

SHREWSBURY SCHOOL Journal



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Serving a community that empowers learners

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Superintendent's Corner

A "values" proposition

DR. JOSEPH M. SAWYER
Superintendent of Schools

Over my career in public education, on many occasions I've been asked about applying "business principles" to the work of schools. Our school district is a complex operation, and there are many ways in which we apply organizational leadership and management principles that are also used in business. In fact, our leadership team has studied a variety of the same resources used by business people.

However, there are some very important distinctions where the idea of running schools like businesses doesn't square with the purpose of public education. In a business, a key measure of success is a profit-and-loss statement where money is both an input and an output. For our schools, funding is an input, but the output is much broader: the learning and well-being of our town's children; the development of citizens for a functioning democracy; and the quality of life of our community.

Of course, there are ways in which we can measure the results of our school district. Academic results show that our schools are among the highest performing in Massachusetts (generally in the top 15%), and our state has consistently been at the top of national rankings. Our students excel not only in academics, but also earn state and national recognition in co-curricular endeavors such as speech and debate, robotics, DECA business competition, mock trial,

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“ **What the best and wisest parent wants for his own child, that must the community want for all of its children.- John Dewey** ”



Some of the students who enjoyed enrichment classes during February break are pictured above. Please see "Enriching the February vacation" on pages 4 and 5 for more photos.

Ensuring continued strong leadership: The Superintendent search process

ERIN BOUCHER
School Committee Chair

The role of Superintendent is one of tremendous responsibility and impact. This individual provides strategic leadership for our district, champions and supports our educators and staff, ensures sound financial stewardship, and is steadfast in securing exceptional educational opportunities for all students. Shrewsbury has been incredibly fortunate to have Dr. Sawyer serve in this role for seventeen years. Our schools have benefited tremendously from his exemplary student-centered leadership and the longevity of his tenure has brought incredible stability and success to our district.

When Dr. Sawyer announced his retirement in October 2025, the School Committee began the search process for the next Superintendent. Selecting the right leader is one of the most important responsibilities entrusted to the School Committee, as this decision profoundly affects our students, staff, families, and community. We approached this search with care,

transparency, and a deep sense of responsibility.

From the outset, the School Committee was committed to conducting a search that reflects the values, priorities, and aspirations of the entire school community. We gathered input from families, educators, staff, and community members through a survey and we gathered input from students through a focus group. This feedback helped shape the leadership profile that is guiding the search and ensured focus on the qualities most important to our district.

The School Committee created a Superintendent Search Screening Committee which included two School Committee members, parents of current elementary, middle, and high school students, educators, staff, and administrators. After a nationwide search was conducted with the assistance of a search consultant, the Screening Committee reviewed a strong pool of thirty candidates. Each applicant was evaluated against the criteria developed from community input, including student-

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Superintendent's Corner

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Destination Imagination, the performing arts, the visual arts, and athletics. They also contribute a significant amount of community service.

At the same time, our per student spending is in the bottom 15% of the state. We spend more than \$4,000 *below* the state average per student, which translates into a total of about \$25 million *less* than what we would be spending if we were just at the average. Past national studies have ranked us among the top 2% of school districts in the U.S. for "return on investment" for cost vs. performance. From an ROI perspective and peer benchmarking, if we were a publicly traded company we would be quite an investment!

We also know that having a strong public school district brings other benefits to our town by making it an attractive place to live and raise a family, which increases everyone's property values. It also is a key factor in attracting businesses to locate within our community. Our school district, as the largest employer in town, also generates local economic activity: Close to 400 of our staff are Shrewsbury residents earning a collective \$24.6 million, contributing greatly to our local economy.

During a time when a majority of Massachusetts municipalities are grappling with cuts to education and municipal services due to inflationary pressures outstripping constrained financial resources, I am extremely grateful that we will continue to enjoy fiscal stability next year, and we will not be reducing programming or laying off personnel. This is thanks to our community's support of the operational override in 2021 that provided critical local funding, given that state funding is insufficient to deal with rising costs. Our focus will continue to be on our core educational mission, and not on making budget cuts that would degrade the quality of our program. I will forever be grateful for the investment that you, the voters, made in our community through the override – it has made an enormous, positive difference for our schools.

As part of the agreement between the School Committee and the Select Board, since the override the School Department has limited its year-to-year increases within the established cap of 4.25% to 4.75%, and that will be the case next year as well. In order to remain within that cap, we need to utilize the full increase to move our existing

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Planning for our future: Addressing overcrowding at Shrewsbury High School

CHRIS GIRARDI

Assistant Superintendent for Finance and Operations

Shrewsbury High School (SHS) has long been a cornerstone of our community's commitment to educational excellence. However, the rapid growth of our town over the last two decades has brought a significant challenge: severe overcrowding that impacts daily instruction. To address this, the Town of Shrewsbury has engaged with the Massachusetts School Building Authority (MSBA) to develop a long-term solution through a potential addition and renovation of the high school.

The MSBA is a government agency that partners with Massachusetts communities to support the design and construction of educationally appropriate and sustainable public school facilities. It manages the state's school building grant program, providing significant financial reimbursements and technical guidance to ensure that projects meet rigorous state standards for safety and efficiency. The current MSBA reimbursement rate for Shrewsbury is 52.26%, which means MSBA would pay 52.26% of all eligible costs for a supported project in Shrewsbury.

The Challenge: Beyond Capacity

In April 2024, the Town of Shrewsbury submitted a Statement of Interest (SOI) to the Massachusetts School Building Authority (MSBA) to formally express our interest in partnering with them to address the severe overcrowding. The data paints a stark picture. While SHS was originally designed for 1,475 students, its contemporary functional capacity is 1,250. Currently, the school serves 1,899 students—nearly 650 more than MSBA's current space guidelines.

This has resulted in classroom utilization rates between 95% and 99%. To manage capacity demands, the district has subdivided offices for instructional use and limited



the expansion of high-demand programs, including STEM courses and career and technical education opportunities. The lack of space also hinders our ability to provide adequate areas for specialized student services.

Shrewsbury High School opened in 2002, and while the building structure is in excellent condition, modernizing original building systems such as the roof, HVAC, and windows that are nearing their end of life, would be addressed through the building project. The MSBA paying for more than half the cost of these needs would be a significant financial benefit for our community.

A Partnership for Solutions

Recognizing these critical needs, the MSBA officially invited Shrewsbury into its *Eligibility Period* and subsequently into the capital pipeline. This partnership is a vital step toward securing state grant funding for a potential addition and/or renovation project. A major milestone in this process was reached in late 2025. Following a collaborative analysis of demographic trends, the MSBA and the Town agreed on a "Design Enrollment" of 1,940 students. This certified figure will serve as the foundation for all future design work, ensuring that any proposed solution will responsibly accommodate our student population as projected through 2035.

We are grateful to our Town Meeting members for their support in appropriating the requested \$3 million at the October 22, 2025, Special Town Meeting to support the costs of

the *Feasibility Study* (of which an estimated 52.26% of eligible costs will be covered by MSBA funding).

Where We Are Now: Feasibility Study

We are currently in the *Feasibility Study* phase. This is a period of intense investigation where the Town and the MSBA work together to identify the most cost-effective and educationally-sound solution to our high school space needs.

To guide this work, the Town is currently in the process of engaging two key partners:

- **Owner's Project Manager (OPM):** A qualified professional to represent the Town's interests, manage the project schedule, and ensure compliance with MSBA requirements.
- **Architect/Designer:** A firm that will take the 1,940-student design enrollment and create the blueprints to solve our overcrowding while modernizing original 2002 systems, such as the roof, windows, and HVAC.

Next Steps

The *Feasibility Study* and subsequent *Schematic Design* phases are estimated to take approximately 20 to 24 months, and during this time the community will have opportunities to see proposed designs and provide feedback. The earliest that Town Meeting and Shrewsbury voters would vote on a potential project would be Fall 2027, and the earliest date that the project would be completed is August 2030.

Given the competitive and discretionary nature of the MSBA's grant program, having been invited into the pipeline puts Shrewsbury in the best possible position to address our high school's capacity issues. By investing in this process now, we are ensuring that SHS remains a place where every student has the physical space, programming, and resources they need to succeed.



Students explore trades

MS. KAREN ARES
Career Technical Education
Coordinator

A highlight of this school year has been a new partnership and program with The Peterson School in Worcester, MA, called *Explore The Trades*. Through an application, a cohort of 10 Shrewsbury High School juniors and seniors who are interested in pursuing a trade after high school participated in this week-long program (see photo below). Students participated

in classroom and hands-on workshops in plumbing, electricity, HVAC and oil burner repair. In addition, they received their OSHA 10 Safety credential. One student summed up his experience with the following remark: "This was probably the best week of my high school career." This opportunity was funded by community partner WINWaste Innovations whose donation supports career exploration activities. We thank them for this wonderful opportunity for our students!



Multilingual Career Readiness: Making the value of World Language visible

KENNETH A. ALMEIDA
Director of World
Languages

The following is largely excerpted from **Sustaining Excellence: Continuous Instructional and Curriculum Refinement Improving Student Outcomes**, a report presented by Mr. Almeida to the Shrewsbury School Committee on January 21, 2026, and edited for publication.

Aligned with the Lifelong Learning Standards of the 2021 Massachusetts World Language Curriculum Framework and the Shrewsbury High School *Portrait of a Graduate*, the addition of a Medical Interpreting Certificate program is being proposed for inclusion in the 2026–2027 Shrewsbury High School Program of Studies. This course is designed to prepare students for an internship during quarter four that includes formal training and an online component, enabling students to earn an initial credential for entry-level medical interpreting positions.

The Program of Studies notes: *...the **Medical Interpreting for Advanced Speakers of Portuguese and Spanish Honors** course will prepare advanced speakers of Portuguese and Spanish for a career in Medical Interpreting. Students develop advanced bilingual*

communication, cultural competence, and ethical awareness through hands-on practice and community-based learning. The course bridges high school learning with a postsecondary certificate of completion in Interpreting.... The program will require a 60-hour medical interpreter training course (40 hours of live instruction, 17 hours of self-study, and 3 hours of exams) for a certificate in Medical Interpreting upon Graduation. Additionally, students will be required to conduct 40 hours of observations at UMass Medical or another approved medical center.

Demographic trends in Massachusetts indicate that healthcare employers are increasingly seeking bilingual professionals, particularly in Spanish and Portuguese, the second and third most commonly spoken languages in the state after English. With medical interpreter positions currently available across the Commonwealth and interpreter services recognized as a standard of care in healthcare settings, this certification program would offer Shrewsbury students a relevant, in-demand credential, strengthen connections to local workforce needs, and provide professional experience valued by both employers and institutions of higher education.

Superintendent search

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centered vision and instructional leadership, financial leadership and fiscal stewardship, communication, listening and trust building, community engagement, collaborative leadership and relationship management, and a clear dedication to supporting all students. The Screening Committee selected nine candidates to interview.

After careful deliberation, the Superintendent Search Screening Committee identified four finalists to move forward in the process: Todd Bazydlo, current Principal of Shrewsbury High School; Reuben Duncan, current Superintendent of SAU 47 Jaffrey and Rindge, NH; Tiffany Ostrander, current principal of Calvin Coolidge Elementary School in Shrewsbury; and Dr. David Thompson, current Interim Superintendent, Wilmington Public Schools, Wilmington, MA. The School Committee would like to extend its sincere appreciation to the members of the Superintendent Search Screening Committee for the many hours they devoted to reviewing applications, interviewing candidates and deliberating during the preliminary selection process. Each member of the Screening Committee brought their expertise and perspective to the conversation and it helped us better understand and appreciate the qualities our staff and parents are looking for in the next Superintendent.

Selecting the right leader is one of the most important responsibilities entrusted to the School Committee, as this decision profoundly affects our students, staff, families, and community.

The finalist candidates have each spent a day in the district meeting with various stakeholders, touring our school buildings, interacting with staff and students throughout the day, and concluding their day with an interview by the School Committee. These visits provided opportunities for staff, families, and community members to meet the finalists and offer feedback to the School Committee.

The School Committee anticipates making a final selection on March 18 following the completion of site visits to the finalists' districts and the review of the feedback from staff, students, families and community members. The new Superintendent will work with Dr. Sawyer during his remaining months in the district to ensure a smooth leadership transition that positions our district for continued success.

On behalf of the School Committee, thank you for your engagement with this process and your commitment to our schools. We look forward to welcoming a new Superintendent who will build on our strengths and partner with our community to lead our district into its next chapter.

A "values" proposition

CONTINUED, from page 2

program forward, without new investments. Like any efficient organization, we are shifting resources within our budget to address priorities and carefully calibrating our needs. In fact, next year's budget proposal actually reduces our staffing by a net of almost six positions through attrition, mainly by reducing classroom sections at the elementary level at grades where we have some lower enrollments.

Unlike a business, however, reducing headcount doesn't mean more "profit," as we don't generate revenue. What we produce isn't measured on a balance sheet. Our schools serve as an anchor of stability for our community and contribute to the public good by preparing students to be skillful, respectful, active contributors to society who will preserve our democratic tradition. To me, that's a strong *values* proposition.

Outdoor learning inspires educators

DR. JANE O. LIZOTTE

Assistant Superintendent for Community Partnerships and Well-Being

Maj. Howard W. Beal School (HWB) Kindergarten teacher Margaret Aulenback and HWB English Language Education (ELE) Teacher Rima Hanna enjoyed a frigid, yet restorative, January weekend of free professional development at River Bend Farm in Saco, Maine, home of *The Ecology School*. The institute, entitled “The Teacher Weekend: Invigorating Outdoor Learning,” was fully sponsored by Poland Spring. Mrs. Aulenback and Mrs. Hanna learned about the outdoor learning experience during a week-long professional development course offered at Shrewsbury Public Schools (SPS) *Summer Institute* in June 2025. The SPS *Summer Institute* is facilitated by Assistant Superintendent for Curriculum, Instruction, and Assessment, Ms. Amy Clouter, and Executive Assistant to the Assistant Superintendent, Ms. Liz Todisco. Mrs. Aulenback and Mrs. Hanna shared the multitude of ways that the *Summer Institute* results in powerful, meaningful learning that allows educators to dive into a course of study during the summer months.

The four-day Summer Institute course, entitled, *Get Out!?! Practical Ways to Get Your Students Unplugged & In Tune with Nature*, was facilitated by Ms. Emma Nicolazzo, Grade 3 Teacher at Hastings Elementary School in Westborough. When Mrs. Aulenback and Mrs. Hanna learned that Ms. Nicolazzo would be leading the weekend of outdoor learning in Maine they immediately applied, and were thrilled to learn in October that they were accepted. They, along with over 70 educators from across the country, learned practical ways to integrate outdoor classroom experiences with cross-curricular content from Friday afternoon through Sunday night. Using the textbook *Wild Learning: Practical Ideas to Bring Teaching Outdoors*, in addition to a multitude of high quality digital and printed resources, the teachers learned and applied their learning through outdoor exploration.



Maj. Howard W. Beal School Kindergarten Teacher Margaret Aulenback (left) and HWB English Language Education Teacher Rima Hanna (right) are pictured above attending “The Teacher Weekend: Invigorating Outdoor Learning” institute at River Bend Farm in Saco, Maine, in January 2025.



Some of the educators from across the country who joined Maj. Howard W. Beal School Kindergarten Teacher Margaret Aulenback and English Language Education Teacher Rima Hanna at “The Teacher Weekend: Invigorating Outdoor Learning” institute are pictured above.

Outdoor play is crucial for developing well-rounded individuals by fostering a connection with nature and allowing for freedom of movement. Mrs. Aulenback and Mrs. Hanna shared that their most significant takeaways from the summer course and the January extension weekend included identifying ways to bring learning outside through social, emotional, behavioral, and academic learning that consists of lessons and activities including scavenger hunts and games created by the students through problem solving and optimizing experiences that nature provides. One well-loved activity included providing “sit spots” where children and adults sit under a tree, or somewhere outside, and reflect. The experience

commences with sentence starters including “I notice, I wonder, I feel...” These invitations to reset provide intentional opportunities to listen, sustain attention, and notice, and result in positive connections and mindful living. Through these mindful activities, students become more self-aware.

Mrs. Aulenback and Mrs. Hanna will continue to collaborate and share the learning with students, colleagues, and families. They agree with what many experts believe: outdoor learning and play are foundational to a child’s holistic growth, offering benefits that cannot be fully replicated indoors. Consistent outdoor activity improves physical health, boosts immune systems, strengthens motor skills, enhances social development, reduces stress, and increases cognitive abilities like attention and concentration. Unstructured play allows children to take risks and explore, which builds confidence and problem-solving skills.



Maj. Howard W. Beal School Kindergarten Teacher Margaret Aulenback (second from right) and English Language Education Teacher Rima Hanna (rightmost) are pictured above with colleagues from across the country who attended “The Teacher Weekend: Invigorating Outdoor Learning” institute.

Additional Resources:

Harvard University-6 Reasons Children Need to Play Outside: <https://www.health.harvard.edu/blog/6-reasons-children-need-to-play-outside-2018052213880>

and

Playing in Uncertainty: The importance of outdoor, child-centered play in helping children manage unpredictability: <https://www.gse.harvard.edu/ideas/usable-knowledge/21/01/playing-uncertainty>

“Enriching” the February vacation

KAREN ISAACSON

Director of Extended Learning

Shrewsbury Public Schools was pleased to offer enrichment classes for students in grades K-6 during February vacation at Maj. Howard W. Beal School. These courses were open to the community and 300 students from across the district participated in classes taught by Shrewsbury educators. Chess, Coding, Photography, Cooking, Sports, Art, Sewing and STEM (Science, Technology, Engineering, Math) were just a few of the 35 courses offered. Please enjoy the photo below, and more on page 5, of students participating in a variety of February Enrichment courses.



Paton inspires at Multicultural Night

DR. SCOTT MULCAHY
Walter J. Paton School Principal

Walter J. Paton School Grade 4 student Eva Shrivastava exited the Paton stage with a wide smile that radiated confidence and pride. Similar to past years, she had just performed at Paton's Multicultural Night and was met with a roar of applause. But this year was different: she had self-choreographed her entire Bollywood routine and shared the stage with family members. Eva's experience was replicated throughout the evening by other students and families, creating moments of awe, celebration, and deep appreciation for the rich diversity of the Paton learning community.



Paton parent Sandra Lozko is shown teaching a Peruvian dance to several students at Multicultural Night in the photo above.

On the evening of Thursday, January 29th, Paton opened its doors for its annual Multicultural Night of Family and Community Traditions. Participating families lined the perimeter of the "cafegymatorium" with decorated tables celebrating their heritage. Upon entering, attendees were greeted with a "hallo" and German treats, followed by a visit to South Korea. A quick turn led to a tour of Europe, guiding guests from the foothills of Ireland to the isles of Greece and the Albanian coast. Delicious food and learning opportunities waited at every corner. The Paton community enjoyed Vietnamese egg rolls, Brazilian coxinha, and Persian rice pudding before nestling into a book corner to explore literature about the changing dynamics of families, or practicing folding techniques with the Shrewsbury Origami Club. Throughout the evening, students and families shared their talents. Molly Gallagher, Paige Gallagher, and Lillian Murray dazzled with a display of Irish Step Dancing. Paton parent Ms. Sandra Lozko took center stage for an authentic Peruvian dance, which she later taught to a group of eager spectators. Shrewsbury's South



The Carvalho and Pagani families, pictured above, shared their Brazilian culture through food and language at Paton's Multicultural Night.

Asian Dance Team brought energy and style with their rhythmic routine, and Orlee Chakraborty closed the evening with a sweet, dual-language rendition of "We've Got the Whole World in Our Hands." This year's event was more than a celebration, it was an opportunity for Paton families to engage, learn, and inspire. That inspiration was found in what makes us unique—and yet, very much the same—forming the foundation of what makes Paton such a special community.

"Enriching" the February vacation

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SHS internships: Senior spotlights

DR. JANE O. LIZOTTE
Assistant Superintendent for
Community Partnerships and
Well-Being

MS. KAREN ARES
Career Technical Education
Coordinator

Two Shrewsbury High School Grade 12 students shared their thoughts on their "internships in action" with Ms. Ares:

Justin Lee
Internship site: Bay State Physical Therapy

Why did you choose this internship?

I chose my internship at Bay State Physical Therapy because that is the career I want to pursue after high school. I have battled multiple injuries throughout high school which has led to me finding this career that I honestly had no idea about.

What do you hope to gain from this experience?

I hope to gain lifelong social skills such as greeting people, maintaining conversation with somebody that you do not know very well, and asking the right questions to further understand someone's situation or injury. I also want to gain further knowledge of the career field and learn skills that will help make patients better.

Kennedy Lane
Internship site: Beal Elementary School Grade 2 Classroom

Why did you choose this internship?

I chose this internship because I hope to become an elementary school teacher after college, and this internship will help me to get more hands-on classroom experience in order to prepare me for college.

What do you hope to gain from this experience?

I hope to gain more experience with whole class lessons, whether I am just observing or actually leading. I also hope to learn more strategies by watching the other teachers in my classroom.

SHREWSBURY SCHOOL Journal

The non-profit Shrewsbury School Journal is published three times a year and reaches every household in the diverse and growing town of Shrewsbury. It is published by the central office of the Shrewsbury Public Schools with the help and expertise of many individuals. The mission of the Shrewsbury School Journal is to provide an accurate source of information about our school system and the town in which we live. We hope to foster a community of continuous learners.

Dr. Joseph M. Sawyer, Superintendent
Elizabeth McCollum, Project Coordinator
Cristina Luther, Graphic Designer

A quest for cranes

DR. JANE O. LIZOTTE
Assistant Superintendent
for Community Partnerships
and Well-Being

Rebecca Kuczarski, Executive Director of *Why Me and Sherry's House*, recently invited Shrewsbury High School (SHS) Assistant Principal PJ O'Connell and me to visit *Sherry's House*, a home-away-from-home for children with cancer and their families. *Sherry's House* is located at 1152 Pleasant Street in Worcester. The children and families residing at *Sherry's House* travel from both local communities and communities across the globe to reside there while accessing medical treatment in Worcester and Boston. Sherry Shepherd, for whom *Sherry's House* was named, was a student

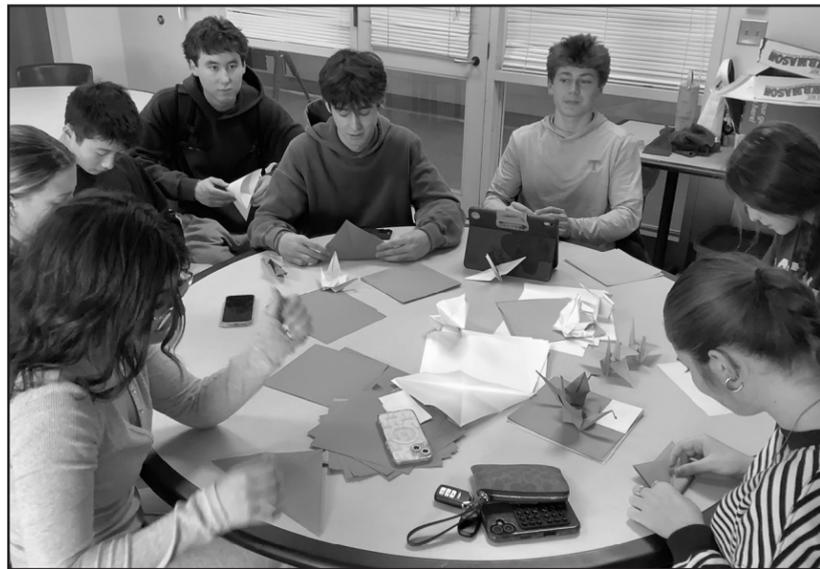
at Shrewsbury Middle School just over 40 years ago. Sherry demonstrated incredible strength and perseverance while battling cancer from the age of 9 to the age of 13. She passed away in 1985 at the age of 13. Sherry was remembered as a Shrewsbury student who brought out the best in all students, and particularly those experiencing challenges in their lives.

Sherry was the very first patient at the University of Massachusetts Medical Center's Pediatric Oncology Department. She was a highly regarded patient who found a multitude of ways to lift the spirits of her fellow cancer patients as a means to ease their suffering. In the last months of her life, Sherry was determined to do something that would have a lasting impact on

children with cancer - near and far. With the support of her dad, Terry Shepherd, *Why Me* and *Sherry's House* were established. *Why Me* is a non-profit organization that stands for *Worcester Help for Youth, Memories Everlasting*.

This past August, *Why Me* celebrated its 40th Anniversary Open House and invited community members to tour *Sherry's House* and make paper cranes. The need for paper cranes emerged as 1,000 cranes that were created and installed by a local high school art teacher and her students were destroyed in February 2023 when a pipe burst in the playroom. The art and community service project were inspired by the story, *Sadako and the Thousand Paper Cranes*, which focuses on 12-year-old Sadako, who was diagnosed with cancer.

Upon return to SHS, Instructional Assistant and SHS Origami Club Advisor Bingjie Ding enthusiastically offered to assist with this project. She shared: "This is a unique and meaningful community service opportunity for our students. By participating in the folding of paper cranes, they contribute positively to the community while developing patience, creativity, and teamwork. This initiative is dedicated



Shrewsbury High School student volunteers and members of the Origami Club are pictured above creating paper cranes.

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Students collaborate to lead

DR. JANE O. LIZOTTE
Assistant Superintendent
for Community Partnerships
and Well-Being

The *Celtics Playbook* is a student leadership and enrichment program developed in partnership with the Boston Celtics. The program brings together middle and high school students from across Massachusetts to build skills in leadership, teamwork, goal-setting, communication, and community engagement. Through collaborative activities and shared experiences with students from other schools, participants are encouraged to develop confidence, take positive risks, and see themselves as leaders within their school and community. Students are selected based on their interest in leadership, willingness to collaborate with others, and openness to personal growth. Oak Middle School Principal Hallie



Oak Middle School (OMS) students are pictured above engaging in "energizers" - which are used to build rapport, teambuilding, and community - with students from Fitchburg Middle School at a *Celtics Playbook Initiative* gathering held at OMS on Thursday, February 12.

Burak shared: "Participation is considered both a meaningful opportunity and a responsibility, and we are proud of the students who will be representing Oak Middle School. *Celtics*

Playbook gives our students the opportunity to see themselves as leaders - not someday, but right now - in the hallways, in their classrooms, and in the broader community."

SHS National Social Studies Honor Society Induction

In November 2025, forty-four (44) members of the Shrewsbury High School (SHS) Class of 2026 were inducted into the Lucy Burns' Honor Society, the local chapter of the Rho Kappa Social Studies Honor Society which recognizes excellence in the field of Social Studies at the high school level. The students are pictured below, and listed here in alphabetical order: Meryl

Abe, Akshaj Aineni, Hannah Army, Nishad Basrur, Aranno Chakraborty, Grace Costa, Caleb Csank, Hajara D'Urso, Nathan Dziura, Caroline Ganger, Henry Gemborys, Paisley Hathaway, Gayatri Iyer, Rita Jarkasy, Nathaniel Johnson, Katie Jung, Ava Landini, Sophia MacRae, Atharva Mahajan, Mridhulla Manikandan, Shannon Mazejka, Zachary Moore, Daniel

Molina, Simon Murphy, Rachel Nguyen, Dev Pardiwala, Aarya Patel, Juliana Phipps, Aishwarya Ramanujam, Sudhiksha Ramesh, Cristian Salvan, Vansheeka Sharma, Diya Sharma, Diya Shenoy, Samvridhi Shukla, Carly Sipowicz, Shruti Sivashankar, Anushka Thomas, Prabhav Sai Vadlamudi, Sabrina Welch, Selina Wu, Koushik Yamsani, Teoman Yilmaz, and Ruth Young.



Submitted by Jenn DiFrancesca, Director of Social Sciences & National Social Sciences Honor Society Advisor at Shrewsbury High School.

Cranes

CONTINUED, from page 6

to supporting a children's cancer family center, offering encouragement and hope to young patients and their families. The students greatly enjoy taking part in this heartfelt effort and feel proud knowing their work brings comfort, compassion, and support to those facing challenging times."

We are grateful to Ms. Ding, the SHS Origami Club, and several interested SHS student volunteers for their enthusiastic participation in this paper crane endeavor. There is no doubt that *Sherry's House* will soon be home to 1000 paper cranes!

SHREWSBURY SCHOOL
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Statement of Non-discrimination

Shrewsbury Public Schools is required by the Massachusetts Department of Education to publish an annual statement of non-discrimination. This notice serves to meet that requirement. The Massachusetts Equal Educational Opportunity statute, General Laws Chapter 76, § 5, ensures that all students have the right to equal educational opportunities in the public schools. The Shrewsbury Public School District is committed to ensuring equal educational opportunities for all students, and does not discriminate against students or staff on the basis of race, color, age, gender, ethnicity, sexual orientation, gender identity or expression, religion, creed, ancestry, national origin, disability, veteran's status (including Vietnam-era veterans), or background. The Shrewsbury Public Schools are in compliance with state and federal laws prohibiting discrimination and harassment. The following laws apply: Massachusetts General Law Chapter 76, § 5, which states, "No person shall be excluded from or discriminated against in the admission to a public school or in obtaining the advantages, privileges, and course of study of such public school on account of race, color, sex, religion, national origin, gender identity or expression, or sexual orientation or homelessness." Title IX of the Educational Amendments of 1972 is a Federal statute which states, in part, "No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program receiving federal assistance." This requirement not to discriminate in educational programs and activities also extends to employment. Ms. Kelly Seddiki, Executive Director of Human Resources is the Title IX Coordinator and can be reached at (508) 841-8443. Title VI of the Civil Rights Act of 1964, provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in be denied the benefits of or be otherwise subjected to discrimination under any program or activity receiving federal financial assistance. Title VI provided for equal access and prohibits discrimination in the assignment of students to classes. It also prohibits discrimination in ability grouping or tracking students. The Shrewsbury School Committee's Policies #316 and #645, which have been combined into a single policy entitled "Anti-Harassment & Title IX Policy", deals directly with the issues of harassment. Copies of this policy are available on the School Committee's policy website, at each school, or through the Superintendent's office, located at 100 Maple Avenue, Shrewsbury, MA 01545. Further information may be obtained by contacting Ms. Kelly Seddiki, Executive Director of Human Resources at 508 841-8443 or kseddiki@shrewsbury.k12.ma.us. The following grievance procedure, which was approved by the Shrewsbury School Committee, is to be used for all issues relating to harassment or discrimination involving students and/or staff: 1. The Shrewsbury Public Schools does not and will not knowingly discriminate against any student or employee on the basis of race, color, sex, religion, national origin, sexual orientation or disability or homelessness. All reports of harassment or discrimination will be taken seriously and investigated in a timely fashion. Reports will be held in confidence to the extent provided by law. There are differing procedures required by law for Title IX v. other forms of discrimination. Any student who believes he/she/they has/have been the subject of harassment or discrimination should immediately report the incident, either verbally or in writing to an administrator, adjustment counselor, guidance counselor, or teacher. The principal must be notified in all cases of harassment or discrimination. If the complaint constitutes suspected sexual harassment the Title IX Coordinator must also be notified by the original staff member notified of the complaint or their Principal. If any employee believes that he/she/they has/have been subjected to harassment, the employee has the right to file a complaint with Shrewsbury Public Schools by contacting the Title IX Coordinator. It is the goal of Shrewsbury Public Schools to promote a workplace that is free of sexual and other forms of harassment. If you would like to file a complaint directly you may do so by contacting the Executive Director of Human Resources, Title IX Coordinator:

Kelly Seddiki, Shrewsbury Public Schools, 100 Maple Avenue, Shrewsbury, MA 01545; kseddiki@shrewsbury.k12.ma.us; Ph 508-841-8443. Complaints may also be filed with any School Principal, any Assistant Principal, or any Assistant Superintendent for Shrewsbury Schools, or with the Superintendent of Schools. These individuals are also available to discuss any concerns you may have and to provide information to you about this policy and our complaint process. Harassment Investigation When a complaint of harassment (sexual or other forms) is received, an administrator will promptly investigate the allegation in a fair and prompt manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstance or allowed by law. Please review the full Title IX policy at <https://campussuite-storage.s3.amazonaws.com/prod/11162/b2004386-1ca3-11e6-b537-2200bd8490f/2225766/0a1bbd7a-6c71-11eb-9f34-0a90ee9eb86d/file/316-645%20-%20Anti-Harassment%20&%20Title%20IX%20Policy.pdf>. Complaints about the Superintendent of Schools should be made to the Chairperson of the School Committee. Section 504 of the Rehabilitation Act of 1973 is a federal statute which states, in part, "No otherwise qualified individual, shall solely on the basis of handicap, be excluded from participation in, be denied benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance." This requirement not to discriminate in educational programs and activities, also extends to employment, via a request to Ms. Kelly Seddiki, Executive Director of Human Resources, (508) 841-8443. Each school has a designated Section 504 Coordinator. Initial student or parent inquiries relating to Section 504 should be directed to the building-based Section 504 Coordinator who can be contacted through the principal's office. Further information may be requested by contacting Ms. Margaret Belsito, Assistant Superintendent for Student Services, the district's Section 504 Coordinator at (508) 841-8400. The following grievance procedure should be used to report discrimination under Section 504 of the Rehabilitation Acts of 1973: To fulfill its obligation under Section 504, the Shrewsbury Public Schools recognizes a responsibility to avoid discrimination in policies and practices regarding personnel and students. No discrimination against a person with a disability will knowingly be permitted in any of the programs or activities of the Shrewsbury Public Schools. The school district has a specific requirement under the Rehabilitation Act of 1973, which includes the responsibility to identify, evaluate and if the child is determined to be eligible under Section 504, to afford access to free and appropriate educational services. Questions about eligibility or services should be first directed to the building-based coordinator. If a parent or guardian disagrees with the determination made by the professional staff of the school, he/she/they has/have a right to a hearing, first with the district's Section 504 Coordinator, and secondly with an impartial hearing officer. The district's Section 504 Coordinator can be reached at 100 Maple Avenue, Shrewsbury, MA 01545 or by phone at (508) 841-8400. The Assistant Superintendent for Student Services, the district's Section 504 Coordinator, who will provide a written report of the district's findings, will hear all grievances in a timely manner. If a parent or guardian is unsatisfied with the results of the review, they may contact one of the agencies listed below. For grievances not resolved at the Assistant Superintendent for Student Services level, a review by an impartial hearing officer may be scheduled. Individuals with grievances are not required to use the Shrewsbury Public Schools' grievance procedure. Written complaints may be filed with the following agencies: Massachusetts Department of Education, 75 Pleasant Street, Malden, MA 02148, (781) 338-3000; United States Department of Education Region 1 - Office of Civil Rights, 8th Floor, 5 Post Office Square, Boston, MA 02203 (800) 368-1019; Equal Employment Opportunity Commission, John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203 (800) 669-4000; Massachusetts Commission Against Discrimination, One Ashburton Place, Room 601, Boston, MA 02108 (617) 994-6000.

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Maintaining stable funding for our schools and municipal departments has always been a priority for me.
I am honored to serve the residents of Shrewsbury and welcome the opportunity to hear from you!

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Beth CASAVANT
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Thank you to the teachers, nurses, cafeteria staff, custodians, and counselors for all that you do.

As the first in my family to graduate from high school, I know how valuable it is to live in a community with a strong school system. I will always stand up for our schools to make sure the next generation does better than the last.

Carlos Garcia, SHS Class of 2015
Paid for by the Committee to Elect Carlos Garcia