with SPS, has Master's level interns helping in schools, and has successfully offered programs at SPS summer school extension programs.

Mr. Mussler discussed the Youth Mental Health First Aid course that is available through SYFS free of charge, and noted that they can offer training to interested individuals in collaboration

with schools, parents, or wherever there is a need. The course teaches participants to recognize mental health issues that fall outside those of those that might be typically experienced in adolescence. Mr. Mussler noted that 200 adults have been trained so far.

Committee members commented on the positive impact of the work done by SYFS on limited resources and asked about how donations can be made to SYFS. Dr. Sawyer acknowledged alarming trends in youth mental health issues and substance abuse; noted that SYFS is a valued partner to our schools and community; and advised that SPS would continue to look for ways to partner with SYFS.

V. Curriculum

None.

VI. Policy

None.

VII. Finance & Operations

None.

VIII. Old Business

None.

IX. New Business

None.

X. Approval of Minutes

On a motion by Mr. Samia, seconded by Mr. Wensky, the Committee voted unanimously to approve the minutes of the School Committee meetings on September 8, 2016 (Workshop) and December 7, 2016.

XI. Executive Session

Ms. Fryc requested a motion to adjourn to Executive Session for the purpose of acting on and/or discussing a student residency issue per Policy #621, negotiations related to collective bargaining with the Shrewsbury Education Association Unit B, and negotiations related to a grievance by the Shrewsbury Education Association Unit A, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body. On a motion by Mr. Samia, seconded by Ms. Canzano, on a roll call vote: Mr. Samia, yes; Ms. Canzano, yes; Mr. Wensky, yes; Dr. Magee, yes; Ms. Fryc, yes, the Committee voted to adjourn to Executive Session at 8:15 pm.

XII. Adjournment

On a motion by Dr. Magee, seconded by Mr. Samia, the committee unanimously agreed to adjourn the meeting at 8:54 pm. Roll call votes were as follows: Ms. Canzano, yes; Mr. Samia, yes; Dr. Magee, yes; Ms. Fryc, yes.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. Memo on Beijing Chinese Language School of MA donation
2. SHS American Studies Project Directions
3. SHS American Studies Project Rubrics
4. Memorandum of Agreement for SEA Unit A
5. Memo on SEA Negotiations
6. Shrewsbury Youth and Family Services Annual Report 2015-16



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **01/11/17**

A. Review, approval, and/or release of executive session minutes

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee enter into executive session for the purpose of review, approval, and/or release of executive session minutes?

BACKGROUND INFORMATION:

Executive session is warranted for these purposes.

ACTION RECOMMENDED:

That the School Committee enter into executive session.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandra Fryc, Chairperson

Mr. Jon Wensky, Secretary

Ms. Erin Canzano, Committee Member

ITEM NO: **XII. Adjournment**