



**School Committee
Meeting Book**

**September 13, 2017
7:00 pm**

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

AGENDA

**September 13, 2017 7:00pm
Town Hall—Selectmen's Meeting Room
100 Maple Avenue**

<u>Items</u>	<u>Suggested time allotments</u>
Special Opening	7:00 – 7:10
I. Public Participation	7:10 – 7:15
II. Chairperson's Report & Members' Reports	7:15 – 7:20
III. Superintendent's Report	7:25 – 7:30
IV. Time Scheduled Appointments:	
A. Accept Gifts for SHS Athletic Fields Project: Vote	7:30 – 7:40
B. Summer Programming: Report	7:40 – 7:50
V. Curriculum	
VI. Policy	
VII. Finance & Operations	
A. Summer Facilities Work: Report	7:50 – 8:00
B. Beal Building Project: Update	8:00 – 8:20
C. Food Services: Annual Report	8:20 – 8:35
D. Food Services Substitute Pay Rate: Vote	8:35 – 8:40
E. Personnel Hiring: Update	8:40 – 8:50
VIII. Old Business	
IX. New Business	
A. Bullying Statistics: Annual Report	8:50 – 9:00
B. Appointment of Superintendent as Representative to Assabet Valley Collaborative Board of Directors: Vote	9:00 – 9:05
X. Approval of Minutes	9:05 – 9:10
XI. Executive Session	
XII. Adjournment	9:10

Next regular meeting: September 27, 2017



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

Special Opening

MEETING DATE: **9/13/17**

Under the direction of Mr. Michael Lapomardo, Music Teacher, Shrewsbury High School(SHS), the SHS A Cappella Choir will perform two selections, including the National Anthem.

This is the roster of students who will be performing:

Soprano

Loren Cardani
McKenna Carroll
Maggie Clark
Fiona Ingersoll
Erin Matozel

Alto

Brianna Clarke
Michaela Kelly
Angela Rezukey
Harini Shanmugam
Sophie Silverio

Tenor

Andrew Busick
Alexander Purple
Matthew Slaughter
Nicholas Sposato

Bass

John Barrett
Deane Drummey
Thomas O'Neill
William Stewich
Thomas Wang



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: 9/13/17

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: **9/13/17**

A. Accept Gifts for SHS Athletic Fields Project: Vote

BACKGROUND INFORMATION:

In accordance with [School Committee Policy 912: Sponsorship & Advertising](#), sponsorships involving an amount greater than \$5,000 must be approved by the School Committee.

Dr. Sawyer and Mr. Collins will explain that a \$50,000 sponsorship agreement has been reached with Shrewsbury Federal Credit Union and ask for the School Committee to approve it. The memorandum of understanding is being provided under separate cover.

Dr. Sawyer and Mr. Collins will also acknowledge a \$50,000 gift from Mr. James and Mrs. Paula Buonomo for the SHS Athletic Fields Project.

This sponsorship and gift will assist us in reaching the \$1.8 million goal for the [Campaign for Shrewsbury Athletic Fields](#).

ACTIONS RECOMMENDED:

That the School Committee vote to approve the memorandum of understanding regarding the proposed sponsorship for the athletic field project at Shrewsbury High School by Shrewsbury Federal Credit Union, including the acceptance of the funds for this sponsorship.

That the School Committee vote to accept a gift of \$50,000 from Mr. James and Mrs. Paula Buonomo for the athletic field project at Shrewsbury High School.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Mr. Patrick Collins, Assistant Superintendent for Finance & Operations



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: IV. Time Scheduled Appointments:
B. Summer Programming: Report

MEETING DATE: 9/13/17

BACKGROUND INFORMATION:

Each summer a number of programs are offered throughout the district at various grade levels. A brief overview of the 2017 summer programs will be included in the report. The report is enclosed.

ACTION RECOMMENDED:

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

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

Ms. Karen Isaacson, Director of Extended Learning

To: School Committee
From: Karen Isaacson, Director of Extended Learning
RE: 2017 Summer Programs Report
Date: 9/8/2017

Introduction

Over 1,500 students participated in summer learning experiences with the Shrewsbury Public Schools this year. These programs served students in grades PreK-8 and provided students opportunities in the areas of reading support, English language education, enrichment, and kindergarten transition. This report includes more detailed information from each of the program coordinators. Information on the summer special education programs will be presented by Meg Belsito, Director of Special Education and Pupil Personnel Services, at a future meeting.

2017 Summer Programs	Report Page
Kindergarten Transition Programs.....	2
Elementary Summer Enrichment Program	4
Middle School Summer Extensions.....	9
Summer R.E.C.E.S.S Reading Program	12
Title I Summer Programs.....	14
English Language Education	15

Shrewsbury Public Schools
Transition to Kindergarten Programs
Summer 2017

Get a Feel for Beal
Get a Fling for Spring
What Happens at Paton
Discover the Cool in School at Coolidge

Overview:

The program introduces incoming students to a typical "week in the life" of a Kindergartener so that they enter school feeling more confident and ready to learn. The program is offered at Beal, Coolidge, Paton and Spring Street Schools.

Program Coordinator: Kristen Clifford

Dates of Program: 8/7/17 – 8/10/17 (2.5 hrs per day, Monday-Thursday)

Program Funding Source: Tuition (\$100/student)

Number of Students Served: 71

Representative Program Offerings:

Students follow a typical kindergarten schedule including whole group meeting, center time, recess, story, snack and dismissal. This helps prepare the children to independently transition through the routines of the day. The program includes a tour of the building - modeling how to walk in the halls, while becoming familiar with the gym, cafeteria, nurse's office, media center, principal's office, playground and the location of their specific classroom.

Coordinator Reflections:

A focus this summer was to have the coordinator present at each of the buildings each day to meet with the teachers, observe the classrooms and students, and be present for at least one arrival and one dismissal at each of the four buildings. This proved to be very beneficial for the staff and parents by helping to answer questions and clarify information at each of the buildings. The feedback from the staff in particular revealed that this was beneficial in the functioning of the program.

General feedback from a family reflection survey showed that families were excited about the program, and that their children enjoyed the time spent within the program. (There was even some feedback that some parents wished the program was offered for a longer day!) Parents were pleased that their students were able to

participate in kindergarten activities and school routines while meeting other students who will be at their school (and possibly in their classroom).

Enrollment in 2017 and 2016 has been considerably lower than the summer of 2015, in spite of offering the program in more schools. The Director of Extended Learning will become more involved in the coordination and advertising of this valuable program in the hopes of reaching more students. Currently, the program is listed on the district website under “Kindergarten Information” and a letter is sent home with all new student registrations. Coordinator suggestions for improved visibility include: provide flyers to all Shrewsbury pre-schools, include announcements in the community bulletin, promote the program during kindergarten screening, refer to the program when kindergarten lottery results are announced, and make the information easier to find on the website. In 2018 we hope to streamline program coordination and build on our success.

Shrewsbury Public Schools Elementary Enrichment Program Summer 2017

Overview:

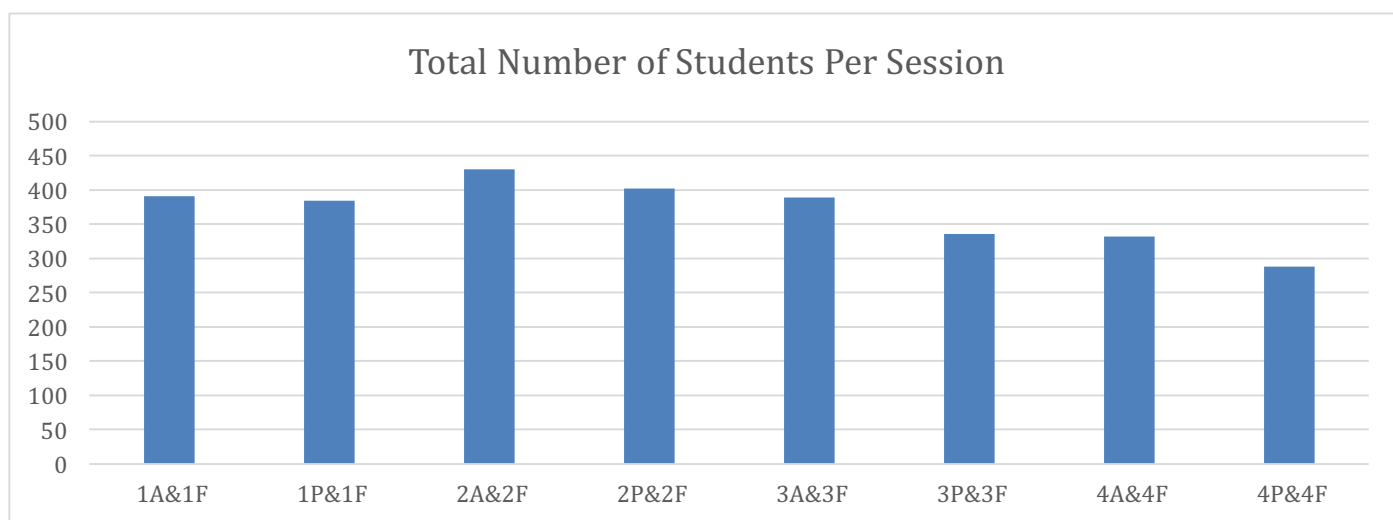
The goal of the Elementary Enrichment Program is to spark and enhance the imagination and curiosity of children by providing them with interactive, enjoyable and educational programs in a safe and encouraging learning environment. Registration is online and takes place in two phases. The first registration is in mid February followed by a second round of registrations in April. Parents also enroll in available classes a few days prior to the opening of the Enrichment Program in June.

Program Coordinator: Jean Brunell

Dates of Program: 6/26/2017-7/27/2017

Program Funding Source: Tuition (\$80 per half day class, \$150 per full day class)

Number of Students Served: 704



Number refers to session (1, 2, 3, or 4)

A = Morning

P = Afternoon

F = Full Day

Representative Program Offerings:

Strategic Goal	Course	Description
Engage and Challenge All Students	Exploring Energy with Rollercoasters	Students in this class were challenged using the engineering design process to build the next great rollercoaster for a theme park renovation project. Types of energy were explored with daily science labs.
	Game On	Through fun and engaging math games, students practiced their math skills such as mystery problem solving, money, multiplication and division, place value, time and measurement.
	Paint Like Picasso	Students learned each day about the artistic stylings of artists such as De Vinci, Picasso, Monet and Van Gogh. Through a variety of materials, media and techniques, students expressed their feelings through their artwork.
Promote Health and Wellness	Snack Well, Be Well	Snack well and be healthy was the focus of this class. Students learned that healthy snacks boost energy and allows them to focus better in school and at home. Eating healthy builds a foundation for a lifetime of smart choices.
	Steps for Kids-Social Skills	Children in this class worked together to create a play based around social situations that occur in everyday life. By writing and performing their own play, the students learned many social skills such as increasing their socialization, team building, confidence and also learned how to respond to social situations outside the classroom.
	Healthy Bodies, Calm and Focused Minds	Focus on a healthy body and mind by learning to practice yoga, breathing, and visualization techniques daily. Students learned how to prepare healthy snacks and learned also how to handle times of stress. Each student created a pledge book of goals and mindfulness strategies to use at home year-round.

Increase Value to the Community	Community Building	In this community building class, students learned that if they work together as a team, “Together Everyone Achieves More”. Cooperation, self-control, perseverance and listening skills were reinforced. The class was divided into three components. In “Summer Science”, students explored nature and persevered through engineering, design and STEM challenges. Children in “Art Expo” collaborated with their peers to create artistic masterpieces using various traditional and non-traditional art media. Lastly, in “Let’s Play, Games for the Outdoors”, students learned about games that they can play with their family and friends in the backyard or park.
	HS Volunteers	Although not a course, the Elementary Enrichment program provides a tremendous opportunity for High School students to volunteer their time helping teachers and working with young students in the classroom. The high school volunteers get to see the students’ myriad backgrounds, personalities and skill sets and allows them to be in a setting where they can be role models for the younger students.

Enhance Learning Through Technology	Learn and Code Robotics	This class ignited the students' curiosity and confidence while providing fun ways of learning the essential skills of programming, collaboration, communication, and digital literacy. Students had the opportunity to learn the basics of code in order to control and play with the robot through various teacher-directed activities. As a culminating activity, students developed an algorithm taking into account distance and speed to program the robots to knock down a stack of cups.
	Count on Computers	In this engaging and fun Computer Programming/Coding Workshop students learned how computers work and how games are created. Logic developing, algorithmic and problem skills were used to write a step by step computer program code. The students applied these coding skills to make a small animated story or video game.

Coordinator Reflections:

The Elementary Enrichment program enrollment continues to increase in size. One hundred seventy two classes were offered by 59 teachers along with 16 support personnel who assisted our special education students. In addition, high school students volunteered over 5,000 hours of service to the program. This year, most classes offered had maximum enrollment and many were over-filled. Courses offered supported the Massachusetts State Frameworks and the district's strategic goals for 2015-2017. In general, parents were very pleased with the program offerings. The overall trend is to continue to increase science and technology classes as well as math, the arts and physical educational offerings.

2017 Improvements:

- The online survey was streamlined and emailed weekly to parents asking for their input about the programs offered and any suggestions for improvement.
- The registration process this year included a drop down menu format of offerings based on the child's grade level in the fall. This showed only age-

appropriate classes based on the grade level. This helped to eliminate parents from enrolling in classes that were not age appropriate.

- A second mailing was also sent to each family in early June reminding them of the classes their children were enrolled in. This heightened parent communication significantly helped to avoid confusion on Monday mornings each week.

Challenges:

- Drop off and Pick Up continues to be problematic for parents. High volume of traffic from the Enrichment Program and Special Education program caused some safety concerns. Additional signs were posted on Floral Street, Whipporwill and the school grounds to help with this process. Mrs. Richard and our high school students did a wonderful job directing morning and afternoon traffic as well.
- Communication and coordination regarding how to best meet the needs of special education students who enrolled in the enrichment program was challenging. For 2018 we plan to change the parent registration form, allowing parents to self-identify their student's need for support and granting the enrichment staff permission to discuss their child with the Special Education Team. This will go a long way toward ensuring a safe, enjoyable and engaging experience for each child. The Director of Extended Learning and the Director of Special Education have already met to discuss improvements for next year, including earlier identification of students requiring support, and streamlined communication about availability of staff.

**Shrewsbury Public Schools
Middle School Summer Extensions
Summer 2017**

Overview:

The Middle School Summer Extensions Program seeks to provide enriching learning experiences and hands on activities for students entering grades five through eight. There is a wide range of courses offered: skill building for sports, visual and performing arts, technology and computer programming, financial literacy, the humanities, science, engineering and design, and a baby-sitting certification program. Families register students through two online registrations that occur in February and April. Students may also register on-site in June and July during program hours for classes that are still open.

Program Coordinator: Kristen Minio

Dates of Program: 6/26/17 - 7/27/17

Program Funding Source: Tuition

Number of Students Served: 337

Representative Program Offerings:

Building Innovations

Integrating design, architecture, and engineering, students spent the week in teams working through various engineering challenges to complete architectural projects. Topics included bridge design, free standing structures and skyscrapers, egg drop challenges, and architecture in ancient civilizations. Students worked collaboratively to plan projects, develop blueprints, and construct their own designs based on given topics. Students were provided with feedback on their projects and also completed self-evaluations on the efficacy of their work.

Kids' Kitchen

Using various units of measurement, temperature, math skills, and their affinity for all things food, students had the opportunity to explore foods from around the world in our own Kids' Kitchen. Students learned to create recipes from scratch, gathered an understanding of basic nutrition, what it means to cook for people with dietary restrictions, shared family recipes, and participated in cooking competitions throughout the week. Students in the class also compiled their own cookbook of recipes to take with them at the end of the class session.

Theatre Workshop: Acting and Directing

For students looking to develop their talents in the theatre arts, classes were offered to help students learn about the various aspects of performance theatre. In this particular workshop, students developed an understanding of the creative process from audition to show time from various points of view, which included: the audition manager, the set designer, the director, actor, etc. Students honed their craft in both monolog and partner scenes, scripted and improvised. Their practice throughout the week led up to the performance of a one act play, which was performed for parents and students at the end of the week.

Hour(s) of Code!

Inspired by the creation of the “Hour of Code” to celebrate Computer Science Week, MSSE teachers developed a number of courses aimed at helping students begin to learn and understand the process of problem solving through coding. Class instruction combined the use of hands on activities with websites, apps, and online courses to help them understand the theory and mechanics behind coding. Students were able to put their coding knowledge into practice by writing code and solving challenges for robots such as Dash, Dot, and Ozobot, to name a few.

Coordinator Reflections:

This year, the middle school summer extensions program saw continued growth in both the number of programs offered (126) and the number of students who participated in the program **(299 families served; 337 individual students)**. The majority of students (roughly 200-255 students per week) participated for a full day of activities (either taking both an AM and a PM course or a full day course). The program faculty continued to offer engaging and enriching opportunities for student’s continued personal and academic growth. A Parent Feedback Survey was sent to families at the conclusion of each week of the program. Families who responded to the survey indicated that they enjoy the MSSE program because of the variety and rich content of the offerings, the content knowledge of the faculty members, and the overall price and convenience of the program. Families also see it as a resource for students to maintain community connections with their peers over the summer. Although the program is primarily for Shrewsbury students, we continue to have a number of families who participate in the program from surrounding communities as well as students from private and charter schools.

Areas for growth include continuing to increase the rigor of the programming to challenge older students, offering more courses related to the subject areas of math, science, and robotics, and continuing to find ways to diversify the program in order to reach a wider spectrum of families.

As we look to increase the scope of our offerings next year, the program is looking at the purchase of a 3-D printer, developing more sophisticated course offerings around programming and robotics, and creating partner classes between theatre, sewing, and art to encompass all aspects of a production from acting and performing to costumes and set design. Development of a counselor in training program is also being considered.

Shrewsbury Public Schools
R.E.C.E.S.S Reading Program
Summer 2017

Overview:

The R.E.C.E.S.S. program (Reading Everyday Can Ensure Summer Success) provides a relaxed environment where children can meet, read and discuss their summer reading books with their same age peers, in hopes that they stay engaged and continue reading throughout the summer. The free hour-long classes were held this year during the month of July in the children's room in the Shrewsbury Public Library.

At the end of April, a description and schedule of the program is posted in various locations including the Shrewsbury Public Schools web site, the Shrewsbury Public Library web site, Shrewsbury online newspaper, emails to private schools in town, and posters in the library. Parents can sign up online through the library web site or by emailing drichard@shrewsbury.k12.ma.us.

Program Coordinators: Deborah Richard and Barbara Andreano

Dates of Program: 7/10/17 -7/27/17

Program Funding Source: Curriculum and Instruction Budget

Number of Students Served: 320

Representative Program Offerings:

The teacher reads the book and discusses certain aspects of the book with the children, such as setting, theme, feelings of the characters and how the children would feel in the same situation.

- Example 1: *The Boxcar Children* by Gertrude Chandler Warren. (Grade 3 required text.) This book is about orphaned children and how they survived with the struggles they faced living alone. The book discussion lends itself to problem solving. Could you survive on your own without adult supervision at such a young age? What would life be like living in a boxcar?
- Example 2: *Will I have a friend?* by Miriam Cohen. (Kindergarten required text.) The follow up activity was to create a friendship bracelet, explaining that the beads on the bracelet can represent their friends. Tying the knot in the bracelet at the conclusion of the activity creates a circle of friendship.

Coordinator Reflections:

After two years of offering classes at Sherwood while the library was under construction, we were delighted to once again offer classes in the children's room

of the Shrewsbury Public Library. The classes were taught by volunteers who are primarily Shrewsbury Public School employees or Shrewsbury High School seniors. This year we had 10 volunteers who graciously donated their time to help promote the love of reading in children. This year's enrollment was larger than we have ever had and we had a waiting list for quite a few classes. Next year we are thinking of offering more dates for the classes that had waiting lists.

Shrewsbury Public Schools
Title I Summer Programs
Summer 2017

Overview:

The Summer Reading Delivered Program provided 15 Title I students with leveled texts during the summer. The Title I Summer Program provided 21 Title I students with literacy instruction during a 5 week period. Title I students were invited to participate based on reading assessments and teacher recommendations.

Number of Students Served: A total of 36 students participated in Title I summer programs.

Program Coordinator: Maureen Henry, Director of Title I programming

Program Funding Source: Title 1 Grant

Representative Program Offerings:

Title I Summer Programs

This year we expanded our Title I summer program to 5 weeks. The structure of the Title I Summer Program was based on a balanced literacy block. Students participated in a morning meeting, an interactive read aloud, guided reading lessons, independent reading and a writing block.

Summer Reading Delivered

Students who participated in the Summer Reading Delivered Program received a packet of self-selected, high interest texts delivered to their home by mail. As a result, students had easy access to appropriate literacy materials.

Coordinator Reflections:

Overall both of our programs were very successful. Students who participated in summer services were assessed during the first week of school. Assessment data indicated that 88% of students either maintained or increased their literacy skills from June. This is consistent with previous years.

**Shrewsbury Public Schools
English Language Education (ELE)
Summer 2017**

Overview:

Title III federal funding extends the opportunity for English Learner (EL) students. EL students entering grades one and two were invited to attend a 9:00am-12:00pm class that met three times per week for three weeks at Beal School. EL students entering grades one through eight were invited to a summer program housed at Coolidge School. The Coolidge classes also met from 9:00-12:00 for three weeks; however, one additional day was added, so students were at school Monday through Thursday.

Program Coordinator: Kathleen Lange-Madden, Director of English Language Education

Coolidge On-Site Program Coordinator: Christina Manos (district funded)

Dates of Beal Program: 7/5/17-7/20/17

Program Funding Source: FY'17 Grant 180

Number of Students Served: 11 students attended the ELE program at Beal School, 62 students attended the ELE program at Coolidge School; therefore, a total of 73 students participated.

Learning Structure:

9:00-9:15 Arrival, Attendance, Greeting and Morning Meeting

9:15-10:00 Reading

- Reading Aloud (whole group)

- Leveled Reading (small groups)

10:00-10:45 Writing

10:45-11:00 Snack & Recess

11:00-11:30 Language Games 11:30-11:55 Writing or Research time

11:55-12:00 Clean Up and Dismissal

Total number of ESL teachers involved in program: 2



Dates of Coolidge Program: 7/24/17 – 8/10/17

Program Funding Sources: FY'17 Grant 180 funded five teachers and the in-house field trip, led by two educators from the *Lloyd Center for the Environment*
www.lloydcenter.org

FY'16 Carryover Grant 180 funded one teacher

Grant 184 funded \$800 worth of books for instructional use and each student received a take-home book to keep

Learning Structure:

9:00-9:15 Arrival, Attendance, Greeting and Morning Meeting

9:15-10:00 Reading

- Reading Aloud (whole group)
- Leveled Reading (small groups)

10:00-10:45 Writing

10:45-11:00 Snack & Recess

11:00-11:30 Language Games 11:30-11:55 Writing or Research time

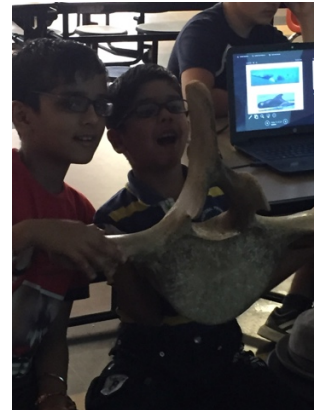
11:55-12:00 Clean Up and Dismissal

Total number of ESL teachers involved in program: 6

Total number of high school student volunteers involved in Program: 3-5

August 9, 2017 In-House Field Trip

The Lloyd Center's educators combined aspects from two of their programs, *Estuary on Wheels* and *Delphi the Whale*, to create an interactive, hands on learning experience for our students.



Coordinator Reflections:

The Beal ELE summer program provided a significant opportunity for our young students to be immersed in an English-speaking environment for a part of a day, three times a week for three weeks. The two ESL teachers collaborated to ensure students were engaged in enriching, enjoyable, and academically challenging activities to grow their English vocabulary and literacy skills.

The Coolidge ELE summer program provided students opportunities to engage in reading, writing, speaking, and listening in a relaxed, fun environment. Teachers incorporated an ocean theme throughout their lessons. Students practiced reading strategies, in both whole group and small group formats, shared research & experiment results, and participated in ocean themed craft projects.

The middle school student group read *Moby Dick* and worked together to calculate the actual size of a sperm whale. The group drew the outline of a person and the outline of a sperm whale on the Coolidge blacktop to help all students better understand the immense size of a whale compared to a human.

The visit from the Lloyd Center for the Environment added a real-life component to the ocean theme. Students were able to touch and hold a variety of estuary creatures. Students learned about different types of whales through projected pictures and actual whale body parts, such as different sizes pieces of baleen, vertebrae, and teeth. The teachers agreed that hosting an in-house field trip was an excellent alternative to outside field studies, which are difficult to fund because of expense. Teachers and coordinators will explore options for additional in-house field trips in the hope of providing more than one experience for students next summer.



How big is a sperm whale? This big!



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **9/13/17**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **9/13/17**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VII. Finance & Operations**
A. Summer Facilities Work: Report

MEETING DATE: **9/13/17**

BACKGROUND INFORMATION:

This past summer nearly \$462,000 in capital repairs and improvements were completed across all school buildings. Mr. Collins will provide a report and slide presentation (enclosed) with detailed information.

ACTION RECOMMENDED:

That the School Committee accept 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



Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

1 September 2017

To: School Committee

Subj: SUMMER 2017 FACILITY PROJECTS

This past summer nearly \$462,000 in capital repairs and improvements were completed across our school buildings under the supervision of Mr. Cox, Superintendent of Public Buildings. It was a very hectic but productive summer from a maintenance standpoint and we appreciate this level of investment in the stewardship of our educational facilities.

Mr. Cox provided project cost information that is summarized in the table at the end of this report. I will highlight these verbally and also include some pictures of the work in a Powerpoint presentation.

Additionally, under the supervision of Brian L'Heureux, Director of Information Technology, and Steve Rocco, Transportation and Security Coordinator, new public address [PA] systems were installed at Parker Road preschool, Coolidge School, and Paton School at a total cost of \$110,377. These new systems provide the latest in technology allowing for recorded messages, remote trigger of lockdowns, and came with the addition of new speakers for improved broadcasting. Additional lockers were added at Shrewsbury High School due to increased enrollment and demand by our girls' sports teams.

Finally, we appreciate the efforts of all Public Buildings staff who worked to ensure a smooth opening of school from a facility perspective.

Major Projects Financed and Managed by Public Buildings Department		
SCHOOL	PROJECT SUMMARY	COST
All schools	Alarm and Sprinkler testing	\$ 16,625
Coolidge School	Repair Stucco and Caulk Window Frames	\$ 9,800
Oak Middle	Interior Painting- metal door trims	\$ 9,500
Oak Middle	HVAC Controls- Calibration & Repairs	\$ 23,612
Paton School	Re-tile floor, paint, add lighting in kitchen area	\$ 6,800
Shrewsbury High School	Interior Painting	\$ 54,300
Shrewsbury High School	Replace fogged glass-selected areas	\$ 9,500
Shrewsbury High School	HVAC Controls- Calibration & Repairs	\$ 45,000
Spring St. and Paton Schools	Carpet replacement-slected areas	\$ 33,300
Spring St. School	Playground Fencing Installation	\$ 5,455
Spring St. School	Re-Pave Driveway and Parking- re-paint lines	\$ 247,714
	Total Summer Investment	\$ 461,606
Major Projects Financed and Managed by School Department		
SCHOOL	PROJECT SUMMARY	COST
Coolidge School	Install new Public Address [PA] System	\$ 33,876
Parker Road Preschool	Install new Public Address [PA] System	\$ 14,790
Paton School	Install new Public Address [PA] System	\$ 37,271
Paton School	Replace classroom area carpets	\$ 5,440
Shrewsbury High School	Additional lockers outside Girls' Locker Room	\$ 19,000
	Total Summer Investment	\$ 110,377
	Grand Total Summer Projects Investment	\$ 571,983

Summer 2017

**School Facility Capital Repairs,
Improvements, & Maintenance**

September 13, 2017

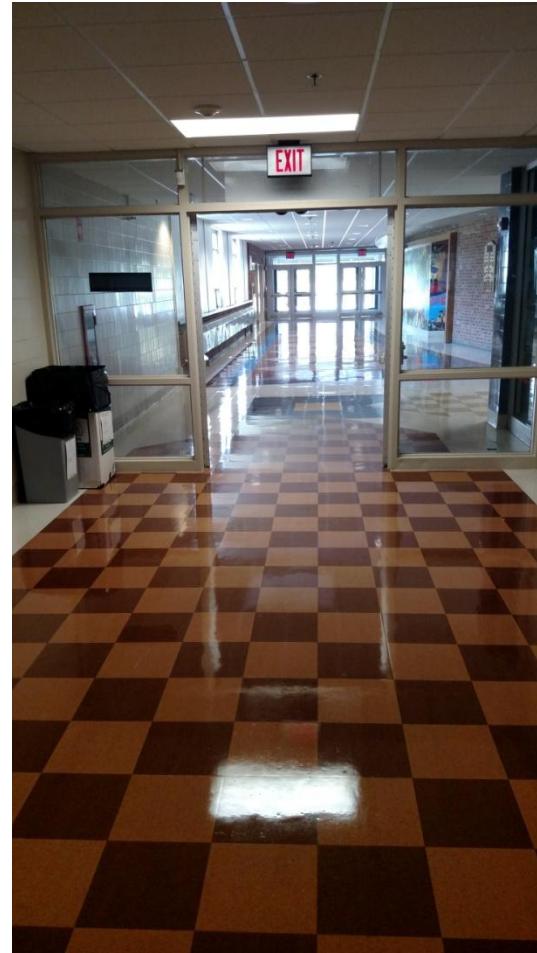
Beal School: Window Cleaning/Minor Repairs



Oak Middle: Metal Door Frame Painting



Oak Middle: Floor Cleaning & Polishing



Oak Middle: Installation of Re-fillable Water Bottle Stations [2]



Paton Kitchen: New Floor Tile Installed



Paton School: Displaced Kitchen Equipment-Floor Re-Tile



New Public Address Systems: Paton, Coolidge, Parker Road



Spring Street: Re-Paving Project



Spring Street: Re-Paving & New Sidewalks



Spring Street: Additional Parking Spaces Created



Shrewsbury High School: Additional Lockers-Increased Enrollment



Investment Summary

Major Projects Financed and Managed by Public Buildings Department		
SCHOOL	PROJECT SUMMARY	COST
All schools	Alarm and Sprinkler testing	\$ 16,625
Coolidge School	Repair Stucco and Caulk Window Frames	\$ 9,800
Oak Middle	Interior Painting- metal door trims	\$ 9,500
Oak Middle	HVAC Controls- Calibration & Repairs	\$ 23,612
Paton School	Re-tile floor, paint, add lighting in kitchen area	\$ 6,800
Shrewsbury High School	Interior Painting	\$ 54,300
Shrewsbury High School	Replace fogged glass-selected areas	\$ 9,500
Shrewsbury High School	HVAC Controls- Calibration & Repairs	\$ 45,000
Spring St. and Paton Schools	Carpet replacement-slected areas	\$ 33,300
Spring St. School	Playground Fencing Installation	\$ 5,455
Spring St. School	Re-Pave Driveway and Parking- re-paint lines	\$ 247,714
	Total Summer Investment	\$ 461,606
Major Projects Financed and Managed by School Department		
SCHOOL	PROJECT SUMMARY	COST
Coolidge School	Install new Public Address [PA] System	\$ 33,876
Parker Road Preschool	Install new Public Address [PA] System	\$ 14,790
Paton School	Install new Public Address [PA] System	\$ 37,271
Paton School	Replace classroom area carpets	\$ 5,440
Shrewsbury High School	Additional lockers outside Girls' Locker Room	\$ 19,000
	Total Summer Investment	\$ 110,377
	Grand Total Summer Projects Investment	\$ 571,983



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VII. Finance & Operations**
B. Beal Building Project: Update

MEETING DATE: **9/13/17**

BACKGROUND INFORMATION:

Mr. Collins will present a report (enclosed) on the Beal Building project that includes information on the grade figuration decision timeline and process, redistricting, the educational program, site assessments, alternative solutions, and cost estimates.

ACTION RECOMMENDED:

That the School Committee accept 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 & Operation

Beal Project Status Update

Patrick C. Collins

Assistant Superintendent for Finance and Operations

13 September 2017

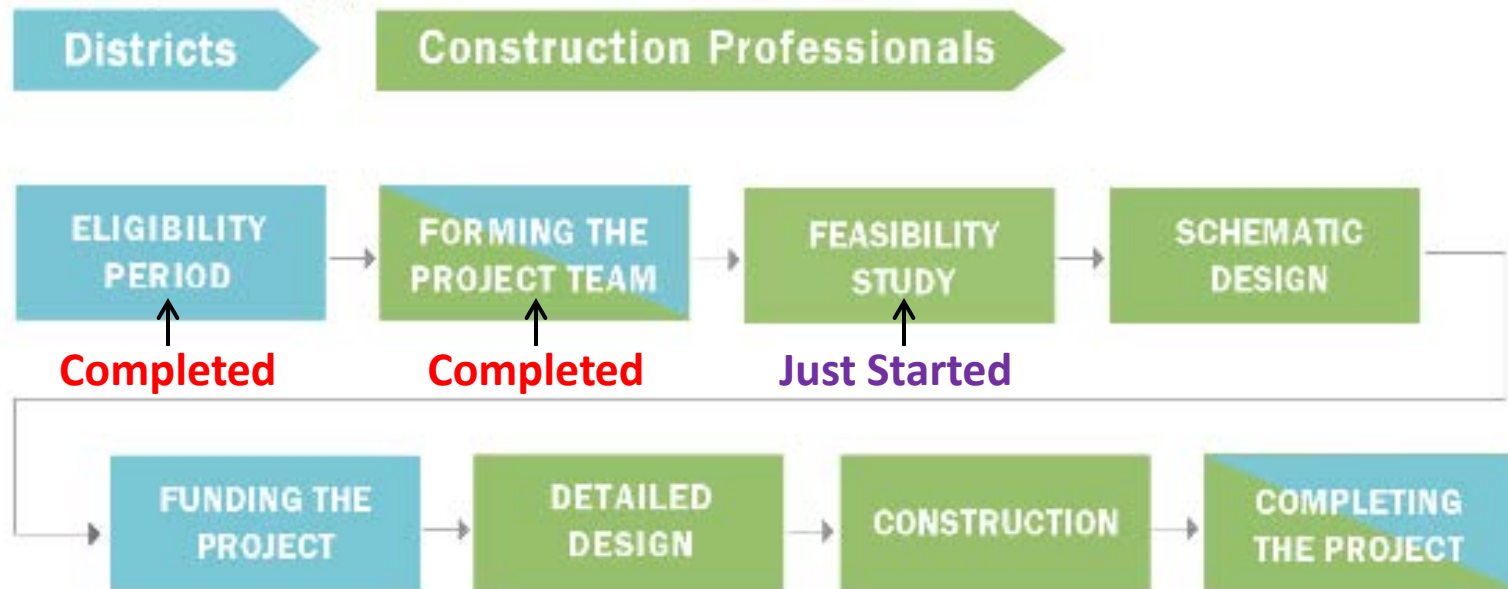
Topics

- Overview
- Grade Configuration Decision Timeline & Process
 - Redistricting: K-1 versus K-4
- Development of Educational Program
- Beal School and Site Assessments
- Development of Alternative Solutions and Cost Estimates

Overview

MSBA Building Process

Steps primarily for:



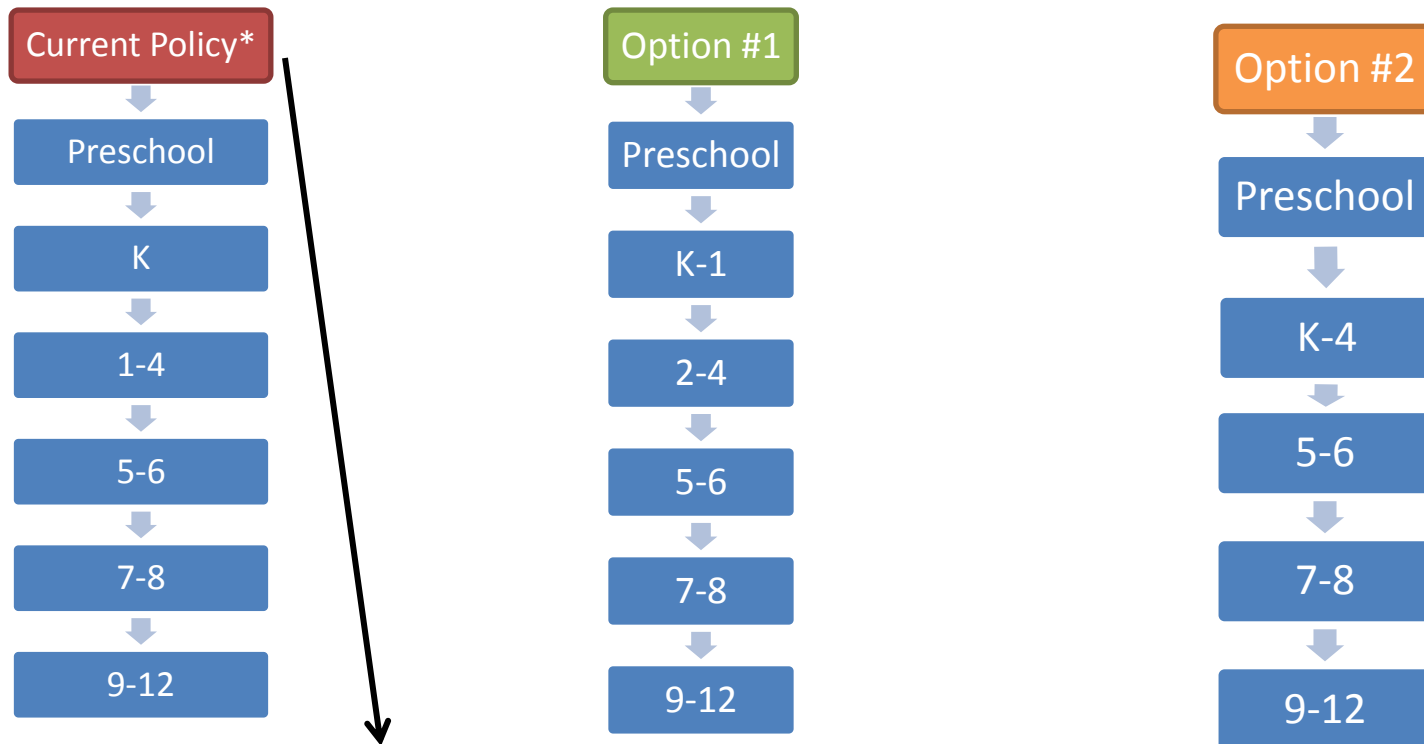
Project Team

Role	Individual
Board of Selectmen	Jim Kane [Chairman of Bldg. Cmtee.]
School Committee	Sandra Fryc
Town Manager	Kevin Mizikar
Superintendent of Schools	Joseph Sawyer
Superintendent of Public Buildings	Bob Cox
Asst. Superintendent for Finance & Operations-School	Patrick Collins
Beal Principal	Chris Girardi
Community Representative	John Masiello [Vice Chair of Bldg. Cmtee.]
Community Representative	Erin Boucher

Role	Company
Owner's Project Manager	PMA Consultants
Architect	Lamoureux Pagano Associates

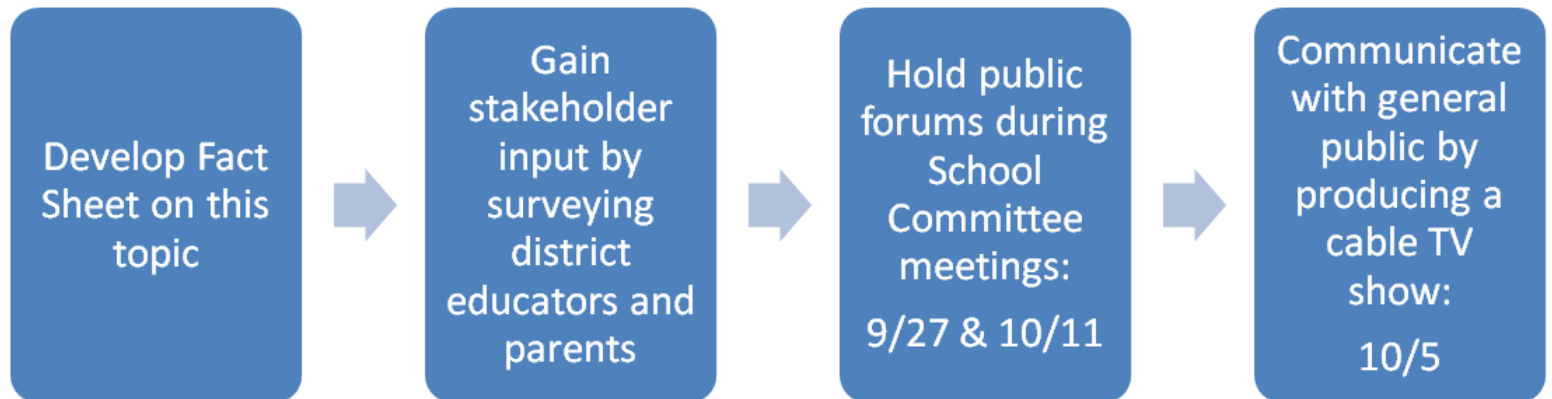
Grade Configuration Decision Timeline & Process

Feasibility Study Phase requires study and consideration of changing our current grade configuration.



*Not in practice due to lack of space.

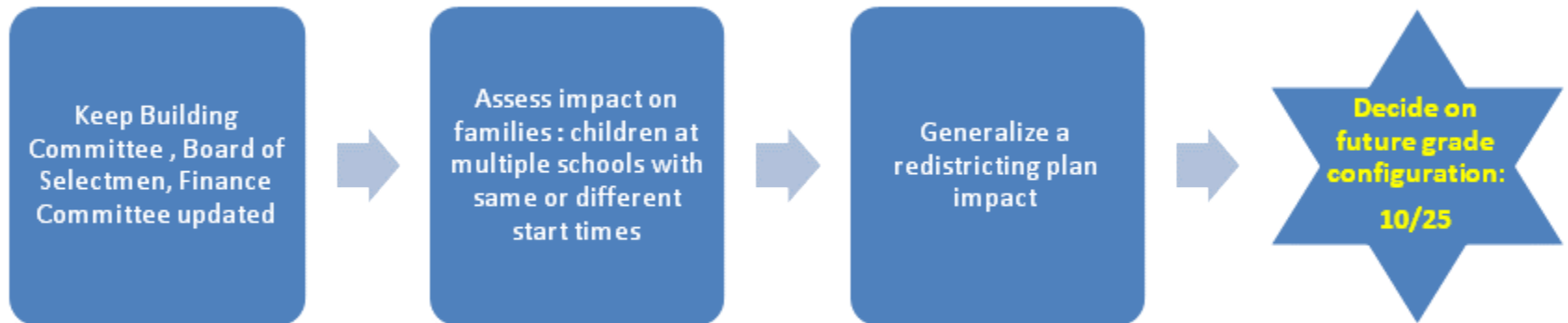
Grade Configuration Decision Timeline & Process Highlights



Grade Configuration Decision Timeline & Process Highlights



Grade Configuration Decision Timeline & Process Highlights



Development of Educational Program:

Target Completion of early 2018

The Educational Program shall include a statement of the teaching philosophy and methods; a thorough, in-depth explanation of the District's curriculum goals; and, objectives of the program elements associated with the subject facility. Through the use of narratives, figures, and charts, the Educational Program shall describe and include, but not necessarily be limited to, the following as it relates to the current program, facility needs and proposed design features:

- Grade and school configuration policies;
- Class size policies;
- School scheduling method;
- Teaching methodology and structure (e.g., academies, departments, houses, teams, etc.);
- Teacher planning and room assignment policies;
- Pre-kindergarten (SPED only, tuition programs, locations, full day, half day, if applicable);
- Kindergarten (full day, half day, locations, if applicable);
- Lunch programs (number of servings, district kitchen, full service kitchens, warming kitchens, etc.);
- Technology instruction policies and program requirements (labs, in-classroom, media center, required infrastructure, etc.);
- Art programs (in-classroom, specialized area);
- Music/Performing Arts programs (in-classroom, specialized area);
- Physical Education programs;
- Special Education programs (in-house, collaborative, facility restrictions);
- Transportation policies;
- Functional and spatial relationships;
- Key programmatic adjacencies; and
- Security and visual access requirements.

Beal School and Site Assessments

- The current Beal site and other potential sites will be evaluated during the Feasibility Study for suitability to sustain a 750-790 seat school. Factors include:
 - Parcel size, topography, and location in town
 - Adjoining roadways and sidewalk infrastructure
 - Proximity and capacity of nearby utilities
 - Estimated acquisition and improvement cost

Development of Alternative Solutions and Cost Estimates

- It is required that **several options** to solve our long-term space needs be developed
- Included in the Feasibility Study Phase are initial cost estimates that **primarily serves the purpose of displaying the relative cost of each option as it compares to the other.**

Timeline

- The Feasibility Study will take anywhere between 9-18 months with many factors impacting this timeline to include:
 - School Committee decision on future grade configuration
 - Staff capacity to get this work done
 - Site selection and potential acquisition of a new site
 - MSBA review and approval of our processes and plans

Questions



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

**ITEM NO: VII. Finance & Operations
C. Food Services: Annual Report**

MEETING DATE: 9/13/17

BACKGROUND INFORMATION:

Each year an annual report on the status of the Food Services program is provided by Ms. Nichols, Director of Food Services. The enclosed document provides details.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick C. Collins, Assistant Superintendent for Finance and Operations
Ms. Beth Nichols, Director of Food Services



**Shrewsbury Public Schools
Massachusetts 01545**

**Beth Nichols
Director of Food Services**

September 13, 2017

To: School Committee

Subj: 2016-2017 Food Service Department Executive Summary

Overview

The Food Service Department's goal is to serve nutritional and appetizing meals to our customers. The Department is committed to interacting with courtesy and respect, supporting a positive learning environment and promoting the District's strategic priority of Health and Wellness.

Offerings

The Food Service Department offers:

- Lunch Program for grades K-12
- Breakfast at the Coolidge, Middle and High Schools
- Kindergarten and Preschool Snack Program
- Catering and Vending Services.

Staff

The Department employs a Food Service Director, a 30 hour per week Administrative Assistant and 42 Union Employees, 18 of which are full time staff (over 20 hours and benefit eligible) and 24 of which are part time. Last year another part time aide position (19.5) hours was added to the High School Staff.

All employees participated in trainings throughout the school year to meet the USDA Professional Standards Requirement. The annual required training hours increased in the 2016-2017 school year to: twelve hours of Director training, ten hours of Manager training, six hours for Staff working over twenty hours per week and four hours of training for Staff working less than twenty hours per week. Staff have exceeded the required training hours (246) this year (328).

All employees are Serve Safe certified and certified in Allergen Training. Also all Managers have maintained their Level I Certification through the National Office of the School Nutrition Association, which requires 30 hours of professional development every three years.

Union Contract

A three year contract, July 2016 through July 2019 was successfully negotiated and ratified between the Shrewsbury School Committee and SEIU Local 888.

Menus

Many menu choices are offered daily at the various schools. Students are able to use the salad/fruit bars with the purchase of a meal or as a meal in itself. A variety of fresh fruits and vegetables are offered daily. All grains offered are whole grain products. All meals are prepared on site. All meals served meet USDA nutritional requirements. Staff served 408,505 lunches and 15,578 breakfasts last year. Our menus are posted online and in each school cafeteria .

Marketing

A district wide bimonthly email: “What’s on the Menu?” is emailed to all school families in Shrewsbury. The monthly issues feature: Nutritional Information, Menu Highlights, POS Incentives and Department News. Many families have taken advantage of the money saving promotions. The monthly promotions have helped promote our program to families.

Legislation Update

USDA Memo SP 46-2016 Unpaid Meal Charges

USDA memo SP 46-2016 Unpaid Meal Charges requires all states, no later than July 1,2017 "must have a written and clearly communicated meal charge policy in order to ensure a consistent and transparent approach to this issue." Meal charge policies must be provided to households at the start of each school year and to households that transfer to the school district during the school year. The administrative policy sent to Shrewsbury Households in September 2017 is at the end of this report.

Procurement Review

Procurement reviews began last school year as part of the 3 year program review. Food Service Program's Procurement Practices will be reviewed to make sure they are in compliance with both federal regulation: Super Circular 2 CFR 200 and state law: MGL c. 30B The Uniform Procurement Act. The federal procurement regulations are stricter than those of the State of Massachusetts.

USDA Press Release May 5, 2017

USDA will allow schools flexibility in meeting the 100% whole grain requirement in School Year 2017-2018. For the School Year 2017-2018 through 2020, schools will not have to meet stricter Sodium Targets that were previously proposed. Additionally U.S.

Secretary of Agriculture Sonny Perdue will direct the USDA to allow schools to serve 1% flavored milk instead of the current requirement that flavored milks be skim.

Direct Certification Update

Beginning May 2017, data matching through the Virtual Gateway Direct Certification uses State Medicaid Data for both free and reduced meal benefit eligibility. Prior to May 2017, data was used only to directly certify free benefits.

Smarter Lunchroom

The Smarter Lunchroom movement applies research-based principles to drive students to eat nutritious foods. Last year the Massachusetts Department of Elementary and Secondary Education's Office for Food and Nutrition Programs in collaboration with the John Stalker Institute of Food and Nutrition at Framingham State University funded the Massachusetts Smarter Lunchroom Initiative. Over fifty schools in Massachusetts participated in this initiative, in school year 2016. This year Oak Middle School was given the opportunity to be part of this initiative at no cost to the District.

This program provided Oak Cafeteria 2 visits from a certified Smarter Lunchroom Coach. The initial 3 hour visit comprised of: completing the Smarter Lunchroom Scorecard, doing staff training and the set up an action plan. The second 2 hour visit was a follow up to the first to evaluate the success of the action plan. The assessment resulted in Oak Cafeteria being awarded a Silver Recognition.

Point of Sale (POS)

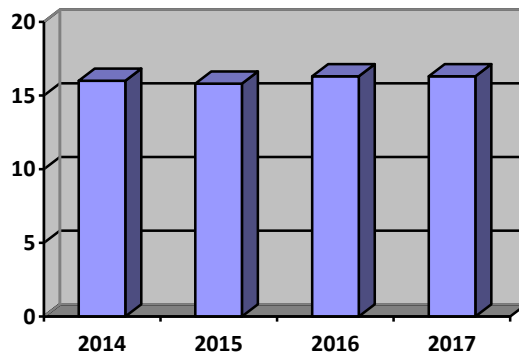
Meal Magic is the Point of Sale System being used at all schools in the District. This system was successfully launched at the Spring Street Elementary School, November 1, 2016, Beal School, November 29, 2016 and at the Paton Elementary School on March 15, 2017. The Point of Sale System allows students and school staff the flexibility to use cash or a debit system. The system also offers parents the convenience of prepaying any amount of cash on their child's account and offers the students and staff the convenience of not needing cash. It also provides confidentiality for free and reduced students. Account debits are faster than cash transactions. Bimonthly promotions are marketed and offered to increase money on account transactions versus cash sales. Currently 96% of sales at the Schools are account debits versus cash transactions. Currently 88% of deposits are online deposits versus cash/check transactions.

Lunch Prices

Lunch prices are \$3.25 at the Elementary School, \$3.50 at the Middle School, \$3.75 at the High School and the adult lunch price is \$4.25. Lunch prices were last raised \$.25 in the 2015-2016 school-year. No price increase is recommended for Fiscal Year 2018. If a price increase is warranted for FY19, then a recommendation will be made to the School Committee in June 2018.

District Free and Reduced

Sixteen percent of students were eligible for free or reduced meals. There were 785 students eligible for free meals and 168 students eligible for reduced meals. A total of 953 free and reduced eligible students were able to participate in the meal program in FY 2017 .

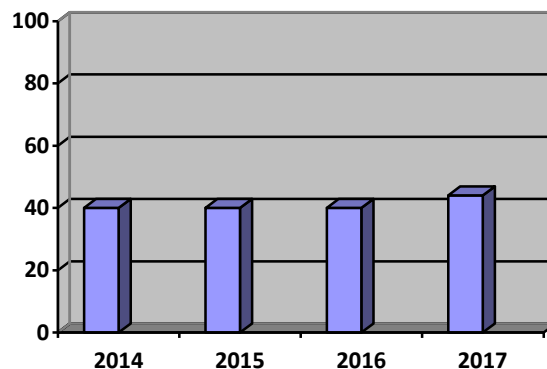


% of Students in the District Qualifying for Free or Reduced Meals

Participation

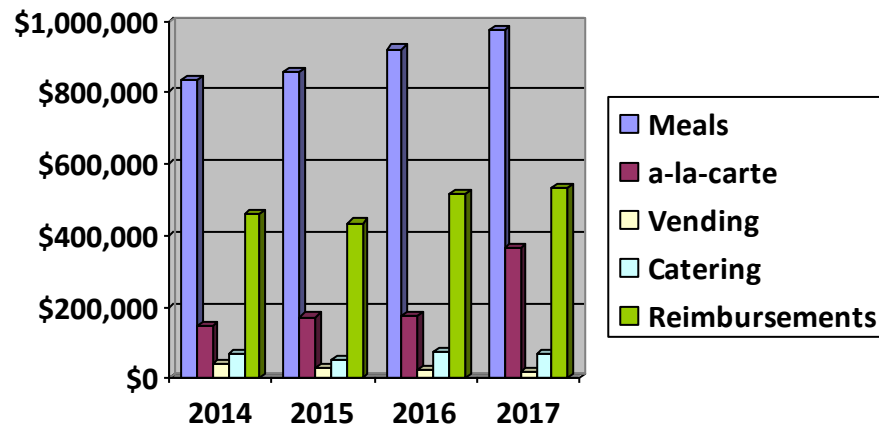
District Lunch Participation increased in 2017 as compared to 2016 at the Elementary, Middle and High Schools. District Lunch Participation includes the number of free, reduced and full price lunches served for the year divided by the number of serving days divided by the average daily attendance.

- District Lunch Participation was 44% for FY 2017 as compared to 41% for FY 2016.
- Paid Meal Participation was 38% for FY 2017 as compared to 35% for FY 2016.
- Free Meal Participation was 75% for FY 2017 as compared to 81% for FY 2016.
- Reduced Lunch Participation was 70% for FY 2017 as compared to 62% for FY 2016.



Overall District Participation in the Lunch Program

Revenue



The School Food Service Department had a beginning revolving account balance of \$110,276 and a year-end surplus of \$174,992. The revolving account balance as of July 1, 2017 was \$285,268.

Revenue increased \$192,846 for FY 17 compared to year-end 2016. Meal Sales, Reimbursements and A-La-Carte Sales increased in 2017 as compared to 2016. Food costs decreased to 42% as a percentage of sales compared to 43% last year. Staff has managed food costs well as the price of food has increased. Changes to the Commodity Program have allowed us to use all of our entitlement dollars which has helped to maintain food costs.

The cost of labor decreased to 40% as a percentage of sales in 2017 as compared to 45% in 2016 despite a 2 % cost of living increase to wages for those employees at longevity and a step increase for all employees not at longevity. Other costs (Uniforms, Equipment Purchases, Equipment Repair, Delivery Charges, Office Supplies etc.) decreased slightly to 9% as a percentage of sales in 2017 as compared to 10% in 2016.

A total of \$24,733 in equipment was purchased this year. Most leased milk refrigerators were replaced by purchased milk refrigerators at the schools eliminating the equipment up charge on milk purchases. The remaining four leased refrigerators will be replaced in 2018 with purchased refrigerators.

	<u>FY 14</u>	<u>FY 15</u>	<u>FY 16</u>	<u>FY 17</u>
Beginning Balance	\$70,435	\$20,119	\$0	\$110,276
Revenue	\$1,553,118	\$1,553,314	\$1,763,547	\$1,956,393
Labor	\$695,875	\$735,278	\$736,425	\$781,418
Food	\$764,721	\$722,326	\$741,555	\$815,961
Other	\$142,839	\$136,621	\$175,290	\$184,021
Total Expense	\$1,603,435	\$1,594,225	\$1,653,270	\$1,781,401
Surplus/(Deficit)	(\$50,316)	(\$40,911)	\$110,276	\$174,992
Ending Balance	\$20,119	(\$20,792)	\$110,276	\$285,268

Notes:

*FY14 \$130,200 in Health Insurance Benefits included in Labor

*FY15 \$97,565 in Health Insurance Benefits included in Labor

*FY15 School Department credited Food Service Account \$20,792 to bring 2015-2016 Beginning Balance to \$0.

*FY16 \$103,085 in Health Insurance Benefits included in Labor

*FY17 \$113,634 in Health Insurance Benefits included in Labor

Substitute Labor Rates

Substitutes are currently paid \$11.57 per hour. An increase to \$11.88 an hour is recommended for fiscal year 2018. Permanent step 1 aide pay rate increased to \$12.18 an hour from \$11.87 on July 1, 2017. The proposed substitute rate will still be less than a permanent aide rate. Minimum wage in the State of Massachusetts was increased to \$11.00 an hour in January 2017. A competitive substitute wage rate above the state minimum will help the Food Service Department attract and maintain a substitute labor pool.

Goals

- Direct and oversee a high quality and financially stable program.
- Increase Program Participation
- Continue positive momentum with marketing campaign

Thank you for your continued support!!



SHREWSBURY PUBLIC SCHOOLS LOCAL MEAL CHARGE ADMINISTRATIVE POLICY

Effective July 2017

District Philosophy

It is the philosophy of the district to provide nutritious meals to all students who wish to purchase a meal or are eligible for a free or reduced price meal per the regulations of the National School Lunch Program. Parents are responsible for either providing their children with meals, applying for free or reduced price meals when appropriate, or providing adequate funds for their child to purchase a meal. But under no circumstance will a student be denied a breakfast [when offered] or a lunch meal due to a lack of money or a negative food account balance. A child will not be denied a school meal because of parental negligence as we know this unfairly punishes children and impedes their ability to learn.

Regulations and Guidelines

This policy is informed by regulations and guidelines published by the United States Department of Agriculture under the National School Lunch Program, Massachusetts General Law, and the Massachusetts Department of Elementary and Secondary Education's Office for Food and Nutrition Programs.

Policies

a) Policy on Communicating Student Food Account Balances

Parents are responsible for knowing the amount of their child's food account balance.

Parents may view their child's food service account balance at anytime by looking in *PowerSchool* using their Parent Portal Access. Parents of students who have a negative account balance will receive an email communicating the negative balance amount until it is rectified. The use of automated telephone calls will also be employed for the collection of delinquent accounts. Parents may set up automatic replenishment of their child's account through the district's online payment processor to avoid negative account balances.

b) Policy on Charging Meals and a la carte Items

A child will not be denied a school meal because of parental negligence as we know this unfairly punishes children and impedes their ability to learn. Students who have a negative fund balance may charge a la carte items to their account only when those a la carte items are accompanied by a meal. Students who have a negative

account balance cannot further their indebtedness by purchasing a la carte items without a meal.

So called “alternative meals” i.e. peanut butter and jelly or cheese sandwiches will not be used as substitutes as this identifies the child as having a delinquent account in front of their peers and will likely not provide any added incentive for the parent to pay.

c) Policy on Delinquent Debt Collections

Payment for negative account balances may be made at anytime using the district’s online payment processor. Parents can access this feature via their PowerSchool Parent Portal access account. Students may also rectify their account by paying cash or by check to the cashier at their school. Parents may also rectify negative accounts by making a check payment to the Shrewsbury School Department and mailing it or dropping it off at the Food Service Director’s Office, Shrewsbury High School, 64 Holden Street, Shrewsbury, MA 01545.

When a student account balance goes negative to a sum that exceeds three times the cost of a lunch meal, this will be considered a delinquent account. The Food Service Director, in consultation with the school cafeteria manager, will then begin collection efforts with the respective parent or guardian. The Food Service Director may also share a negative account balance report periodically with school principals because this information may be useful as an additional symptom of a larger problem that the student and their family are experiencing. If attempts by the Food Service Director do not result in payment, then the delinquent account will be sent to the School District Business Office. The Business Office will attempt collection through parent/guardian communications. Collection efforts may result in denial of access to discretionary school programs, pursuit in small claims court, or sale of the debt to a collection agency.

Denial of access to school programs as noted above may include but is not limited to: graduation activities or ceremonies, the Extended School Care Program, Summer Programs, Extra-Curricular/After School Programs, and other, optional, fee-based programs.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VII. Finance & Operations**
D. Food Services Substitute Pay Rate: Vote

MEETING DATE: **9/13/17**

BACKGROUND INFORMATION:

In order to make the pay rate more attractive and increase the number of people willing to fill this role, Ms. Nichols has requested that the School Committee approve an increase to the substitute cafeteria worker hourly rate, from \$11.57 to \$11.88 per hour, or 2.7%. This rate remains below the lowest rate paid to permanent workers through the contract, which is \$12.18.

ACTION RECOMMENDED:

That the School Committee vote to change the rate for substitute food service workers to \$11.88 per hour.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick C. Collins, Assistant Superintendent for Finance and Operations
Ms. Beth Nichols, Director of Food Services



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

**ITEM NO: VII. Finance & Operations
E. Personnel Hiring: Update**

MEETING DATE: 9/13/17

BACKGROUND INFORMATION:

Ms. Malone will present a report describing the personnel changes in the district for the 2017-2018 school year (enclosed).

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Ms. Barbara A. Malone, Director of Human Resources



Report to the School Committee: 2017 Personnel Report

Barbara A. Malone
Director of Human Resources
September 13, 2017

Introduction

Shrewsbury Public Schools has successfully completed the hiring process to fill key positions within the District. These positions were hired to replace educators who had retired or resigned, as well as to fill key positions needed to accommodate student population growth at Shrewsbury High School, including a new Assistant Principal, and some reorganization of the Special Education and Pupil Personnel Department. This reorganization included transfer of existing staff into these opportunities. We've also hired paraprofessional positions open due to student needs, resignations, or retirements, and administrative staff due to resignation. We have appointed 44 staff to professional positions, 17 existing staff to professional transfer or promotional opportunities, and 35 staff to paraprofessional or other positions. We also continue to fill long-term substitute positions available due to maternity and paternity leaves or personal illness. Please note that we observed increased turnover in the areas of performing arts and foreign languages in large part due to these positions coming under scrutiny during the budget approval process in the spring. Once these positions were preserved in the budget some staff decided to leave Shrewsbury Public Schools because they had already been offered positions with other school districts and felt those districts might be in a more stable budget situation. We were able to fill these open positions with qualified new educators, but in future budget cycles it will be important to consider the impact of staff turnover that may occur due to uncertainty.

New Hiring-Professional Staff

Included among the 44 professional staff hired is the new Assistant Principal for Shrewsbury High School, Jeffrey Lizotte, a position that was added during the budget process to address students needs caused by increased enrollment at SHS. These 44 staff included a total of 11 hires for the high school, 15 hires for the middle level and 18 hires for the elementary level.

The 17 transfer or promotional opportunities included the following:

- *Amy Clouter*, the Principal of Coolidge Elementary School, became the Assistant Superintendent for Curriculum, Instruction and Assessment
- *Tiffany Ostrander*, the Assistant Principal of Floral Street Elementary School, became the Interim Principal for Coolidge Elementary School
- *Gina Kelly*, the Curriculum Coordinator and Instructional Coach for Floral Street Elementary School, became the Assistant Principal Intern for Floral Street Elementary School
- *Kathleen Camerato Barnes*, a Fourth Grade Teacher at the Paton Elementary School, became the Interim Curriculum Coordinator and Instructional Coach for Floral Street Elementary School
- *Meghan Bartlett* expanded her responsibilities last year beyond her Out-of-District Coordinator role to include those previously under the Director of Elementary Special Education, which was on hiatus last year. She will continue with these additional responsibilities, and as such her title is changing to become the Assistant Director of Special Education and Pupil Personnel Services for the district, and the Director of Elementary Special Education position will remain unfilled
- *Kristin Herrick*, an ELC Coordinator for Parker, became the Director for Specialized Programs for the district, which includes oversight of all district ELC programs PreK-12
- *Patricia Waterhouse*, the Director of Sherwood Special Education, became the Director of Middle School Special Education, including Oak Middle School in her span of responsibility
- *Meghan DeLeon*, a Sherwood Special Education Teacher, became the Sherwood Team Chair for Special Education
- *Kristen Clifford*, a Floral Special Education Teacher, became the Oak Team Chair for Special Education
- *Tahnee Fallis Baril*, Music Teacher at Coolidge, transferred to Paton and Beal

- *Kelly Lawlor*, English Teacher, transferred from Oak Middle School to Shrewsbury High School
- *Shirley LeMay*, Health Teacher for the Elementary Schools, transferred to Shrewsbury High School as a Family Consumer Science Teacher
- *Beth McInerney* transferred from Beal Early Childhood Center as a Kindergarten Teacher to Spring Street Elementary School as an English Language Learner Teacher
- *Chinhuei Yeh*, Chinese Teacher, transferred from the middle level to Shrewsbury High School
- *Kimberly Fitzpatrick*, Payroll Specialist, was promoted to become a Budget and Financial Analyst at Central Office
- *Christine Fowler*, Benefits Coordinator for the Town of Shrewsbury, was hired by the School Department as a Payroll Specialist
- *Christine Mattero*, Town Manager's Office, was hired by the School Department as a Human Resources Administrative Assistant

As the School Committee is aware, the teacher selection process in Shrewsbury is rigorous, and through the hard work of our District Leadership Team, as well as educators, parents and students who volunteered to be part of selection meetings or demonstration lessons, we have adhered to our high standards.

The process includes interviews with principals, department directors, curriculum coordinators/instructional coaches, teachers, parents, and central office administrators. At the middle and high school levels, students also serve on the interview teams.

All teaching positions require a demonstration lesson in the classroom, which is a key ingredient in the selection and hiring process. All candidates recommended for hire are also required to interview with the Director of Human Resources and the Superintendent of Schools as the final step in the selection process, where our mission and core values are discussed individually with each finalist. A thorough reference check is conducted on each new hire, including the "CORI" (Massachusetts background check) and the "SAFIS" (national fingerprint-based FBI background check).

We continue to use www.schoolspring.com as our primary sourcing tool, which netted 2607 applicants to our professional positions, including those ultimately filled by our own transfers or promotions. This means that 1% of those who applied to our professional positions ultimately received a position with us this year. Last year, for FY 17 that percentage was 1.46%; FY 16 that percentage was 3.8%; and FY 15 that percentage was just under 2%.

Principals, directors, and selection committees reviewed these application packets. Some applicants were selected for phone interviews, and then an even smaller number invited for face-to-face interviews and teaching demonstration lessons. References were contacted, which resulted in the finalist recommendations.

Our new profession educators completed two days of orientation on August 24 and August 25, and each has a mentor assigned for the upcoming school year.

New Hiring-Paraprofessional Positions

As of September 6, 2017 we had hired 35 paraprofessional positions. These positions netted 425 applicants. This means we hired 8% of those who applied to our paraprofessional positions, compared to 6.19% in FY 17, 4.3% in FY 16, and 3.3% in FY 15. This trend of a great percentage of applicants being hired relative to the number of applicants in the pool might be indicative of improving economic conditions. Nevertheless, these applicants also underwent a rigorous selection process, which included applicant packet screening, phone and face to face interviews, reference checks, the CORI background checks, and the national SAFIS (FBI fingerprint-based) background check.

Conclusion

We continue our long-standing excellent reputation as a collaborative and desirable district in which to work.

New Educators

Shrewsbury High School:

Jason Andreola, Instructional Technology
Bachelor of Accounting, Providence College

Bridgit Burke-Smith, Social Sciences
Bachelor of History and Secondary Education, Wheaton College

Brady Burton, Social Sciences
Master of Teaching, Clark University
Bachelor of American History, Clark University

Alison Closter, English
Master of Writing, University of Southern Maine
Bachelor of English, Skidmore College

Susan Donofrio, Adjustment Counselor
Master of Art Therapy, Lesley University
Bachelor of Communication Disorders, University of Massachusetts, Amherst

Vanessa Duffy, French
Master of French Language and Literature, University of Massachusetts
Bachelor of French, Sarah Lawrence College

Valerie Kerxhalli, French
Bachelor of French, College of the Holy Cross
Jessica Miraski, English
Master of Education, Special Education, Moderate Disabilities, Lesley University
Bachelor of Secondary Education, English, Bradley University

Catherine Phillips, Chemistry
Master of Teaching, Clark University
Bachelor of Chemistry, Clark University

Meghan Wallace, Special Education
Master of Education, Severe Special Needs, Simmons College
Bachelor of Communications, Westfield State University

Oak Middle School:

Gabriela Belliveau, English Language Arts, Grade 7
Master of Education, American International College
Bachelor of English, Bridgewater State University

Michael Budwey, Drama
Master of Theatre Education, Emerson College
Bachelor of Theatre Performance, Northeastern University

Yuan Meng (shared with Sherwood Middle School), Chinese
Master of Education, Curriculum & Instruction, Chinese Language, Cleveland State University
Bachelor of Food, Nutrition, & Detection, Beijing City University

Jody Miller, Special Education

Master of Special Education, Moderate Disabilities (5-12), Fitchburg State University

Bachelor of Psychology, Allegheny College

Karley Newton, English Language Arts, Grade 7

Bachelor of English, Minor in Secondary Education, Framingham State University

Sophie Straubel, Science, Grade 7

Master of Biology, Clark University

Bachelor of Biology, Clark University

Colleen Zekos, Health and Physical Education

Bachelor of Health & Wellness Education, Worcester State University

Sherwood Middle School:

Katherine Carlson (shared with Shrewsbury High School), Music

Master of Music Education, University of Hartford

Bachelor of Music Education, University of Illinois, Urbana-Champaign

Monica Clune, Spanish

Bachelor of Liberal Arts, Framingham State University

Jennifer Cotie, English Language Arts/Social Studies, Grade 6

Master of English, Salem State University

Bachelor of English, Boston University

Nathan Forest, Health and Physical Education

Bachelor of Political Science, Fitchburg State University

Judith Gill, Special Education

Bachelor of Elementary Education, English, Bridgewater State University

Mollie Jasper, Mathematics/Science, Grade 6

Bachelor of Elementary Education, Mathematics, Worcester State University

Evan Sooy, Spanish

Bachelor of Accounting, University of Massachusetts, Amherst

All Elementary Schools:

Caroline Current, Health Education

Bachelor of Nutrition, Biology, & Health Education, Framingham State University

Beal:

Colleen Callahan, ELC Coordinator

Master of Education, Severe Special Needs, Lesley University

Bachelor of English Literature, Rhode Island College

Jamie Delmonico, ESL/ELL

Bachelor of Early Childhood Education, Worcester State University

Bachelor of Psychology, Worcester State University

Guinevere Molina, Kindergarten

Master of Non-Profit Management, The New School

Master of Early Childhood Education, Lesley University

Bachelor of Business Administration, Pace University

Ann Lambert, School Nurse

Master of Science, Nursing, Boston College

Bachelor of Psychology, Boston University

Coolidge:

Kimberly Berthiaume, Grade 2

Master of Education, Reading, Rivier College

Bachelor of Elementary Education, Bridgewater State University

Tiffani Grillo, Grade 1

Master of Teaching, Assumption College

Bachelor of Mathematics & Elementary Education, Assumption College

Jingyi Huang, Music (shared with Beal)

Master of Music Education, Oberlin Conservatory

Bachelor of Music, China Conservatory

Brittany Johnson, School Psychologist
Master of General Psychology, William James College
Master of Professional Psychology, William James College
Bachelor of General Psychology, University of Hartford

Laura Katragjini, Special Education
Bachelor of Early Childhood with/without Disabilities, Worcester State University

Floral Street:

Emily Song, Special Education
Master of Special Education, Simmons College
Bachelor of Psychology, Franklin & Marshall College

Kelcy West, Grade 3
Master of Elementary & Special Education, Wheelock College
Bachelor of Mathematics & Elementary Education, Wheelock College

Paton:

Megan Helwig, Grade 4
Bachelor of Psychology, Education, Mount Holyoke College

Shannon MacDonnell, Grade 3
Bachelor of Elementary Education, Assumption College
Bachelor of English Literature, Assumption College

Jenny White, Grade 2
Bachelor of Elementary Education, Psychology, Saint Michael's College

Spring Street:

Allison Sullivan, Grade 2
Master of Elementary Education, American International College
Bachelor of Business, Westfield State University

Shailyn Wilder, Special Education
Master of Integrated Elementary & Special Education, Wheelock College
Bachelor of Elementary Education & Developmental Psychology, Wheelock College

Parker Road:

Debra Cushman, School Psychologist
Master of School Psychology, Tufts University
Bachelor of Psychology, Dartmouth College

New Paraprofessional Staff

Shrewsbury High School:

Paul Bradley, Special Education Aide
Sharlene Carter, Special Education Aide
Amy Devlin, Special Education Aide
Laura Kirk, Special Education Aide
Chad Lawrence, ABA Technician
Jennifer Manning, Special Education Aide
Susan Tokay, Special Education Aide

Oak Middle School:

Ashley Boucher, ABA Technician
Nicole Davis, Special Education Aide
Gabriel Hopkins, SEI Tutor
Marlene Kriston, ABA Technician
Sally Martin, Child Specific Aide
John O'Malley, Child Specific Aide
Alisha Schutrick, ABA Technician
Daniel Waite, Special Education Aide
Darlene Walsh, Child Specific Aide

Sherwood Middle School:

Erin Duffy, Literacy Tutor
Johanna Evans, Special Education Aide
Kaitlyn Johnson, ABA Technician
Genevieve Steere, Child Specific Aide
Nancy Sutton, Curriculum Connections
Julie Walsh, Media Aide

Beal Early Childhood Center:

Abigail Bickford, Child Specific Aide

Emily DeLeon, ABA Technician

Coolidge Elementary School:

Alana Dion, ABA Technician

Jacqueline Resendes, ABA Technician

Floral Street Elementary School:

Gwendolyn Bois, ABA Technician

Molly Butler, Child Specific Aide

Caitlin Creem, ABA Technician

Jennifer Kallberg, Child Specific Aide

Cassandra Martin, Child Specific Aide

Paton Elementary School:

Linda Cumings, ABA Technician

Makenzi Tonelli, ABA Technician

Spring Street Elementary School:

Bailey Morgan, ABA Technician

Parker/Weslyan Preschool:

Emily Ryan, Instructional Aide



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **9/13/17**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**
A. Bullying Statistics: Annual Report

MEETING DATE: **9/13/17**

BACKGROUND INFORMATION:

The Bullying Prevention and Intervention Policy adopted in December 2010 indicates that the superintendent or a designee shall report annually to the School Committee regarding the frequency of bullying behaviors during the prior school year and to update the Committee regarding steps being taken in the schools to minimize such behaviours while promoting the continuous improvement of learning environments. The report is enclosed.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



Shrewsbury Public Schools

Joseph M. Sawyer, Ed.D.
Superintendent

September 13, 2017

To: School Committee

Re: Bullying Prevention and Intervention – Annual Report

The Bullying Prevention and Intervention Policy adopted in December 2010 indicates that *the superintendent or a designee shall report annually to the School Committee regarding the frequency of bullying behaviors during the prior school year and to update the Committee regarding steps being taken in the schools to minimize such behaviors while promoting the continuous improvement of learning environments.* This report satisfies this policy requirement.

Frequency of bullying behaviors

It is important to note that, in order for behavior to be deemed “bullying,” it must involve *repeated* behaviors that cause physical and/or emotional harm. Therefore, only situations that meet this standard are reported as “bullying.” There are, of course, many times where students do not treat each other according to our school communities’ expectations, but these are usually not scenarios where the same aggressor repeatedly acts inappropriately towards the same target, thereby qualifying as “bullying.”

There were no incidences of defined bullying at the preschool level and the high school level, five instances at the elementary level, and two at the middle level. The following tables provide statistics for grades K-12 for the 2016-2017 school year and, for comparison, the statistics for the previous year. You will see that the statistics are very similar, and continue to show very low rates of bullying overall.

2016-2017	Allegations of Bullying	Qualifying as Bullying	Aggressors	Targets
Elementary Level	12	5	6	5
Middle Level	3	2	2	3
High School Level	6	0	0	0
<i>Total</i>	<i>21</i>	<i>7</i>	<i>8</i>	<i>8</i>

2015-2016	Allegations of Bullying	Qualifying as Bullying	Aggressors	Targets
Elementary Level	8	1	2	1
Middle Level	7	2	2	3
High School Level	12	2	1	2
<i>Total</i>	<i>27</i>	<i>5</i>	<i>5</i>	<i>6</i>

The following table shows the type of incidents and locations that were documented as bullying in the past year (some incidents were included in more than one category).

2016-2017	Verbal	Physical	Cyber	At School	Outside School
Elementary Level	3	2	0	5	0
Middle Level	2	0	1	2	2
High School Level	0	0	0	0	0

Again, it is important to note that these statistics refer to situations defined as bullying. There were certainly many more instances of problematic behavior that were addressed, but that did not qualify under the definition of being repeated between the same aggressor(s) and target(s).

Actions that are taken by school administrators to resolve situations of bullying and problem behavior generally may include conferences with the children involved and their parents; loss of privileges; assigned seating in class or on the bus; and other typical disciplinary actions. For the most serious cases, changes of the aggressor's class assignment or schedule, in-school or out-of-school suspensions given to the

aggressor(s), and “safety plans” created to ensure the actions were not repeated towards the target are additional steps that may be taken.

Ongoing work to minimize bullying

The very small number of situations that qualified as “bullying” can be viewed as very positive data regarding our schools’ cultures and climates and how students treat one another. As always, it remains important for our school communities to continue to reinforce expectations regarding respectful behavior, as well as to help promote a climate where students are willing to share concerning behaviors with a trusted adult.

While instances of “bullying” are rare, there is still a clear need to work to improve the social and emotional environments in our schools. As you know from our report last year on our strategic goal for social and emotional environments, we have a disconnect where teachers and parents feel that those environments are healthier than middle and elementary students do overall. We will be looking at elements of social emotional learning (SEL) during our upcoming strategic planning work this fall as we seek to find ways to make our schools stronger in these domains, which should also minimize bullying.

I look forward to answering any questions you have on this topic.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **9/13/17**

**B. Appointment of Superintendent as Representative to
Assabet Valley Collaborative Board of Directors**

BACKGROUND INFORMATION:

The mission of the Assabet Valley Collaborative (AVC) is to provide effective and efficient services to meet current and evolving needs of member communities to promote student success and community integration. The AVC Board of Directors meets monthly during the school year and more often as needed. Each year the Committee must vote to appoint the Superintendent as Representative to the Assabet Valley Collaborative Board of Directors.

If appointed, Dr. Sawyer will continue to serve as the Chair of the AVC Board of Directors for the 2017-2018 school year.

ACTION RECOMMENDED:

That the Committee vote to appoint Dr. Joseph M. Sawyer, Superintendent of Schools, as its representative to the Assabet Valley Collaborative Board of Directors for the 2017-2018 school year.

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: **9/13/17**

BACKGROUND INFORMATION:

The minutes are enclosed.

ACTION RECOMMENDED:

That the Committee vote to approve the minutes from the School Committee Workshop on August 23, 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 WORKSHOP

**Shrewsbury High School – 64 Holden Street
Class of 2002 Conference Room
Wednesday, August 23, 2017**

Present: Dr. Dale Magee, Chairperson; Mr. Jon Wensky, Vice Chairperson; Ms. Sandra Fryc, Secretary; Mr. Jason Palitsch; Dr. Joseph Sawyer, Superintendent of Schools; Ms. Amy Clouter, Assistant Superintendent for Curriculum, Instruction & Assessment; Ms. Barb Malone, Director of Human Resources; Mr. Patrick Collins, Assistant Superintendent for Finance and Operations; and Ms. Meg Belsito, Director of Special Education and Pupil Personnel Services.

Absent: Erin Canzano

Workshop opened at 3:08 pm.

Topic I: Discussion of Strategic Planning Approach, Activities and Timeline

Dr. Sawyer shared with the group his recommended plans to best determine a new, compelling set of strategic priorities and goals for the next five years for the school district; as well as a draft timeline for the process. The group agreed that creating the district's new strategic priorities would occur in two phases this fall, with the first phase focusing on finalizing the *Profile of a Graduate*. The outcome of this work will provide a road map for the district priorities and goals. Discussion centered on including all stakeholders in the district in the process; assess resource needs and/or challenges as priorities and goals are developed; be focused on the district's mission; be measurable; and be broad enough to apply across the entire district, PreK-12.

The group also discussed the importance of having a subcommittee formed to reach out to other elected and appointed boards in the community in order for them to be knowledgeable of the district's plans and priorities; as well as having an opportunity to provide input.

Topic II: School Committee Topics and Priorities for the 2017-2018 School Year

Dr. Sawyer presented a list of potential topics for the upcoming school year. There is general consensus that the major topics we would cover include: Beal Early Childhood Center building project; finalize and approve the *Profile of a Graduate*; develop and approve new set of strategic priorities; Social Emotional Learning (SEL); project based learning; vocational education; and sleep needs/school start times.

The group expressed the need to focus on achievements of all learners during the school year and

showcase quality student success at School Committee meetings. This would better illustrate the inclusionary practice of education throughout the district. Some of this work can also be done through the School Committee School Talk television program.

Topic III: Update and Discussion of the Beal Early Childhood Center Building Project

Mr. Collins provided a detailed update on the Beal Early Childhood Center Building Project, including the MSBA process and the scope of work the district will be doing in the coming months. The district has officially completed Module 2 and has moved into Module 3 & 4. The Feasibility Study is expected to take nine months from August 2017 through April 2018. The two main areas of focus are the Preliminary Design Program (PDP) and the Preferred Schematic Report (PSR).

Two major tasks for the School Department staff and School Committee will be to: 1) Develop our future grade configuration as either K-1, 2-4, or reconfiguring all elementary schools to a K-4 configuration; and 2) Development and School Committee approval of our Educational Program will be required by February 2018.

The group reviewed a Preliminary List of Tasks of items that will need to be completed in order for the School Committee to vote on the grade configuration this fall.

Topic IV: School Committee and School District Communication Planning for 2017-2018 School Year

The committee expressed appreciation to Dr. Sawyer for his “Daily Briefing” reports. These reports provide the entire committee with real time information. Consensus is for the daily briefings to continue throughout the school year.

In addition to all of the social media, print and televised communication currently being utilized by the school district, Jason suggested a district YouTube channel could be a helpful medium to disseminate information. Dr. Sawyer will look into this further.

Topic V: Discussion of Support Structure for District’s Human Resources

Dr. Sawyer and Ms. Malone presented the committee with information concerning the current staffing/workload issues being faced in the district’s Human Resources Department. Due to significant increased workload, Dr. Sawyer advised that without additional staff support the department will continue to struggle to meet critical functions and further compromise Ms. Malone’s ability to function in her administrative role in the way her position is intended.

Ms. Malone presented evidence of the increased workload in the school district’s HR Department over the past five years and a comparative overview of HR organizations by local districts.

The committee supports Dr. Sawyer's request to hire a second administrative assistant for the HR function. The district has the fiscal resources to add this new employee within the current personnel budget.

Topic VI: SHS Athletic Facility Project and Fundraising

The group discussed the current status of the fundraising endeavor for the Turf Field project and the potential need to hire a professional development coordinator. There are dedicated individuals who are currently working on the project, but it appears there needs to be coordination of effort in order to reach the goal of \$1.8 million. Dr. Sawyer will be meeting with members of the fundraising committee at the end of August and will discuss next steps.

Topic VII: Approval of Minutes

Without objections from the Committee, the minutes from the School Committee meeting held on June 14, 2017 and workshop minutes from July 26, 2017 were approved to be distributed.

VIII: Executive Session

Dr. Magee requested a motion for the School Committee to enter into executive session for the purpose of approving and releasing Executive Session Minutes. The Committee will reconvene to open session only for the purpose of adjourning for the evening. On a motion by Mr. Palitsch, seconded by Mr. Wensky, on a roll call vote: Mr. Wensky, yes; Mr. Palitsch, yes; Ms. Fryc, yes; and Dr. Magee, yes, the Committee voted to adjourn to Executive Session at 4:55 pm.

IX: Adjournment

On a motion from Mr. Palitsch, seconded by Mr. Wensky, open session was adjourned at 4:59 pm. Roll call votes were as follows: Mr. Wensky, yes; Mr. Palitsch, yes; Ms. Fryc, yes; and Dr. Magee, yes.

Respectfully submitted,

Sandra Fryc - Secretary

Documents referenced:

1. Strategic Planning Memo
2. Strategic Planning Process Draft
3. Potential School Committee Topics
4. Beal Building Project Report
5. Grade Configuration Tasks
6. Human Resources Staffing Memo
7. Human Resources Comparative Overview
8. Human Resources Workload Changes

9. Sets of Minutes Referenced Above



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **9/13/17**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

ITEM NO: **XII. Adjournment**