



**School Committee
Meeting Book**

**May 24, 2017
7:00 pm**

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

AGENDA

**May 24, 2017 7:00pm
Town Hall—Selectmen's Meeting Room
100 Maple Avenue**

- | | | |
|-------|---|--|
| I. | Public Participation | <div style="border: 1px solid black; padding: 10px; text-align: center;">7:00-7:10</div> |
| II. | Chairperson's Report & Members' Reports | |
| III. | Superintendent's Report | |
| IV. | Time Scheduled Appointments: | |
| | A. Project 351 Student Ambassador: Report & Recognition | 7:10 – 7:25 |
| V. | Curriculum | |
| | A. Strategic Priorities Progress Report:
Engaging & Challenging All Students | 7:25 – 7:50 |
| VI. | Policy | |
| VII. | Finance & Operations | |
| | A. Extended Learning Programs: Report & Tuition Recommendation | 7:50 – 8:15 |
| | B. School Safety & Security: Report | 8:15 – 8:35 |
| VIII. | Old Business | |
| IX. | New Business | |
| X. | Approval of Minutes | 8:40 – 8:45 |
| XI. | Executive Session | |
| | A. Negotiations with non-represented employees | 8:45 – 9:00 |
| XII. | Adjournment | 9:00 |

Next regular meeting: June 7, 2017



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: 5/24/17

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
Dr. B. Dale Magee, Chairperson
Mr. Jon Wensky, Vice Chairperson
Ms. Sandra Fryc, Secretary
Ms. Erin Canzano, Committee Member
Mr. Jason Palitsch, 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: **5/24/17**
A. Project 351 Student Ambassador: Report & Recognition

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a presentation from a student ambassador for Project 351?

BACKGROUND INFORMATION:

1. Project 351 is a youth service organization dedicated to building unity and leadership through the yearlong engagement and enrichment of an 8th grade service Ambassador from every city and town in Massachusetts. Created as an event of Governor Patrick's second inaugural and now convened by Governor Baker, Project 351 is a statewide nonprofit organization that partners with an extraordinary community of educators, service and non-profit organizations, private sector and civic leaders, families, and volunteers to achieve its mission.
2. Shrewsbury's Project 351 Ambassador for 2017 is Preston Karp. Preston will make a presentation about his experiences as an ambassador over the past several months.
3. Dr. Jones's nomination for Preston's participation in Project 351 is enclosed in order to provide a sense of his achievements that qualified him for this honor.

ACTION RECOMMENDED:

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

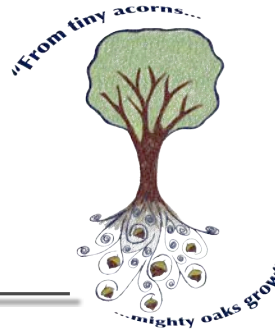
STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

Dr. Ann Jones, Principal, Oak Middle School
Preston Karp, Grade 8 Student, Oak Middle School

Oak Middle School

45 Oak Street, Shrewsbury, MA 01545
Tel: 508-841-1200 Fax: 508-841-1223

Ann M. Jones, Ed.D., Principal
Anne B. Koertge, Assistant Principal
Scott M. Yonker, Assistant Principal



Preston Karp is Shrewsbury's selection for Project 351 Ambassador for 2017. We became aware of Preston's service-mindedness soon after he began attending Oak Middle School. He surfaced as one of several team captains in his seventh grade team. Preston wrote emails and personally presented to the principal, a proposal for a team activity that would be created, organized, and facilitated by the team captains. The activity was approved and took place around Thanksgiving time. The focus of the activity was expressing gratitude. The teachers were very impressed with Preston's initiative and organizational abilities. He was able to bring a group's suggestions from initial ideas to a polished final product in just a few short weeks, while rallying the students around the activity.

From there, we watched Preston grow in his confidence and efforts to reach out to others. Preston became a peer mediator and a member of the student voice and Community Service and Leadership Club. As a peer mediator, Preston recently participated in a bullying awareness workshop at Bridgewater State College and presented his learning to both the Oak Middle School Council and to the Oak school leadership team. Both groups were struck by his ease in discussing the topic of bullying and peer conflict to adults along with some of his ideas on how to bring the message of kindness and tolerance to his peers in the school. His teachers note that he has emerged as a very natural leader on his eighth grade team. To Preston, leadership is not a popularity contest, it's a personal responsibility and a core value and his classmates recognize the genuine nature of his efforts.

Preston is also active in theatre in our school. He participated in plays and musicals in grade seven and is currently participating in our newest school play, "And A Child Shall Lead." His drama teacher explains how Preston embodies the characteristics of a Project 351 Ambassador, "To say that he has been an exemplary role model in the time that I have known him at OMS is a tremendous understatement. Always kind, with strong and fair-minded leadership, he has become a role model for his peers in the drama program and I am sure that it carries through to his regular school day. Over and over again I have observed Preston making choices that enhance not only his own learning, but the quality of the overall experience for the entire group. He recognizes and utilizes his strengths and acknowledges the areas in which he can grow, while consistently helping his peers to do the same."

We are honored to nominate Preston Karp and grateful that he is part of Oak Middle School. Truly, he makes OMS a better place!



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **5/24/17**

A. Strategic Priorities Progress Report: Engaging & Challenging All Students

SPECIFIC STATEMENT OR QUESTION:

Will the Committee hear a progress report on the district's strategic priority of "Engaging & Challenging All Students"?

BACKGROUND INFORMATION:

1. In the spring of 2011, the Shrewsbury School Committee set four strategic priorities for our school district for a five-year period.
2. One of those adopted is the priority of "Engaging & Challenging All Students".
3. The enclosed report includes information on key concepts associated with this priority, including project-based learning, written communication proficiency, and collaborative professional development for educators.

ACTION RECOMMENDED:

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

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

Mary Beth Banios, Assistant Superintendent for Curriculum, Instruction & Assessment

Strategic Priority Assessment 2012-2016

Engage and Challenge All Students

Key Concepts Associated with this Priority:

- Ensure that all students participate in rigorous learning experiences that require the application of knowledge and skills, with an emphasis on writing across all content areas.
- Empower students to meet future college, military, and workplace demands in a globally connected environment by building proficiency at the 21st century skills of communication, critical thinking, collaboration and creativity.



All students will participate in learning projects that require real world problem solving with clear benchmarks for proficiency.

Over the course of the past 5 years, the district has been engaged in studying innovative project based learning environments and completing a two year goal focused on having all educators apply components of authentic learning to at least one instructional experience. While significant progress has been made, it has become clear that integrating this approach to learning across the district will require on-going attention and resources.

- An Innovation in Learning study group visited various sites recognized for their innovative practices. The team that took part in this study authored a report that includes considerations for the district's long term commitment to deeper learning practices. The educators involved in the visits have gone on to be teacher leaders in supporting their colleagues to engage with project based learning experiences.
- A variety of professional development has been provided to educators to support their efforts to incorporate meaningful
 - An example of teacher-led training on project based learning
 - Project design through use a Project Tuning Protocol
- Teacher leaders built a Project Based Learning Support Center which includes instructional resources, a reflection blog, and a hashtag to follow a variety of authentic learning experiences occurring across the district.
- Student work:
 - Calculus Art Project (SHS)
 - French Google Hangouts Connection Project (SHS)
 - Shrewsbury High School Covers the Classics (SHS)
 - Bird Project (7th Grade Oak)
 - The Keys to Success Project (8th Grade Oak)
 - Tackling Hunger Project (7th Grade Oak)
 - Rules to Live By (6th Grade Sherwood)
 - Wonder Perspective Taking Project (Sherwood Grade 5)
 - Rail Trail Pizza Project (Grade 6 Sherwood)
 - Plastic Bag Project: (Grade 1 Floral)

Communication from Teacher Leaders Tasked to Support Their Colleagues in the Exploration of Project Based Work

Maura Egan

To: All Oak, All Sherwood Cc: Mary Beth Banios, Lisa Daly
Portraits of Innovation - Spotlight Series

Today at 9:50 AM

ME

Dear Oak and Sherwood Colleagues,

Well, the great work continues around here! We have a few more innovative projects and lessons we want to share with you. In addition to the lessons below, you can find more on the [Shrewsbury Innovation](#) blog. The projects below help students to *think globally!* Click on the title to go to the full project description.

I know it's a busy time of year as we push to finish, but when you have a moment, click on the link and check out the work on the blog. Maybe it might lead to an idea for next year.

If you have tried something that you would like to share, I'd love to include it on our Shrewsbury Innovation blog - [fill out this Share Your Experience form](#).

Tweeting? Remember, #shrewsburylearns and share your tweets.

Be sure to check your email for future "Portraits of Innovation - Spotlight Series." If you have questions about how your practice meets our PBL district goal or any other questions about our Portraits of Innovation, feel free to contact me.

Thank you,

Maura Egan

Oak Middle School

[Grade 7: Global Issues](#)

Content: World Geography

Teacher: Shawn Thomas

GLOBAL ISSUES PROJECT

LINK: [HTTPS://GOO.GL/X3D3R7](https://goo.gl/x3D3R7)

Essential Question:

What steps can we take as middle school students to inspire others to take action?

[High School French: French Google Hangouts Connection](#)

Teacher: Heather Leger



Full implementation of the Shrewsbury Writing Project to ensure students achieve high levels of proficiency in written communication across all content areas.

The Shrewsbury Writing Project has been fully implemented with writing across the curriculum initiatives at every level.

Shrewsbury High School

Every department at Shrewsbury High School teaches writing and communication skills. An example of articulated curriculum is found below. Over the past five years, departments have adopted common assignments to assess writing. Teachers used professional development and department meeting time to create these common assignments for various courses. Each year educators use common rubrics to assess each assignment, reflect on the data, and then collaborate with members of their department to use the data to inform their instruction.

- The math department's common writing assessments focus on problem solving and communication skills.
- The English and social science departments' writing assessments include having students read, analyze and synthesize pieces of literature or primary sources into their writing.
- The science department focuses on common labs for their writing pieces.

Media and Information Literacy Skills

Identify/Access	Middle School	Grade 9	Grade 10	Grade 11	Grade 12
• Cite information – plagiarism issues	I/R = 5,6,7,8	I/R	R	R/M	M
• .com, .net vs. .gov (advanced searching strategies)	I = 7,8	I/R	R/M	M	M
• Arguments and Counter-arguments	I = 6, 7, 8	I	I/R	R	M
• Types of information in certain source types - Primary and secondary sources - Introduces the term	I = 8	I	I/R	R	M
• Order of research	Teacher guided	I	R	R/M	M
• Formulate thesis statement and find resources to back them up	Teacher guided	I	I	R	R/M
• Note-taking – expose to a variety of note-taking	Paraphrasing is hard	I	I/R	R	M
• Learning how to generate key words / how to find information/ filtering info	Not exposed to databases	I	R	R/M	M
• Using an advanced search	Media Specialist lesson	I	R/I	R/M	M
• Understanding how Google works	Teacher Guided	I	R	R/M	M
• Asking Questions → general vs. specific information	I = 6, 7, 8 Teacher guided	I	I/R	R	R/M

I = Introduce Skills

R= Reinforce Skills

M= Master Skills

Middle Level

Content area teachers design and administer a variety of writing experiences for students in their content areas, specifically Argument and Expository writing and research. Authentic writing is integrated across content areas and there are an increasing number of assignments designed for public audiences.

Examples include:

- 5th Grade Social Studies - Argument about who started the Revolutionary War
- 5th/6th Grade Science - Students working with the Claim, Evidence, Reasoning model of argumentation in science.
- 7th Grade Social Studies - Students write arguments supporting their solution to a 3rd world need.
- 7th Grade Science- Should GMO's be labeled?
- 7th and 8th Grade Math - All students use common language and rubrics to develop their written communication and arguments in mathematics.

Elementary Level

At the elementary level, through the collaborative work of the instructional coaches and grade level teams, a cohesive and aligned curriculum has been implemented PreK-4 across all of the district's elementary schools. Writing development builds from year to year through the use of writing organizers that grow in complexity over time; this results in an ever increasing sophistication of a student's writing.

Organizers to Match Each Genre

Grade 2 Poetry Wheel of Craft

- Heart**
 - Feelings
 - Emotions
- Imagery**
 - Show don't Tell
 - Descriptive Details
 - 5 Senses
- Focus**
 - Attention to topic
 - Clear
- Sound/Rhythm**
 - Repetition
 - Onomatopoeia
- Subject**

Grade 2 Narrative Writing Diamond

- Beginning**
 - Action
 - Sound
 - Thought/Question
 - Dialogue
- Setting**
 - See, Hear, Touch, Smell, Taste
- Main Event**
 - Show the action done to stretch out one small moment
 - TDACS
 - Thoughts/Feelings, Observations, Actions, Dialogue and Sounds
 - Elaborate using descriptive language and sentence variety
 - Write your story in logical order
- Extended Ending**
 - Memory
 - Feeling
 - Decision
 - Wish
 - Hope

The Grade 2 Opinion Pillar

- INTRODUCTION:** Tell your reader your topic.
- OPINION:** Tell your reader about the topic.
- REASONS:** Give reasons for your opinion.
- CONCLUSION:** Repeat your opinion.

The Grade 2 Informative Pillar

- INTRODUCTION:** Introduce your topic.
- FACTS:** Give facts or information to support your topic.
- CONCLUSION:** Repeat your topic.

All educators will participate in collaborative professional development in teaching 21st century skills and successfully apply this in the classroom.

Shrewsbury educators have engaged in a wide range of professional development activities designed to enhance the teaching of 21st century skills with focus on transfer to the classroom. Below please find a sampling of the types of courses, workshops, and other learning opportunities that have been afforded to staff during the 5 year strategic priority time frame. An emphasis has been placed on building self-directed learners both in and out of the classroom.

Summer Institute Offerings

- The Advanced iPad Classroom (2013)
- The iPad Classroom (2013, 2016)
- Teaching Elementary Grades with Technology (2013, 2016)
- Developing Leadership to Influence Change (2013, 2015)
- Passion Driven Leadership in a Digital Age (2014)
- The Google Infused Classroom (2014)
- Utilizing technology to Improve Teaching and Learning in Secondary Mathematics (2014)
- Video Creation in the Classroom (2015)
- The Innovative Classroom: Project Based Learning, Games and Learning, and iBooks Author (2015)
- Integrating Schoology into Your Professional Practice (2015, 2016)
- Inquiry & Project Based Learning: Integrating Technology to Support Meaningful Student Learning (2016)
- Cultivating Creativity (2016)
- Improving the Quality of Student Work Through Critique and Revision (2016)
- Leading Innovation in the Classroom - Making Significant, Positive Changes (217)
- Navigating the Complexities of On-Line Information (2017)
- Cultivating Creativity Through Problem Solving in Secondary Math (2017)
- Developing Curriculum for 21st Century Learning in Secondary English (2017)

During the 2015-16 school year the Shrewsbury Public Schools designed a new innovative approach to educator learning: Professional Development Pathways. This approach was the result of collective designing and planning by the district Professional Development Committee, coaches, coordinators, directors, and administrators. The Pathways approach launched in the fall of 2016 as educators were invited to follow a learning pathway of interest and to use the knowledge that they gained from the pathway study to create an outcome that was valuable to their work with students. Representative outcomes of this work can be found in the slide deck below.

We worked to communicate with families about the importance of building a love of literacy in early childhood and the importance and benefits of reading for at least 20 minutes per day.

After surveying families about their reading routines at home, we launched a social media campaign, #bealreads20 through facebook, twitter and instagram where we posted monthly challenges for young readers to participate in.

We hosted a literacy night, Popcorn & Pajamas, which included a book swap, story readings by teachers and local author, April Jones Prince, as well as parent education about literacy. We will be hosting another night, Camp Reads-A-Lot, to kick off and build excitement for summer reading.

We are expanding our literacy advocacy and enthusiasm outside of our classrooms by:

- *Partnering with the Shrewsbury Public Library
- *Partnering with Home Depot to install a Beal Book House lending library in our new school garden
- *Encouraging a love of reading while promoting global citizenship by participating in the Heifer Project Read to Feed read-a-thon.

Our SURPRISE was how far we were able to take our learning and work when given the autonomy to do so.


One CHANGE IN PRACTICE we made was more frequent communication with families about ways they can support their readers at home.

FELLOW EDUCATORS CAN BENEFIT by finding others to work with who share your passion. By working together we were able to share and build off of our unique strengths and achieved more than we ever could have individually.



#bealreads20

Community Focused Literacy Initiative

Pathway Highlight: Home and School Partnerships for Learning



A group of Kindergarten teachers are participating in the Home and School Partnership for Learning Pathway this year. Their work has been focused on reminding parents about the value of reading at home and encouraging this practice. As part of their Pathway work, these educators designed and implemented a family literacy night. Among the various activities planned for the evening were opportunities for students to hear their teachers read their favorite books and to select a few new books to bring home and enjoy. Kudos to the dedicated team of educators that put together this wonderful evening for families: Melissa Barrett, Sara Biadasz, Heather Downs, Becky Dumphy, Katie Knott, Michelle Neddo, and Beth McInerney.

February Break Challenge

LOVE

Take a picture reading a book
you love,
with someone you love,
or somewhere you love!

#bealreads20

Melissa Barrett, Sara Biadasz, Heather Downs, Katie Knott, Beth McInerney, Michelle Neddo

Please click [here](#) to see full slide deck.

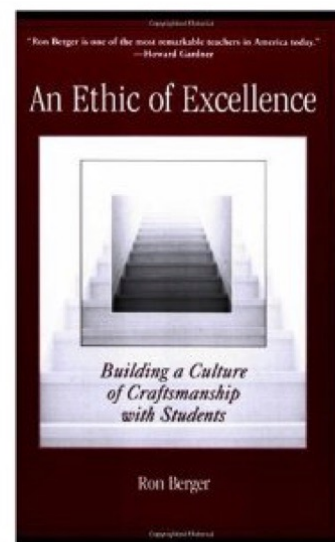
Teacher Leaders with Strong Instructional Practices Lead Collaborative Learning Experiences for Their Colleagues

Design for Meaningful Learning

August 21-24 & Pre-Institute



Please join four of our Shrewsbury teacher leaders for an exploration into the design of meaningful learning experiences for students. After attending High Tech High's Winter Residency and integrating many deeper learning practices into their own classrooms, these educators have developed a course designed to support Shrewsbury teachers in integrating a project based approach to their instructional practice.



Course Overview

Participants will be immersed in interactive sessions that examine how to design for meaningful learning. Participants will gain an overview of the components of meaningful design. Workshops and break-out sessions will focus on project launch, critique & revision, design for one student, student agency, community connections, exhibitions of learning, assessment, and reflection. Participants will have time to develop and refine lessons and/or projects that will utilize some or all of these design components.

For additional information and course agenda please click [here](#)

Instructors:

- ▶ Elin Dolan, Oak Science Teacher
- ▶ Kate Lewis, Oak ELA Teacher
- ▶ Amy Prior, SHS Math Teacher
- ▶ Justin Winn, SHS ELA Teacher

When: 8/21-8/24 (plus Pre-Institute)

Who: Educators in Grades 5-12

Where: Sherwood Middle School Media Center

Time: 8am – 3pm

Credits/PDPs: Qualifies for 3 internal graduate credits and 67.5 PDPs

Registration is now open on ShrewsburyPD

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.

In June of 2016, a survey was sent to parents, students, and educators to ascertain their perspectives on the level of engagement and appropriate challenge in our schools. There was a small discrepancy between the perspectives of educators and those of students and parents. Several of the comments suggested that the district's work on more authentic learning experiences may enhance the levels of engagement and challenge our students experience.

Engagement Question:

To what extent do you agree that student learning experiences in the Shrewsbury Public Schools are engaging? An engaging learning experience is when students are actively involved in learning about a topic in ways that generate enthusiasm, motivation, or interest.

Strongly Agree or Agree	
Parents	85.85%
Students	87.43%
Educators	94.71%

Appropriate Challenge Question:

to what extent do you agree that academic coursework is appropriately challenging to students?

Strongly Agree or Agree	
Parents	84.47%
Students	85.57%
Educators	90.73%



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **5/24/17**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **5/24/17**

A. Extended Learning Programs: Report & Tuition Recommendation

SPECIFIC STATEMENT OR QUESTION:

Will the Committee hear a report on Extended Learning Programs that includes a recommendation regarding tuition rates?

BACKGROUND INFORMATION:

1. The office of Extended Learning oversees the Extended School Care Program, the Elementary Summer Enrichment Program, the Middle School Summer Extensions Program, and a variety of other programs designed to enrich students' hours beyond the traditional school day.
2. Ms. Karen Isaacson, Director of Extended Learning, will present a report on the program that includes information on enrollment, new initiatives, and a recommendation regarding tuition rates.
3. The report is enclosed.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Ms. Karen Isaacson, Director of Extended Learning



5/18/17

To: Shrewsbury School Committee

From: Karen Isaacson, Director of Extended Learning

RE: Extended Learning Programs – Report and Tuition Recommendation

EXTENDED SCHOOL CARE

The demand for the ESC program continues to grow. Since my last report in March of 2015, the program has expanded by nearly 100 spots. The Site Coordinators and Principals at each school have collaborated to maximize the available space in the building and we were able to increase enrollment without compromising the quality of the program. In spite of this expansion, we cannot keep up with the community need. We currently have 277 students on the waiting list for 2017-2018.

ESC Growth in Enrollment

Program	2015 FTE	2017 FTE	Growth
Beal AM	20	25	+5
Beal PM	35	45	+10
Coolidge AM	50	57	+7
Coolidge PM	56	64	+8
Floral AM	54	54	0
Floral PM	95	104	+9
Paton AM	36	53	+17
Paton PM	48	61	+13
Spring AM	24	32	+8
Spring PM	47	63	+16
Sherwood	90	95	+5
TOTAL:	555	653	+98

Customer Satisfaction

Parents express high levels of satisfaction with the extended day program. In our 2016 parent survey, 87% of respondents said they were “very satisfied” with ESC, 12% were “somewhat satisfied” and 1% was neutral. We did not receive any reports of dissatisfaction.

A parent comment from the survey:

“This year is our first experience with the ESC program and I'm going to admit something here I had no clue what ESC did with the kids. I kind of thought it was more like a child care type of service. I knew that there were activities - and I knew there would be opportunities for homework and play time after school. But I really didn't know what to expect. I can honestly say that I was completely surprised by the program and I am so impressed with the ESC staff. Every...single...one of them. When I drop off my son each morning I see the teachers engaged with the kids, sitting with them, playing with them, teaching them - actively participating with them. When I pick him up, I'm always so surprised to see what is happening. One day, I walked in and saw my 6 year old playing chess! Chess. He's 6! And now he's so good at it that my husband and I can't even play with him. He's decorating cookies and making bead projects and other crafts. He's running and playing and he's always so happy! We were impressed with the variety of activities: apple picking, movies, Team Works, Skyzone.... Our daughter will be joining your program in the 2017-18 school year and we couldn't be happier about that. Thank you for all that you do!!”

Employees

ESC currently has 81 employees, 50 of whom also work as SPS paraprofessionals. We strive to maintain a 1:10 adult to student ratio. Staffing patterns are also determined by age of student, number of spaces utilized in the building, and big picture needs for safety and supervision.

	Enrollment FTE	Staff (average # per day)
Beal AM	25	3
Beal PM	45	7
Coolidge AM	57	6
Coolidge PM	64	7
Floral AM	54	6
Floral PM	104	11
Paton AM	53	5
Paton PM	61	6
Spring AM	32	3
Spring PM	63	7
Sherwood	95	11
Child Specific Aides		7
Administrative		2
TOTAL:	653	81

Monthly Fees

ESC has not increased its monthly fees since 2012. In that time expenses have steadily increased. In addition to increases in the cost of food and supplies, we have seen an increased number of families who qualify for financial assistance, and a growing number of students who require 1:1 support. Finally, nearly half of our 80

employees have been with the program for 5 or more years and are earning at the highest step on the pay scale.

Shrewsbury's fees for extended day are considerably below market average. The following chart shows monthly fees for similar programs in the region.

Town/Program	Monthly Rate (based on 5-day enrollment)
YMCA	\$520
Marlborough	\$435
Westborough	\$424
Southborough	\$409
Private program in Shrewsbury	\$400
Northborough	\$390
Nashoba Regional	\$360
State reimbursement rate	\$345
St. Mary's - Shrewsbury	\$270
Shrewsbury ESC	\$260
Hudson	\$250

Financial Picture

For many consecutive years, ESC revenue exceeded expenses and a generous reserve was built. We chose to hold our fees steady for the last five years in light of this situation. This year, our expenses exceeded our revenue, and we have reduced our account surplus. To sustain the program going forward, we will need to raise our fees. We are sensitive to the fact that other school fees have increased in recent years and want to keep rates as low as possible for our families. For that reason we are proposing a modest 3% increase for the 2017-2018 school year. This will increase our overall revenue by approximately \$44,000 and will help defray our rising costs

Rate History

Rates reflect 5 day/week enrollment. Options are also available for 2, 3 or 4 day enrollment.

2007

- \$226/month (after school)
- \$102/month (before school)

2012 – 15% increase

- \$260/month (after school)
- \$118/month (before school)

2017 – 3% increase

- \$268/month (after school)
- \$122/month (before school)

The proposed fees keep ESC well below market rates, providing an exceptional value for the community.

Extended Learning – New initiatives

Elementary After School Activities Program (ASAP)

- Launched in Fall of 2015
- Weekly enrichment activities taught by SPS employees
- Four sessions (1 hour per week for 6 weeks) offered throughout the year
- 648 students participated in 58 classes this year alone
- Parent fees (\$40 per class) cover teacher stipends and expenses
- A wide range of classes were offered this year including science, drama, yoga, dance, cribbage, art, Spanish, programming, fitness and web design

April Vacation S.T.E.A.M. program

- Week long enrichment classes taught by SPS employees
- Open to students in grades K-8
- Focus on Science, Technology, Engineering, Art and Mathematics
- 11 morning classes and 7 afternoon classes
- 200 participants
- \$75 per class
- Positive feedback from parents
- Class topics included coding, robotics, 3-D printing, engineering challenges, hands-on science experiments

Summer Extended Day

- 2015 – (first year program was offered) average weekly enrollment of 70 students
- 2017 - Increased capacity to 115 students and all 4 weeks are sold out
- Added an early drop off program in 2016

Extended Learning Goals

- Offer vacation programming for both February and April vacations. Expand class offerings.
- Accept electronic payments
- Improve visibility and communication around enrichment opportunities. Consolidate information on the website, add social media component for announcements



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VII. Finance & Operations**
B. School Safety & Security: Report

MEETING DATE: **5/24/17**

SPECIFIC STATEMENT OR QUESTION:

Will the Committee hear a report on school safety and security?

BACKGROUND INFORMATION:

1. Mr. Rocco was appointed as the Coordinator of Transportation, Safety & Security in August 2014.
2. The enclosed report on safety and security includes information on video surveillance cameras, standard response protocols, emergency management table top exercises, and training. Mr. Rocco and Mr. Collins will be available to answer questions.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick Collins, Assistant Superintendent for Finance & Operations
Mr. Stephen Rocco, Coordinator of Transportation, Safety & Security

18 May 2017

To: School Committee

From: Steve Rocco, Transportation, Safety and Security Coordinator

RE: School Committee Safety and Security Update 2017

During this past fiscal year, the School Department has continued to make significant progress in enhancing the overall security posture at all our schools.

School Video Surveillance Cameras (VSC): Shrewsbury Public Schools (SPS) has fully installed and integrated an IP based video surveillance system throughout the school district, which was initiated approximately a year and a half ago. These individual and tailored school site systems connect to our Local Area Network (LAN) and can be viewed by authorized users via the ExacqVision software program. Video is archived directly onto the School Department's computer server. If a crime or incident occurs, archived video can be quickly and easily searched by date and location.

The following schools VSC system's were both enhanced (replaced older cameras with new updated cameras) and expanded by adding additional cameras:

- Oak Middle School
- High School

The following schools, which previously had no VSC capability, had cameras installed:

- Parker Road Preschool
- Paton School
- Beal School
- Spring Street School
- Coolidge School
- Floral Street School

A VSC system was installed at Sherwood Middle School as part of that building project.

Overall, IP video surveillance brings many new benefits and capabilities to campus video surveillance. These include everything from easier operation, less expensive installation, and better image quality to automation and improved cost effectiveness. By installing IP video surveillance, schools can both significantly improve their security operations and assure students, parents, and teachers that appropriate measures are in place to enhance their safety.

Standard Response Protocols (SRP): SRP's have been fully integrated and deployed throughout the school district with continuous and varied training involving emergency response based scenarios. The training and associated drills have continued to evolve in complexity and scope (i.e. unannounced drills to both staff and students, Lock Down drills while students are outside the building or classrooms, blocked pathways in order to alter routes and stimulate critical thinking during a fire drill, and incorporating severe weather scenarios in addition to continuous ongoing active shooter and fire drills). A site survey and subsequent evacuation were conducted at the High School in order to identify severe weather "safe" zones located within the school with the assistance of school administrators. On March 28, 2017 a severe weather drill (tornado) was conducted and successfully completed in less than four and a half minutes for approximately two thousand students and staff. As result of the drill, which was the first at the high school, we were able to identify and safely shelter within the school confines all students and staff. Subsequently, the severe weather emergency response protocols and plan for the high school were re-written and put into policy.

Emergency Management Table Top Exercises (TTX's): We continued with emergency management Tabletop Exercises (TTX's) wherein key Police, Fire, Town, and School Department personnel discuss simulated scenarios in an informal setting. This type of exercise can be used to assess plans, policies, and procedures or to assess the protocols and systems needed to guide the prevention of, response to, and recovery from a defined incident. Participants are encouraged to discuss issues in depth and to develop decisions through slow-paced problem solving, rather than the rapid, spontaneous decision making that occurs under actual or simulated emergency conditions. The effectiveness of a TTX is derived from the energetic involvement of participants and their assessment of recommended revisions to current policies, procedures, and plans.

During October 2016, key School Department personnel (Central Office Administrators, Principals and key staff members) were provided emergency management Incident Command System (ICS) training by both fire and police professionals. The overall training objective was to promote school safety by:

1. familiarizing critical School Department designated emergency management personnel with how ICS principles can be applied in school-based incidents.
2. preparing School Department personnel to interface with community response personnel.

During March 2017, a town-wide emergency management TTX exercise was conducted centered around a suspicious white power discovered at the High School.

Participants included the Town Manager, various Town Department Heads, School Department, Police and Fire Departments, and Public Health officials.

During May 2017, the School Department in conjunction Shrewsbury Police and Fire Department conducted a school-centric emergency management TTX. The scenario centered on a severe weather event (tornado) subsequently approaching and impacting a school site.

Building Assessment Team (BAT) Security Survey: The ongoing annual objective of the BAT, which is comprised of members from the School Department, Shrewsbury Police and Fire Departments, and Town Buildings Department is to provide enhanced protection for students and staff by pinpointing high-risk areas in school buildings where potential problems or emergency situations might occur. This may also be known as “Target Hardening”. “Target Hardening” refers to strengthening the security of a building, and in this case the various schools, so that it is difficult for an individual(s) to attack. The goal is to increase the time and effort (creating a “Time Barrier”) needed to compromise a school facility to the point where a perpetrator will move on to a softer target. The BAT accomplishes this through a “Physical Security Survey” and walk through of each school site location. The survey is a comprehensive, detailed, technical on-site inspection and analysis of the current security and physical protection conditions. As a result, numerous improvements were deployed to include the following samplings: installation of an emergency radio repeater for both police and fire (paid out of town budget), repair or replace classroom door locking mechanisms, provide replacement magnet door locks to numerous school locations in order to expedite the securing of classrooms during an emergency situation, procure additional hand held radios on behalf of school administrators to enhance their overall communications capability, and evaluate the various schools public address systems to ensure they are maintained and in good working order. Parker Road, Coolidge, and Paton schools will need upgraded and or replacement PA systems due to expiring shelf life and or no longer working properly.

The School Department assisted with the communication site survey and vendor selection for the purchase and installation (Town Budget) of an emergency PD/FD radio repeater located within the Sherwood Middle School (SMS) for enhanced radio communications. Prior to the installation, emergency radio communications were sporadic at best (“dead zones”).

Training: The School Department, in conjunction with the Shrewsbury Police Department, during February 2017 conducted Active Shooter Training and classroom instruction at the Sherwood Middle School during winter school vacation. Because there is no way of knowing which Police Department employees might be the first to arrive at the scene of an active shooter event, the thought process behind the training was to train all officers in the skills that would be needed to perform

critical tasks. These skills and tasks include immediate assessment of an active shooter scene, room entry techniques, building clearing, building formalization and victim rescue. Active shooter incidents are fundamentally different from hostage situations and other critical incidents, because of the extreme pressure on police to respond as quickly as possible to stop the intruder. Active shooter training is built around the reality that even a one-minute delay in responding may result in multiple additional fatalities.

Additional training and drills pertaining to other emergency type scenarios were conducted to include Lockout, Shelter, Evacuation, and Fire.

The Future of Security and Safety in the School Department: Again, with our eyes focused forward the School Department throughout the year will continue to build upon, improve and refine our security and safety procedures to meet the challenges of ever evolving threats. Continued standardization and institutionalizing our emergency response protocols, communications and equipment, along with training will remain the cornerstones of this program. Enhancement and leveraging technology surrounding the existing school video surveillance systems and capabilities is critical for several reasons. School security cameras help maintain safety around our campus, they also discourage misbehavior, and act as a deterrent. Conspicuously placed school surveillance cameras have been shown to reduce threats of violence and vandalism drastically. Additionally, school security cameras at entrance doors can assist administrative staff in the monitoring of visitors and ensure they are properly signed in, while still allowing students and staff to move freely around the campus.

Lastly and most importantly, we will continue to work with school administrators in support of a robust High School Student Support Team (SST), which consists of school administrators, guidance counselors, psychologists, and students to help proactively prevent violence and or inappropriate behavior in the schools. The efforts of the SST, which meets on a weekly basis, can go a long way toward mitigating the threat of such occurrences. Although not an exact science for predicting school setting violence or adverse behavior, students and staff can take certain actions to reduce these incidents. First, it is critical to understand that these types of behavior do not just happen at random or “out of the blue.” Rather, perpetrators usually display some behaviors of concern. Thus, awareness of these indicators and the subsequent implementation of an action plan to de-escalate potentially violent situations and/or unwanted behavioral issues form essential components of a school violence prevention program.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **5/24/17**

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: **5/24/17**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **5/24/17**

SPECIFIC STATEMENT OR QUESTION:

Will the Committee vote to approve the minutes from the School Committee meeting held on May 10, 2017?

BACKGROUND INFORMATION:

1. The minutes are enclosed.

ACTION RECOMMENDED:

That the Committee vote to approve the minutes from the School Committee meeting held on May 10, 2017.

STAFF AVAILABLE FOR PRESENTATION:

Dr. B. Dale Magee, Chairperson

Ms. Sandra Fryc, Secretary

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

MINUTES OF SCHOOL COMMITTEE MEETING

Wednesday, May 10, 2017

Present: Dr. Dale Magee, Chairperson; Mr. Jon Wensky, Vice Chairperson; Ms. Sandy Fryc, Secretary; Ms. Erin Canzano; Mr. Jason Palitsch; 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 Dr. Sawyer at 7:02 pm in advance of the election of officers.

I. Election of Officers

Dr. Sawyer requested and accepted nominations for the Chairperson of the School Committee. Ms. Fryc nominated Dr. Magee for Chairperson, and Mr. Wensky seconded the motion. The Committee voted unanimously to appoint Dr. Magee Chairperson of the Committee. As the elected Chairperson of the School Committee, Dr. Magee requested nominations for the position of Vice Chairperson for the School Committee. Mr. Palitsch nominated Mr. Wensky and Ms. Canzano seconded the motion. The Committee voted unanimously to appoint Mr. Wensky Vice Chairperson of the Committee. Dr. Magee requested nominations for the position of Secretary. Mr. Wensky nominated Ms. Fryc and Ms. Canzano seconded the motion. The Committee voted unanimously to appoint Ms. Fryc Secretary of the Committee.

II. Public Participation

None.

III. Chairperson's Report & Members' Reports

None.

IV. Superintendent's Report

Dr. Sawyer thanked Ms. Fryc for her work on behalf of the Committee as Chair for the past year. He congratulated students who were recently recognized at the annual Service Learning Celebration at Shrewsbury High School, noting student Marlie Atlabachew won the Amy O'Leary Award. Dr. Sawyer also noted winners at the State Science Fair:

2nd Place

Joshua Choi (Grade 9) Defying Death: Antibacterial Resistance of E. Coli to Neomycin Sulfate

3rd Place

Vikram Pathalam (Grade 12) and Varun Swamy (Grade 12) (team project) Automated Diagnosis of Dementia through Supervised Learning Classification Algorithm

Honorable Mention

Vishnu Penubarthi (Grade 10) C “No” 2: A Novel Method to Reduce Carbon Dioxide Emissions from Motor Vehicles

Honorable Mention

Anshuman Madhukar (Grade 10) Effect of Depth and Angle of Indentation on Drag Reduction caused by Surface Dimples

V. Time Scheduled Appointments:

A. Central One Federal Credit Union Sponsorship: Vote

Mr. David A. L'Ecuyer, President/CEO, Central One Federal Credit Union (COFCU) announced that COFCU was donating \$750,000 to Shrewsbury Public Schools (SPS) as sponsorship of the Shrewsbury High School synthetic turf field project. He added this was in keeping with the existing close relationship COFCU enjoys with SPS, and illustrates COFCU's commitment to being a community-based entity.

Dr. Sawyer thanked COFCU for the very generous donation and gave a brief history of the turf field project. He acknowledged the efforts of all members of the Project Team, and highlighted the contributions of Mr. Collins; Michelle Biscotti and Kathleen Keohane, Coordinators of Development & Volunteer Services; and Fundraising Committee Co-Chairs Jim and Paula Buonomo, Maureen Harrington, and Debra Mooney. Dr. Sawyer added that this was the largest single donation to the school district in its history, and that naming rights would be conferred to COFCU as a result of their sponsorship, where the stadium would be named Central One Federal Credit Union Stadium. The Committee thanked Mr. L'Ecuyer and COFCU for their ongoing support of SPS. Mr. Collins noted the Memorandum of Understanding between the parties had been thoroughly reviewed by legal counsel for SPS.

On a motion by Mr. Palitsch, seconded by Ms. Canzano, the Committee voted unanimously to approve the memorandum of understanding regarding the proposed sponsorship for the athletic field project at Shrewsbury High School by Central One Federal Credit Union, including the acceptance of the funds for this sponsorship.

B. Shrewsbury High School Student Advisory Committee: Report

Benjamin George, Student, Class of 2018, SAC Chair; Vikram Pathalam, Student, Class of 2017; Mark Bray, Student, Class of 2017; and Prisha Singh, Student, Class of 2019 gave the presentation (SAC member Maya McCollum, Student, Class of 2018, was not present). Their report provided information on events at SHS including summary of performing art successes, senior events, and activities associated with Spirit Week and the Class Cup competition. They went on to discuss student advocacy, providing information on iPad and Schoology surveys; the first Hackathon competition sponsored by the Student Innovation Team (SIT), and the Learnathon.

In response to clarifying questions from the Committee, the students discussed timing challenges, and the difference between “events” and “assignments,” in Schoology. Dr. Sawyer noted the importance of students having a voice at SHS, thanked the group and their advisor Mr. Andrew Smith, SHS Teacher, and invited them up to be recognized by the Committee.

C. Assistant Superintendent for Curriculum, Instruction & Assessment: Vote to Appoint

Dr. Sawyer thanked Ms. Mary Beth Banios, current Assistant Superintendent for Curriculum & Instruction, and provided an overview of the intensive search process for the next Assistant Superintendent for Curriculum & Instruction. Dr. Sawyer announced that he had determined that Amy Clouter, who has served as Principal of Calvin Coolidge School (CCS) for eleven years, was the candidate who is the best fit for this role. Regarding her qualifications for the role, Dr. Sawyer noted that her leadership at CCS has resulted in strong academic improvement, including Coolidge being named a Governor’s Commendation School in 2011, and added that Ms. Clouter has a deep understanding of how curriculum, instructional practice, assessment, and professional development work in concert to ensure students’ learning.

Dr. Sawyer also acknowledged the many strengths of the other remaining finalist for the position, Dr. Jane Lizotte, Principal of Sherwood Middle School. These included Dr. Lizotte’s leadership skills, particularly around developing strong cultures to meet the needs of the whole child, including students’ academic, social, emotional, and physical wellbeing. Dr. Sawyer indicated, given the great strengths of each finalist and the long track record of success each has in Shrewsbury, that it was the single most difficult hiring decision he has made in his career.

Dr. Sawyer and the Committee noted that the strong internal candidates for the position reflect well on the district, and acknowledged that the position description was robust and demanding. After Dr. Sawyer recommended Ms. Clouter for the position, on a motion by Mr. Wensky, seconded by Ms. Canzano, the Committee voted unanimously to appoint Mrs. Amy Clouter as the Assistant Superintendent for Curriculum, Instruction & Assessment for the Shrewsbury Public Schools effective July 1, 2017.

After the vote, Ms. Clouter briefly addressed the Committee, and noted that she was humbled and energized by, and thankful for, the opportunity to serve in the role.

VI. Curriculum

A. Profile of a Graduate: Report

Ms. Banios began by naming all the Profile of a Graduate (POG) Working Group Members, and noted that many were in attendance at the meeting. Presenting the report with Ms. Banios were Karen Gutekanst, Assistant Principal at Sherwood Middle School; Kristen Clifford, Special Education Teacher at Floral Street School; and Michael Robillard, Parent/Community Member. They reported that when high functioning organizations are faced with a changing landscape, they pay attention, investigate and explore, develop a thoughtful response, and take action. After providing background on POG, they noted that the group was tasked with determining what students need to know by the time they graduate from SPS, and went on to describe the process.

The work so far resulted in the POG Working Draft presented at the meeting, which would be debated and improved over time. The draft included information on global citizenship, collaboration and communication, resilience and focus, innovation, critical thinking and content mastery, and leadership. The group finished by describing some ideas warranting further discussion.

Discussion between the Committee and POG group included acknowledging the breadth of knowledge of group members, noting the importance of “soft skills”, meeting all students’ needs, concerns with measurement, and the importance of students being able to think critically. Dr. Sawyer thanked Ms. Banios and the group for their ongoing work, and noted that work on the POG project would continue in the early fall and would assist in developing new Strategic Priorities for the district.

B. Strategic Priorities Progress Report: Increasing Value to the Community

In 2011, SPS set strategic priorities for the district for the next five years, 2012-2016, with one being “Increasing Value to the Community.” Ms. Banios began her report by describing the key goals of continuing to consistently achieve results placing Shrewsbury among top performing districts, preparing students for success on future assessments, raising \$2.5 million in new, supplemental funding through a capital campaign, competitive grants, and/or sponsorships, and providing 50,000 hours of student community service. Evidence presented to support achievement of these goals included strong SAT and AP scores for the district, performance recognition for SPS from Newsweek and US News, and numerous art and theatre awards. Curriculum revision and the 1:1 Technology program at SPS helped to prepare students for the transition to computer-based testing. Ms. Banios noted that the district, with assistance from entities including the Shrewsbury Education Foundation and the Colonial Fund, had raised \$1,580,457, and Dr. Sawyer noted this did not include the \$750,000 gift from Central One Federal Credit Union announced earlier in the meeting. The additional funding allowed for a SHS television studio upgrade, the purchase of interactive media boards, and work on the Profile of a Graduate program. Regarding community service, Ms. Banios noted that for school years 2011-2017, a total of 95,293 student volunteer hours had been contributed.

Committee members asked clarifying questions about assigned curriculum, and voiced their support for evidence boards. Dr. Sawyer advised that he was proud of the results presented, and noted the importance of continuing to try to hit all targets, with strong academic results being most important.

VII. Policy

None.

VIII. Finance & Operations

A. Recommendation re: Article 13 of the May 2017 Annual Town Meeting: Vote

Dr. Magee began with a history of the planning for the renovation of the Shrewsbury High School Athletic Campus. It was noted that twelve individuals submitted a citizen's petition - Article 13 -for the May 2017 annual town meeting warrant calling for a "resolution" opposing the installation of artificial turf fields at Shrewsbury High School, but that the Committee has authority over the project and that the resolution was symbolic. Additional discussion ensued and the Committee noted that a tremendous amount of time, effort, and consideration had been given to the project. The Committee found that data shows the synthetic turf to be safe, noted it would allow for increased playing time for students and the community, and would decrease water usage.

On motion by Mr. Wensky, seconded by Ms. Fryc, the Committee voted unanimously to recommend that Town Meeting defeat Article 13 of the May 2017 Annual Town Meeting. After the vote, Mr. Collins added that the Board of Selectmen and Finance Committee had also voted unanimously to recommend the defeat of Article 13.

IX. Old Business

None.

X. New Business

None.

XI. Approval of Minutes

Without objections from the Committee, the minutes from the School Committee meeting held on April 26, 2017 were approved as distributed.

XII. Executive Session

None.

XIII. Adjournment

On a motion by Mr. Wensky, seconded by Mr. Palitsch , the committee unanimously agreed to adjourn the meeting at 9:02pm.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. Memorandum of Understanding - COFCU
2. Student Advisory Committee Agenda
3. Profile of a Graduate Report Memo
4. Profile of a Graduate Report Working Draft
5. Profile of a Graduate Working Group Roster
6. Profile of a Graduate Slide Presentation
7. Strategic Priority - Increasing Value to the Community Report
8. Strategic Priority - Increasing Value to the Community Slide Presentation
9. Article 13 Recommendation Memo
10. School Committee Policy 912 Sponsorship and Advertising
11. Superintendent's Recommendation for Assistant Superintendent Memo
12. Resume for Assistant Superintendent



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **5/24/17**

A. Negotiations with non-represented employees

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee enter into executive session in order to discuss negotiations with non-represented employees, where deliberation in an open meeting may have a detrimental effect on the School Committee's bargaining position?

BACKGROUND INFORMATION:

Executive session is warranted for these purposes.

ACTION RECOMMENDED:

That the School Committee enter into executive session in order to discuss negotiations with non-represented employees, where deliberation in an open meeting may have a detrimental effect on the School Committee's bargaining position.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Barbara A. Malone, Director of Human Resources
Dr. Joseph M. Sawyer, Superintendent of Schools

ITEM NO: **XII. Adjournment**