

**2018 & 2019  
Annual Report**

# DISTRICT OVERVIEW

## Superintendent's Message



I am excited to present this Annual Report of the Shrewsbury Public Schools, which covers the calendar years 2018 and 2019. There is so much good news to report in the district, and it will be presented in a way that illustrates how the great work being done supports the School Committee's Strategic Priorities: Space & Resources to Support Effective Learning; Learning Environments Where Everyone's Success Matters; Enhanced Well-Being of All; and Connected Learning For a Complex World.

In addition to a statistical overview of the district, you will find profiles of students, staff, and alumni who represent the best of everything that our schools have to offer in terms of educational and co-curricular opportunities and successes.

I would like to thank Dr. Jane Lizotte, Assistant Superintendent for Community Partnerships & Well-Being, and Ms. Karen Isaacson, Director of Extended Learning, for managing this project. I would also like to express my appreciation to Thrive Real Estate Specialists (please see the last page) whose financial support makes the publication and distribution of the Annual Report possible.

*Dr. Joseph M. Sawyer*

### Mission Statement

The Shrewsbury Public Schools, in partnership with the community, will provide students with the skills and knowledge for the 21st century, an appreciation of our democratic tradition, and the desire to continue to learn throughout life.

### Core Values

Respect & Responsibility  
 Collaboration & Communication  
 Commitment to High Standards & Expectations  
 Equity

## School Committee

At the start of 2019 Mr. Jason Palitsch served as chair, Ms. Erin Canzano served as vice chair, and Ms. Sandra Fryc served as secretary. In May 2019, Ms. Fryc was elected chair, Mr. Jon Wensky was elected vice chair, and Dr. Dale Magee was elected secretary. At that same time, Ms. Lynsey Heffernan was elected to the seat previously held by Ms. Canzano, who did not run for re-election.



Erin Canzano



Sandra Fryc



Lynsey Heffernan



Dr. Dale Magee



Jason Palitsch



Jon Wensky

## District Administrators



Margaret Belsito  
 Assistant Superintendent for Student Services



Amy Clouter  
 Assistant Superintendent for Curriculum & Instruction



Patrick Collins  
 Assistant Superintendent for Finance & Operations

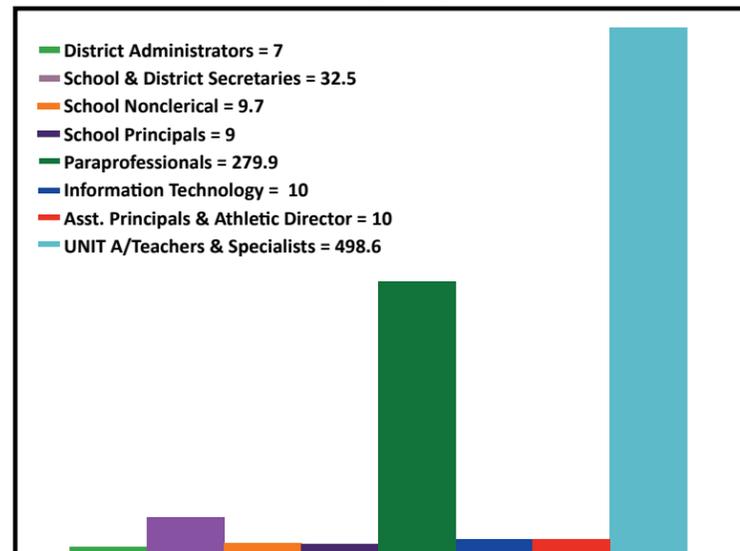


Jane Lizotte  
 Assistant Superintendent for Community Partnerships & Well-Being



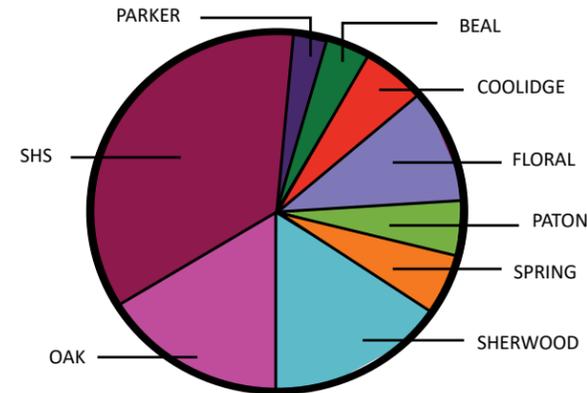
Barbara Malone  
 Executive Director of Human Resources

## Staffing Report



## Our Schools

Total Enrollment = 6,251



Parker Road Preschool, Wesleyan Terrace & Little Colonials  
 Pre-K  
 Lisa Robinson, Principal  
**ENROLLMENT = 220**



Beal Early Childhood Center  
 Grades K-1  
 Chris Girardi, Principal  
**ENROLLMENT = 311**



Calvin Coolidge School  
 Grades K-4  
 Tiffany Ostrander Principal  
**ENROLLMENT = 405**



Floral Street School  
 Grades 1-4  
 Lisa McCubrey, Principal  
**ENROLLMENT = 723**



Walter J. Paton School  
 Grades K-4  
 Wendy Bell, Principal  
**ENROLLMENT = 362**



Spring Street School  
 Grades K-4  
 Bryan Mabie, Principal  
**ENROLLMENT = 351**



Sherwood Middle School  
 Grades 5-6  
 Jonathan Kelly  
**ENROLLMENT = 995**



Oak Middle School  
 Grades 7-8  
 Dr. Ann Jones, Principal  
**ENROLLMENT = 992**



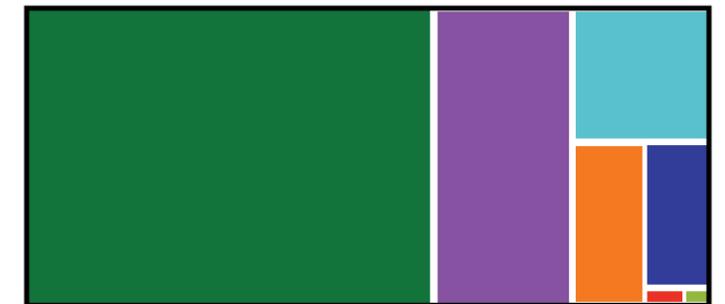
Shrewsbury High School  
 Grades 9-12  
 Todd Bazydlo, Principal  
**ENROLLMENT = 1892**

## Student Demographics

RACE  
 District (D) %



RACE  
 STATE (S) %



White	53.3% (D) vs 59.0% (S)	Asian	31.5% (D) vs 7% (S)	Hispanic	8.2% (D) vs 20.8% (S)
Multi-Race/Non-Hispanic	3.6% (D) vs 3.8% (S)	African American	2.9% (D) vs 9.2% (S)		
Native American	D = 0.4 vs S = 0.2	Native Hawaiian, Pacific Islander	D = 0 vs S = 0.1		

## Per Pupil Expenditures



# BEAL SCHOOL PROJECT



## Beal Project Capacity and Design

- Capacity for 790 students
- Kindergarten through Grade 4
- 40 classrooms, 8 sections of each grade level
- Dedicated space for art, music, media, special education, and specialized instruction
- 141,600 square feet

Top left - Architectural rendering of the new Major Howard W. Beal School courtesy of Lamoureux Pagano Associates.

Below left - Rendering of main entrance perspective.



Below - Aerial view of construction progress.



The Major Howard W. Beal School Project saw great progress during 2019.

## Construction Highlights:

- Demolition and removal of all former buildings on site
- Re-alignment of Lake Street completed to provide a safe roadway with better sightlines
- Site preparation and installation of underground water and sewer utilities
- Began pouring concrete foundations

## Current Trend: On Schedule

## Project Overview:

- 790 seat elementary school for students in kindergarten through grade 4
- 141,600 s.f. including 40 classrooms
- Designer: LPA/A Associates of Worcester, MA
- Owner's Project Manager: PMA Associates of Boston, MA
- Construction Manager: Fontaine Brothers of Springfield, MA

**Project Budget: \$92,809,274**

**Current Trend: Under Budget**

## UNIFIED PLAY: Building Confidence & Competence

Shrewsbury Public Schools' "Portrait of a Graduate" encompasses themes of connected learning, supportive environments, and the well-being of all. At Beal Early Childhood Center, students, teachers, and staff have taken these initiatives to an innovative new level designed specifically for young learners. Beal's quarterly "Unified Hour of Play" encourages kindergarten and first grade students to release all inhibition and explore and play in natural ways.

For students, this hour is practically limitless - they are allowed to play with anything, anyone, anywhere. For teachers and staff, this time is an opportunity to observe students' unhindered reactions and watch them initiate interactions. This hour is perhaps the greatest social-emotional learning experience of the entire school day.



This child-led hour holds many purposes. Agency and empowerment are put at the forefront, as problem-solving is left in the hands of students.

There is little guidance to the curiosity and creativity that happens here, motivating them to think and imagine in ways like never before. Students are put face-to-face with unfamiliar people, places, and things, challenging their social awareness and relationship skills. Each of these aspects present students with the opportunity to collaborate with others and discover their autonomy and individual voice.

Children of all ages and abilities benefit in various ways from this hour of redesigned play. Beal's Unified Play is proof that discovery and adventure have essential roles in modern academics.



## SOCIAL AND EMOTIONAL LEARNING IN SHREWSBURY

A community's aspirations are captured well in the hopes it holds for its children. In Shrewsbury, one of our Five-Year Strategic Priorities includes the Enhanced Well-Being of All. One of the goals supporting this priority is the following: "By December 2019, create a district-level implementation plan for effective social and emotional learning expectations and practices." We are working in collaboration with our building-based and district-wide Social Emotional Learning (SEL) teams to "Create a common understanding of the benefits of the skills, habits, and mindsets of social and emotional learning and develop a shared, systematic approach to explicitly teach, integrate, and assess these competencies."

In December, 2018, the district adopted a common framework for SEL, which set the stage for identifying our approach to implementation. SEL is defined more specifically by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

With the adoption of the CASEL framework, we are beginning to look at the challenge of balancing consistency of expectations with the importance of allowing our educators flexibility to meet the needs of their students. At all levels, educators and district leaders are working together to identify common language, common approaches, and common resources. Each

level will work to identify free standing lessons, general teaching practices, integration of skills instruction in the curriculum, and guidance to leaders for school-wide engagement.

SEL practices support the development of skills necessary for success in school and life. These include spending time getting to know students, forming a welcoming classroom community at the beginning of the school year, having regular, predictable classroom routines contributing to a safe learning



environment, and allowing for student involvement in class decision-making. These efforts increase student engagement and motivation for learning and prepare them to set meaningful goals, to reflect and, ultimately, to grow.

# STRATEGIC PRIORITIES

## Space and Resources to Support Effective Learning

- Partner with the community to build a new Beal School to address Kindergarten through Grade Four space needs and to provide access to a full-day program with no tuition to all kindergarten students
- Relieve overcrowded conditions wherever necessary by providing additional space and/or revising use of existing space, especially at Shrewsbury High School
- Address growing enrollment with adequate staffing to maintain appropriate class sizes according to School Committee guidelines



Erin Purcell

Erin Purcell, Class of 2020, has rowed crew for SHS, has been very active in community service, and has led two successful fundraisers for fallen firefighters in our community.

*“Shrewsbury High School has continually opened doors for me to be able to succeed. Being around students who have the same drive as I do has pushed me to work harder, and being surrounded by teachers and administrators who care so much about the students is something that will always stick with me, even after I graduate. Having the privilege of being a student at SHS has taught me many lifelong lessons, and has offered me challenges that helped me get to where I am today. As I leave SHS to begin this new chapter of my life, I am excited to see what my future holds, and feel confident because of everything the Shrewsbury Public Schools system has taught me.”*



Brittany Altomare

Brittany Altomare, Class of 2009, graduated from the University of Virginia in 2013 with a bachelor’s degree in psychology. She played on the UVA Women’s golf team, was a four-time All-American, and was named ACC Player of the Year as a senior. Upon graduation she became a professional golfer, playing on the Symetra Tour for two and a half years and winning the championship in 2016. For the past five years she has played for LPGA tour and was a member of the 2019 US Solheim Cup team.

*“Shrewsbury High School allowed me to pursue my passion in golf while getting a great education that helped prepare me for college life as a student athlete and ultimately life as a professional golfer. SHS is where I was taught to manage my time so that I could prepare for tests as well as prepare for upcoming tournaments. The teachers and staff at SHS could not have been more supportive of my goals and dreams and, as a result, played an important role in who I am today.”*



Robert Secino

Robert Secino is currently finishing his 37th year of teaching, including 31 years in the Shrewsbury High School English Department. He earned his bachelor’s degree with a double major in English and German from the University of Pennsylvania, as well as a master’s degree in secondary education. He is a graduate of Shrewsbury High School.

*“The best learning happens within a community, in the back-and-forth that happens among inquisitive minds. The classroom represents such a learning community. We learn by keeping our eyes, our ears—and most important, our minds—open to the world. As an English teacher, I love sharing some of the most artistically well-expressed ideas of major authors with my students. By reading, we expand our community to include the thoughts and feelings of others who live at a great distance from us; or who live in cultures different from our own; or who even, by the power of the written word, speak to us from centuries past. I feel continually inspired by what I read, especially when it challenges my beliefs and my thinking up to that point. Likewise, by learning the craft of writing we are empowered to share our own thoughts and feelings with a wider community. I see myself as a lifelong student, and my own learning continually expands in the classroom community I share with my students.”*

## COLONIAL CONNECTIONS AND COLONIAL FUND

**COLONIAL CONNECTIONS** is a partnership between the Shrewsbury Public Schools and the business community. It seeks to provide opportunities for students to develop real-world skills and career awareness in order to prepare them for future success beyond their education, and to help them decide on their higher education and career paths. Colonial Connections endeavors to meet the district’s strategic goals under Shrewsbury Public Schools’ strategic priority of Connected Learning for a Complex World. We are grateful to our signature sponsor, Shrewsbury Federal Credit Union, and for the work of the 16-member Colonial Connections Advisory Board that was



Marc Rischitelli

Marc Rischitelli, Class of 1987, is a graduate of the University of Massachusetts Amherst. He is employed by MAPFRE Insurance and for over 30 years has served at his “second full-time job” coaching the SHS Speech & Debate Team. During his tenure as head coach, the team has quadrupled in size, fostered middle school teams, and expanded competitive opportunities for students on a national level. Although the team is competitively one of the top in the state and earns national recognition, his guiding coaching principle is the mantra of his own SHS coach, Kitty Viscardi— “You were a winner the moment you stepped on the bus!” Marc resides in Shrewsbury with his wife, Charlene (also Class of 1987, and former team member), and their sons, Jack (Class of 2016, and former team member) and Evan (Class of 2022).

*“I never get tired of hearing alumni tell me (or better, tell someone else) how their participation in speech and debate contributed as much as their academic coursework to their post-high school success. Training in research methods and experience honing organizational capabilities and writing techniques are tangible skills that prepare students for college. However, our students enter college—and, later, the workforce—with one thing that makes them stand above their peers, and that is the ability to communicate.”*

formed in September 2019 for their dedication to this important programming.

**THE COLONIAL FUND** supports high impact innovation within the Shrewsbury Public Schools. Since its inception in 2012, the Colonial Fund raised over \$193,000 for innovative projects in Shrewsbury Public Schools, in addition to raising \$1,741,559 for a new turf field at Shrewsbury High School. The Colonial Fund enables our district to bring innovative teaching and learning to our school communities. Check out the back cover to see detailed information about how your donations benefit students.

# STRATEGIC PRIORITIES

## Learning Environments Where Everyone's Success Matters

- Create a common understanding of the benefits of inclusive schools and ensure that everyone has equitable access and opportunity for successful learning
- Ensure that all staff actively participate in professional development focused on inclusive and culturally proficient practices that improve learning and school cultures



Ruchi Chauhan

Ruchi Chauhan is in her fifth year as a paraprofessional at Floral Street School. She earned her bachelor's and master's degrees in accounting from GGC (Gujarati Girls College, India) and is an active member of the India Society of Worcester, a non-profit organization that gives back to the community.

*"I have always felt passionate about working with students and finding ways to make learning meaningful. I believe that my greatest responsibility as an Applied Behavioral Analysis technician is to help students develop necessary academic and life skills, to provide them opportunities to work with other students, and to help them explore the creativity within themselves. The Shrewsbury Public Schools community has been a great resource in achieving this goal by providing inclusive practices that allow students opportunities to collaborate with each other. I am proud to be part of such a dedicated and compassionate Floral family working together toward the betterment of its students."*



Marsha Smith

Marsha Smith, Class of 2006, is the founder and creative director of PitStop Musicians, a music service and online platform for musicians to easily connect by location. Marsha graduated from Westfield State University with a dual degree in communications and theatre. Marsha continued her education studying music business at Berklee College of Music in Boston. She moved to Los Angeles shortly after college and within a few years was able to launch her business. Her company creates an inclusive place for musicians to collaborate as well as provide musical talent for various organizations and touring companies. In addition to bringing people together in the name of music, Marsha serves as the fundraising chair for the Downtown Women's Center (the only organization in Los Angeles focused exclusively on empowering women experiencing homelessness).

*"Shrewsbury High School gave me such an amazing experience in music with many opportunities in choir, a cappella, and musical theater. It also taught me that diversity and inclusion are necessary. Shrewsbury always created a safe place for me, a Haitian/Ethiopian American, to find myself, to learn and grow. I truly feel that the teachers and staff at SHS gave me not only an amazing foundational education but also great life skills and a mindset that anything is possible."*



Angela Poppalardo & Kathleen Blair

Angela Poppalardo (L) and Kathleen Blair (R) are co-teachers at Floral Street School. Ms. Blair earned a BS from Kansas State University in Elementary Education, and a master's degree in moderate disabilities from Lesley University and is in her twelfth year of teaching. Ms. Poppalardo earned a bachelor's and a master's degree from the University of Connecticut. All 18 years of her teaching career have been spent at Floral Street School.

*"When we began our co-teaching journey, the first thing we talked about was what we wanted our classroom to be defined by. Dr. Brene Brown said it best when she explained, 'Teachers are the guardians of spaces that allow students to breathe and be curious and explore the world and be who they are without suffocation. Students deserve one space where they can rumble with vulnerability and their hearts can exhale.' We consider our most important job to be just that. The 'BlairPop' classroom is filled with diverse learners—not just academically, but socially and emotionally as well. With our most vulnerable students, learning doesn't begin until each and every one of them truly feels they can take a risk and know no matter what happens, we'll be there to support them. We experience this each day alongside our students. Being vulnerable with one another, exposing our weaknesses, and relying on each other's expertise has allowed us to grow and strengthen our craft. Having the opportunity to teach such incredible students next to someone whose teaching you respect so much is a dream come true for both of us."*

### INCLUSIVE ENVIRONMENTS FOR ALL

When students with varied learning and support needs learn together, they experience better academic, social, emotional, and behavioral outcomes; relationships; high school graduation rates; and post-secondary success. As stated in the DESE Educator Effectiveness Guidebook for Inclusive Practices, inclusion is not necessarily a placement or a setting – it involves the implementation of systems and processes that allow all students to be educated within an educational community. In an inclu-



Mary Ellen Beaton

Mary Ellen Beaton graduated from Georgetown University with a bachelor's degree in German language. After working for a German multinational company in New York City for several years, she went to Indiana University and earned a master's degree in applied linguistics. She began teaching English to adults in community-based programs for recent immigrants, as well as teaching intensive English programs for adults planning to attend universities in the US. She has been teaching in Shrewsbury since 2006.

*"Don't tell the other teachers, but I have the best job at Oak Middle School! It is such a pleasure for me to see the amazing growth in our English learners in 7th and 8th grades. Our school welcomes students from around the world and our goal is to help students develop their listening, speaking, reading, and writing skills in both social and academic English. We do this in our English language classes every day. At the same time, we want students and families to know that we respect and value their home language and culture. In our classrooms we see multi-cultural learning at its best. I am grateful that my colleagues recognize the value of academic conversations taking place in multiple languages. When a multilingual student helps a newcomer in their shared language, everyone benefits. The newcomer becomes stronger in English and the class content, while the classmate has the opportunity to demonstrate multilingual communication skills. Having students use their full linguistic repertoire at school is a win-win! Our English learners bring the world to our Shrewsbury classrooms and our classroom experiences are richer because their voices are included in the conversation. Our English learners also show us what hard work, determination, and perseverance looks like. It is an incredible pleasure for me to walk alongside these students on this part of their academic journey."*

sive school system, education means that all students are fully accepted members of their school, with access to all levels of instruction, and to the community. An inclusive school system values and celebrates differences and similarities of ALL.

All Shrewsbury leaders bear as much responsibility for student progress and success as the educators and related service providers. Inclusion is not the job of any one educator or

*Continued - see page 10*

# STRATEGIC PRIORITIES

## Enhanced Well-Being of All

- Create a common understanding of the benefits of social and emotional learning and develop a systematic approach to explicitly teach these competencies

- Ensure that all staff actively participate in professional development focused on social and emotional learning to improve students' learning, resilience, and focus



Lanna Wang

Lanna Wang, Class of 2020, is president of the National Honor Society and secretary of the Speech and Debate Team. She serves on the Advisory Board of the Mentor Volunteer Program and is a member of the National Art Honor Society and the French National Honor Society. Outside of school, her greatest passion is Chinese dance, which has played an important role in her life for the past ten years. A caring and committed member of the community, she regularly volunteers as a teaching assistant at her dance studio, Angel Dance Company, and is a four-time recipient of the President's Volunteer Service Award.

*"I believe that Shrewsbury High School prepares students by fostering a positive learning environment. First, the wide range of courses has allowed me to take classes that both excite and challenge me. Whether it is Studio Art or AP Economics, I have been able to hone my creative skills while also pursuing my academic interests, thanks to the plentiful resources here at SHS. More important, SHS has an incredibly supportive community of students and staff. Being able to have close connections with my teachers and collaborate with my peers has given me a sense of belonging. Overall, I find that my experience at SHS has been overwhelmingly positive, and I feel confident in my abilities as I move on to college."*



Miriam George

Miriam George, Class of 2014, graduated summa cum laude from Boston College in 2018, where she studied political science and Spanish. She is now in her second year of law school at the University of Chicago. Throughout college and law school, Miriam worked with various government agencies devoted to civil rights and anti-discrimination work, including the Department of Justice and the Department of Labor. She will be working for a law firm in Washington, D.C., after she graduates; eventually, she hopes to pursue a career in government.

*"The Shrewsbury Public Schools prepared me well to succeed in college, law school, and beyond. Through SPS I got the opportunity to take challenging classes that broadened my horizons and helped me identify my interests. I also got the opportunity to participate in a wide range of formative extracurricular activities—in particular, participating in Speech and Debate first sparked my interest in the legal and policy fields. The amazing friends and teachers I met during my time at SPS have had a lasting impact on me. I am so thankful to have attended such an outstanding and nurturing school system."*



Noelle Freeman

Noelle Freeman earned a Bachelor of Science in Nursing from Georgetown University. She began her career as an RN at Boston Children's Hospital and became the nurse at Oak Middle School in 2005. In 2015 she became the Director of Nursing for Shrewsbury Public Schools.

*"School nurses are in a unique position to care for students at the intersection of their health and education. Our work includes direct care for students with a wide variety of health concerns, as well as collaboration with families, school staff, and other healthcare providers to promote optimal school experiences. This work is both challenging and rewarding, with every new day guaranteed to be different from the last. I feel fortunate to work in a district that values the work that school nurses do, and to lead a talented team of nurses whose caring and dedication are unparalleled."*



Riley Manchester

Riley Manchester, Class of 2025, is a 7th grader at Oak Middle School who has always been fascinated by STEM (science, technology, engineering, and math). She won the prestigious "Right Stuff Award" at Space Camp in Huntsville, AL, for her curiosity about space and having the most potential to go up into space someday. Recently, she has also helped build the Gaga Pit on Maple Avenue, and is working to achieve her Girl Scout Silver Award. She plays ice hockey for three teams, is an alumna of Camp Reach 2019 (WPI), and was a top runner for Oak Cross Country.

*"In my years in Shrewsbury Public Schools so far, I haven't faced a challenge that I had to give up on. The academics and arts have each taught me extraordinary things, shown me who I am, and what I am truly capable of. In 5th grade, I was taught mindfulness, and how to find balance in my life, and I still practice it to this day. I think in that year I truly began to find out who I am. The extracurricular activities in SPS have also taught me a great deal about who I am and who I might become. I can't wait to continue my journey through Shrewsbury Public Schools, and see what lies ahead of me."*

## INCLUSIVE ENVIRONMENTS FOR ALL (Continued from page 8)

classroom. The successful creation of inclusive schools begins at district level and is made a priority for fidelity of appropriate implementation. The district's mission, vision and core values should be at the heart of this work. Shrewsbury's efforts to establish inclusive schools are ongoing. As an example, co-teaching is a service delivery option designed to address the needs of students in an inclusive classroom by having a general education teacher and a special education teacher together in the same classroom to meet the needs of individual students.

In Shrewsbury, co-teaching is an explicitly targeted path within the Strategic Priority, *Learning Environments Where Everyone's Success Matters*. This has been completed through collaboration, common planning, consultation, professional development and coaching. Educational consultants have conducted classroom observations and non-evaluative feedback sessions. The provided professional development focused on: research-based instructional practices; specially designed instruction, modifications & accommodations; differentiated

instructions/grouping practices; collaboration and consultation practices; and classroom management. Many of these opportunities for teachers working in years 1-4 of co-teaching have been deployed this year. The district now has over 40 co-teaching teams for Kindergarten through Grade 12.

Our district, with continued support from families and stakeholders, is committed to providing a high-quality public education to every child, regardless of race, ethnicity, socioeconomic status, cultural background, sexual orientation/identity, exposure to trauma, or disability status. To ensure such learning and development is possible for every student, we must adapt to the diversity of our community and allow students to see their lives reflected in curriculum, instructional materials, and school practices. Professional development for all staff strengthens our shared understanding of best practice, as we seek to consistently engage in inclusive and culturally proficient practices. This is a work in progress, as we educate ourselves in an effort to develop the skills, habits, and mindsets that we seek for every one of our students.

# STRATEGIC PRIORITIES

## Connected Learning for a Complex World

- Integrate project-based learning experiences that require all students to create complex, high-quality work for an authentic audience
- Review and adapt curriculum and instructional approaches to help students gain the knowledge and skills necessary to become ethical, empathetic, and informed citizens



Jeremy  
Mularella

Jeremy Mularella has been teaching in Shrewsbury since Oak Middle School opened its doors in 2004. He holds a B.S. in Wildlife and Fisheries Conservation from UMass Amherst and an M.Ed. in Middle School Mathematics/Science from Fitchburg State University. After 14 years of teaching science he is now in his second year as the Design Lab teacher at Oak. With a lot of help from the SPS Colonial Fund and a Toshiba STEM grant, he has created a school makerspace, complete with a laser cutter, 3D printers, and various other design tools. He began the Maker Monday after school program this year, which allows students to use the Design Lab tools and materials to pursue their own interests. He has been the OMS science fair coordinator for many years and is also a member on both the regional and state science fair committees. (Check out the back cover for more Design Lab details and photos.)

*"I try my best to give students an authentic engineering experience that relates to them and the world today. I encourage students to be creative and collaborate as a team. They learn that failure is an important part of the design process, and that it's what you learn from failure that matters. We get to use modern technologies such as 3D printing and laser cutting to solve real needs and problems in our own community. My favorite part is seeing the students show off their final solution. They take so much pride in their work when they know it matters to someone more than just their teacher."*



Kathy Scibelli

Kathleen Scibelli taught high school biology and worked as a public health educator in both a hospital and county government before joining the Shrewsbury Public Schools as a middle school health and science teacher. She holds a bachelor's degree in biology, and a master's of education from Keene State College. For the past five years, she has also served as a mentor coordinator for the district.

*"As both a teacher and a proud parent of three graduates of the Shrewsbury Public Schools, I have had the opportunity to experience all levels of our school district from kindergarten through high school. I have seen firsthand how my colleagues embrace teaching and dedicate themselves to prepare our students to become life-long learners. My family has benefited personally from this commitment. Our students are taught how to collaborate, how to think critically, how to research effectively, how to design creative solutions to problems, and how to communicate their ideas to various audiences. Education in Shrewsbury means providing our students with the skills, tools, and technology they need to be prepared for their future. It is among my greatest professional joys to hear from former students who reach out to tell me about their varied and chosen careers. No matter their chosen path it gives me hope that they too will pay it forward and positively affect others along their journeys. As we prepare our students for the future, we need to retain our talented teachers. I believe that supporting new educators during their first three years is critical. I have had the pleasure of working with the most supportive and caring educators who have taught me so much along the way."*

- Provide opportunities that help students develop independence after graduation, including exposure to career choices and development of skills in financial literacy

- Review and adapt feedback and homework systems in order to enhance learning and build stronger partnerships with students and families

- Build community partnerships to increase access to experiential learning and career awareness and to enhance learning in the STEAM fields (science, technology, engineering, the arts, and mathematics)



Mohamed  
Abdalla

Mohamed Abdalla, Class of 2029, is a third grader at Calvin Coolidge School. He entered Coolidge as an English Learner and after just a few years is now classified as a Former English Learner. He's a great example of how hard work and perseverance can pay off in wonderful ways. He's also a great role model for his three younger siblings by showing them that working hard is essential for achieving your goals.

*"I love everything about school, but I especially like learning something new in math and science. One of my favorite activities to do is to research information on the computer and iPad. Right now we are learning about biomes in science. I also like math because it's fun to find the answers to tricky problems. Someday I hope to work in the science field either as a doctor or a chemist."*



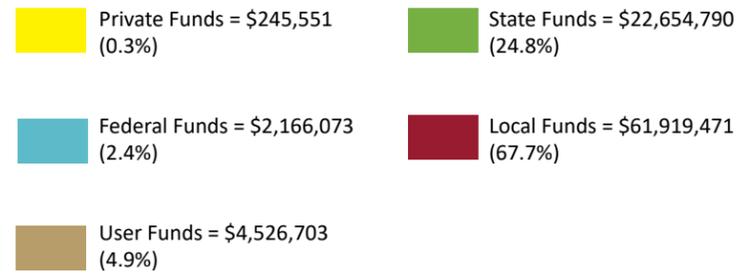
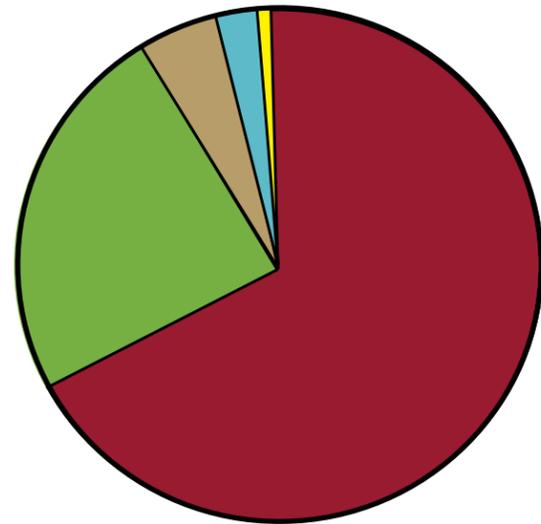
Emily  
Bredberg

Emily Bredberg has been in education for 15 years, and this is her 5th year as the media specialist at Shrewsbury High School. She graduated from the University of Oklahoma, then earned her master's degree in library science from the University of North Texas.

*"When I introduce myself to incoming freshmen each fall, I make sure they know they are welcome in the media center. In fact, I tell them it is the most important thing for them to remember after meeting me. All students are safe and welcome here. My goal as a media specialist, and the goal of Shrewsbury Public Schools, is to empower our students. I want to empower them to be curious, to think for themselves, and to explore. This feeling of empowerment flourishes in environments where the students feel safe and welcome. I try to create that space in the media center, and I am proud to be a part of a district that shares that same priority."*

# FISCAL YEAR 2019

## DISTRICT REVENUE



Steve Asthana

Astiva "Steve" Asthana, Class of 2020, is the senior class president at SHS, the treasurer of the Speech and Debate team, and a member of the Spring Track and Field team.

*"The support that the Shrewsbury High School community gives students is incredible. The administration encourages everyone to get involved in anything that interests them, and the teachers are understanding and appreciative of the many activities students are involved in. For me, personally, I received support no matter where I went. From being involved in Student Government to being a member of the Spring Track and Field team, I noticed a culture that helped me strive for personal growth while also keeping a focus on academic excellence. Being on the Speech and Debate team has helped me form lifelong friendships while shaping me into a more confident and poised person overall. All in all, this community has helped me learn the importance of playing a supporting role in other people's lives."*



Meghan Wallace & Mario Gonzales

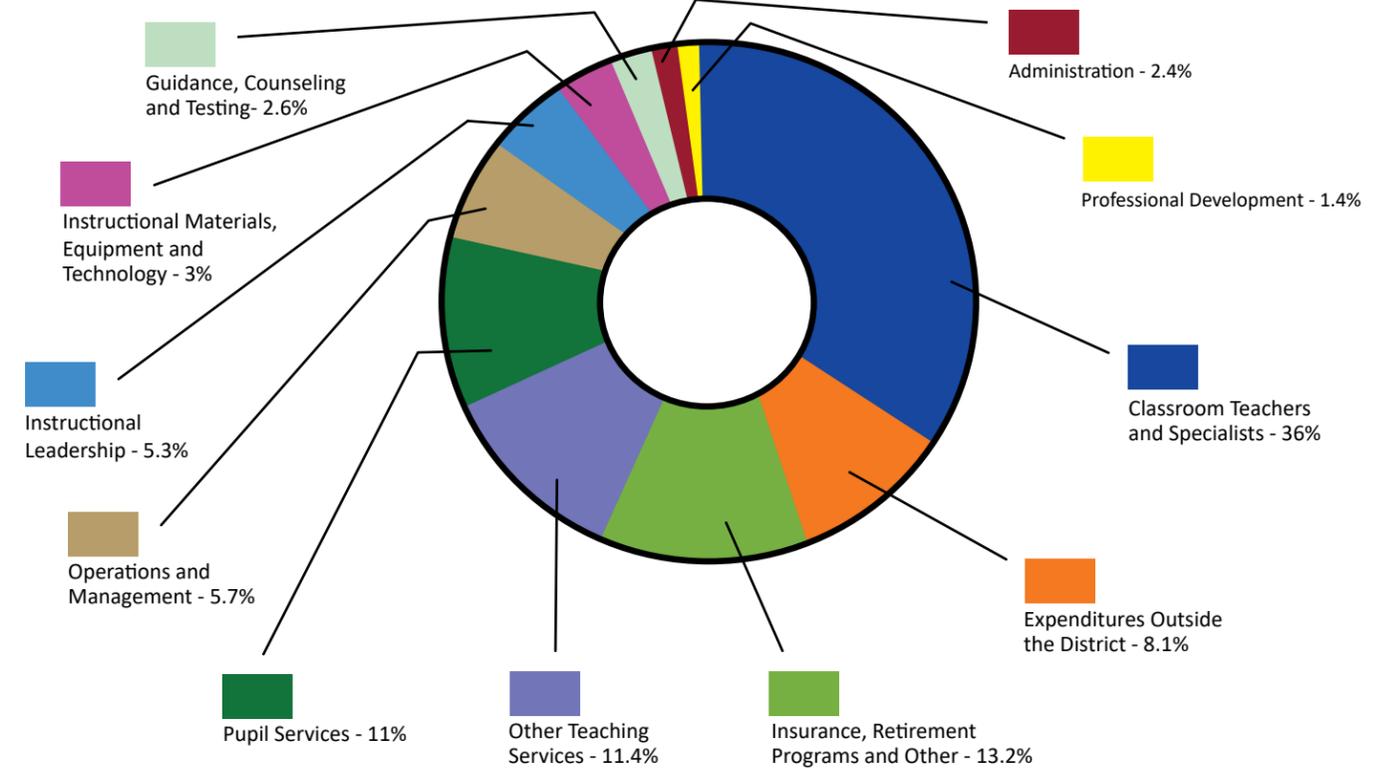
Meghan Wallace and Mario Gonzales are special education teachers at SHS. Meghan is the advisor for the SHS Unified Club and Mario has served as a coach of the SHS Unified Track Team since 2014, along with fellow Unified track and basketball coaches Colleen Hall, Andy Moran, Kevin O'Connor, Cathy Burke, and Jess Rigberg. The Unified program at SHS seeks to develop and implement inclusive opportunities throughout the school.

### Highlights:

- The Unified Program at SHS was recognized in September, 2019, as an official Special Olympics National Banner Unified Champion School. SHS is one of only 16 schools in the state of Massachusetts and one of only 179 schools nationwide to have been awarded this honor.
- In the spring of 2019, SHS applied for the National Unified Champion School banner. On August 26th, 2019, Shrewsbury High School was awarded this tremendous honor.

*"The reason why Unified has become so successful at SHS is because we all work together to make it successful. It truly takes a village."*

## DISTRICT EXPENDITURES



Sarah Jones, Meaghan Stearns & Corey Taverna

Sarah Jones, Class of 2021, and Meaghan Stearns, Class of 2020, are co-presidents of the Gender Sexuality Alliance (GSA); Corey Taverna, Class of 2021, is secretary. These three students have worked diligently to increase the involvement of the GSA within the SHS community. In the two years of their leadership, they've seen the group grow from six members who met informally, to a group of 30 members who are actively working to make changes and improvements within the school. They meet with administrators to discuss possible changes for trans student comfort, and work with the health teachers to find ways to better teach our students about LGBTQ issues.

*"We've been in Shrewsbury Public Schools since kindergarten, and we know the district has helped shape the people we've grown into. GSA is a huge part of who we are, and we're so happy to be growing it for future generations."*



Special thanks to James Kusz of **Seeking Spirit Photography** for his contribution of time and talent.

# HONORS & ACADEMIC ACHIEVEMENT

2018



SHS students received the Community Service Award from the Shrewsbury Education Foundation for having collectively performed over 109,000 hours of community service since the school introduced the "10,000 Hour Challenge" in 2011

SHS Student Council was named to the 2018 National Gold Council of Excellence

SHS musical "All Shook Up" won best overall production at TAMY Awards

SHS Robotics won the prestigious Chairman's Award in the New England regional competition and advanced to the World Championships in Detroit

32 SHS band, orchestra, and choral students were selected by audition for the All-Central District Festival

Four SHS choral students performed in the All-State festival

Over 40 students at the elementary, middle, and high school levels had pieces accepted for display at the Worcester Art Museum for their Youth Art Month celebration

Four SHS students won prestigious Gold Key and Silver Key awards in the annual regional Scholastic Art Awards

SHS sophomore won first place in high school state science fair

Speech and Debate team won three major tournaments, with over 30 students individually qualifying for nationals

The SHS competitive play advanced to the semi-finals of the state drama festival

Oak Middle School 8th grader won first place in middle school state science fair

Four SHS students won prestigious Gold Key and Silver Key awards in the annual regional Scholastic Art Awards

28 out of 31 SHS athletic teams qualified for postseason play

League Champions: Football, Boys Cross Country, Girls Ice Hockey, Boys Ice Hockey, Boys Indoor Track, Girls Tennis

District Finalist: Softball, Girls Tennis

State Champions: Boys Ice Hockey

League Champions: Girls Ice Hockey

District Finalists: Boys Tennis

District/Regional Champions: Cheerleading, Boys Indoor Track, Baseball

SHS Destination Imagination team beat 67 teams from around the world to win the Global Championships

2019



The SHS E-sports team won the first ever state championship in "electronic sports," i.e., multi-player team video gaming in the finals held at Gillette Stadium

Two Shrewsbury High students earned first place in the Science Olympiad State Championship

Eight SHS students were selected to perform in the All-State Concert at Symphony Hall in Boston

The SHS Math Team earned first place in the Worcester County Math League championship for the first time since 2007

Six SHS students were honored in the prestigious Boston Globe Scholastic Art Competition

The SHS Speech & Debate team won the state championship for the second time in the past four years

Eight SHS students competed in the regional competition at WPI and earned a trip to the state Science & Engineering Fair at MIT

The SHS Student Council earned Gold Council Status at the state level for the first time and at the national level for the second straight year—it also won a "top ten" projects award at the state level, and its faculty advisor was named Massachusetts Student Council Advisor of the Year

An elementary team were champions at the Destination Imagination State Finals – it won first place in the engineering challenge and was also awarded the highly coveted Da Vinci Award for exceptional creativity

The Oak Select Band, Oak Select Choir, SHS Mixed Choir, and SHS A Cappella Choir earned silver medals, and the SHS Treble Choir earned a gold medal in the Massachusetts Instrumental and Choral Conductors Association (MICCA) music festival

Five SHS visual art students received awards at the Secondary Art Competition at Anna Maria College

28 of 31 athletic teams qualified for postseason play

League Champions: Girls Ice Hockey

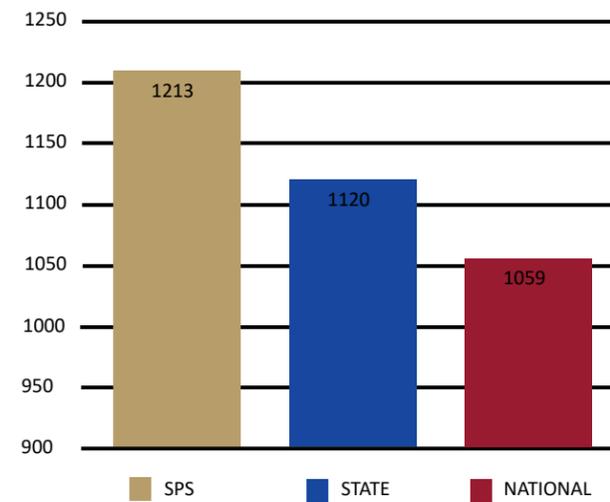
District Finalists: Boys Tennis

District/Regional Champions: Cheerleading, Boys Indoor Track, Baseball

State Finalists: Baseball

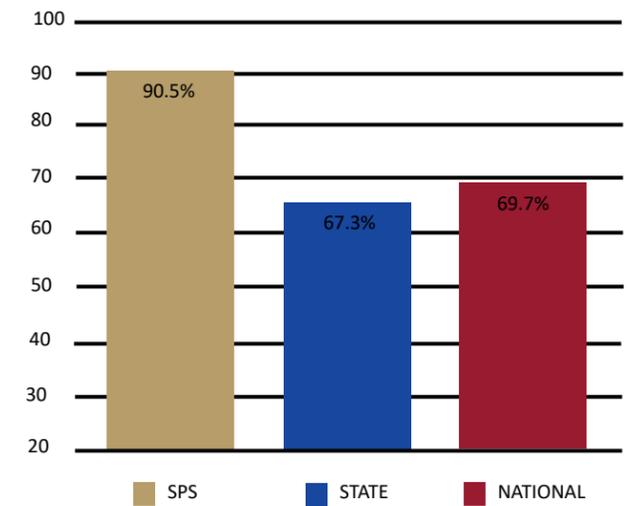
"SHS musical "Seussical" awarded best overall production at the TAMY Awards for the third time in four years.

## MEAN SAT SCORES



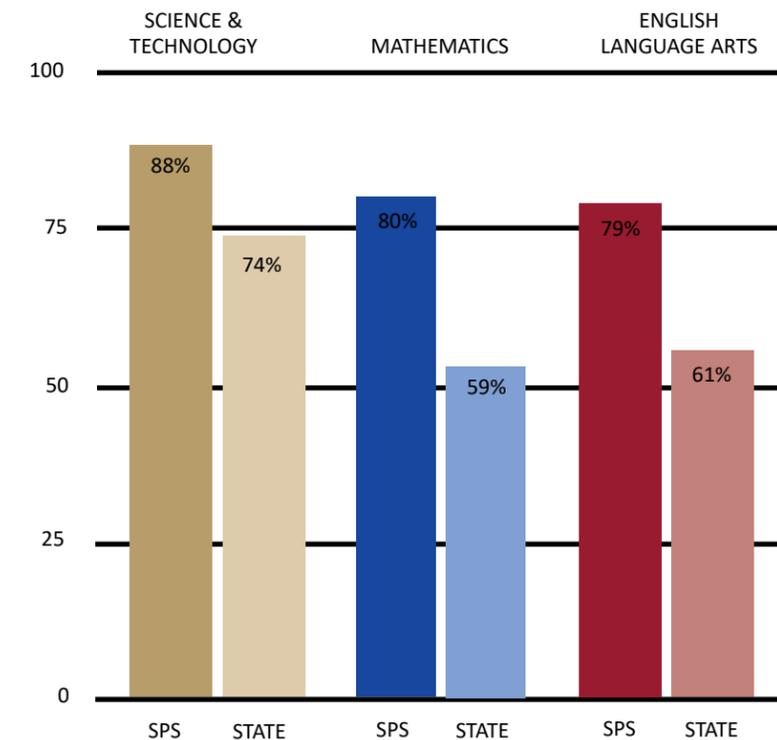
## AP EXAM SCORES

% SCORING 3, 4 OR 5



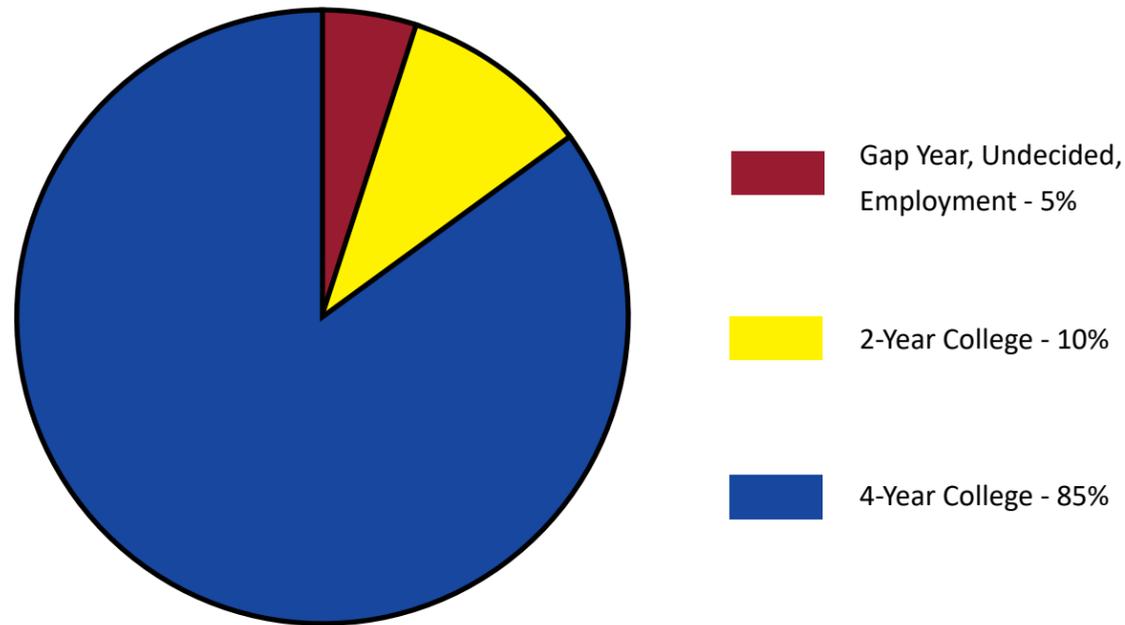
## 10TH GRADE MCAS SCORES

% of students meeting or exceeding expectations

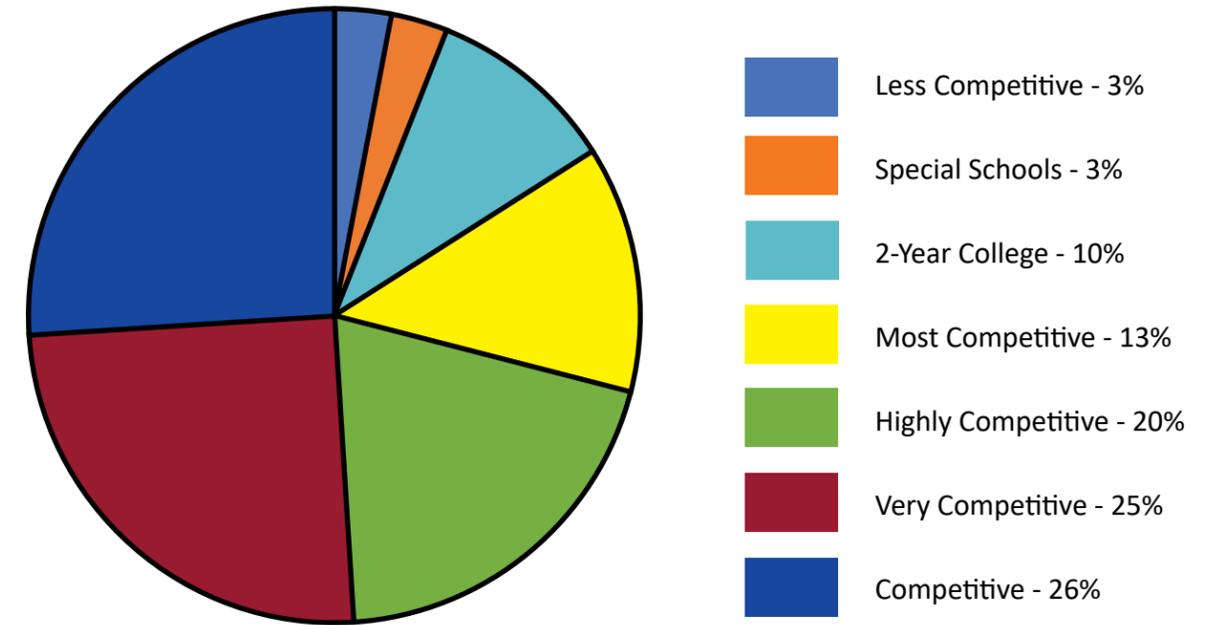


# FUTURE PLANS CLASS OF 2019

Future Plans



Matriculation - Selectivity



## SHS UNIFIED MODEL

The Unified model centers around three components, which must be demonstrated in order to become a National Unified Champion School. These standards are designed to foster the development of Inclusive Sports, Youth Leadership, and Whole School engagement.

### Inclusive Sports

In 2014, Shrewsbury High School partnered with Special Olympics® to launch the first Unified Track & Field Team at SHS. This inclusive sports program brought together individuals with intellectual disabilities (athletes) and those without intellectual disabilities (partners).

### Youth Leadership

In 2018, Unified Club at Shrewsbury High School was officially approved. It was designed to provide a variety of leadership opportunities for students with and without intellectual disabilities.

### Whole School Engagement

Since 2014, Shrewsbury High School has carried out an

annual “Spread the Word to End the Word” campaign during the month of April (to coincide with Autism Awareness Month). The “Spread the Word to End the Word” campaign is designed to raise awareness of the harmful effects of the “R” word and encourage people to pledge to stop using it.

### National Unified Champion School Recognition

In November of 2019, SHS was officially recognized as a National Unified Champion School. As part of the application process, they were required to provide strong evidence of these 10 standards:

1. Unified Sports is offered in at least two seasons throughout the school year.
2. Unified Sports participation occurs regularly over the course of each sport season or school term and includes competition.
3. An adult coach for each sport who has received training on Special Olympics Unified Sports.

## SHS UNIFIED MODEL, continued

4. Unified Sports is officially recognized by the school in a similar style as other athletics/activities.

5. A Unified Club or student group offers leadership opportunities/training for students with and without intellectual disabilities.

6. The inclusive club/group meets at least once per month throughout the school year.

7. The inclusive club/group has an adult liaison and is officially recognized by the school in a similar style as other clubs/activities.

8. At least two whole-school engagement activities are implemented per school year.

9. Students with and without disabilities are involved with planning and leading the awareness activities.

10. The school is currently self-sustainable or has a plan in place to sustain the three components into the future.



Unified Track



Unified Basketball

What is more important to the well-being of our community than the quality of primary and secondary education provided?

The Town of Shrewsbury thrives in large part because of the strength and talent of our educators.

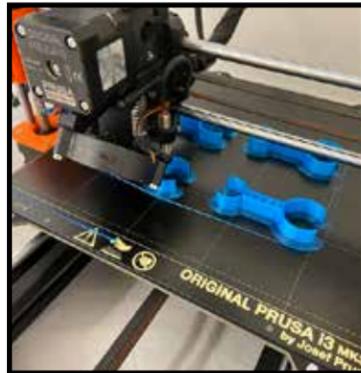
At Thrive, we love helping our clients buy and sell real estate in Shrewsbury and surrounding communities. We know that the great schools in our community make our job easier. This year, we are very excited to enable the leadership, the educators, and the students of the Shrewsbury Public Schools to tell you the story behind their extraordinary achievements and plans. They are truly a part of making Shrewsbury a special place to live.

Maribeth Lynch, Thrive Real Estate Specialists

508-641-9323  
maribeth@thriverealtors.com

LIVE...GROW...  
**THRIVE**  
REAL ESTATE

26 Maple Avenue  
Shrewsbury, MA 01545



3D printed crutch holders are shown on the Prusa i3 printer above, and in use on classroom desk below.



#### STEM Design Lab made possible by contributions to SPS Colonial Fund

Last year, \$15,000 was raised for materials and technology to transform the old "Tech Ed" classroom at Oak Middle School into a new STEM Design Lab for the entire school community.

Funding for this new STEM Design Lab was not in the School Department operating budget. We are grateful to the 50 individual donors who made the new Design Lab a reality!

#### Updates to the Design Lab included:

- Boss laser cutter and cooling system
- LittleBits Pro Library of parts
- 4 Makey Makey invention kits
- Drone parts and supplies so students can design and construct their own
- Wen 12" variable drill press, blades and safety glasses
- Wen drill press table
- Prusa i3 mk3 3D printers and supplies



3D printed case for Apple TV that attaches to side of cart with magnets.



Students showing their assistive device that lets a teacher easily pull down the projector screen are pictured above.

Students are shown testing their maglev vehicles below.

