



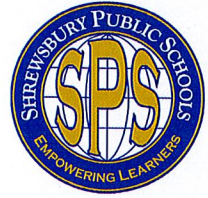
**School Committee
Meeting**

**December 17, 2014
7:00 pm**

**Town Hall
Selectmen's Meeting Room**



SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING
AGENDA
December 17, 2014 7:00pm
Town Hall—Selectmen's Meeting Room



Items

Suggested time allotments

I. Public Participation	7:00 – 7:10
II. Chairperson's Report & Members' Reports	
III. Superintendent's Report	
IV. Time Scheduled Appointments:	
A. Technology Use in Shrewsbury Classrooms: Report	7:10 – 7:55
B. Technology 1:1 Device Program: Update & Recommendations for FY16	7:55 – 8:30
V. Curriculum	
VI. Policy	
VII. Budget	
VIII. Old Business	
IX. New Business	
A. Assabet Valley Collaborative: Quarterly Report	8:30 – 8:40
X. Approval of Minutes	8:40 – 8:45
XI. Executive Session	
XII. Adjournment	8:45

Next meeting: January 7, 2015



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: I. Public Participation

MEETING DATE: 12/17/14

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 Dr. B. Dale Magee, 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:

Dr. B. Dale Magee, Chairperson
Mr. Jason Palitsch, Vice Chairperson
Ms. Erin Canzano, Secretary
Ms. Sandra Fryc, Committee Member
Mr. John Samia, Committee Member

ITEM NO: III. Superintendent's Report

SPECIFIC STATEMENT OR QUESTION:

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

BACKGROUND INFORMATION:

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

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

ACTION RECOMMENDED FOR ITEMS I, II, & III:

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



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: **IV. Time Scheduled Appointment** MEETING DATE: **12/17/14**
A. Technology Use in Shrewsbury Classrooms: Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a presentation on technology use in Shrewsbury classrooms?

BACKGROUND INFORMATION:

1. One of the School Committee's four strategic priorities is "enhancing learning through technology." Since these priorities were established, the district has done substantial work to increase the amount and type of learning experiences that utilize various types of educational technology.
2. This presentation will illustrate examples of how technology is being used to enhance learning at Sherwood Middle School, Oak Middle School, and Shrewsbury High School.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Ms. Shawna Powers, Director of Instructional Technology
Ms. Laura Macchi, Grade 6 ELA/SS Teacher, Sherwood Middle School
Ms. Maura Egan, Grade 8 ELA Teacher, Oak Middle School
Mr. Todd Bazydlo, Principal, Shrewsbury High School
Ms. Amy Prior, Math Teacher, Shrewsbury High School
Ms. Jose Schroen, Math Teacher, Shrewsbury High School
Sherwood students - Michelle Muchnik, Sarah Lanoue, Tim Refolo, Gaurav Jaisingh, Saanvi Sood and Katrina Martocci
Oak students - Lucy Anderson, Emily Walz, Allie Sanborn and Heena Qureshi



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: **IV. Time Scheduled Appointment** MEETING DATE: **12/17/14**
B. Technology 1:1 Device Program: Update & Recommendations for FY16

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report and a recommendation for FY16 on the 1:1 Technology Device Program?

BACKGROUND INFORMATION:

1. In preparation for the implementation of a 1:1 device program for the 2015-16 school year, a team of administrators conducted research and site visits to area high schools that have implemented a 1:1 device program.
2. The enclosed report includes recommendations for how the 1:1 technology device program might best be implemented at the high school next year, as well as recommendations for adjusting the existing middle school program.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Ms. Mary Beth Banios, Assistant Superintendent of Schools
Mr. Todd Bazydlo, Principal, Shrewsbury High School
Mr. Brian L'Heureux, Director of Information Technology
Ms. Shawna Powers, Director of Instructional Technology & Media Services



Shrewsbury Public Schools

Digital Conversion for Student Achievement: Recommendations for the Next Iteration of the Shrewsbury Public Schools Technology Implementation Plan

To: School Committee
From: Joseph Sawyer and Mary Beth Banios
Re: Recommendations for Adjustments to the SPS Technology Implementation Plan
Date: December 14, 2014

In December 2011, as part of its voted strategic priorities, the School Committee charged the school district with developing a program that would provide a personal electronic learning device for all students in grades 5-12. Since this initial vote, three years have passed and our district has successfully implemented 1:1 models in grades 5-8. In anticipation of a 9-12 adoption in the 2015-16 school year, our administrative team has explored the unique requirements of a high school 1:1 program, has spent focused time reviewing lessons learned from our first three years of implementation, and has evaluated the changing landscape of personal technology programs in the educational setting.

As a result of this analysis, the following recommendations are put forth for the Committee's consideration:

We recommend using the iPad as the device for the high school 1:1 program, with the caveat that it must have a robust keyboard case. We recommend continuing to use the iPad at Grades 5-8 for 1:1, and we are piloting the use of the iPad at a 1:2 device to student ratio in Grade 4. The iPad recommendation is being made based on what we perceive is the best value proposition for the district relative to what educational opportunities the device provides vs. the cost. (separate report included)

We recommend that the entire high school program move to a 1:1 device model for the 2015-2016 school year. Our assessment is that too many courses include students from multiple grade levels and that too many educators teach courses at various grade levels for a partial roll out to be successful. Additionally, it is more cost effective to train all teachers at the same time, and it is important that they apply what they are learning in order to gain the benefits of that training, and that will not be possible for all staff if we don't include all grade levels together at once.

We recommend that the district move to a district-owned device program that would enable all 5-12 students to use their device both at school and at home with no fee required. This recommendation would include a phase-out of the fee program where families in the midst of that program would have a choice of how to continue. This

recommendation reflects the next iteration of our approach to digital learning and represents a significant improvement, as it is based on the lessons learned during our first few years and also benefits from the possibilities that this digital conversion is enabling, such as shifting costs away from traditional materials towards less expensive digital ones and being able to access the many free resources that exist in the digital environment. (separate report included)

We recommend using a leasing model to fund the 5-12 district owned device program. Given the number of devices required next year, the district would need to purchase approximately 2,200 iPads which would cost an estimate of \$1.04 million. This type of expenditure is not feasible through the appropriated budget for FY16 if we were to purchase the devices outright. However, our district does have a long history of utilizing the AppleEquity leasing program for financing hardware; this is the program we have used for about a decade for our teacher laptop program. Based on preliminary discussions with AppleEquity, we could finance this amount over four years for four equal payments of about \$269,000 per year, a cost that could be absorbed by existing funds, which could be redirected for the FY16 appropriated budget. (Separate report included.)

We recommend that the high school utilize one “learning management system” for all classes. A learning management system, or LMS, is an online interface where teachers post and collect assignments; post links, documents, videos, etc.; host student online discussions; etc. Given that SHS students are enrolled in as many as eight courses at once, all with separate teachers, it is important to have a single LMS instead of navigating among multiple systems for various courses. (Separate report included.)

We are very proud of the work our district has done over the past three years to implement our 1:1 technology device program at the middle level, and are very excited about the next big step, which is to bring a 1:1 model to our high school. The recommendations in this memo advocate for an approach that we believe is more equitable than our current approach both regarding students’ access and families’ financial participation in public education, significantly easier to manage, clearly in compliance with evolving state regulation, and sustainable due to its financing model and the cost efficiencies it will drive elsewhere in our program.

SHREWSBURY HIGH SCHOOL

Office of the principal

TO: Shrewsbury School Committee
FROM: Todd Bazydlo, Principal
Shawna Powers, Director of Instructional Technology and Media Services
DATE: December 12, 2014
RE: Technology

Vision for SHS

The mission of Shrewsbury High School is to provide challenging, diverse learning opportunities; promote creativity and independent thinking; and empower students to become capable, caring, active contributors to the world in which they live. In order to prepare the students of Shrewsbury High School to be college and career ready in this digital age, it is our obligation to provide them with current tools and the training to use them effectively. Modern technology offers many powerful tools that can facilitate teaching and amplify learning at all grade levels. The use of these technologies at SHS will help ensure that our students are prepared with the skills needed for post secondary education, the military and/or the workforce. Portable electronic devices have become ubiquitous in our daily lives and indispensable throughout business and industry. It is essential that we put these devices into our students' hands at school and teach them how to use these devices productively and responsibly in the context of curriculum-based projects that involve opportunities for collaboration and innovation.

Outside of school, students regularly use devices to conduct research, gather information, and to communicate. Using current technologies for instructional purposes engages students in ways that traditional textbooks simply do not. By augmenting instruction with mobile devices, teachers can engage students in relevant real life complex problem solving that requires innovative analysis and insight. When students experience the relevance of their schoolwork to the real world, they are likely to become more self-directed and intrinsically motivated. The use of technology can also create efficiencies for both students and teachers, who can then use the time gained by delving deeper into learning.

In order to maximize the efficacy of this initiative, we will build upon the positive culture and strong relationships between students and faculty to inspire and cultivate confidence, curiosity and persistence and a desire for knowledge to expand students' critical thinking skills. The faculty must use student assessments as feedback about the impact of their pedagogy on student learning and engage students in dialogue about student aspirations and progress. Using current technologies also benefits student learning by facilitating the differentiation of instruction and can help engage even the most reluctant learners. A 1:1 environment also provides students with multiple opportunities to research and explore topics of personal interest. In order to accomplish this, we must continue to focus on

providing high quality instruction and continually reviewing student achievement data in order to improve teacher pedagogy and student learning.

Device Selection

As Shrewsbury High School prepares to implement a 1:1 device program for the 15-16 school year, Brian L’Heureux, Director of Information Technology; Todd Bazydlo, SHS Principal; Maureen Monopoli, Assistant Principal; and Shawna Powers, Director of Instructional Technology & Media Services, conducted research and site visits to area high schools that have implemented a 1:1 device program. The objective of the team was to develop a better understanding of the types of devices high schools are using and to make a recommendation regarding the type of device that will be most appropriate for Shrewsbury High School’s 1:1 program. Below is a list of steps taken to develop a better understanding of the type of device that will be most appropriate for Shrewsbury High School:

- Members of the team conducted site visits and conference calls to area high schools to gather information about Chromebooks, laptops and iPads.
- Each site visit included an overview of the 1:1 program, classroom observations, and conversations with administrators, teachers, and students.
- Members of the team conducted online research on the 1:1 programs in other school districts we did not visit including three districts that utilize laptops and two districts that utilize iPads. The research garnered provided additional information that helped shape our recommendation.
- Team members observed classrooms at Oak and Sherwood middle schools.

Below is a chart listing the pros and cons of the three devices we considered for SHS:

Device	Pros	Cons
Chromebooks	<ul style="list-style-type: none"> • Mobility • Size • Cost • Built-in keyboard • Customization linked to account • Simple set-up • Can be set up to use Gmail and certain Google apps offline 	<ul style="list-style-type: none"> • Camera limitations (one-way) • Main use is cloud-based computing • Can only store data online • Limited apps • Multi-tasking is less user-friendly
iPads with Keyboards	<ul style="list-style-type: none"> • Mobility • Size • Battery life • Can add on a removable 	<ul style="list-style-type: none"> • Customization limited to individual device • More complex initial set-up

	<p>keyboard and choose when to use it</p> <ul style="list-style-type: none"> • Touch screen • Can write with finger or stylus • Camera (two-way with rear HD) that enables easy capture of photo or video • Vast array of apps that can be used offline • Simple multi-tasking • Accessibility features 	
Laptops	<ul style="list-style-type: none"> • Mobility • Screen size • Peripherals • Built-in keyboard • Simple multi-tasking 	<ul style="list-style-type: none"> • Cost • Battery life

Based on the team’s site visits, observations, conversations, and research, we believe that the iPad is the appropriate device for the SHS initiative. We have seen evidence that the iPad enables teachers to develop lessons that not only provide students with access to unlimited information, but also enhances their learning with opportunities to collaborate, communicate, create, curate, and innovate. We believe that 1:1 access to iPads at Shrewsbury High School will enhance our students’ development of the skills necessary to be productive members of our global society.

The iPad, with a durable case and keyboard, is a versatile and cost effective device. It has all of the features of a tablet combined with many of the features of a laptop for a reasonable price. It has a lot more possibilities to offer than the Chromebook without being at a significantly different price point. In our work with iPads at the middle and high school levels, we have found them to be durable devices that hold up well over time. Our colleagues in other districts have shared concerns about the durability, reliability, and lifespan of other devices.

The one limitation for iPad use at the high school level is the lack of an external keyboard. However, we believe we have found a robust keyboard case that would both protect the device and provide a keyboard large enough in size that it functions essentially as a small laptop. The need for an adequate keyboard has been expressed by many high school stakeholders and we see it as a critical element for the success of the program.

In some ways the functionality of an iPad is similar to the functionality of a Chromebook or a laptop. All three devices can be used to research online and to access Google apps for education. However, iPads are very versatile devices that can be used for many additional purposes for which Chromebooks and laptops are not yet capable. 1:1

access to this device opens up opportunities and possibilities that do not currently exist with other technologies.

It is important to note that many of our students and teachers are accustomed to using iPads in the classroom. Current eighth graders have been immersed in a 1:1 iPad learning environment since they were in sixth grade. Similarly, some of our high school teachers began working with iPads in their classrooms during the pilot program two years ago. At SHS we currently have iPad carts available for teachers in every wing of the building and these carts are in high demand being used nearly every period of every day.

Bringing the 1:1 model to our high school will enable the digital conversion of our approach to education that is necessary for truly preparing our students well for the world that awaits them.



Shrewsbury Public Schools

To: School Committee
From: Joe Sawyer and Mary Beth Banios
Re: Transitioning to District-Owned Personal Electronic Devices
Date: December 17, 2014

After careful analysis and review, our administrative team is recommending that the Shrewsbury Public Schools transition its 1:1 program from one that offers 3 different options for participation to a district-owned approach that allows all students access to a personal electronic device both in school and at home at no charge. When we began the 1:1 initiative, we relied on an initial investment made possible by the Sherwood building project, and we perceived that we would need to rely on partial funding through family financing in order to sustain the program over time. This has worked to get our program where it is today, but the landscape has changed and we are now recommending that the next iteration of our 1:1 program move to a district-owned model.

Challenges With Current Model

1. Given how lean our administrative staffing is at the school and Central Office level, and given that there is *no* dedicated administrative staffing for the instructional and information technology departments, the management of program enrollment, payment and fee collection, etc. has been a significant strain on our resources. Adding another 1,650 students to this type of fee-based/bring your own next year would not be possible without additional support in the form of personnel.
2. Some of the concerns expressed by parents and educators is the lack of the ability to reasonably manage devices in terms of which built-in features may be accessed, easily turning off the ability to get outside of a particular app (when giving a test, for example), etc. Apple's "Supervision" device management program, which previously required each device to be plugged into a computer to manage (which is not feasible for a program as large as ours), now allows the wireless management of a large number of devices, enabling access to more features regarding app management, etc. This will provide a much more robust approach to device management by the district, but the caveat is that it will only will work on devices the district has actually purchased itself, making the "bring your own" model very problematic if we want to take advantage of this new capacity.
3. Our current model makes it difficult in some cases to hold families accountable for damage due to the policy that the district pays for breakage at school. There is also evolving state policy regarding the charging of technology fees and how districts may utilize such revenue that could complicate our current approach.

4. Policy regarding lease or fee programs for technology from the Department of Elementary and Secondary Education and its Program Quality Assurance arm has been evolving. While we believe we are currently operating within this framework, a district-owned device model carries the least risk of required adjustments due to state policy updates.
5. The fee burden on high school families is significant, given the requirement of a transportation fee of \$250 to ride the bus, \$290 per season per sport, and \$100 to participate in any/all co-curricular activities. Adding another fee of \$165 per year for a device will be seen as more of a burden than it was at the middle level, where the fees are lower and less universal for transportation.
6. Implementing the program to all the high school grades at once would create a complex situation for a family fee program, as seniors would only use the device for one year, juniors for two years, etc. We also know that another district that offered various leasing options for high school students when they implemented their program at all high school levels and this district is having a very difficult time managing payments with their existing staffing and are strongly considering doing away with their lease-to-own program next year.

Because of the challenges listed above, we believe it will be more cost effective and more equitable to shift to a model where the district purchases all devices and manages them, all students have access to the same type of device with the same opportunities to bring the device home and personalize it, and families have no requirement for financial participation through a fee, yet have more of an incentive to protect the device and a strong incentive to purchase outside insurance.

Transition Planning

As we consider moving away from a heavily parent subsidized 1:1 program to a district owned device program, we offer the following transition plan:

Assumptions

- Current 8th graders in the take home program, who will have had an iPad for three years at the end of this year, will receive a new device when they enter high school.
- Current 7th, 6th, and 5th graders in the take home program will continue to use their current district issued iPad next year.
- Current students who are bringing their own iPad will no longer be able to use a personal device in our program.

Recommendations

1. The following choices would be provided to current middle school families who currently in the take home fee program:
 - a. In June 2015, families of current 8th graders could either opt to pay the district the fourth installment of the \$165 fee and be given the device to keep under the existing arrangement, or not pay anything additional and return the

- device to the district (the student's apps would be transferred to their new device they would receive in 9th grade if they go to SHS).
- b. Families of current 7th graders could either opt to stay in the existing program, pay the fourth installment of the \$165 fee and own the device at the end of the 8th grade year; or choose not to pay the fee, use the device for 8th grade, and return the device to the district at the end of 8th grade.
 - c. Families of current 6th and 5th graders could opt to continue in the program over the remaining middle school years as in b) above, paying the fee each year, and own the device after 8th grade; or continue to use the district-owned device free of charge for the remainder of their middle school years, with the understanding that the district would reclaim the device at the end of 8th grade.
2. Families who have been opting for the bring your own option would no longer be allowed to utilize their family-owned iPad beginning next year, and they also would no longer be required to pay the \$40 app fee. Next year, these students would be issued a district-owned iPad that at least matches the same model their classmates were issued through the take home fee program, to use free of charge. As noted above, we advise that the district purchase new iPads for all of next year's 9th graders that would then be used for the four years of high school. We believe most, if not all, of the iPads the district would need to issue to current grades 5-7 students in this category would be available through repurposing of existing district pilot iPads currently at the high school, combined with iPads turned back by current 8th grade families who choose not to pay the fourth installment of \$165 in order to own the device. The district would need to purchase additional iPads if there are not enough pilot and returned devices that could be repurposed (there are currently 265 bring your own students in grades 5-7).
 3. Next year's 5th grade students and next year's 9th-12th grade students would all be issued new, district-owned iPads free of charge, with no option for a fee program resulting in future ownership, and no option to bring their own devices. This would become the model for each successive year.

Financial Considerations

As noted in the cover memo, we are recommending that the district move to a lease model to address the financing challenges associated with a district-owned device program. This approach allows the SPS a budget-neutral pathway to transition to the district-owned model. Full details of the financing model can be found later in this report.



Shrewsbury Public Schools

To: School Committee
From: Brian L'Heureux
Re: Financing the Continuation and Expansion of the Digital Conversion
Date: December 13, 2014

A number of options exist for funding the implementation of the continuation and expansion of the 1:1 Digital Conversion. The most promising option for doing so in a budget-neutral way is the use of an "AppleEquity" lease, which the District currently uses to sustain our teacher laptop program. Under this lease option, the initial outlay required to obtain the required devices is significantly reduced such that it can be funded within the existing operational budget. The lease would then increase the sustainability of the program by rolling the lease forward and utilizing the equity built in the first year of the lease to purchase additional devices for the following year. The District could choose between a 3-year lease and a 4-year lease. At the end of the lease term, the District would have the option of purchasing the devices for \$1 and continuing to use the equipment or trading in the equipment for credit. Options for trading in older devices during the lease term (for example, those used by graduating seniors) are being considered as a way to increase the sustainability of the program within the lease model by lowering the impact on the budget. Table 1 compares the projected four-year costs of a four-year AppleEquity lease to the cost of purchasing devices outright, including cases, management software fees, apps, and learning management system (LMS). This table assumes that no devices are traded in toward new purchases.

TABLE 1

	FY16	FY17	FY18	FY19
Projected cost of program if devices purchased	\$1,352,995	\$601,615	\$563,651	\$585,958
Projected cost of program if devices leased (4-year lease)	\$578,651	\$640,655	\$602,691	\$624,998

An important component of our recommendation to purchase devices for all grade 5 and 9-12 students is that it can be done in a budget-neutral way. There were a number of one-time costs in FY15 that will allow for the District to proceed without increasing the overall budget for this purchase for FY16. Table 2 details a number of one-time costs in the FY15 budget that will not be required in FY16 and application of existing funds, which is illustrative of the way the District could shift costs to fund the program.

TABLE 2

Item	FY15 Cost
Technology for new teachers	\$90,588
Annual Middle Schools iPad program allocation - FY15 allocation from appropriated budget	\$50,000
Middle Schools iPad program grade level startup costs - FY15 allocation from appropriated budget	\$86,259
Oak projector carts	\$15,385
Telephone system upgrade	\$27,000
One-time IT management software training	\$3,000
Classroom startup costs for new teachers	\$25,000
Middle Schools iPad revolving account contribution	\$119,760
Stipends for new teacher mentors	\$28,000
PARCC preparation costs	\$33,764
Math curriculum	\$100,000
Total	\$578,756

In addition to the purchase-related elements of the Digital Conversion program cost, repair costs must be considered. In the current repair model, initial repair costs for accidental damage are subsidized by the District using fees paid on a sliding scale that increases family responsibility with repeated instances of damage. Continuing with this model while funding the program from the operational budget may subject the District to increased unpredictability with regard to repair costs. An alternative to this model would be to shift responsibility of damage repairs to families while providing an interface to allow families to easily purchase an accidental damage insurance policy for a modest premium. The District is currently investigating options for providing this mechanism.



Shrewsbury Public Schools

Recommendation for a Learning Management System Adoption

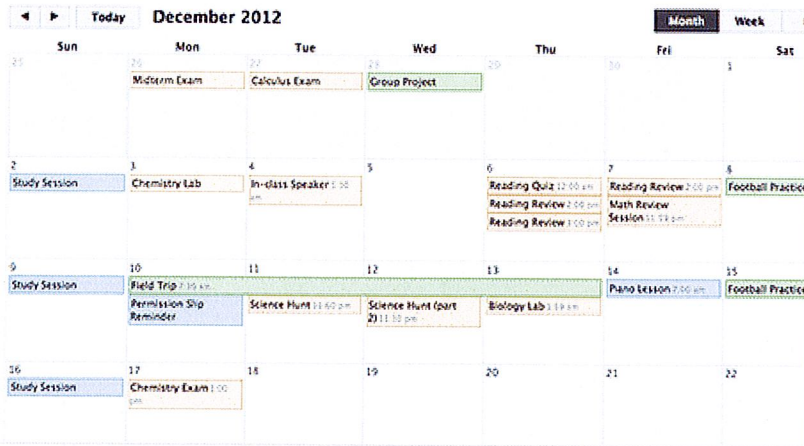
*A **learning management system (LMS)** is a software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology (also called e-learning) education courses or training programs. - Wikipedia*

Why Implement a Learning Management System?

To maximize the digital conversion at Shrewsbury High School, an investment in a well-developed LMS is strongly recommended. As we move forward with our 1:1 initiative, introducing a single LMS that is used consistently across the school will greatly enhance the benefits of innovation, collaboration, motivation and efficiency associated with the conversion. Like most things digital, there have been rapid advancements in the LMS industry and the features and integrations that are now available have strong benefits for students, parents, and educators alike. Please see below some of the capabilities that are available in Schoology, the learning management system we recommend for funding.

The screenshot shows the Schoology LMS interface for an English 101 course. The top navigation bar includes 'Home', 'Courses', 'Groups', and 'Resources'. The user is logged in as 'John Smith'. The course page for 'English 101: Section 1' features a sidebar with navigation options like 'Materials', 'Updates', 'Gradebook', 'Attendance', 'Members', and 'Analytics'. The main content area displays course details, including an 'Introduction / Syllabus', 'Unit 1: Reading & Poetry', and 'Unit 2: Short Stories'. A 'Materials Index' section lists 'Assignments' (7 items) and 'Tests/Quizzes' (3 items). A right-hand sidebar contains 'Reminders' (3 ungraded dropbox items, 4 ungraded discussion posts) and 'Upcoming' events, such as 'Inv-Class Presentations' on Monday, September 24, 2012, and a 'Midterm Exam' on Friday, September 21, 2012.

Ability for students to access all courses in one central location



Ability to use a calendar that centralizes all assignments and exams and integrates with other calendars

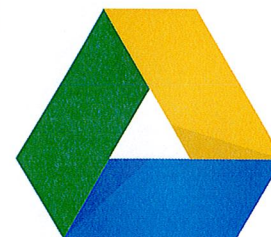
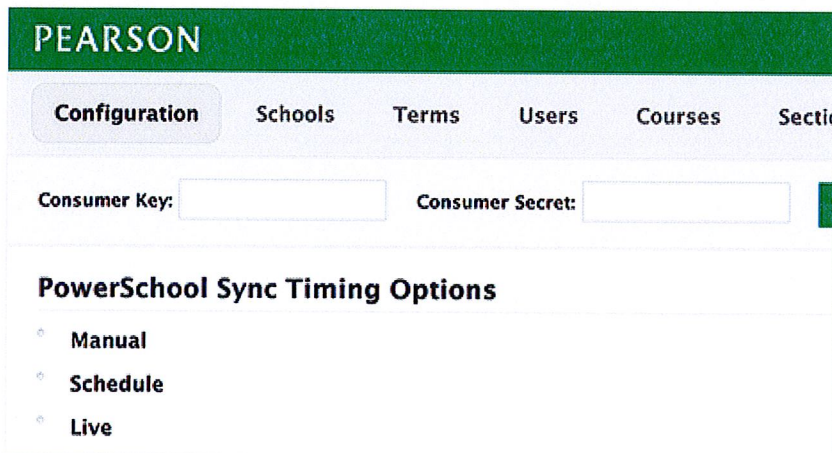
Workload Planning

Student Breakdown

2 Items
3 Items
4+ items

	Jul 8 Monday	Jul 9 Tuesday	Jul 10 Wednesday	Jul 11 Thursday
 Billings, Ralph 1235g	2	3	2	2
 Daniels, Michael (Mike) 13	4	3	3	4
 Daniels, Tiffany 9	4	2	4	3
 Grey, Maria 5	4	2	3	4

Ability to view all of the work assigned to a particular student



Ability to Integrate with PowerSchool and Google Drive - two of the major software programs already in use in the Shrewsbury Public Schools



Ability to record audio and video files and embed them into assignments, discussions, or any other content

It should be noted that there are many moving pieces to the digital conversion at Shrewsbury High School and the effective use of the many components of a learning management system would need to be developed strategically and over time. As things evolve, the intent would be to move the middle schools to this system as well. Exploration of the value of a learning management system at the upper elementary levels would be recommended.

How would the District Implement a Learning Management System?

Prudent implementation of an LMS such as Schoology would include professional development for staff. Schoology offers a “train the trainer” model in both onsite (for initial training) and web-delivered (for later, more advanced topics) models.

Schoology offers a free version that some students and staff have been using. This version, however, does not offer integration with PowerSchool, network login integration (allowing students and staff to use their usual network passwords to access Schoology), enterprise support, or district account management features that would make a large implementation such as ours feasible. Given that some students and staff have been using the system by self-registering, the implementation process would include account cleanup and the conversion of free accounts to network-integrated enterprise accounts.

What are the costs associated with the implementation of a Learning Management System?

If the district were to implement Schoology starting this month, the cost for the remainder of FY15 would be \$10,585, which can be absorbed by shifting funds from the current curriculum and instruction budget. This figure includes service for all staff, all grade 4 digital classroom pilot students, all students currently using Schoology at Oak Middle School, and all High School students. Implementation services and onsite and web-delivered training are also included. Costs for FY16 to make Schoology available to all grade 4-12 students would be \$28,826. This cost is included in the FY16 figures noted earlier in this report.

We look forward to answering any questions you may have regarding our plan to implement Schoology as a Learning Management System. Our hope is that, barring any objections or concerns, that we will move forward immediately with this plan.



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: **V. Curriculum**

MEETING DATE: **12/17/14**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: **VI. Policy**

MEETING DATE: **12/17/14**

SPECIFIC STATEMENT OR QUESTION:

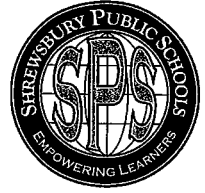
BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: **VII. Budget**

MEETING DATE: **12/17/14**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: **VIII. Old Business**

MEETING DATE: **12/17/14**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: IX. New Business

MEETING DATE: 12/17/14

A. Assabet Valley Collaborative: Quarterly Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a quarterly update on the status of the Assabet Valley Collaborative?

BACKGROUND INFORMATION:

1. The new state law governing educational collaboratives requires quarterly updates to member school districts.
2. The report will provide information regarding AVC's programs and services.
3. This update will include the AVC's annual report. This document being provided under separate cover.

ACTION RECOMMENDED:

That the School Committee hear a quarterly update on the status of the Assabet Valley Collaborative 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



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

MEETING DATE: **12/17/14**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee approve the minutes of the School Committee meetings on November 19 and December 3, 2014?

BACKGROUND INFORMATION:

1. The minutes will be provided under separate cover.

ACTION RECOMMENDED:

That the School Committee approve the minutes of the School Committee meetings on November 19 and December 3, 2014.

STAFF AVAILABLE FOR PRESENTATION:

Dr. B. Dale Magee, Chairperson
Ms. Erin Canzano, Secretary



SHREWSBURY PUBLIC SCHOOLS
School Committee



ITEM NO: XI. Executive Session

MEETING DATE: 12/17/14

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

ITEM NO: XII. Adjournment

