



**School Committee
Meeting Book**

**January 10, 2018
7:00 pm**

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

AGENDA

**January 10, 2018 7:00pm
Town Hall—Selectmen's Meeting Room
100 Maple Avenue**

Items

Suggested time allotments

- | | | |
|-------|---|--|
| 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. SHS Student Advisory Committee: Report | 7:10 – 7:25 |
| | B. Campaign for Shrewsbury Athletic Fields: Report & Vote | 7:25 – 7:40 |
| | C. Beal School Building Project: Space Planning Report | 7:40 – 8:05 |
| V. | Curriculum | |
| | A. SHS Program of Studies: Proposed Changes for 2018-2019 | 8:05 – 8:25 |
| VI. | Policy | |
| VII. | Finance & Operations | |
| VIII. | Old Business | |
| IX. | New Business | |
| | A. Superintendent's State of the District Annual Report | 8:25 – 8:45 |
| X. | Approval of Minutes | 8:45 – 8:50 |
| XI. | Executive Session | |
| XII. | Adjournment | 8:50 |



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: 1/10/18

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: 1/10/18**
A. SHS Student Advisory Committee: Report

BACKGROUND INFORMATION:

Under the Massachusetts Education Reform Act, school districts are required to have a Student Advisory Committee (SAC), consisting of five high school students who are elected by the student body. The SAC is required to meet with the School Committee during the year to review various issues of concern to the student body. Mr. Andrew Smith, SHS social sciences teacher, serves as the faculty advisor to the SAC.

The agenda for the SAC report is enclosed.

Mr. Wensky is the School Committee liaison to the SAC.

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:

Mr. Andrew Smith, SHS Teacher and Faculty Advisor to the SAC
Mr. Todd Bazydlo, SHS Principal
Benjamin George, Student, Class of 2018, SAC Chair
Maya McCollum, Student, Class of 2018
Erica Hanlon, Student, Class of 2019
Paulina Hruskoci, Student, Class of 2019
Prisha Singh, Student, Class of 2019

Student Advisory Committee
Agenda for the School Committee Meeting on January 10, 2018

I. Student Advocacy

Whether in our annual Town Meeting or through online forums, students are making their voices heard as they help shape a vibrant school culture.

- a) Town Meeting
- b) Strategic Priorities

II. Extracurricular Updates

As we look back on first semester, SHS has much to be proud of, with achievements across the board in our extracurricular activities.

- a) Athletics
- b) Musical
- c) Clubs
- d) Community Service

Thank you for your continuous support of the SAC.

Respectfully submitted,

Benjamin George
Chairperson

Maya McCollum, Prisha Singh, Paulina Hruskoci, Erica Hanlon
SAC Members



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IV. Time Scheduled Appointments:** MEETING DATE: **1/10/18**
B. Campaign for Shrewsbury Athletic Fields: Report & Vote

BACKGROUND INFORMATION:

Ms. Michelle Biscotti and Ms. Kathleen Keohane, Co-Coordination of Development & Volunteer Activities, will present a project update on *The Campaign for Shrewsbury Athletic Fields*. Their presentation slides are enclosed.

Ms. Biscotti and Ms. Keohane, along with Mr. Collins, may also present at the meeting certain donations of \$5,000 or greater for School Committee approval per Policy 911: Gifts & Donations and/or Policy 912: Sponsorship & Advertising.

ACTION RECOMMENDED:

That the School Committee accept the report, ask questions and provide feedback, and vote to approve any donations of \$5,000 or greater that may be presented at the meeting.

STAFF AVAILABLE FOR PRESENTATION:

Michelle Biscotti, Coordinator of Development & Volunteer Activities
Kathleen Keohane, Coordinator of Development & Volunteer Activities



Project Update

January 10, 2018

Michelle Biscotti & Kathleen Keohane

Coordinators of Development & Volunteer Activities

Background

- Charged with raising \$1.8 M to complete installation of an artificial turf field & refinish the track at Shrewsbury High School
- All money must be raised privately through corporate & personal donations
- Aggressive 15 month timeframe
 - Approved November 19, 2017
 - Dollars must be in hand by February 2018 to have work done for 2018-2019 school year

How We've Done It

- Small, dedicated group of hard working volunteers
 - Jim Buonomo
 - Paula Buonomo
 - Debra Mooney
 - Jay Brann
 - Ginger Conti
 - Jay Costa
 - Jeff Gillooly
 - Jim LeMay
 - Bill Orfalea
 - John Samia
 - Tony Tizzano
 - Nick Todisco
- Very small budget to implement this capital campaign

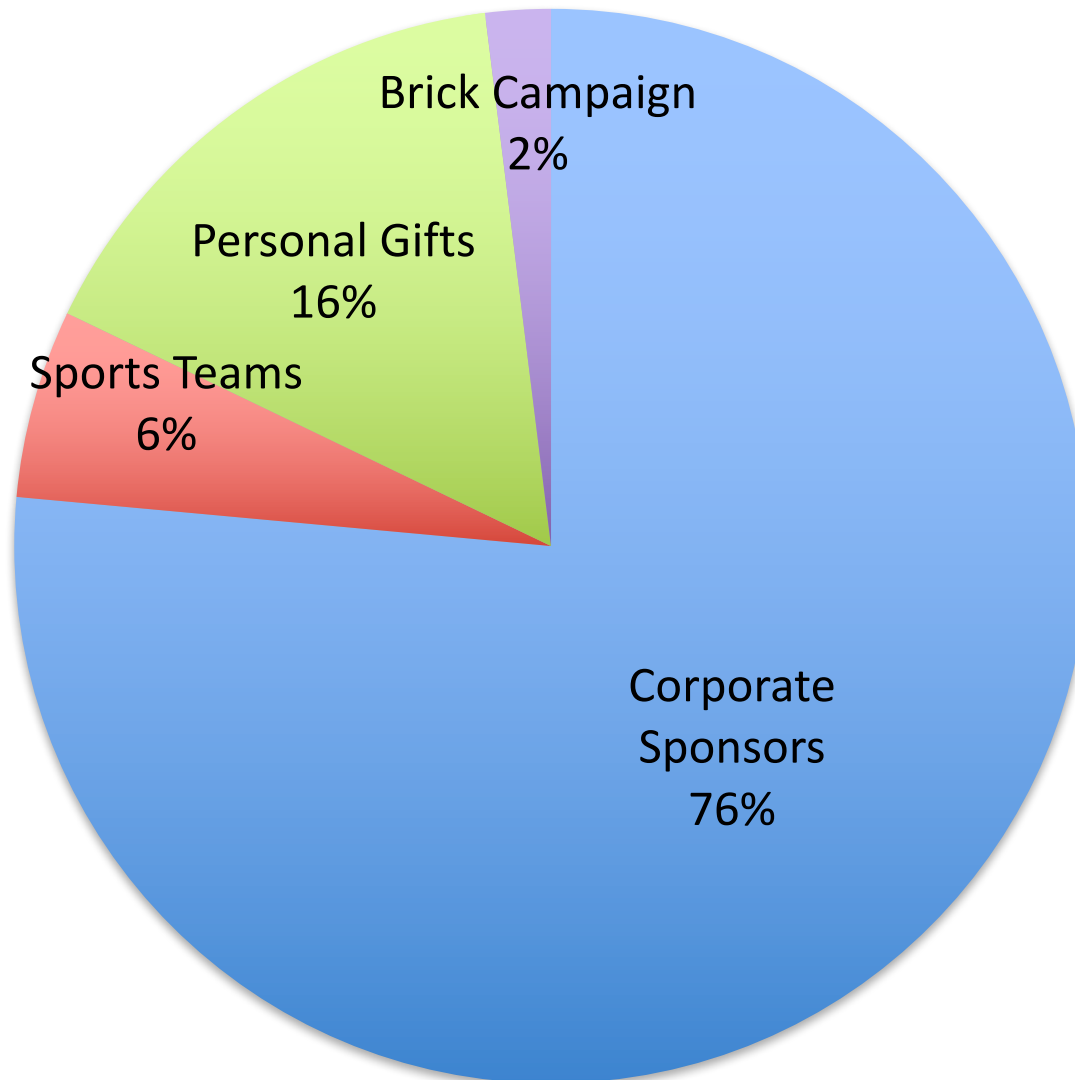
How We've Done It

- Mailings (postcards, letters)
- Emails
- Phone calls
- School Journal article
- Social Media
- Face to face meetings
- Business Breakfast at SHS
- Informal gatherings in people's homes
- Personal referrals

WE'VE RAISED \$1,145,717



\$1,145,717 Raised



Our Donors

- Corporate Sponsors \$876,000
 - Central One Federal Credit Union \$750,000
 - Shrewsbury Federal Credit Union \$50,000
 - Avidia Bank \$10,000
 - Coghlin Companies \$10,000
 - CMSC Auto School \$2,500
 - Price Chopper's Golub Foundation \$1,000
 - Verbal commitments \$52,500

Our Donors

- Sports Groups/Teams \$65,000
 - Shrewsbury High School Boosters \$50,000
 - SAYFCO Youth Football & Cheer \$14,000
 - SHS Football team \$500
 - SHS Boys Soccer team \$500

Our Donors

• Personal Gifts	\$182,217
– \$50,000 (1 gift)	\$50,000
– \$25,000 (1 gift)	\$25,000
– \$10,000 (1 gift)	\$10,000
– \$5,000 (6 gifts)	\$30,000
– \$1,000 - \$3,000 (17 gifts)	\$27,300
– \$500 (11 gifts)	\$5,500
– \$1 - \$499 (80 gifts)	\$9,417
– Verbal commitment	\$25,000
• Brick Campaign	\$22,500

6 Weeks To Go

- \$654,283 left to raise
- We'll continue to press hard
 - Ad in the Community Advocate
 - Banner across Maple Avenue
 - Posts to social media
 - Personal calls, emails & outreach
 - February 3 - Tailgate For Turf

Tailgate for Turf

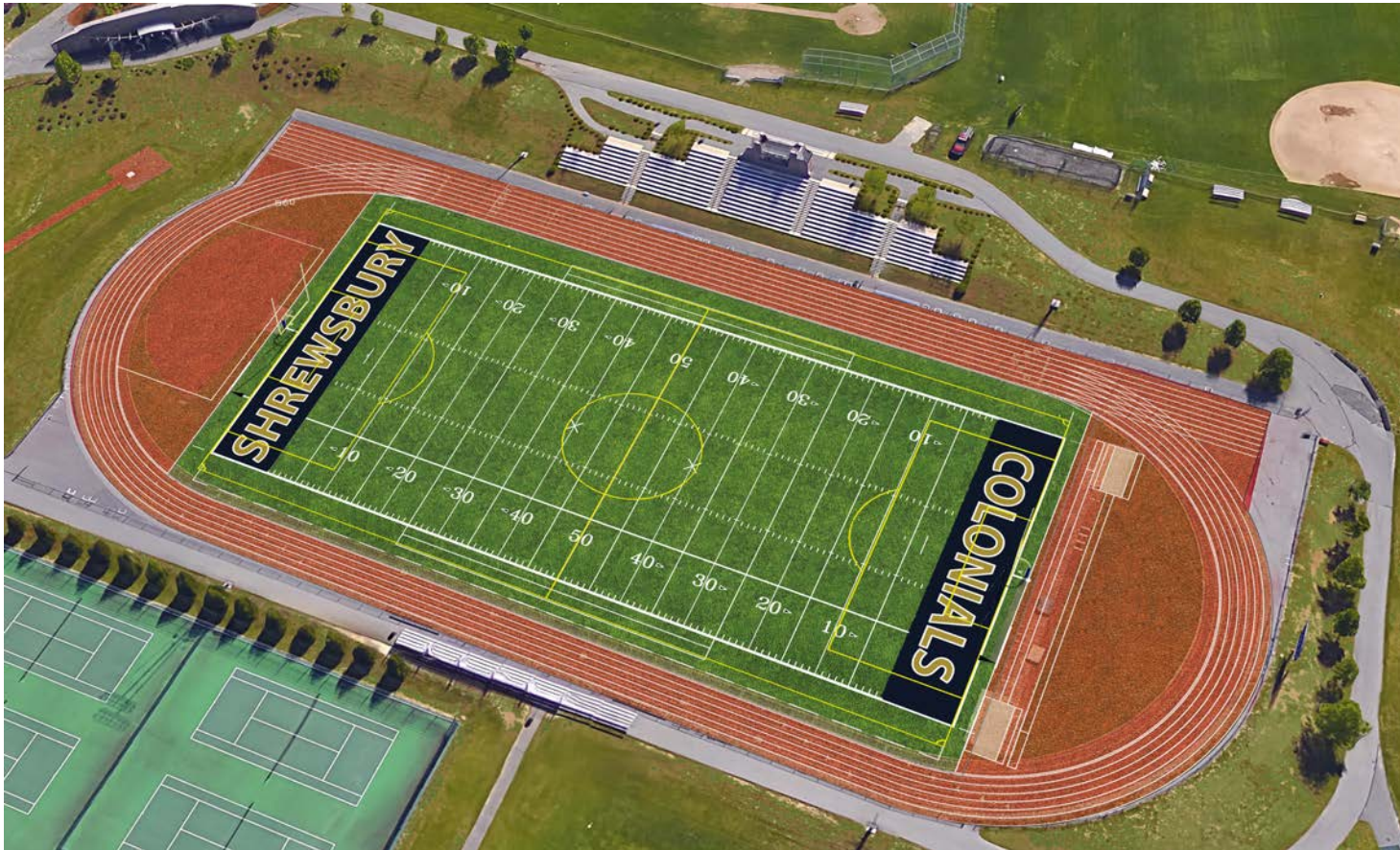
Saturday, February 3

- Indoors at SAC Park
- Informal event – wear your jeans & t-shirts
- \$25 per ticket (21+ only)
- Cash bar, free appetizers
- Music by Tim Pitney & friends
- Door prizes, raffles & more
- Goal is to sell 300 tickets & raise \$10,000

6 Weeks To Go

- We still welcome all donations
 - Naming opportunities are available
- Brick sales are still open

www.turf4shrewsbury.org





SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **IV. Time Scheduled Appointments:** MEETING DATE: **1/10/18**
C. Beal School Building Project: Space Planning Report

BACKGROUND INFORMATION:

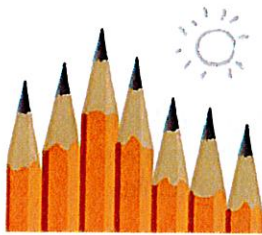
The Feasibility Study Phase (Module 3) is progressing as planned. An update on the key elements of the Preliminary Design Program (PDP) will be provided. Enclosed materials include an excerpt from the MSBA on Module 3 requirements, the current draft of the space planning template depicting space details and gross square footage estimates, and a K-Grade 4 space and enrollment projection.

ACTION RECOMMENDED:

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

STAFF & OTHERS AVAILABLE FOR PRESENTATION:

Katie Crockett, Lamoureux Pagano Associates
Sean Brennan, Lamoureux Pagano Associates
Paul Queeney, PMA Consultants
Dr. Joseph M. Sawyer, Superintendent of Schools
Mr. Patrick Collins, Assistant Superintendent for Finance & Operation



Massachusetts School Building Authority

Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

Module 3

Feasibility Study

January 2015

INTRODUCTION

Module 3 – Feasibility Study:

If the District has completed all tasks defined in Module 1 – Eligibility Period and Module 2 – Forming the Project Team, the District may now proceed with the Feasibility Study as outlined in this Module. Module 3 – Feasibility Study is one of eight MSBA modules intended to provide a guide to the procedures and approvals needed to work collaboratively with the MSBA. (The Program Overview and listing of eight modules is provided in Appendix 3A for reference.)

Welcome to Module 3 – Feasibility Study

During the Feasibility Study, the District and its team collaborate with the MSBA to generate an initial space summary based on the District's educational program, document existing conditions, establish design parameters, develop and evaluate preliminary and final alternatives, and recommend the most cost effective and educationally appropriate solution to the MSBA Board of Directors. The MSBA Board of Directors must approve the preferred solution for a project before the preferred solution may advance into schematic design. See this Module for additional detail.

Module 3 has been provided as a general guide for Districts and their teams to plan their work in a collaborative effort in accordance with the MSBA's procedures and requirements. This Module is not intended to replace and/or supersede the services required by the OPM and/or Designer contracts. The Designer and OPM each shall be solely responsible for performing the services required by its contract with the District, respectively, and nothing in this Module shall be construed as relieving the Designer or OPM from its duties and responsibilities.

Feasibility Study Participants should include, at a minimum, the following:

- **The School Building Committee**, as submitted by the District and approved by the MSBA in its School Building Committee Approval form, as well as elected officials and other District representatives, as deemed necessary by the District to show the educational and financial support of the city/town/regional school district for the preferred solution.
- **The Owner's Project Manager, ("OPM")** as submitted by the District and approved by the MSBA in accordance with MSBA regulations and policies.
- **The Designer** as selected locally by the District and approved by the MSBA for projects estimated to cost less than \$5 million or as selected through the MSBA's Designer Selection Panel for projects estimated to cost more than \$5 million.
- **The MSBA**, through the assigned MSBA Project Manager and Project Coordinator.

Feasibility Study Submittal Procedures

All documents and materials submitted to the MSBA during the course of the Feasibility Study must be transmitted by the Owner's Project Manager ("OPM"). The OPM is required to compile and coordinate all submittals prior to delivery to the MSBA. This includes those items required to be provided by the OPM, as well as those of the Designer and the District.

For each submittal to the MSBA, the Designer and District must submit the required materials to the OPM. The OPM shall compile the submittal with the items indicated in the Designer and OPM Contracts, confirm that the District's School Building Committee has officially approved the submittal and verify its completeness and conformity to MSBA requirements. The OPM shall then forward this submittal to the assigned MSBA Project coordinator under a separate cover letter signed by the OPM, including a certification from the OPM that the OPM has reviewed and coordinated the materials, and the submittal is complete, and a confirmation that the District has approved the materials for submission to the MSBA, in accordance with the OPM Contract which requires the OPM to assist the Owner in the preparation of all information, material, documentation and reports that may be required or requested by the Authority.

Preliminary Design Program – Submit one (1) binder with a hard-copy of materials including one (1) electronic file in PDF format.

Preferred Schematic Report – Submit one (1) binder of materials per this Module including conceptual floor plans not exceeding 18" x 24", and one (1) electronic file in PDF format.

Incomplete submittals or submittals not reviewed by the OPM will not be accepted. Partial submittals will not be accepted without prior approval by the MSBA.

TABLE OF CONTENTS

3.0	Feasibility Study	4
3.1	Preliminary Design Program	4
3.1.1	Introduction	
3.1.2	Educational Program	
3.1.3	Initial Space Summary	
3.1.4	Evaluation of Existing Conditions	
3.1.5	Site Development Requirements	
3.1.6	Preliminary Evaluation of Alternatives	
3.1.7	Local Actions and Approvals	
3.2	MSBA Review of Preliminary Design Program	11
3.3	Preferred Schematic Report	12
3.3.1	Introduction	
3.3.2	Evaluation of Existing Conditions	
3.3.3	Final Evaluation of Alternatives	
3.3.4	Preferred Solution	
3.3.5	Local Actions and Approvals	
3.4	Approval to Proceed into Schematic Design	19
3.4.1	MSBA Staff Review	
3.4.2	Facilities Assessment Subcommittee Review	
3.4.3	MSBA Board Approval	19

APPENDICES

3A.	Module 3 Program Overview	
3B.	Module 3 Sample Project Schedule	
3C.	Module 3 Space Summary Templates	
3D.	Module 3 Local Actions and Approvals Certification Template	
3E.	Module 3 Budget Statement for Preferred Solution	
3F.	Module 3 Feasibility Study Checklist	

3.0 Feasibility Study

After all tasks defined in Module 1 – Eligibility Period and Module 2 – Forming the Team have been completed by the District and acknowledged by the MSBA, a District may proceed with the Feasibility Study. Please remember that an invitation from the MSBA's Board of Directors to collaborate on a Feasibility Study is *not* approval of a project. The purpose of the Feasibility Study is for the District, its Owner's Project Manager ("OPM") (for projects with estimated construction costs in excess of \$1.5 million), its Designer, and the MSBA to explore potential solutions that meet the requirements of the District's Educational Program, and to determine the most cost effective and educationally appropriate solution to recommend to the MSBA Board of Directors for its consideration and approval to proceed into schematic design. Moving forward in the MSBA's process requires collaboration with the MSBA, and communities that "get ahead" of the MSBA without MSBA approval will not be eligible for grant funding. To qualify for any funding from the MSBA, local communities must follow the MSBA's statute and regulations, which require MSBA collaboration and approval at each step of the process.

Due to the variety and nature of proposed appropriate solutions (e.g., non-construction alternatives such as redistricting, grade reconfigurations, repairs to a single building system, renovations to the entire facility, an addition, or a new school), each Feasibility Study will vary slightly as to the specific requirements, scope, cost and schedule. The particular requirements, scope, cost and schedule of a Feasibility Study will be outlined in the Feasibility Study Agreement between the District and the MSBA. The requirements may be based on many factors including the MSBA's review and evaluation of any previous studies as well as any meetings and discussions between the District and the MSBA.

In order to ascertain MSBA input and approval throughout the Feasibility Study process, the District is required to secure MSBA concurrence and/or approval of each of the following study reports before finalizing and submitting the next report:

- Preliminary Design Program
- Preferred Schematic Report

The OPM shall prepare and provide a work plan to the Owner and Authority within twenty-one (21) days of Design Contract execution.

3.1 Preliminary Design Program

The purpose of the Preliminary Design Program is to define the programmatic, functional, spatial, and environmental requirements of the educational facility necessary to meet the District's educational program, and perform the review and investigation required to clearly define the existing building deficiencies. Based upon a review of the District's educational program, the Designer will identify and prepare in written and graphic form for review, clarification, and agreement regarding the educational goals and programmatic space needs for the subject school. The space needs along with an evaluation of existing conditions and site development requirements will form the basis of the Designer's recommendation for an evaluation of alternatives upon which the most educationally appropriate and cost effective solution may be recommended.

January 2015

The Preliminary Design Program shall be provided in the form of a binder with the following clearly labeled tabs:

- Table of Contents
- Introduction
- Educational Program
- Initial Space Summary
- Evaluation of Existing Conditions
- Site Development Requirements
- Preliminary Evaluation of Alternatives
- Local Actions and Approval Certification
- Appendices

3.1.1 Introduction

The Introduction shall present a brief overview of the reason for the Feasibility Study, a list of all project participants, an outline of key data that informs the basis of the Study, and a summary of the process undertaken to examine, analyze, and conclude upon the findings of this Preliminary Design Program. The following shall be included:

- A brief summary of the facility deficiencies identified by the District in the Statement of Interest (SOI) at the time when the SOI was submitted. Include a copy of the most recent associated SOI in the Appendix of the submittal;
- The date of the invitation from the MSBA Board of Directors to conduct a Feasibility Study. Include a copy of the MSBA Board Action letter in the Appendix of the submittal;
- The agreed-upon design enrollment. (If the enrollment certification included multiple enrollments, then include the conditions associated with each enrollment). Include a copy of the executed study or design enrollment certification, as applicable, in the Appendix of the submittal;
- A brief narrative summary of the Capital Budget Statement indicating local available funding capacity, other ongoing and planned municipal projects, estimated budgets, and the target budget for the proposed project; The overall goal of the Capital Budget Statement is to document the total change in operational costs that the District expects as a result of the proposed project.
- A project directory with contact information for representatives of all District stakeholders (e.g., Mayor/Board of Selectmen, Superintendent, School Building Committee, School Committee, Local officials, and others involved in the project), Designer (point of contact and key support staff and sub-consultants) and OPM (and key support staff);
- Updated project schedule, including: 1) projected MSBA Board of Directors meeting for approval to proceed into Schematic Design, 2) projected MSBA Board of Directors meeting for approval of Project Scope and Budget Agreement, and 3) projected Town/City Vote for Project Scope and Budget Agreement. Identify any variances from the schedule outlined in the District's Feasibility Study Agreement with the MSBA. The Board of Directors meeting deadlines for submissions schedule is posted on the MSBA website and should be consulted

when developing the project schedule. A sample Project Schedule that includes major project milestones has been provided for reference in Appendix 3B.

3.1.2 Educational Program

The District will work with the Designer to document the existing educational program offered by the District and to define the proposed educational activities. The Preliminary Design Program must include documentation of the District's existing educational program, and new or expanded educational specifications if applicable. While developing the Educational Program, the District and the Designer should review the Educational Profile Questionnaire that was completed by the District during Eligibility Period. The Preliminary Design Program must include the process of collaboration, outcomes, and documentation of support among the stakeholders.

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);
- Vocational Education programs;
- Transportation policies;
- Functional and spatial relationships;
- Key programmatic adjacencies; and
- Security and visual access requirements.

3.1.3 Initial Space Summary

Based upon the District's Educational Program as described above and the agreed-upon enrollment, the District, working with its Designer, must complete the Initial Space Summary to identify the educational spaces the District believes are needed to deliver its

January 2015

educational program. Once agreed upon by the MSBA, this Initial Space Summary will help inform the development of alternatives to be studied, upon which the most educationally appropriate and cost effective solution may be recommended.

The Initial Space Summary must be based on the agreed-upon design enrollment, supported by the District's Educational Program and must include the following:

- An itemization of each existing educational space;
- The total gross square footage of the existing facility;
- An itemization of each proposed educational space; and
- A total gross square footage for the proposed renovated/added-to/new facility.

MSBA regulations, 963 CMR 2.00, establish allowable gross square footage per student for different types of school facilities of varying scale. To assist Districts and their design teams in developing proposed Initial Space Summaries, the MSBA has created space summary templates (in Excel format), one each for elementary, K-8, middle, and high schools. Each template includes three separate columns as follows:

- The first column documents existing conditions;
- The second column documents proposed spaces subdivided by existing spaces proposed to remain, new spaces, and total; and
- The third column is the MSBA's guidelines. Other than inserting the agreed upon enrollment at the bottom, this column is not to be altered.

Refer to Appendix 3C Space Summary Templates for additional information.

As an attachment to the Initial Space Summary, Districts must provide scaled floor plans of the existing facility and narrative descriptions of the reasons for any variance between the District's proposed program/educational spaces and the MSBA guidelines for each category of spaces. Districts and their teams should consider the following when completing the Initial Space Summary:

- The initial space summary does not have to differentiate between existing spaces to remain and new spaces when generating the proposed program;
- The values for allowable spaces within the MSBA Guidelines column must not be adjusted as this will prevent a clear understanding of how the proposed program compares to the guidelines and potential limitations on MSBA participation. If this column is adjusted or edited, the proposed Initial Space Summary will be returned, without MSBA review comments, for correction and resubmission;
- The spreadsheet may be expanded by adding rows within the appropriate category to include entries for existing programs and spaces as needed to accurately describe existing educational spaces;
- Categories of space or room type not included in the initial space summary template (e.g., ROTC, computer lab, etc.) should be listed under the "Other" category; and
- If the MSBA and the District agree that more than one design enrollment is to be considered (i.e., proposed grade reconfigurations or redistricting) as part of the Feasibility Study, a separate Initial Space Summary must be generated for each potential enrollment.

3.1.4 Evaluation of Existing Conditions

The Designer will analyze existing conditions of all buildings that comprise the school, site, and environment. The Designer will assemble sufficient information on the problems and opportunities with the existing school building(s) and site, so that any major implications for future requirements and design can be accurately judged. This information is required to be of a level sufficient enough to assist in the development of the preliminary alternatives to be evaluated and must include, at a minimum, an outline of the potential scope, budget, and schedule impacts. The information should include the following:

- Determination that the District has legal title to the property, or alternatively, the required actions necessary to obtain clear title or to control, in accordance with the provisions of 963 CMR 2.05(1), and operate the Assisted Facility and Project Site for the useful life of the Assisted Facility;
- Determination that the property is available for development;
- Determination of any historic registrations and/or potential local and/or state interest/requirements regarding historic preservation or infill construction within a historic district and the associated potential impact on scope and time;
- Determination of any development restrictions that may apply;
- Initial Evaluation of building code compliance for the existing facility;
- Initial Evaluation of Architectural Access Board Rules and Regulations and their application to a potential project;
- Preliminary Evaluation of significant structural, environmental, geotechnical or other physical conditions that may impact the cost and evaluation of alternatives;
- Determination for need and schedule for soils exploration and geotechnical evaluation;
- Environmental site assessments consisting of, at a minimum, a Phase I: Initial Site Investigation conforming to 310 CMR 40.00, et seq. performed by a licensed site professional. (Results of the Phase I investigation may require additional environmental testing); and
- Assessment of the school for the presence of any hazardous materials including, but not necessarily limited to, lead, lead paint, PCBs, mercury, radon, mold and asbestos. Destructive testing may be required where hazardous materials potentially exist behind and within existing construction.

The District will furnish the Designer with all available studies, drawings, surveys, photographs and subsoil exploration reports of the proposed project's existing buildings (if any) and the site or sites.

The Designer shall include in the Preliminary Design Program Report a clear, written statement of the methods and assumptions of, and limitations on the accuracy of, any information provided. The Designer shall recommend during the course of the Feasibility Study what further investigatory work should be carried out prior to recommending an option as the Preferred Solution and what work should be carried out prior to submittal of the Schematic Design.

3.1.5 Site Development Requirements

In narrative form, the Designer shall describe in general terms project requirements related to site development to be considered during the preliminary and final evaluation of alternatives and submit an existing site plan(s) including, but not limited to:

- Structures and fences;
- Site access and circulation;
- Parking and paving;
- Code requirements;
- Zoning setbacks and limitations;
- Accessibility requirements;
- Easements;
- Wetlands and/or flood restrictions;
- Emergency vehicle access;
- Safety and security requirements;
- Utilities;
- Athletic fields and outdoor educational spaces; and
- Site orientation and other location considerations and issues.

3.1.6 Preliminary Evaluation of Alternatives

Based upon the Educational Program, Initial Space Summary, evaluation of existing conditions, and site development requirements, the District, working with its Designer, shall perform a preliminary evaluation of alternatives. To ensure that the Feasibility Study determines the most cost effective and educationally appropriate solution that can be supported by the community and the MSBA Board of Directors, it is imperative that the preliminary evaluation of alternatives is sufficiently comprehensive in scope to initially consider all possible solutions. Each alternative should satisfy significant components of the Educational Program, Standards, Policies and Guidelines of the MSBA to the extent feasible, unless specifically authorized in writing by the MSBA.

The Preliminary Evaluation of Alternatives should include at least the following:

- Analysis of school district student school assignment practices and available space in other schools in the district;
- Tuition agreements with adjacent school districts (per MGL c.70B §8);
- Rental or acquisition of existing buildings that could be made available for school use (per MGL c.70B §8);
- Code Upgrade Option that includes repair of systems and/or scope required for purposes of code compliance; with no modification of existing spaces or their function (Please note that the MSBA would support a Code Upgrade Option that fulfilled the significant components identified by the district in its Statement of Interest and was reported to support delivery of the district's educational program);
- Renovation(s) and/or addition(s) of varying degrees to the existing building(s); and
- Construction of new building and the evaluation of potential locations.

The Preliminary Evaluation of Alternatives shall include for each alternative: a description of the alternative; an examination of the degree to which the alternative fulfills and does not fulfill the stated Educational Program requirements; a description of the variation in spaces identified in the Initial Space Summary; how it addresses site and facility goals and objectives; an assessment of the impact of construction phasing; and estimated preliminary construction and project costs. The level of detail provided for each alternative and the associated conceptual cost estimates must be suitable for a comparative cost analyses for the various alternatives.

The results of the Preliminary Evaluation of Alternatives shall be presented in narratives, figures, and tables to clearly demonstrate to the District and the MSBA the evaluation criteria (e.g., existing space issues, the educational program, site requirements, etc.), how each alternative did or did not address the criteria, the advantages and disadvantages of each alternative, and the comparative cost analyses.

The Preliminary Evaluation of Alternatives shall conclude with a list of at least three distinct alternatives (including at least one renovation and/or addition option that maximizes use of the existing facility) that are recommended for further development and evaluation during the Final Evaluation of Alternatives. Alternatives shall retain the same title and designation between PDP, PSR, and SD submittal, therefore maintaining clarity in the documentation.

If the Preliminary Design Program does not include conceptual cost estimates or a list of at least three district alternatives that are being recommended for further development the MSBA will consider the submittal incomplete and will withhold MSBA review comments until submitted.

3.1.7 Local Actions and Approvals

The Preliminary Design Program, as with other submittals to the MSBA, must be reviewed and approved locally for submittal to the MSBA, in accordance with the state open meeting law and any other local requirements. Public participation and local approval procedures and practices may vary by community and by project. Districts are encouraged to consult with their local counsel to ensure that all applicable requirements are satisfied. The District must document local approval of the Preliminary Design Program and its submittal to the MSBA. The MSBA requires Districts to provide a certified copy of Minutes of the School Building Committee ("SBC") meeting(s) where the Feasibility Study related submittals were approved for submittal to the MSBA. The Minutes must include the specific language of the vote and the results of the vote, stating the number of SBC members who voted in favor of submittal to the MSBA, the number opposed, and the number of abstentions, if any.

The District also must list the relevant SBC meeting dates; provide copies of the agendas of such meetings; briefly describe the materials presented, if applicable; list the names and affiliations of specific stakeholders in attendance (e.g., representatives of the local historic commission, school committee members beyond those in the SBC, local community group representatives, etc.); and, list what materials are available for public review and where those materials may be viewed. The MSBA also requires Districts to

January 2015

provide similar information for public meetings and presentations conducted in connection with the proposed project, in addition to SBC meetings.

Refer to Appendix 3D Local Actions and Approvals Certification Template for additional information. A signed Local Actions and Approvals Certification on District letterhead is required for MSBA staff to provide review comments regarding the District's Preliminary Design Program or to consider inviting the District to present its proposed project to the MSBA Facilities Assessment Subcommittee.

3.2 MSBA Review of Preliminary Design Program

After a District has submitted a complete Preliminary Design Program that meets the requirements set forth above, the MSBA will review the Program to determine if it concurs with the Initial Space Summary, the preliminary evaluation of alternatives and if it accepts the District's recommendation of proposed preliminary alternatives to be further studied as part of the Final Evaluation of Alternatives.

Initial Space Summary:

The MSBA will provide a written response that: provides the MSBA's evaluation of the extent to which the initial space summary conforms to the MSBA guidelines and regulations; states the approval status of the proposed initial space summary; and, if applicable, lists the specific conditions that the MSBA will be monitoring as the Statement of Interest moves forward in the grant process.

The MSBA is committed to working with Districts to determine the most cost effective and educationally appropriate solution to meet their specific needs. To this end, the MSBA is willing to work with a District to better understand its Educational Program and any unique needs the District may have. As part of the Preliminary Design Program, the District should supply a sufficient description and substantiation of the educational program needs in order for the MSBA to consider variations to MSBA guidelines that are reasonable, required to deliver the educational curriculum and are likely to be financially supported by the community. To bolster the likelihood of success, foster a clear understanding of the MSBA's willingness to financially participate and define the conditions upon which alternatives will be developed, it is essential that the MSBA and the District reach agreement on the initial space summary. Therefore, MSBA approval of the initial space summary, or potentially a conditional approval, is required for the MSBA to continue working with the District on the Preferred Schematic Report. The MSBA may issue a conditional approval of the initial space summary solely for the purposes of evaluating the preliminary and final alternatives. The final approval of the space summary and the agreed upon square footages will be determined upon submission of the Preferred Schematic Report.

Preliminary Evaluation of Alternatives:

The MSBA will review the District's Preliminary Evaluation of Alternatives to determine if it is sufficiently comprehensive in scope to initially consider all appropriate solutions that could be supported by the community and the MSBA Board of Directors for a continued, more comprehensive, investigation during the Final Evaluation of Alternatives in the Preferred Schematic Report. The District and the MSBA must agree that the Preliminary Evaluation of Alternatives is sufficiently comprehensive and represents a scope of work that is mutually agreeable to both the MSBA and the District to continue working on the

January 2015

Preferred Schematic Report. The MSBA review of the Preliminary Evaluation of Alternatives may or may not result in consideration of additional and/or refined alternatives.

Once the MSBA has accepted the Preliminary Design Program, the District and its Designer should proceed with the final evaluation of the proposed alternatives.

3.3 Preferred Schematic Report

The purpose of the Preferred Schematic Report is to summarize the process and conclusions of the Preliminary and Final Evaluation of Alternatives and substantiate and document the District's selection and recommendation of a preferred solution. The Report should address all concerns and questions raised by the MSBA during its review of the Preliminary Design Program and clearly identify any changes incorporated by the District based on further evaluations and considerations.

The District, through its OPM, must submit the Preferred Schematic Report by the deadline established by the MSBA for a proposed Board action. This schedule is posted on the MSBA website and should have been incorporated as part of the updated schedule required in part 3.1.1 of the Preliminary Design Program.

The Preferred Schematic Report shall be provided in the form of a binder with the following clearly labeled tabs:

- Table of Contents;
- Introduction;
- Evaluation of Existing Conditions;
- Final Evaluation of Alternatives;
- Preferred Solution; and
- Local Actions and Approval Certification

The Preferred Schematic Report shall also be provided as an electronic file in PDF format. Conceptual Floor Plans and Existing Conditions Plans may be provided in half-sized (18" x 24") drawings for legibility when necessary.

3.3.1 Introduction

The Introduction shall summarize the process and conclusions of this Preferred Schematic Report and shall include:

- Overview of the process undertaken since submittal of the Preliminary Design Program that concludes with submittal of the Preferred Schematic Report, including any new information and changes to previously submitted information;
- Summary of updated project schedule including: 1) projected MSBA Board of Directors Meeting for approval of Project Scope and Budget Agreement, 2) projected Town/City vote for Project Scope and Budget Agreement, 3) anticipated start of construction, and 4) target move in date;
- Summary of the final evaluation of existing conditions;
- Summary of the final evaluation of alternatives;

Proposed Space Summary- Beal K-4 Elementary School

FILL IN SCHOOL NAME HERE				Existing Conditions			New			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES		13	9,272			47,100					34	33,800	
Let classrooms of different sizes separately													
Kindergarten w/ toilet										1,200	6	7,200	1,000 SF min - 1,300 SF max
Kindergarten w/ toilet										250	6	1,500	1,000 SF min - 1,300 SF max
Kindergarten without toilet		10	7,183										
General Classrooms - Grade 1-6		3	2,067							960	26	26,600	900 SF min - 1,000 SF max
Computer Lab													
ESL/ELL													
Teacher Planning													
SPECIAL EDUCATION		4	2,753			14,160						9,060	
Let rooms of different sizes separately													
Self-Contained SPED (Substantially Separate)		2	2,200							880	6	5,100	700-900 SF min - 1,000 SF max
Self-Contained SPED - toilet										80		200	
Resource Room (Inclusion)										500	4	2,000	12 size Rest. Cbm
Small Group Room / Reading										500	2	1,000	12 size Rest. Cbm
Reading Office													
Reading Storage													
Storage	285	1	285										
OT/PT	220	1	220										
Special Education Site Coordinator Office													
Special Education Conference Room													
Observation Room													
ART & MUSIC		1	332			5,075						5,075	
Art Classroom - 25 seats		1	332							1,000	2	2,000	assumed schedule 2 times / week / student
Art Workshop w/ Storage & kiln										150	2	300	
Music Classroom (40-45 seats)										125	2	250	assumed schedule 2 times / week / student
Music Classroom (40-45 seats)										125	2	250	assumed schedule 2 times / week / student
Music Practice - Ensemble										25	2	50	
Instrument Storage													
HEALTH & PHYSICAL EDUCATION		4	3,269			7,650						6,300	
Gymnasium	3,126	1	3,126							7,000	1	7,000	6,000 SF Min. Size
Gym Storeroom (includes Recreation Storage)		3	143							800	1	800	
Health Instructor's Office w/ Shower & Toilet										150	1	150	
MEDIA CENTER		1	691			4,225						4,225	
Media Center / Reading Room	691	1	691							3,025	1	3,025	
Reading Area (80 Readers)										1,200	1	1,200	
Office													
Workroom													
Storage													
Computer Lab													
Media Storage													
Books													
Health													
IT Office													
DINING & FOOD SERVICE		3	2,175			10,461						9,776	
Cafeteria / Dining	954	1	954							5,000	1	5,000	4,500 sq ft per seat
Stage										1,500	1	1,500	
Chair / Table / Equipment Storage										463	1	463	
Kitchen	660	1	660							463	1	463	
Staff Lunch Room	571	1	571							7,274	1	7,274	100 SF per seat - 150 SF per seat
MEDICAL		2	172			890						710	
Medical Suite Toilet with Shower	54	1	54							100	1	100	
Nurses Office / Waiting Room	118	1	118							350	1	350	
Examination Room / Restroom										100	5	500	
ADMINISTRATION & GUIDANCE		6	1,026			2,925						2,925	
General Office / Waiting Room / Toilet	192	2	384							550	1	550	
Teachers' Mail and Time Room										100	1	100	
Records Room	110	1	110							100	1	100	
Records Room	110	1	110							110	1	110	
Principal's Office w/ Conference Area	168	1	168							300	1	300	
Principal's Secretary / Waiting										125	1	125	
Assistant Principal's Office										150	1	150	
Supervision / Space Office										120	1	120	
Guidance Office (Psychologist/Counselor)										120	1	120	
Guidance Storeroom										35	1	35	
Teachers' Work Room	208	1	208							150	2	300	
Instructional Coaches/Curriculum Coordinator	150	1	150							35	1	35	
Instructional Curriculum Conference Room										120	2	240	
CUSTODIAL & MAINTENANCE		4	531			2,390						2,390	
Custodian's Office	446	1	446							150	1	150	
Custodian's Workshop										375	1	375	
Custodian's Storage										275	1	275	
Recycling Room / Trash										400	1	400	
Receiving and General Supply										363	1	363	
Storage										150	1	150	
Network / Telecom Room	46	1	46							200	1	200	
OTHER			0			0						0	
Other (specify)													
Extended Day Office													
Extended Day storage													
Total Building Net Floor Area (NFA)			20,221			94,936						74,261	
Proposed Student Capacity / Enrollment						726						726	
Total Building Gross Floor Area (GFA)			33,776			146,201						114,559	
Existing Net Floor Area (NFA)			1,971			1,541						1,541	

¹ Individual Room Net Floor Area (NFA) Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as non-communal restrooms.

² Total Building Gross Floor Area (GFA) Includes the entire building gross square footage measured from the outside face of exterior walls.

Architect Certification	
I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the Massachusetts School Building Authority to the best of my knowledge and belief. A true statement, made under the	
Name of Architect Firm:	_____
Name of Principal Architect:	_____
Signature of Principal Architect:	_____
Date:	_____

BEAL PROJECT AND ELEMENTARY SCHOOLS FUTURE SPACE PLAN

K-4 GRADE CONFIGURATION- ALL ELEMENTARY SCHOOLS

CURRENT CONDITIONS				FUTURE PLAN				Enrollment Drawdown to Relieve Crowding
School	Core Classrooms	Actual Enrollment 10/1/2017	Configuration	School	Core Classrooms	Target Enrollment 10/1/2025	K-4 Configuration	
Coolidge	19	415	FDK-4, Sections vary	Coolidge	15	308	3 sections each, K-4	107
Paton	16	343	FDK-4, Sections vary	Paton	15	308	3 sections each, K-4	35
Spring	17	357	FDK-4, Sections vary	Spring	15	308	3 sections each, K-4	49
Floral	32	753	Gr. 1-4, Sections vary	Floral	30	608	6 sections each, K-4	145
		1868				1532		336
Beal ECC*	13	310	HDK, FDK & Gr. 1, Sections vary	Beal 2.0	40	790	8 sections each, K-4	
	97	2178			115	2322		

	Class Size Avg. K-4	Classrooms Required
Enrollment Drawdown	336	17
Enrollment Growth	132	7
Add'l Seats for Universal FDK	57	3
Current Beal Capacity*	265	13
	790	40

School Committee Class Size Guidelines	
Kindergarten	17-19
Gr. 1-2	20-22
Gr. 3-4	22-24

Enrollment drawdown from existing elementary schools provides parity of dedicated spaces across all elementary schools for Art, Music, Special Education, and ELL services.

* Beal ECC current enrollment [310] is a total headcount of all students attending full-day kindergarten, half-day kindergarten, and Grade 1. Of the total 138 students enrolled in half-day kindergarten- 65 attend in the morning session and 73 attend in the afternoon.

*Beal ECC capacity [265] is the total amount of students the school has space for at any one time.



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **V. Curriculum**

MEETING DATE: **1/10/18**

A. SHS Program of Studies: Proposed Changes for 2018-2019

BACKGROUND INFORMATION:

Each year, the high school leadership team makes recommendations for adjustments to the course offerings based on a variety of factors. Mr. Todd Bazydlo, Ms. Maureen Monopoli, and Ms. Jennifer DiFrancesca will highlight the proposed changes, which are articulated in the enclosed memo.

After hearing questions and feedback from the Committee, proposed changes will be incorporated into the complete draft of the proposed Program of Studies, which will be included in materials for the next meeting, when the Committee will be asked to vote to approve the document.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Mr. Todd Bazydlo, Principal, Shrewsbury High School

Ms. Maureen Monopoli, Assistant Principal, Shrewsbury High School

Ms. Jennifer DiFrancesca, Director of Social Sciences, Shrewsbury High School

Shrewsbury High School
64 Holden Street
Shrewsbury, Massachusetts 01545
Office of the Principal



Memorandum

To: Dr. Joseph Sawyer
From: Todd Bazydlo
Date: January 3, 2018
Re: Proposed Changes to the 2018-2019 SHS Program of Studies

I am pleased to present proposed changes and additions to the *Program of Studies* for the 2018-19 school year. The majority of the changes presented within this document are in response to the growing demands of our diverse school population and align with current educational research. I look forward to providing the School Committee more detail regarding the revisions listed below at the January 10 meeting.

Thank you for your consideration and support.

Special Programs

1. Redefine *Senior Exhibition* to *Capstone Exhibition*. The proposed course description is as follows:
The intent of this program is to allow a select number of juniors and seniors to engage in Project-Based Learning in an area of personal interest. Students will pursue an independent project over the course of the spring of their junior year and the fall of their senior year. The project may center around any of the major academic disciplines, art, music, technology, exercise/fitness, mindfulness, writing or performance. Students may also consider an internship or paid employment as part of their project. The required public exhibition will be evidence of a student's learning over the course of the year; it will celebrate that learning and showcase a final product that enables students to share their experience with a larger audience. Additionally, students will demonstrate their ability to problem solve, organize time and resources, communicate effectively and reflect on oneself as a learner. Students will be required to demonstrate competence through the creation of a portfolio, exhibition, and reflective journal. Students will be required to meet performance benchmarks to remain in the program. Benchmark assessments will be made by a faculty mentor. Removal from the program is at the discretion of the faculty coordinator; decisions may be appealed to the principal. Students must apply in August prior to junior year to be considered for this program.
2. Eliminate *Promoting Academic Connections and Engagement (PACE)*. The PACE program has evolved into the SHS Transitions Program. The Transition program is based upon the Brookline Community Mental Health Center's model program the Bridge for Resilient Youth in Transition and is a short-term program for students returning to school after an extended illness or hospitalization. The program helps students and families

Shrewsbury High School Mission Statement

The Shrewsbury High School community provides challenging, diverse learning opportunities; promotes creativity and independent thinking; and empowers students to become capable, caring, active contributors to the world in which they live.

through the re-entry and re-integration process by supporting the academic, social and emotional needs.

3. Add a new course: *Job Shadowing Program*. The course description is as follows:
The *Job Shadowing Program* provides students in grades 10-12 with opportunities to explore occupations of interest to them. On an individual basis, students visit an adult at work for one day to gain first-hand familiarity with careers of interest to them. Students may identify their own sponsor for this program. Each job shadowing student may visit one work site per semester. Each participating student is required to research the occupation to be observed before the visit and to write a reflection after the experience. Students may sign up for Job Shadowing as part of the scheduling process or at the beginning of the school year. This course will be graded as Pass/Fail. Students may earn up to 0.5 credits for each experience.
4. Add a new course: *Cooperative Work Study Program*. The course description is as follows:
Cooperative Work Study Program provides students in grades 11-12 occupation oriented paid work experience. It gives students an opportunity to integrate on-the-job experience with their chosen career pathway. Students will work to improve industry-based skills and knowledge with skills already developed in school. This program allows students to attend school in the morning and work in a related business in the afternoon and/or evening. Students are required to complete an application process that will include program coordinator, grade administrator, and school counselor's approval to enroll. Students will be required to meet with the program coordinator quarterly to develop a portfolio of vocational materials, comply with program guidelines, and act in a responsible manner to be successful in this program. Credit will be based on period (s) assigned and graded as Pass/Fail.

Family and Consumer Sciences Department

1. *Foods of the World* will be offered during the 2018-2019 school year, while *Mediterranean Cuisine* will not be offered during the 2018-2019 school year.

Foreign Language

1. Add new course: *Chinese I*. The year-long course description is as follows: The Chinese I course is designed to focus on communication through the development of the four language skills: listening, speaking, reading and writing. Emphasis will be placed on accurate pronunciation, correct usage of grammar structures and the ability to listen, respond, and ask questions. At the end of the year, successful students will be able to participate in simple conversations and respond appropriately to basic conversational prompts as well as to generate language incorporating basic vocabulary and sentence patterns.

Mathematics

1. Add new course *Research Methods Pre-Calculus*. The course description is as follows:
This pre-calculus course formalizes and extends important mathematical ideas drawn

from the four strands of Algebra and Functions, Geometry and Trigonometry, Statistics and Probability and Discrete Mathematics. The focus will be on the Mathematics needed to be successful in college mathematics, Statistics, or Calculus courses. Topics studied will include the fundamental concepts underlying calculus and their applications including: rate of change, modeling motion, logarithmic, polynomial, and rational functions, conic sections. Emphasis will also be placed on manipulating symbolic representations of polynomial, rational, exponential, logarithmic, and trigonometric functions. Students who successfully complete this rigorous course are ready for Advanced Placement Calculus AB, Advanced Placement Calculus BC, or Advanced Placement Statistics. This course will also incorporate research methods in Math and Science. Students will be required to complete a yearlong research project in the field of Math and/or Science under the guidance of their teachers. Students who sign up for this course must also sign up for Research Topics & Honors Chemistry. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

Physical Education

1. Add a new course: *Foundations of Physical Education*. The course description is as follows: *Foundations of Physical Education* is an elective course for juniors or seniors and may be taken to meet a student's minimal physical education requirement or as an additional elective course. Students under the direction of the adaptive physical education teaching staff, serve as peer partners in a unified physical education setting. Students will have the opportunity to develop knowledge and skills that promote physical education, wellness, sports and recreation activities for all abilities that can be incorporated into a physically active lifestyle. All students will gain valuable physical activity experiences while working in a diverse setting that fosters leadership and teamwork in a safe and supportive environment. This course meets 3 days during the 7-day rotation.

Instructional Technology and Media Services (ITAMS)

1. Add new course: *Computer Science Principles II*. The course description is as follows: *Computer Science Principles II* will teach students authentic app development using Java, Android Studio, and XML by building on the basic skills learned in Computer Science I Honors and reviewing and extending the skills learned in Introduction to Computer Programming Using Java. The primary goal of the course is to create independent-thinking app developers; every unit in this course builds on students' prior knowledge and skills until they are able to complete an app development cycle independently from the ground up. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and web-based databases.

Performing Arts

1. Rename *Women's Choir Honors* to *Treble Choir Honors*. The course description is as follows: Students are selected for participation by audition to ensure a well-balanced ensemble. The music is of an advanced level for three- and four-part treble harmony.

Students encounter music of many styles from early as well as modern composers. This group performs for school concerts throughout the year, and often prepares for other venues, including competitions and festivals. Students are encouraged to audition for MMEA music festivals. Performances are an important component of this course and students are required to participate as part of their commitment to this group and part of their evaluation.

2. Offer an *Honors* section of *Mixed Choir*. The course description is as follows: Students are selected for participation by audition to ensure a well-balanced ensemble. The music performed is written for four to six-part harmony. Students encounter music of many styles and genres. This group performs for school concerts throughout the year. Students are encouraged to audition for MMEA musical festivals. Performances, small group assessments and classwork/assignments are important components of this course level and students are required to participate as part of their commitment to this group and part of their evaluation.

Social Sciences

The following descriptions were changed to reflect and/or emphasize instructional practices or assessments or content more accurately.

1. *U.S. History II: American Studies*

American Studies includes the core content of eleventh grade English and U. S. History II, but focuses on the relationship between the two by studying them together in an environment that emphasizes collaborative and independent learning. Classes are scheduled during consecutive periods, providing flexibility in grouping and allowing for some common assessments. Students will examine themes such as gender roles, racial identity, and war as well as technological and social developments. Throughout the year, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project-Based Learning. Students taking the course for honors credit will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Students who register for this course must also register for English 11: American Studies at the same level.

2. *Sociology*

Students will explore human society in a variety of ways. This will involve the investigation of social institutions as well as social group dynamics and organization. Sociological research will be used throughout the course to conduct surveys, interviews, and studies. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project-Based Learning. Students taking the course for honors credit will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

3. *Psychology*

Psychology students will explore human behavior and the mind including social psychology, adolescence, methods of research, consciousness, learning, neuroscience, personality, abnormal behavior and therapy. Classes will include a combination of discussions, lectures, films, and presentations. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project-Based Learning. Students taking the course for honors credit will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

4. *America and the World Today*

This course is designed to provide students with an understanding of America's role in the national and global community. Class discussions, guest speakers, current issues and research provide students the opportunity to explore and analyze American involvement in contemporary domestic and international issues. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project-Based Learning. Students taking the course for honors credit will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

5. *Economics*

This course is designed to provide students with an introduction to economics. Students will examine topics such as scarcity, supply and demand, market structures, the role of government, personal finance, and the role of financial institutions. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project-Based Learning, including student choice. Students taking the course for honors credit will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

6. *World Religions*

Students will explore the history, structure, beliefs, and traditions of a variety of religions including but not limited to Judaism, Christianity, Islam, Hinduism, Buddhism, Daoism, Confucianism and Shintoism. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project-Based Learning including student choice. Students taking the course for honors credit will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

7. *American Government*

This course is designed to provide students with an understanding of the structure, purpose, principles and practices of American government at the local, state and national levels. Students will investigate their rights and responsibilities as American citizens and how they can exercise these rights and responsibilities at different levels through current issues, class discussions, and guest speakers. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project-Based Learning including student choice. Students taking the course for honors credit will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

8. *The World at War*

This course will provide students an opportunity to investigate the causes, courses and consequences of military conflicts from World War I to the present. Class discussions, guest speakers and research will provide students the opportunity to explore and analyze not only the events of the wars but also on the governments, economies, and societies that created and were created by these conflicts. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project-Based Learning including student choice. Students taking the course for honors credit will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Below are revised course descriptions to incorporate more Project-Based Learning as well as clearer focus for content.

1. *Global Studies*

This course will introduce students to and provide them with opportunities to explore their role in a global community through the lens of the United Nations Sustainable Development Goals. Students will research and evaluate challenges faced by different regions of the world and propose solutions. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project-Based Learning especially student choice and a public product. Students taking the course for honors credit will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Add the following new courses based on student interest:

1. *Exploring Family History*

This course will provide students an opportunity to explore their family's history and how it has both responded to and reflected developments in world and United States history. After conducting extensive independent research, students will create a family documentary that incorporates analysis of primary sources, personal interviews, historical

references, and creativity in presenting the material. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project-Based Learning, including a public product. Students taking the course for honors credit will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

2. *Pop Culture*

This course will provide students an opportunity to examine how popular culture has both shaped and been shaped by American politics, economics, society and technology in the 20th and 21st centuries. Students will also examine the role of individuals, including themselves, as creators and consumers of pop culture including TV, movies, fashion, comics, art and music. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project-Based Learning. Students taking the course for honors credit will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

3. *Sports in America*

This course will provide students an opportunity to do an in-depth analysis of the role of sports in America including the evolution of sports and how they have both reflected and responded to developments in United States history. Students will also investigate the psychology of sports including leadership, team dynamics and individual competition. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project-Based Learning, including a public product. Students taking the course for honors credit will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Visual Arts

1. Eliminate *Printmaking*. It has been difficult to obtain enough student requests to offer the course consistently. Therefore, some of the skills of printmaking will be incorporated into other courses.
2. Eliminate *Studio III Honors*: We have not run this course in several years as a result of students opting to participate in AP Studio.
3. Course name change *Art History* to *Art Appreciation*. The course description is as follows: *Art Appreciation* will introduce students to the major art forms and ways to relate across time and cultures. Through the use of videos, readings and museum/gallery visits, students learn about the diversity found in art and the impact that artistic works have had. Not only will students identify artists and art movements throughout the ages, they will be introduced to the elements and principals of design and will assess their

understanding through projects and research. Students will learn how to appreciate art in their everyday lives, relate to artists' visions and interpret the work in their own words.

4. Course name change *Digital Imaging I* to *Digital Art & Design*. The course description is as follows: Students will use the Adobe Photoshop as a creative tool for self-expression with digital art. Students will use the computer scanner, digital camera, and drawing tablet as artist tools in a series of guided and open-ended projects. The principles and elements of design will be introduced, as well as basic layout and design.
5. Course name change *Digital Imaging II* to *Advanced Digital Art & Design*. The course description is as follows: Students will expand beyond the basic knowledge and use of Adobe Photoshop, while also being introduced to Adobe Illustrator as another tool to explore creative capabilities as a visual of means of self-expression. Students will continue to create artwork utilizing the elements of art and the principles of design using more advanced tools. Students will be introduced to graphic design skills as it relates to layout, design and typography as a creative process in communication. Students may be presented with real world design problems, allowing students to apply the tools and techniques of the Adobe programs.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **1/10/18**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **1/10/18**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: VII. Finance & Operations

MEETING DATE: 1/10/18

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **1/10/18**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **1/10/18**

A. Superintendent's State of the District Annual Report

BACKGROUND INFORMATION:

Dr. Sawyer will share his perspective regarding the current state of the Shrewsbury Public Schools. Dr. Sawyer's report will be provided under separate cover.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **1/10/18**

BACKGROUND INFORMATION:

The minutes will be provided under separate cover.

ACTION RECOMMENDED:

That the Committee vote to approve the minutes from the School Committee meeting held on December 20, 2017.

STAFF AVAILABLE FOR PRESENTATION:

Dr. B. Dale Magee, Chairperson

Ms. Sandra Fryc, Secretary



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **1/10/18**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

ITEM NO: **XII. Adjournment**