

**School Committee  
Meeting**

**January 8, 2014  
7:00 pm**

**Town Hall  
Selectmen's Meeting Room**





SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING  
AGENDA  
January 8, 2013 7:00pm  
Town Hall—Selectmen's Meeting Room



<u>Items</u>	<u>Suggested time allotments</u>
I. Public Participation	7:00 – 7:10
II. Chairperson's Report & Members' Reports	
III. Superintendent's Report	
IV. Time Scheduled Appointments	
A. SHS Program of Studies: Report	7:10 – 7:30
B. FY 15 Enrollment Projections: Report	7:30 – 7:50
C. Charter and Choice Enrollment: Report	7:50 – 8:10
V. Curriculum	
VI. Policy	
VII. Budget	
VIII. Old Business	
IX. New Business	
A. Superintendent's Mid-Year Evaluation	8:10 – 8:30
B. Assabet Collaborative: Quarterly Update	8:30 – 8:40
X. Approval of Minutes	8:40 – 8:45
XI. Executive Session	8:45 – 9:15
XII. Information Enclosures	
XIII. Adjournment	9:15

Next meeting: January 22, 2014



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE**

**ITEM NO: I. Public Participation**

**MEETING DATE: 1/8/14**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear thoughts and ideas from the public regarding the operations and the programs of the school system?

**BACKGROUND INFORMATION:**

Copies of the policy and procedure for Public Participation are available to the public at each School Committee meeting.

**ITEM NO: II. Chairperson's Report/Members' Reports**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear a report from Ms. Sandra Fryc, Chairperson of the School Committee, and other members of the School Committee who may wish to comment on school affairs?

**BACKGROUND INFORMATION:**

This agenda item provides an opportunity for the Chairperson and members of the Shrewsbury School Committee to comment on school affairs that are of interest to the community.

**STAFF AVAILABLE FOR PRESENTATION:**

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

**ITEM NO: III. Superintendent's Report**

**SPECIFIC STATEMENT OR QUESTION:**

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

**BACKGROUND INFORMATION:**

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

**STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools

**ACTION RECOMMENDED FOR ITEMS I, II, & III:**

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



SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE

ITEM NO: **IV. Time Scheduled Appointment**  
**A. SHS Program of Studies: Report**

MEETING DATE: **1/8/14**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report on the proposed changes to the Shrewsbury High School Program of Studies?

BACKGROUND INFORMATION:

1. Each year, the high school leadership team makes recommendations for adjustments to the course offerings based on a variety of factors.
2. Mr. Bazydlo, Ms. Maureen Monopoli and Ms. Sara Honig will highlight the proposed changes. The School Committee will be asked to approve these changes at its meeting on January 22, 2014.
3. The proposed changes are highlighted in the enclosed memo. A draft of the entire Program of Studies will be provided under separate cover in advance of the January 22 meeting.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION

Mr. Todd Bazydlo, Principal, Shrewsbury High School  
Ms. Maureen Monopoli, Assistant Principal, Shrewsbury High School  
Ms. Sara Honig, Director of Foreign Language

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



## Memorandum

To: Dr. Joseph Sawyer  
From: Todd Bazydlo  
Date: December 30, 2013  
Re: Proposed Changes to the 2014-2015 HS Program of Studies

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I am pleased to present, for the consideration of the Shrewsbury School Committee, proposed changes, additions, and deletions to the *Program of Studies* for the 2014-2015 school year. What you will find in this memorandum represents the collaborative work of the Shrewsbury High School Leadership Team. The vast majority of the proposed changes are designed to refine the overall academic program for our students. Thank you for your consideration and support.

### *Proposed Changes*

#### **General Information**

1. Change in the name of Guidance Department to the School Counseling Department. The change in title of the department more accurately reflects the work of the counselors and the changing needs of our student body. The description is as follows:

The SHS School Counseling Department supports the American School Counseling Association national standards and the Massachusetts Model for school counseling by providing academic, career, and personal/social development counseling including post secondary support for all students at SHS. School counseling programming is delivered to students in grades 9-12 through a classroom developmental guidance curriculum, individual meetings, and various group activities including:

#### **Seminars**

School counselors design, plan, and deliver a developmental guidance curriculum through group seminars. Naviance, the academic, career, and post-secondary planning web-based program, is utilized as part of the process to guide students through the steps of post secondary planning.

#### **Grade 9**

As part of the grade 9 school counseling curriculum, students participate in 3 hours of classroom instruction that assists students' transition to high school. Topics covered include: the culture of SHS through its Core Values, understanding how to navigate SHS academically and personally to achieve success and an introduction to the features of Naviance.

#### **Grade 10**

Students participate in 3 hours of classroom instruction focused on understanding personal academic goals and the school resources available to support their goals. In addition, students will develop a personal, in-depth career exploration of the Holland Career Themes and expert

#### Shrewsbury High School Mission Statement

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

experiences of Road Trip Nation through Naviance. Students are also introduced to Test Prep for access to SAT and ACT preparation.

### **Grade 11**

Students participate in a four-hour junior planning seminar. Over two days, juniors begin the post secondary planning research process by utilizing Naviance to prepare for Junior Planning Night for students and parents/guardians. During semester two, counselors also conduct a seminar on interviewing skills and the college essay.

### **Grade 12**

Students participate in a post-planning application workshop with counselors. Individual meetings are planned for personalized planning throughout the college and post-planning application process. Additionally, various evening programs are presented to students and parents/guardians on the application process and financial aid.

2. College Preparatory Program language change to reflect the recommendations of the Massachusetts Board of Higher Education for admission to State University to include a fourth year of math. The description is as follows:

**Mathematics:** courses in algebra, geometry, advanced math. Students considering attending a Massachusetts state university are required to take a fourth year of mathematics as prescribed by the Massachusetts Board of Higher Education. Additionally, students who plan to major in math, science or engineering should take a fourth year of math, including calculus.

### **English**

1. Minor language changes are proposed to English 12 offerings. These changes are to ensure that course descriptions accurately represent course content and expectations.
- New language for *English 12*:
    - *Literature and Contemporary Media*-This literature-based course will encompass the study and analysis of classic British literature, modern world literature and related examples of visual media. Students will explore the links between the written word and visual interpretations of it. Students will have the opportunity to immerse themselves in discussions of how literary authors and film directors use the conventions of their respective forms and genres to develop interesting plots, dynamic characters and universal themes. Among the literary works of focus are *Hamlet* or *Macbeth*, *Frankenstein*, *Siddhartha*, and *The Kite Runner*. Additionally, students will view selected film adaptations of these novels or other thematically related films.
    - *Dramatic Literature*-This literature-based course will serve to extend critical thinking and interpretation by tracing various universal themes found within the context of significant literary drama. Among the themes students may investigate are the Question of Truth, the Nature of Justice, the Meaning of Greatness, the Question of Identity, Fate and Free Will, Man and Nature, Good and Evil, and Love and Hate. Among the literary works of focus are Sophocles' *Oedipus Rex*, Shakespeare's *Hamlet*, Moliere's *The Misanthrope*, Wilde's *The Importance of Being Earnest*, Beckett's *Waiting for Godot*, and Wilson's *Fences*, as well as other plays and supplementary readings.

- *Romanticism and Gothic Literature*-In this course, students will read several pieces of gothic literature including Walpole's *The Castle of Otranto*, Shelley's *Frankenstein*, Stoker's *Dracula*, and selected works by Edgar Allan Poe. This course explores Gothicism as a literary and artistic movement and how this translates into literature, architecture, the elements of the supernatural, and humans' fascination with things that are terrifying and mystifying. The course requires students to research topics such as contemporary Gothic authors, vampires and zombies, hauntings, and serial killers, to name a few.
- *Literature and the Humanities* In this course, students will read, discuss, and analyze literature from the perspective of a philosopher: searching for insights into the nature of truth, reality and the human condition arising from the humanities--art, philosophy, psychology, history, etc. In developing their ideas, students will synthesize an array of sources into coherent written and oral arguments; emphasis will be placed on applying critical thinking skills to analysis, research, writing, and communication. Students will examine the ideas of influential philosophers and artists and prepare to apply them to fictional works. Prominent texts may include selections by Shakespeare, Hesse, Shelley, Camus, Kesey, and others.
- *Social Issues in World Literature*-In this course, students will read and discuss world literature in order to analyze relevant social issues currently affecting specific regions or areas of the world as well as issues in the recent past that still plague particular nations. Topics to be addressed include but are not limited to gender and societal inequity, government, propaganda, and how they shape worldviews. Students will read, discuss, and write about various works of literature including *Persepolis* by Marjane Satrapi, *The Translator* by Daoud Hari, *A Long Way Gone* by Ishmael Beah, and *The Kite Runner* by Khaled Hosseini.

**Foreign Language** –The Foreign Language department has reviewed course descriptions and expectations and have made numerous language changes to better articulate and reflect the content and expectations of each course. This has been the most thorough review of the course descriptions in the last 3 years and the recommended changes are listed below by target language.

### **French**

1. Eliminate *French II B* and align courses and expectations as A-level and Honors.
2. Minor language changes to *French II*. The new course description is: This course is designed for those students who have passed *French I* for credit, but still require significant practice and review of the four basic skills. Students will continue to hone listening, speaking, writing and reading skills. Emphasis will be placed on accuracy in the present tense and an introduction to the past tense. France will be the francophone region highlighted for cultural comparisons.
3. Add new course level *French II Honors*. The new course description is: This course is designed for students who have been successful in the study of *French I* and have acquired the necessary skills to move up to the next level. Students will continue to develop the skills of speaking, listening, writing and reading. Emphasis will be placed on accuracy in the present tense, the past tense and an introduction to the imperfect tense. In preparation for the AP program, students will



- begin to do cultural comparisons and write informal emails. Students will use a reader to encourage conversation. France will be the francophone region highlighted for cultural comparisons. This course is conducted, with increasing frequency, in French.
4. Minor language changes to *French III*. The course description is as follows: This course is intended for students who wish to continue studying French in order to achieve better competency with the language. Emphasis will be placed on extending grammar and vocabulary in order to improve the students' ability to communicate, for example, how and when to use the *imparfait* and *passé composé*. Various French-speaking countries will also be explored. This course is conducted, with increasing frequency, in French.
  5. Minor language change to *French III Honors*. The new course description is: This course is designed for students who have been successful in the study of *French II* and have acquired the necessary skills to move to the honors level. Students will continue to increase self-expression and hone the skills of listening, speaking, reading and writing through compositions and oral presentations. Emphasis will be placed on extending grammar and vocabulary in order to improve the students' ability to communicate at the intermediate level, for example, how and when to use the *imparfait* and *passé composé*. Students will explore various French-speaking countries and also read authentic short stories. This course is conducted primarily in French.
  6. Minor language changes to *French IV*. The new course description is: This course is intended for those students who are preparing for entry into *Advanced Placement French* the following year. Emphasis is placed on developing accuracy in both oral and written expression with more complex and finite grammar. Students will read authentic literature including 'Le Petit Prince' and the fables of Lafontaine. This course is conducted entirely in French.
  7. Minor language change to *French V*. The new course description is: This course is designed for honors students who wish to continue the study of French but opt not to take the French AP exam. Students will continue to practice their oral and written skills. Emphasis in this course is placed on accuracy in both oral and written expression, as more complex grammar is introduced. Contemporary literature and short readings will be read and discussed in seminar style. The cultural focus will be on French speaking countries around the globe. The class is conducted entirely in French.

## Spanish

1. Eliminate *Spanish II B* and align courses and expectations as A-level and Honors.
2. Add a new course *Introduction to High School Spanish*. The new course description is: The goal of this course is to prepare students for the high school Spanish program. Students will hone their skills in reading, writing, speaking and listening. This course emphasizes the key grammar concepts and vocabulary necessary to advance to *Spanish II*.
3. Minor language changes to *Spanish II*. The new course description is: This course is designed for those students who have passed *Spanish I* for credit, but still require significant practice and review of the four basic language skills. Students will continue to hone listening, speaking, writing and reading and concentrate on those segments of Spanish I that need additional review. Hispanic culture is woven into the curriculum via textbook readings, class discussions, videos, and language lab activities.
3. Add new course level *Spanish II Honors*. The new level description is as follows: This course is designed for students who have been successful in the study of *Spanish I* and have acquired the

necessary skills to move up to the next level. Students will continue to develop the skills of speaking, listening, writing and reading with an emphasis on how and when to use the imperfect and preterite tenses. Hispanic culture is woven into the curriculum via textbook readings, class discussions, videos, and language lab activities.

4. Minor language changes to *Spanish V*. The new course description is: This course is intended for those advanced students who enjoy learning Spanish and wish to continue to practice their oral and written skills. This is primarily a literature and culture course with a review of all grammar. Students will read authentic literature, including poetry, shorts stories and folktales from Latin American and Spain. Written essays will focus on themes from the literature as well as on personal topics and current issues. The culture and the history of Spain will be explored with projects related to many aspects of Spanish life. Oral presentations, skits and dialogues will improve speaking proficiency in the target language. The class is conducted in Spanish.

### **Latin**

1. Minor language changes to *Latin II*. The course description is as follows: The content of *Latin II* has been selected and arranged in such a way as to further the student's linguistic, cultural and social development. After a review of the vocabulary, forms and grammar constructions from *Latin I*, students study significant events in Roman history and more complex aspects of the language.. Students will further develop reading English derivatives from Latin roots will increase the student's working vocabulary.
2. Add a new course level *Latin II Honors*. The new level description is as follows: This course is designed to mirror the curriculum of *Latin II* at a faster pace. After a review of the vocabulary, forms and grammar constructions from Latin I, students study significant events in Roman history and more complex aspects of the language. Students will further develop reading and translating skills with special attention given to word order and sentence structure. Honors students also will have additional independent or collaborative assignments. The continued study of English derivatives from Latin roots will increase the student's working vocabulary.
3. Minor Language changes to the course description of *Latin III Honors*. The course description is as follows: This course is designed to mirror the curriculum of *Latin III* at a faster pace. Students will hone reading and writing skills through more challenging translations, oral presentations and collaborative projects. Literature selections emphasize prose from authors of the first century B.C.E.
4. Minor Language changes to the course description of *Latin V Honors*. The course description is as follows: This course is designed for advanced students who wish to continue the study of Latin but opt not to take the Latin AP exam. The curriculum consists of a survey of Latin literature and will include areas such as letters, poetry and satire. This course will have the flexibility to examine any genre or time period of the language, depending on student interest.

### **Chinese**

1. Add separate descriptions for the Honors level to Mandarin Chinese II, III, IV, V. The new course descriptions are listed below in order by year of study.

#### *Chinese II Honors*

This course is a continuation of the middle school program and is designed to mirror the curriculum of Mandarin Chinese II at a faster pace. Students will continue to work to hone speaking, listening and writing skills as they acquire more characters and more sophisticated

patterns of expression. Students will also learn about the history, geography and cultural differences of the Chinese people. Additional assignments and projects will be required.

#### *Chinese III Honors*

This course is designed to further prepare the student for real-life interactions using the Chinese language. Oral, aural and written skills will continue to be emphasized. The class will consist of higher-level listening, reading, speaking, and writing exercises as well as using advanced grammatical structures and higher-level vocabulary lists. Students are strongly encouraged to speak Chinese in the classroom as much as possible when dealing with each other or with the teacher. Additional assignments and projects will be required.

#### *Chinese IV Honors*

This course extends the student's ability for proficiency in communication as more sophisticated expressions and additional characters are introduced. Students will continue to hone listening, speaking, reading and writing skills. Students learn how to communicate in a variety of real-life situations. Additional assignments and projects will be required.

#### *Chinese V Honors*

This course is intended for those students who have achieved a high degree of proficiency in Mandarin Chinese and wish to advance their speaking, listening, reading and writing skills to the next level. Students expand their repertoire of characters and acquire further tools for nuanced communication. Additional assignments and projects will be required.

### ***Health and Physical Education***

1. Minor language change, *Personal Fitness and Conditioning*, for students in grades 11 and 12. The course description is as follows:

*Personal Fitness and Conditioning* is an elective course for juniors and seniors and may be taken to meet a student's minimal physical education requirement or as an additional elective course. Students will examine the five health-related components of fitness and strategies to address each in their fitness training. Students will design and implement their own fitness program, record their progress, and complete activity logs to monitor their success. This course meets for 3 days during the 7-day rotation.

### ***Instructional Technology, Television & Media Services***

1. Minor language change to *Multimedia Applications*. The new course description is: This course explores Adobe Flash and related multimedia topics. In this course, students will learn to create digital drawings and design digital animations. The students will learn to enhance their animations with sound and interactivity up to and including building simple games when class pacing permits. The students can share their animations with others using web pages. The course is project based and will involve individual and collaborative projects.
2. Minor language change to *Introduction to Computer Programming with Java*. The new course description is: Understanding programming is becoming an increasingly valuable skill for success in our digital world, one that requires both creativity and logic. This course is an introductory, project-based experience in understanding how computers are programmed that can benefit all students, even those who are not pursuing technical careers. Aspiring programmers will also benefit from this course because the Robotics team and the virtual high school AP programming course use Java. This course can be taken for Honors credit with agreement of the instructor.

### ***Mathematics***

1. Change the title(s) of prerequisite courses to align with current offerings. For example- *Advanced Math II* to *Precalculus*.

### ***Music and Theatre***

1. Change the name of the department to the Performing Arts Department. The change in the title of the department more accurately reflects programming offered.

### ***Science and Technology***

1. Change the title of the department to Science and Engineering Department. The proposed change accurately reflects the focus of engineering and will reduce confusion between courses offered by the Science Department and the Instructional Technology, Television & Media Services (ITAMS) Department.
2. Minor language changes to *Earth Systems Science*. The course description is as follows:  
This course engages students in the study of the geologic materials and processes that shape the Earth and environment. Topics include Earth modeling, minerals, rocks, rock dating, the geological time scale, plate tectonics, earthquakes, volcanoes, and erosion. Students who desire to take this course for honors credit must complete additional assignments and independent work during both quarters. Honors students must execute a written agreement with the teacher at the start of the course to take the course for honors credit.
3. Minor language changes to *Advanced Placement Physics 1*. The course description has changed as the College Board has eliminated AP Physics B and replaced this course with AP Physics 1 and AP Physics 2. SHS would offer AP Physics 1 and the refined course description is as follows:  
*Advanced Placement Physics 1* is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. See <http://apcentral.collegeboard.com> for more information. Students need to be proficient with algebra and trigonometry. Calculus, if used, will apply to some theoretical developments and will require only a basic understanding. The course is principally designed to develop students' ability to interpret and analyze physical information presented in verbal, mathematical and graphical form and hence is a problem-solving course. The laboratory component will engage students in designing experiments, determining uncertainties in measurement, drawing inferences and communicating results. Students are expected to take the AP Physics 1 version of the Advanced Placement Exam in May. A summer assignment is required. This course is considered a lab science.
4. Eliminate *Digital Electronics (DE)*. DE will take a hiatus from the 2014-2015 Program of Studies and will look to be offered in 2015-2016 school year.

### ***Social Sciences***

1. Minor language changes to *America and the World Today*. The new course description is:  
This course is designed to provide students with an understanding of America's role in the national and global community. Class discussions, guest speakers and research provide students the opportunity to explore and analyze American involvement in contemporary domestic and international issues. Students will be expected to remain cognizant of current events to enable them to analyze the relationship between historical developments and current issues. Students continue to develop their skills as critical thinkers when analyzing evidence, issues and arguments.

Students seeking honors credit must execute a written agreement with the teacher for additional independent assignments/assessments.

2. Minor language changes to *Global Studies*. The new course description is:  
*Global education teaches students the knowledge and skills necessary for citizenship in a culturally diverse and globally interconnected world.* (SPS Global Studies Committee)  
This course will introduce students to and provide them with an understanding of their role in a global society. Through current events, class discussions, guest speakers and independent research, students will investigate a variety of topics such as population trends, government & politics, environmental issues, agricultural & urban land use, social & cultural conflicts as well as economic issues from a global perspective. Students seeking honors credit must execute a written agreement with the teacher for additional independent assignments/assessments.
3. Add a new course: *American Government*. The course description is as follows:  
This course is designed to provide students with an understanding of the structure, purpose, principles and practices of American government at the local, state and federal level. Following the guidelines of the Department of Elementary and Secondary Education Frameworks, students will investigate their rights and responsibilities as American citizens and how they can exercise these rights and responsibilities at the local, state and national levels. Current issues, class discussions, guest speakers and research will provide students the opportunity to explore and analyze various issues involving their local, state and national governments. Students continue to develop their skills as critical thinkers when analyzing evidence, issues and arguments. Students seeking honors credit must execute a written agreement with the teacher for additional independent assignments/assessments.
4. Eliminate *Asia and Africa Studies*. This course will take a hiatus from the 2014-2015 Program of Studies and will look to be offered in 2015-2016 school year.

### ***Visual Arts***

1. Add the option for a full year *Ceramics II and Sculpture* course. Currently, ceramics is offered by the semester. The course description is as follows:  
Students will build upon skills developed in *Ceramics I* to explore various aspects of sculpture; additive, subtractive, relief techniques, as well as more complex pieces thrown on the pottery wheel. Materials may include wire, clay, wood, plaster, paper maché, cardboard and found objects.  
Students will strengthen their skills through the expansion of long term assignments incorporating the elements and principals of sculpture, while building a portfolio of work. *A materials fee may be assessed.*



SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE

ITEM NO: **IV. Time Scheduled Appointment**  
**B. FY 15 Enrollment Projections: Report**

MEETING DATE: **1/8/14**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report regarding Enrollment Projections for Fiscal Year 2015?

BACKGROUND INFORMATION:

1. Each year, the Town Manager's office and the New England School Development Council (NESDEC) provide the district with enrollment projections. The Town Manager's projection is a mathematical formula-based approach using the cohort survival method. NESDEC uses a modified version of this approach that also takes census data, housing starts, and other information into account.
2. Dr. Sawyer will discuss the projections and their implications for the district, especially relative to budgeting.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

**FY 2014  
School Enrollment Projections**

	1.190	1.055	1.030	1.003		1.013	0.980		1.010	1.004	7-8	9	1.010	0.989	12	9-12	TOTAL*	preschool	
k	1	2	3	4	k-4	5	6	5-6	7	8	7-8	9	10	11	12	9-12	TOTAL*	preschool	
1998	403	381	365	408	395	1952	354	356	710	328	338	666	241	198	226	254	4247	134	4381
1999	359	466	395	391	424	2035	394	352	746	356	328	684	266	234	202	219	4386	126	4512
2000	393	420	471	402	399	2085	433	389	822	361	367	728	290	280	245	213	4663	135	4798
2001	385	475	444	469	424	2197	419	427	846	400	364	764	324	296	283	236	4946	131	5077
2002	407	442	483	442	488	2262	428	423	851	426	395	821	343	330	287	274	5168	150	5318
2003	398	484	464	480	464	2290	494	436	930	438	437	875	356	343	324	289	5407	157	5564
2004	384	449	489	464	504	2290	463	492	955	444	441	885	413	360	334	320	5557	174	5731
2005	394	452	466	502	466	2280	502	461	963	486	443	929	425	402	345	344	5688	188	5876
2006	378	440	468	452	507	2245	462	488	950	449	501	950	408	436	388	351	5728	173	5901
2007	376	439	454	482	454	2205	496	450	946	485	449	934	419	404	423	383	5714	181	5895
2008	342	476	456	459	478	2211	456	461	917	453	489	942	393	429	390	427	5709	196	5905
2009	348	426	493	465	459	2191	473	436	909	466	439	905	421	398	415	391	5630	211	5841
2010	372	429	448	515	472	2236	469	465	934	435	479	914	401	417	390	410	5702	241	5943
2011	341	429	457	464	516	2207	485	476	961	462	443	905	414	414	413	390	5704	243	5947
2012	364	416	447	474	458	2159	524	465	989	473	466	939	408	421	417	412	5745	262	6007
2013	392	399	450	452	480	2173	462	518	980	490	471	961	420	406	421	403	5764	250	6014
2014	384	466	421	463	454	2188	486	453	939	523	492	1015	420	424	402	417	5805		
2015	334	457	492	434	465	2182	459	476	936	457	525	983	439	424	419	398	5781		
2016	393	398	482	507	435	2214	471	450	921	481	459	940	469	443	420	416	5822		
2017	376	467	420	497	508	2268	440	462	902	455	483	938	410	473	438	416	5844		
2018	372	447	493	432	498	2242	515	432	947	466	456	923	431	414	468	434	5858		
2019	372	443	472	507	433	2227	505	505	1009	436	468	904	407	435	409	464	5856		
2020	372	443	467	486	509	2276	439	495	934	510	438	947	417	411	430	405	5822		
2021	372	443	467	481	488	2250	516	430	946	500	512	1011	391	421	407	426	5852		
2022	372	443	467	481	482	2245	494	505	999	435	502	936	457	394	417	403	5850		

**Notes:**

- 1998-2013 are actual enrollments
- Of the 403 students in grade 12 in 2013, 12 are out of district children enrolled through the adoption of school choice; 1 choice student remains in grade 11
- Assumed births for 2013-17 were calculated taking the average of the previous four years of recorded births

**FY 2014  
School Enrollment Projections**

Births	k		b-k		survivals	years											
		k		b-k		k-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12
2003	433	2008	342	0.790													
2004	457	2009	348	0.761													
2005	416	2010	372	0.894													
2006	384	2011	341	0.888	1.246	1.036	1.020	1.000	0.990	0.956	1.011	0.969	0.861	1.013	0.967	1.003	
2007	363	2012	364	1.003	1.233	1.052	1.045	1.015	1.022	0.983	0.998	1.028	0.913	0.990	0.980	0.988	
2008	363	2013	392	1.080	1.153	1.065	1.036	1.002	1.028	1.015	0.994	1.018	0.864	1.032	0.990	1.000	
		2 Year Ave			1.220	1.042	1.037	0.987	1.016	0.959	0.994	1.009	0.921	1.017	1.007	0.998	
		Projections			1.096	1.082	1.011	1.013	1.009	0.989	1.054	0.996	0.901	0.995	1.000	0.966	
2009	369	2014	384	1.041	1.190	1.055	1.030	1.003	1.013	0.980	1.010	1.004	0.892	1.010	0.989	0.991	
2010	321	2015	334	1.041													
2011	377	2016	393	1.041													
2012	361	2017	376	1.041													
	357	Ave															
Assumed (290 births through 10/29/2013)																	
2013	357	2018	372	1.041													
2014	357	2019	372	1.041													
2015	357	2020	372	1.041													
2016	357	2021	372	1.041													
2017	357	2022	372	1.041													



TO: Dr. Joseph M. Sawyer, Superintendent of Schools, Shrewsbury, MA  
 FROM: Donald G. Kennedy, Ed.D., Demographic Specialist  
 DATE: January 2, 2014 Revised  
 RE: Enrollment Projections

We are pleased to send you the enclosed documents displaying the past, present, and projected enrollments for the Shrewsbury School District. We have used the figures given to us by the district and we assume that the method of collecting the enrollment data has been consistent from year to year.

NESDEC's enrollment projection totals from fall of 2012 data fell within 6 students of the actual Grade K-12 resident enrollment total for fall, 2013 (5,758 projected v. 5,764 actual). This degree of accuracy, however, masks the fact that the Kindergarten projection was not close to the target, due to the new Full-Day Program – see below. In Grades K-4, 2,168 pupils were projected v. 2,173 enrolled. In Grades 5-6, 982 students were forecast v. 980 actual. In Grades 7-8, 944 pupils were projected v. 961 enrolled. And in Grades 9-12, 1,664 students were forecast v. 1,650 actual.

The two factors now at work which will have the greatest effect upon future enrollments are: a significant decline in the number of births to Shrewsbury residents and, to a greater degree, b. the resumption of in-migration (which had slowed, then disappeared due to the real estate slowdown). In the decade from 1998-2007, Shrewsbury averaged 444 births per year; more recently (and expected over the next 6-7 years) are about 332-379 births annually - averaging about 81 fewer per year than previously. **In the 2010 US Census, the number of women in the age 25-44 cohort had decreased from the prior census; at some point, enough new families will move into Shrewsbury to again increase the number of annual births.** Incidentally, hard-hit Connecticut experienced an 8.6% decline in births from 2007 to 2009 (in large part caused by the economic Recession), the largest decline among the six New England states – followed by an 8.1% decline in Rhode Island births, the two states with the highest rates of unemployment in the New England region. Economists are forecasting a slow-yet-steady recovery from the current rates of unemployment (RI 9.1%; CT 8.1%; US average non-farm unemployment 7.2%; MA 7.2%; ME 7.0%; NH 5.0%; and VT 4.6%) which, in turn, may lead to additional in-migration and births.

The ever-changing relationship between Shrewsbury births and Kindergarten enrollments is displayed on the B-K graph. Shrewsbury, over the past seven years, has registered about 87 Kindergarteners for every 100 births (five years previous), a relationship which has been quite stable...however this fall there were 103 Kindergarteners for every 100 births five-years-previous. Corrections have been made in ratios, as necessary. Note on the graph, that in 2009 there were only 74 Kindergarteners for every 100 births. In 2012 and 2013, the option of Full-Day Kindergarten was offered; on the B-K Relationship graph, note the larger number of families who took advantage of this option. **There is a 90% probability that in the fall of 2014-15, Shrewsbury will have between 345 and 384 Kindergarteners (if the Full-Day Program is continued); 364 children are forecasted for**

**Kindergarten.** This is probably a good time to be implementing a Full-Day Kindergarten, as the number of births is expected to remain low for several years. Grade 1 is expected to be about 11% larger than the previous year's Kindergarten class.

Like many nearby communities Shrewsbury continues to experience enrollment fluctuations of in/out-migration in Grades 1-8 (grades 9-12 are excluded from this calculation because each year Grade 9 is about 10% smaller than the size of the same group of 8<sup>th</sup> graders from the previous year – for reasons that have little to do with families moving out of Shrewsbury). Over the past ten years in Grades 1-8, there have been six years of 1-2% in-migration (+2% in 2010, 2011 and 2013); and four flat years.

**Over the next three years, 1-4 enrollments are forecast to decrease by a total of 80 students (due primarily to smaller groups of incoming Kindergartens); Grades 5-6 to decrease by 55 pupils; Grades 7-8 to decrease by 6 pupils; and the high school to increase by about 122 pupils...all within the next three years. After that point these projections show a decline in Grades K-12 (as the smaller groups work their way up the grades). That said, it is quite likely that real estate turnover will have increased, bringing in additional new families - see the "Projections" page.**

**Will these patterns of declining enrollments really last for as long as ten years? Perhaps not.** All projections are more reliable in Years #1-5; and less reliable in Years #6-10. As soon as the economy and real estate situation improve in the region, additional in-migration likely will return to Shrewsbury. Many communities in the region sold during 2008-2012 only about 60-80% as many homes as in 2004-2007. In the case of Shrewsbury, the economy and sale of houses appear to have weathered the recent real estate slowdown. Building permits had been slowed, as in nearby communities; see the "Additional Data" table below. **As additional families move in, the forecasted increases could be greater.** See the description on Page 4 below regarding "reliability of projections".

The birth numbers used in the projections, through 2011, are from the MA Department of Public Health. The "estimated" years, beginning with 2012 are a rolling five-year average, which NESDEC has found to be the most accurate method of estimation. Local Town Clerks have birth information for 2012 and 2013, however do not have access to the numbers of Shrewsbury residents born out-of-state (information which will eventually become known to the MA DPH). **Undoubtedly NESDEC will be doing follow-up projections during this school year, in which we will incorporate additional birth information.**

The two most difficult grades to forecast in all districts are Kindergarten and Grade 9. The latter is difficult to anticipate, as there are so many options for Grade 9 (in vocational or agricultural schools, private or parochial non-public schools, etc. Kindergarten can be difficult to project based upon births alone, as many districts have large numbers of "net move-ins/move-outs" who are ages 1-4. Some districts take the extra steps to track 3 and 4-year olds with a local town census, or report to NESDEC the known number of 4-year olds in local preschools/nursery schools which typically enroll Kindergarteners in the district. Knowing this information helps NESDEC to project Kindergarteners more reliably...as does data from the Kindergarten Screening in districts which also track 3 and 4-year old siblings (or neighbors) at that time. **Information on the number of four-year olds in the Shrewsbury town census, could help NESDEC to more accurately forecast the number of incoming Kindergarteners each year.** The more data, in addition to births, which is sent to NESDEC, the greater is the chance that "enrollment surprises" will be minimized.

A word about PK projections: the trend in virtually every district is to serve additional 3 and 4-year olds each year, even if the number of Kindergarteners is in decline. Hence, the rising numbers in PK projections. The reasons why additional 3 and 4-years olds are being served are multiple: more children in need of Special Education services are being identified at early ages, including larger

number of students on the autism spectrum. Further, many districts are moving to expand their services to “typically developing” 3 and 4-year olds in order to improve/enhance the educational quality of their existing programs. Longitudinal research continues to indicate both the educational and fiscal benefits of early intervention programs of schooling.

Recent New England trends in the 275+ district for which NESDEC furnishes projections are primarily on the side of declining enrollments, due to fewer births combined with fewer new families moving into the districts...the latter factor, however, may be changing, as we expect in Shrewsbury. Large cities and their nearby communities have displayed flat or rising numbers of births, and enough new renters to keep the school population flat or rising slightly. If your district has need for further assistance in the area of long range facilities planning, we urge you to call so that we might discuss our planning services which include our Demographic and Long-Range Enrollment Projection Studies. We have enclosed suggestions for interpreting the printout and a brief description of the modified cohort survival methodology used in preparing the projections. As always, we would be delighted to hear from you regarding ways in which we might make the enrollment forecasts more useful to you. Please don't hesitate to call or email us at [ep@nesdec.org](mailto:ep@nesdec.org). Best wishes for the school year.

# Analyzing Your Enrollment

## Historical Public Enrollments

1. After the "YEAR" column can be found the "BIRTHS" column. The number of births to residents for each of eleven years is displayed. Note any trends, e.g., have births been decreasing? increasing? leveling off? Kindergarten and Grade 1 enrollments are normally quite responsive to these fluctuations.
2. Look down the K and 1 columns and note the direction of the trend. This affords a comparison of these classes over a ten-year period. Add the K and Grade 1 enrollments of the first school year recorded, and compare them with the sum of the current K and Grade 1 enrollments.
3. Take the first K class and follow it diagonally to trace its movement to Grade 1, 2, etc. up to its current 10th grade status. This comparison (which can be accomplished for other classes also) gives some measure of the effects of migration in your school district. If a sixth grade class today is larger than it was as a K class six years ago, then in-migration has probably occurred; if it is smaller, then out-migration has probably occurred.
4. Compare each K class with the previous year's graduating class. Note which is larger and by what amount one surpasses the other. Larger graduating classes generally reflect declining enrollments; larger K classes generally indicate increasing enrollments.
5. In the "Grade Combinations" section, note the trends of elementary, middle school/junior high, and high school enrollments. A significant and consistent trend in these summaries usually results in the corresponding trend for projected enrollments. If enrollments are leveling off in the elementary grades after a period of decline, then the secondary enrollments might be expected to continue to decline for several years until the leveling off experience has had time to take hold at the secondary grades.

## Enrollment Projections

1. Note the trends exhibited in the total K-12 (or 1-12) projection for the next five years as well as the projections for various grade combinations. The trends on this page should generally exhibit a continuation of the trends mentioned above for historical enrollments, although the rate of change may be quite different.
2. Look at the births in the most recent years and note whether the trend is up, down, or level.
3. Make similar comparisons as appropriate on this page as were suggested for the "Historical Public Enrollments" page.

## PROJECTION METHODOLOGY

The cohort survival technique is the most frequently used method of preparing enrollment forecasts. NESDEC uses that technique, but modifies it in order to move away from forecasts which are wholly computer or formula driven. Such modification permits the incorporation of important, current town-specific information into the generation of the enrollment forecasts. Basically, percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2010-11, increased to 104 students in Grade 2 in 2011-12, the percentage of survival would have been 104% or a ratio of 1.04. Such ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics for a pre-determined number of years. The ratios used are the key factors in the reliability of the projections, given the validity of the data at the starting point. The strength of the ratios lies in the fact that each ratio encompasses collectively the variables that account for increases or decreases in the size of a grade enrollment as it moves on to the next grade. Each ratio represents the cumulative effect of the following factors:

1. Real estate turnover and new residential construction;
2. Migration, in or out, of the schools;
3. Drop-outs, transfers, etc.;
4. Births to residents;
5. Retention in the same grade.

## RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. In this regard, the projections are generally most reliable when they are closest in time to the current year. Projections six to ten years out may serve as a guide to future enrollments, and are useful for facility planning purposes. However, they should be viewed as subject to change given the possibility for change in the underlying assumptions/trends.

Projections based upon **the children already in the district** (the current K-12 population only) will be the most reliable; the second level of reliability will be for those children already **born into the community but not yet old enough to be in school**. The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding an additional variable. See these three multi-colored groupings on the "Projected Enrollment" slide/page.

**How often do the actual enrollments closely match the NESDEC projections?** The research literature reports the closest that enrollment forecasters are likely to come to actual enrollments is about 1% variance per year-from-the-known-data. That is, a 1% variance from projection-to-actual "one-year-out" into the future (2% variance "two-years-out" ... 10% variance "ten-years-out"). NESDEC reaches this "highest possible" standard in about 90% of cases. When our NESDEC variance is greater, the reasons often are one of the following: a. imbedded/intervening "hidden"

variables (examples: a parochial school closed or other students returned from non-public schools, a charter school opened, the Kindergarten program changed entrance age or to extended/full-day, the high school toughened its course credit/graduation requirements, the District set new attendance boundaries for elementary schools, or the District had well-publicized budget/referendum difficulties); b. the District size was below 500 students, thus subject to fluctuations; or c. the District has not done enrollment projections on an annual basis.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (high or low) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may be starting. **In light of this, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October.** This service is available at no cost to affiliated school districts.

# Shrewsbury, MA Historical Enrollment

School District:

Shrewsbury, MA Revised

1/2/14

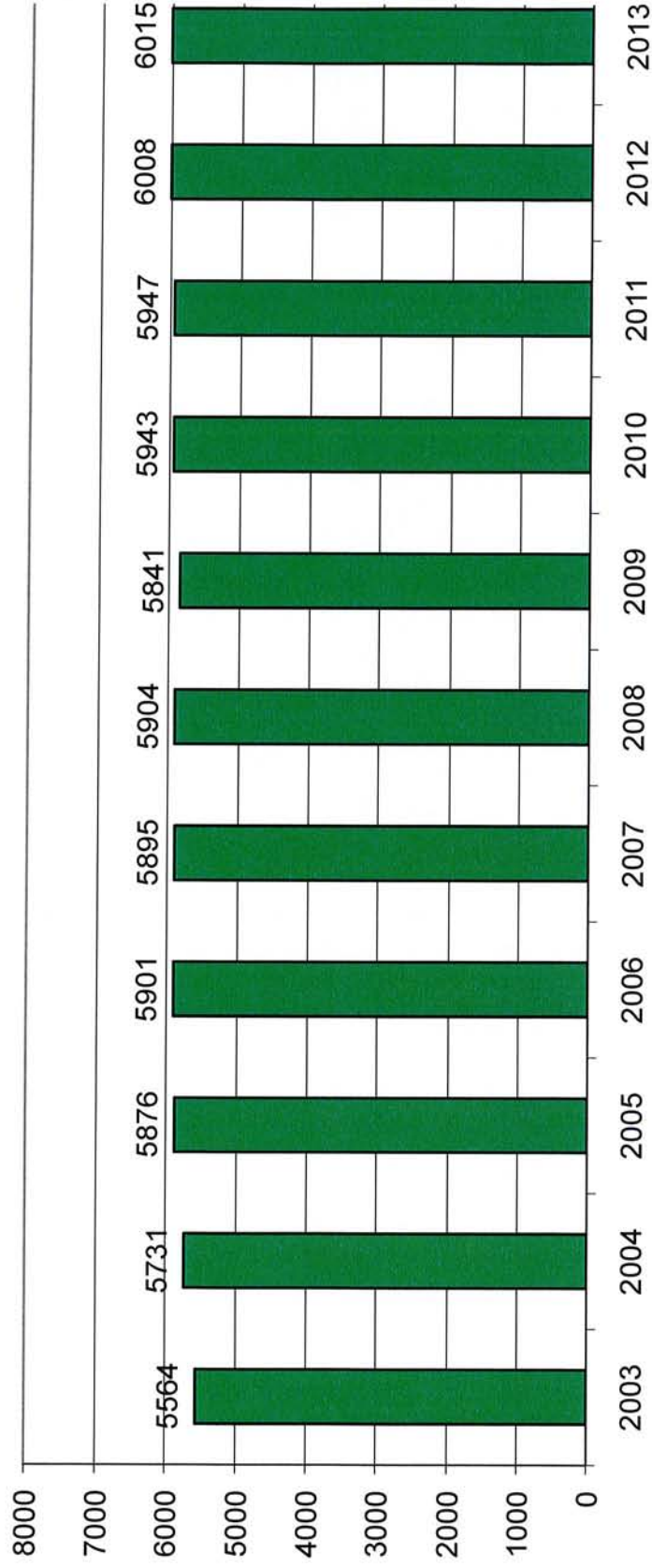
Historical Enrollment By Grade																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
1998	457	2003-04	157	398	484	484	480	484	494	436	438	437	356	343	324	289	0	5407	5564
1999	464	2005-05	174	384	449	489	464	504	463	492	444	441	413	360	334	320	0	5557	5731
2000	462	2005-06	188	394	452	466	502	466	502	461	486	443	425	402	345	344	0	5688	5876
2001	470	2006-07	173	378	440	468	452	507	462	488	449	501	408	436	388	351	0	5728	5901
2002	485	2007-08	181	376	439	454	482	454	496	450	485	449	419	404	423	383	0	5714	5855
2003	439	2008-09	196	342	476	456	459	478	456	461	453	489	393	429	390	426	0	5708	5904
2004	469	2009-10	211	348	426	493	465	459	473	436	466	439	421	388	415	390	1	5630	5841
2005	429	2010-11	241	372	429	448	515	472	469	465	435	479	401	417	390	410	0	5702	5943
2006	396	2011-12	243	341	429	457	464	516	485	476	462	443	414	414	413	390	0	5704	5947
2007	364	2012-13	262	364	416	447	474	458	524	465	473	466	408	421	417	412	1	5746	6008
2008	379	2013-14	250	392	399	450	452	480	462	518	490	471	420	406	421	403	1	5765	6015

Historical Enrollment in Grade Combinations										
Year	PK-K	1-4	5-6	K-8	5-8	6-8	7-8	7-12	9-12	
2003-04	555	1892	930	4095	1805	1311	875	2187	1312	
2005-05	558	1906	955	4130	1840	1377	885	2312	1427	
2005-06	582	1886	963	4172	1892	1390	929	2445	1516	
2006-07	551	1867	950	4145	1900	1438	950	2533	1583	
2007-08	557	1829	946	4085	1880	1384	934	2563	1629	
2008-09	538	1869	917	4070	1859	1403	942	2580	1638	
2009-10	559	1843	909	4005	1814	1341	905	2529	1624	
2010-11	613	1864	934	4084	1848	1379	914	2532	1618	
2011-12	584	1866	961	4073	1866	1381	905	2536	1631	
2012-13	626	1795	989	4087	1928	1404	939	2597	1658	
2013-14	642	1781	980	4114	1941	1479	961	2611	1650	

Historical Percentage Changes			
Year	K-12	Diff.	%
2003-04	5407	0	0.0%
2005-05	5557	150	2.8%
2005-06	5688	131	2.4%
2006-07	5728	40	0.7%
2007-08	5714	-14	-0.2%
2008-09	5708	-6	-0.1%
2009-10	5630	-78	-1.4%
2010-11	5702	72	1.3%
2011-12	5704	2	0.0%
2012-13	5746	42	0.7%
2013-14	5765	19	0.3%
Change	358	6.6%	

# Shrewsbury, MA Historical Enrollment

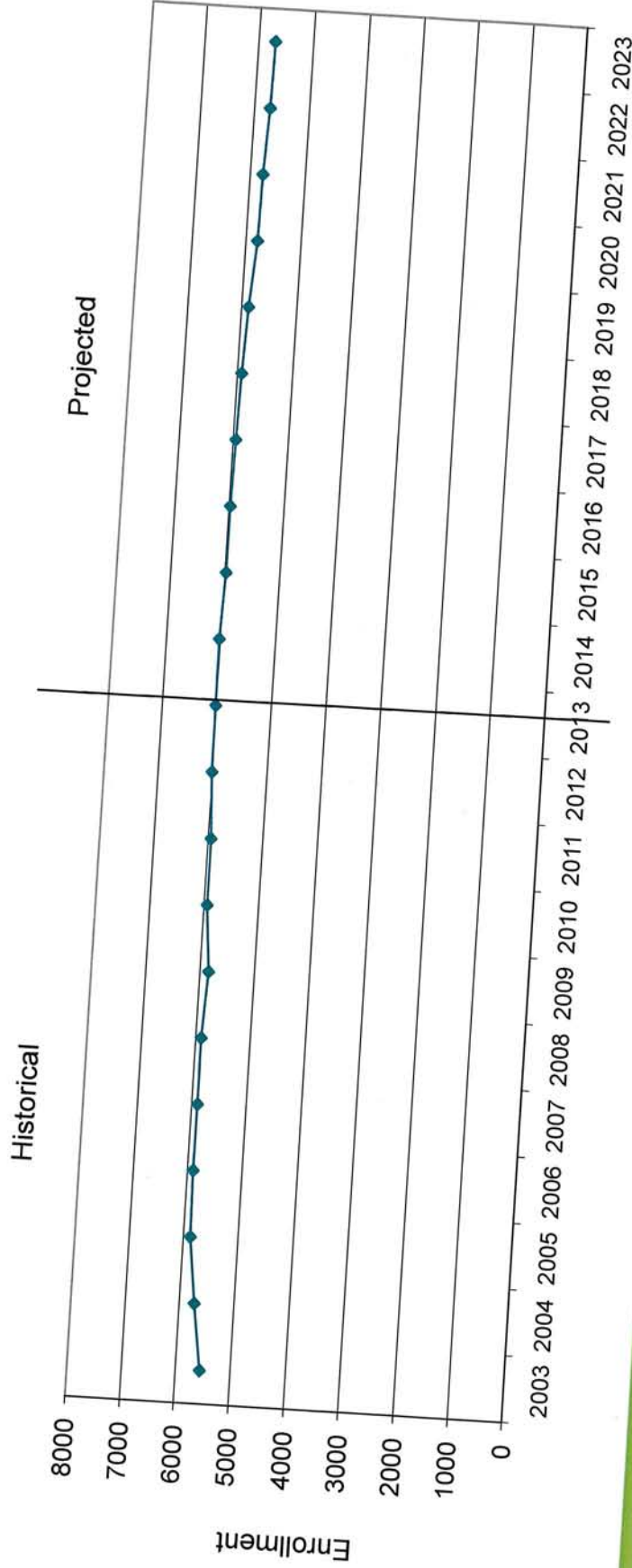
PK-12, 2003-2013





# Shrewsbury, MA Historical & Projected Enrollment

## PK-12, 2003-2023



# Shrewsbury, MA Projected Enrollment

School District: Shrewsbury, MA Revised

1/2/14

Enrollment Projections By Grade*																		
Birth Year	Births	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2008	379	250	392	399	450	452	480	462	518	490	471	420	406	421	403	1	5765	6015
2009	371	253	364	435	424	463	452	488	456	525	494	422	426	406	416	1	5772	6025
2010	332	256	325	404	462	436	463	460	482	462	529	442	428	426	401	1	5721	5977
2011	368	(est.)	361	361	429	475	436	471	454	489	466	474	449	428	421	1	5715	5974
2012	363	(est.)	366	401	384	441	475	444	465	460	493	417	481	449	423	1	5690	5952
2013	363	(est.)	355	395	426	395	441	483	438	471	463	441	423	481	444	1	5667	5922
2014	359	(est.)	352	394	420	438	395	449	477	444	475	415	448	423	475	1	5606	5874
2015	357	(est.)	350	391	419	432	438	402	443	484	447	425	421	448	418	1	5519	5790
2016	362	(est.)	355	389	416	431	432	446	397	449	488	400	431	421	443	1	5499	5773
2017	361	(est.)	354	394	414	428	431	439	440	402	452	437	406	431	416	1	5445	5722
2018	360	(est.)	353	393	419	426	428	438	433	446	405	405	443	406	426	1	5422	5702

\*Projections should be updated on an annual basis.

Based on an estimate of births

Based on children already born

Based on students already enrolled

## Projected Enrollment in Grade Combinations\*

Year	PK-K	1-4	5-6	K-8	5-8	6-8	7-8	7-12	9-12
2013-14	642	1781	980	4114	1941	1479	961	2611	1650
2014-15	617	1774	944	4101	1963	1475	1019	2689	1670
2015-16	581	1765	942	4023	1933	1473	991	2688	1697
2016-17	620	1701	925	3942	1880	1409	955	2727	1772
2017-18	618	1701	909	3919	1862	1418	953	2723	1770
2018-19	620	1657	921	3867	1855	1372	934	2723	1789
2019-20	620	1647	926	3844	1845	1396	919	2680	1761
2020-21	621	1680	845	3806	1776	1374	931	2643	1712
2021-22	629	1668	843	3803	1780	1334	937	2632	1695
2022-23	631	1667	879	3754	1733	1294	854	2544	1690
2023-24	633	1666	871	3741	1722	1284	851	2531	1680

See "Reliability of Enrollment Projections" section of accompanying letter.

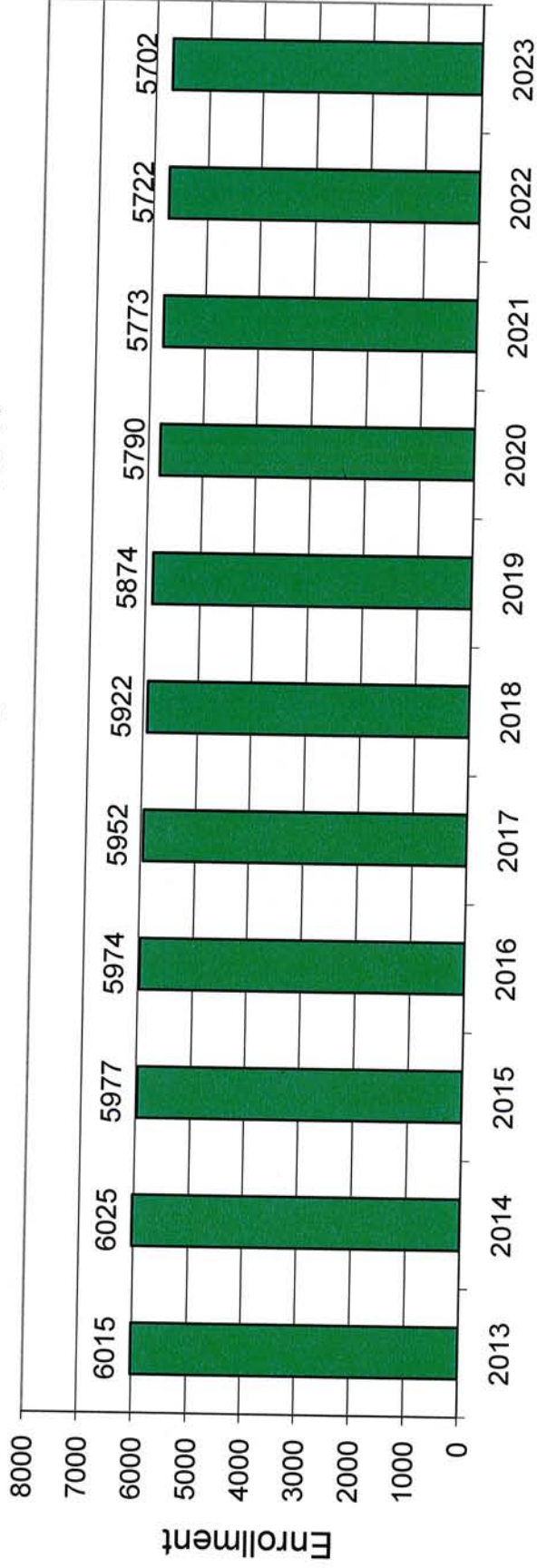
Projections are more reliable for Years #1-5 in the future than for Years #6 and beyond.

Projected Percentage Changes		
Years	K-12	Diff.
2013-14	5765	0
2014-15	5772	7
2015-16	5721	-51
2016-17	5715	-6
2017-18	5690	-25
2018-19	5657	-33
2019-20	5606	-51
2020-21	5519	-87
2021-22	5499	-20
2022-23	5445	-54
2023-24	5422	-23
Change	-343	-5.9%



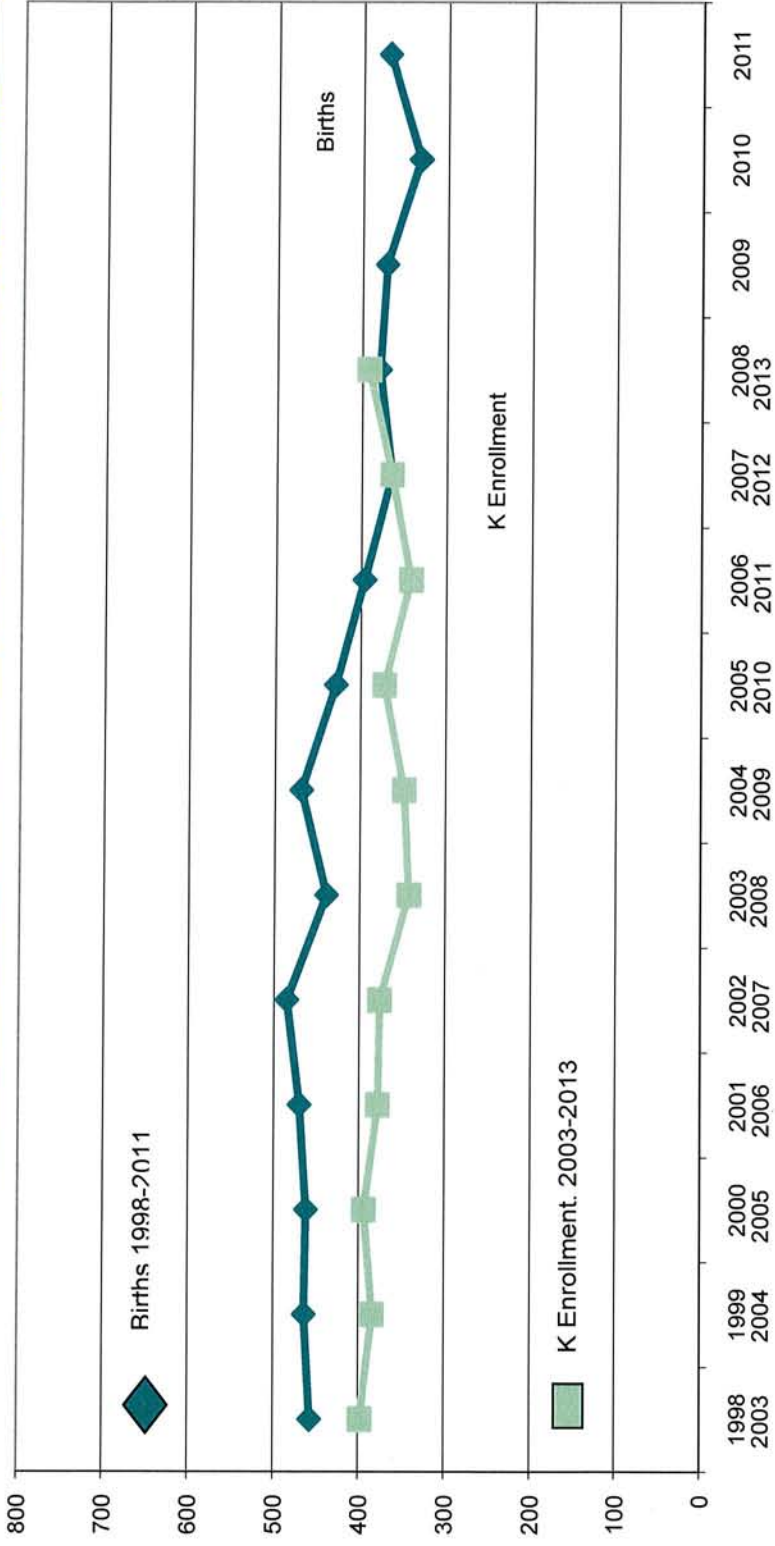
# Shrewsbury, MA Projected Enrollment

PK-12 TO 2023 Based On Data Through School Year 2013-14



# Shrewsbury, MA Birth-to-Kindergarten Relationship

Notice the Kindergarten enrollment in 2012-13 and 2013-14, as the Full-Day Kindergarten Program has become available.



# Shrewsbury, MA Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
2005	59	94
2009	50	30
2010	45	39
2011	31	72
2012	66	4
2013	89 to Nov 30	4 to Nov 30

Source: HUD and Building Department

Year	Enrollment History	
	Voc-Tech 9-12 Total	Non-Public K-12 Total
2005-06	83	893
2009-10	133	954
2010-11	139	1025
2011-12	133	n/a
2012-13	127	865
2013-14	131	n/a

Residents in Non-Public Independent and Parochial Schools (Regular Education)														
Enrollments Oct. 1, 2012	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL

K-12 Home-Schooled Students	40
2013	

K-12 Residents "Choiced-out" or in Charter or Magnet Schools	177
2012	

K-12 SpEd Outplaced Students	75
2013	

K-12 Choiced-In, Tuitioned-In, & Other Non-Residents	14
2013	

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.



SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE

ITEM NO: **IV. Time Scheduled Appointment**  
**C. Charter and Choice Enrollment: Report**

MEETING DATE: 1/8/14

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report on student enrollment in charter schools and through school choice?

BACKGROUND INFORMATION:

1. Under Massachusetts law, families may choose to send their children to charter schools for which their communities are eligible.
2. Under the provisions of the 1993 Education Reform law, school districts automatically become part of the school choice program unless a district's school committee takes a formal vote not to participate by June 1 prior to that school year.
3. The enclosed report provides data regarding the number of students opting for charter schools and school choice, and the financial impact on the Town of Shrewsbury.

ACTION RECOMMENDED:

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

AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools  
Mr. Liam Hurley, Director of Business Services



# Shrewsbury Public Schools

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8 January 2014

To: School Committee

From: Liam Hurley, Director of Business Services  
Joseph Sawyer, Superintendent of Schools

Subj: SCHOOL CHOICE AND CHARTER SCHOOL INFORMATION

## **Background**

In prior years the committee has requested additional information on School Choice and Charter School Programs. Of particular interest is the financial impact of these programs on Shrewsbury now and into the future.

## **School Choice**

The school choice program allows parents to send their children to public schools in communities other than the city or town in which they reside. Allowing incoming school choice students is the default according to the law; each year a district's school committee must vote if it does not wish to participate, or participate on a limited basis.

The FY2011 school year was the first year that the district accepted school choice students. The Committee voted on 28 April 2010 to approve school choice for a maximum of 20 grade 9 students at Shrewsbury High School commencing in FY11. This grade was targeted due to a smaller than expected enrollment at this transition grade, allowing the district to add the students without incurring any additional costs due to economy of scale. Currently, a total of 13 students from this cohort are attending Shrewsbury High School (12 as seniors and 1 junior) as 7 students have opted out of the program since inception due to attrition (families moving out of the area, choosing to return to their home community, etc.). The School Committee had indicated that it did not wish to re-fill seats in this cohort due to the complications of accepting students later in their high school experience. Additional School Choice seats have not been recommended due to enrollment figures since FY11, so these students from the FY11 cohort are the only school choice students who remain.

## **Sending:**

The information below from the Department of Elementary and Secondary Education summarizes Shrewsbury's history on "sending" students and the corresponding costs by fiscal

year. Historically, the number of students/families who have chosen to be educated in public schools districts other than Shrewsbury has been few. The following reasons are given by those who choose to participate in the School Choice program:

- convenience for parent/family work schedules and students
- students having difficulty in a school and are seeking a new environment
- families who moved to Shrewsbury with students completing their education in communities they have left
- families who desire full day kindergarten and were not able to access this in Shrewsbury.

In FY14 there are 30.0 students (up from 28.6 in FY13) attending the following public schools:

Auburn	2	Northbridge	1
Berlin-Boylston	2	MA Virtual Academy	2
West Boylston	2	Worcester	16
Boylston	1		
Clinton	2		
Grafton	1		
Ralph C Mahar	1		

The grade distribution is as follows:

K-4	10
5-8	12
9-12	8

The table below provides historical enrollment and a fiscal recap for Shrewsbury students attending other schools as part of the School Choice Program.

Year	FTE Pupils	Sending Tuition
1996	8.8	\$45,385
1997	6.0	\$23,815
1998	7.0	\$27,826
1999	7.7	\$37,470
2000	7.9	\$32,849
2001	4.7	\$21,108
2002	13.2	\$53,319
2003	10.7	\$46,558
2004	16.5	\$78,761
2005	17.1	\$104,140
2006	16.5	\$88,162
2007	10.0	\$61,861
2008	13.7	\$78,480
2009	18.5	\$106,835
2010	21.2	\$113,286
2011	19.5	\$107,984
2012	26.3	\$149,193
2013	28.6	\$144,191
2014*	30.0	\$168,050

\*Preliminary



The School Choice program has a \$5,000 payment cap for regular education students. Additional payment amounts exist for special education students correlating to the type of services provided by the receiving school district.

**Receiving:**

FY11 was the first year the district began hosting school choice students. Of the 20 existing slots, 17 were filled by 1 September 2010. The remaining 3 openings were filled during the month of November. This translated to 19.2 FTE (Full Time Equivalency) for FY 11. As mentioned above, no new school choice students were recommended since FY11, and the FTE has now dropped to 13 students.

Once students are enrolled in the program they are entitled to attend until graduation. A vote by the School Committee is required each year to determine whether the district will participate in the school choice program.

The sending districts and corresponding students for FY14 include 13 students from the following districts:

Berlin-Boylston	1	Quabbin	1
Grafton	1	Worcester	9
Mendon-Upton	1		

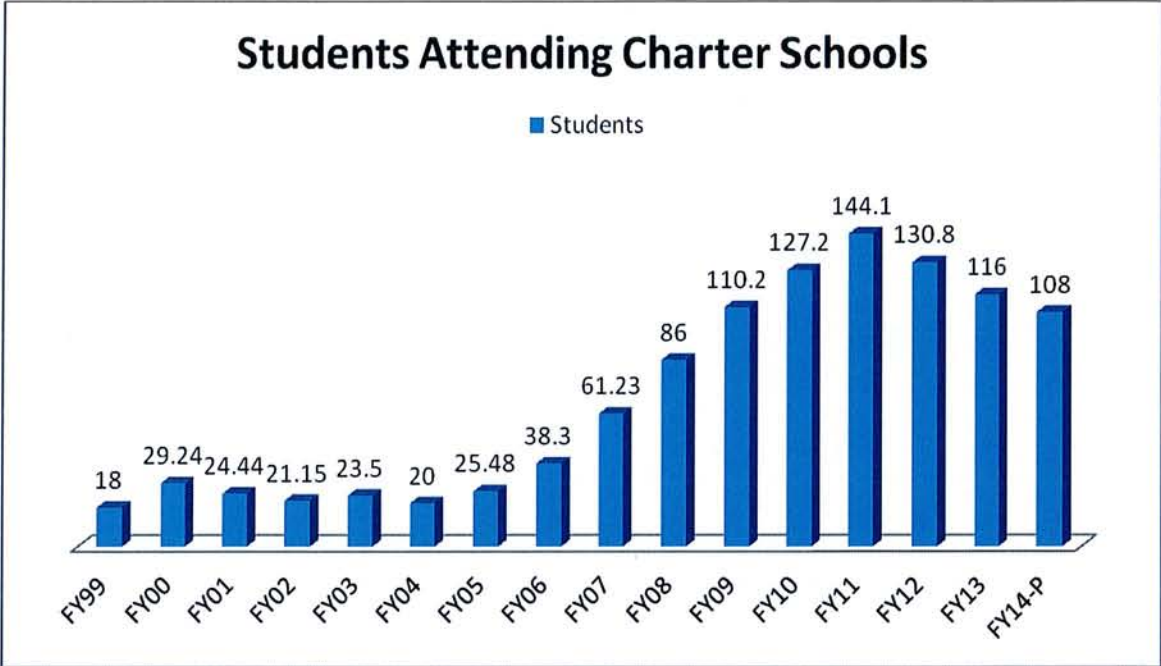
Receipts for school choice occur in December, March and June. The revenue is deposited to a revolving account established for school choice receipts for the district's use; no further appropriation by local governance is required. The funds from the school choice account are used to offset the cost of expenses at Shrewsbury High School. For the four years this cohort of students has been allowed to attend Shrewsbury High School, over \$300,000 has been generated to provide needed resources during very difficult financial times, without creating any additional need for expenditures due to the economy of scale.

Year	FTE Pupils	Receiving Tuition
2011	19.2	\$96,050
2012	15	\$79,568
2013	13	\$69,167
2014	13	\$69,167
Total		\$313,952

**Charter Schools**

As the following chart indicates, the opening of area charter schools in the last decade has attracted a number of students from Shrewsbury. This was exacerbated by the fact that the Advanced Math and Science Academy (AMSA) charter school, in Marlborough, was expanding by one grade each year through FY11. This continues to divert fiscal resources out of Shrewsbury and into the receiving school. FY14 continues to be a good news story in terms of enrollment. FY12 saw a **9% reduction** in students leaving Shrewsbury for charter schools (from 144 to 131) and FY13 saw an **11% reduction** (from 131 to 116). FY14 continues the trend with **an additional 7% reduction in students (116 to 108)**. Overall, **enrollment to Charter Schools is down 25% from three years ago**. This is a very positive development that is due to many fewer students leaving the district, as

well as students who were previously enrolled in charter schools returning to Shrewsbury. It is important to note that the number of students leaving *Sherwood* between fifth and sixth grade has dropped over the past six years from 32, to 23, to 14, to 9, to 6 and to 6 students as well in FY14 – an 81% reduction. In FY12, 18 students returned to the school district that were enrolled in charter schools and in FY13 6 students returned to the district and in FY14 **10** students returned. Of the 10 returning students transferring back, 6 went to Shrewsbury High School, 2 to Oak Middle School, 1 to Sherwood Middle School and 1 to Floral Elementary School. This is a trend we are making every effort to continue, and we believe measures we have taken over the past few years, including the institution of an advanced math program at the middle school level, are contributing to this shift. Factors at play may include more students from AMSA’s chartered communities of Clinton, Hudson, Maynard and Marlborough filling slots there, while anecdotal parental feedback suggests that fewer students are leaving the district due to the new advanced math program developed at the middle school to reduce the motivation for some families to choose AMSA, as well as the high quality of the new Sherwood building and the implementation of the personal iPad technology program at the middle level. The strength of our high school academic program, including our award-winning Advanced Placement program, has also been cited as a reason for students to return from charter schools for their high school education.



The tables below depict the FY13 final enrollment and the preliminary FY14 enrollment of Shrewsbury students in area charter schools. This is based upon reporting from charter schools to the Department of Elementary and Secondary Education (DESE). You can see the Advanced Math & Science Academy in Marlboro has drawn a number of students out of the district.

Charter School FY13 final enrollment data	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Abby Kelley Foster (Worcester)		2		1	1	1			2					7
Advanced Math and Science Academy (AMSA) (Marlborough)							8	9	23	18	32	9	7	106
Francis Parker (Devens)								1					1	2
Seven Hills (Worcester)		1												1
<b>Total</b>		<b>3</b>		<b>1</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>10</b>	<b>25</b>	<b>18</b>	<b>32</b>	<b>9</b>	<b>8</b>	<b>116</b>

Charter School FY14 Pre-enrollment data	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Abby Kelley Foster (Worcester)	1		2		1	1	1			2				<b>8</b>
Advanced Math and Science Academy (AMSA) (Marlborough)							6	9	9	19	18	28	8	<b>97</b>
Francis Parker (Devens)													1	<b>1</b>
Seven Hills (Worcester)			1											<b>1</b>
Spirit of Knowledge*											1			<b>1</b>
<b>Total</b>	<b>1</b>		<b>3</b>		<b>1</b>	<b>1</b>	<b>7</b>	<b>9</b>	<b>10</b>	<b>21</b>	<b>19</b>	<b>28</b>	<b>8</b>	<b>108</b>

\*Note: The recent closure of the Spirit of Knowledge Charter School in Worcester means that student is no longer enrolled there; these statistics are the preliminary figures from October 1.

The reduction in charter school enrollment is very good news for the district. Unfortunately, due to the nature of state funding and reimbursements relative to charter schools, the estimated net cost is declining, but at a slow pace. Shrewsbury's net tuition is decreasing by \$46,188, from \$1,094,492 to \$1,048,304. This is due to the fact that the funding formula provides reimbursement only when there are *increases in the district's total tuition from year to year*, and this is a reimbursement that phases out over time. The high levels of reimbursement from a few years ago were due to large spikes in total tuition increases, and these reimbursements are now phasing out. At the same time, since our total tuition cost this year was lower than last year, there is no *new* reimbursement being provided. The table below illustrates this.

Fiscal Year	School Year	Student FTE	% increase	Total Tuition	State Reimbursement	Net Tuition Paid
FY99	98-99	18.00		\$ 77,252	\$ 77,252	\$ -
FY00	99-00	29.24	62%	\$ 180,385	\$ 154,078	\$ 26,307
FY01	00-01	24.44	(17%)	\$ 145,517	\$ 92,781	\$ 52,736
FY02	01-02	21.15	(13%)	\$ 130,981	\$ 36,725	\$ 94,256
FY03	02-03	23.50	11%	\$ 170,601	\$ -	\$ 170,601
FY04	03-04	20.00	(15%)	\$ 170,601	\$ 10,440	\$ 160,161
FY05	04-05	25.48	27%	\$ 205,472	\$ 36,574	\$ 168,898
FY06	05-06	38.30	50%	\$ 330,170	\$ 125,387	\$ 204,783
FY07	06-07	61.23	60%	\$ 514,694	\$ 288,709	\$ 225,985
FY08	07-08	86.00	40%	\$ 743,381	\$ 421,979	\$ 321,402
FY09	08-09	110.2	28%	\$ 1,053,352	\$ 542,361	\$ 510,991
FY10	09-10	127.2	15%	\$ 1,159,129	\$ 458,184	\$ 700,945
FY11	10-11	144.1	13%	\$ 1,321,539	\$ 448,770	\$ 872,769
FY12	11-12	130.8	(9%)	\$ 1,279,450	\$ 199,003	\$ 1,080,447
FY13	12-13	116.3	(11%)	\$ 1,226,276	\$ 131,784	\$ 1,094,492
FY14-P	13-14	108.0	(7%)	\$ 1,166,992	\$ 118,688	\$ 1,048,304

The funding formula for charter schools is somewhat complex. In January 2010, new school reform legislation expanded the aid formula, commencing in FY 11. Where districts received 200 percent of each tuition increase in aid over three years, the districts will now receive 225 percent of each increase in tuition over the course of six years. The old formula's three tiers are presented as 100/60/40, the new formula's six tiers are presented as 100/25/25/25/25/25. During the phase-out of the old formula, overall aid will decrease. What districts will see is that the legislation reduces the cost of the program to the State in the short run while committing to provide more aid in the long run. As far as Shrewsbury is concerned, the new reimbursement formula will only come

into play if the total tuition charged in a future year is larger than the previous year's. If the trend of fewer students continues, the remaining state reimbursement for Shrewsbury will soon be phased out and only actual tuition costs will be paid.

It should also be noted that the charter formula results in the district's per pupil spending average being used to set the tuition to be shifted from Shrewsbury to the charter school for each student who attends the charter, which is more than double the \$5,000 per pupil cost for the school choice program. This creates a substantial fiscal impact, as most students who leave the district for charters are not "high cost" students, and therefore cost much less than the district average to educate, yet a larger amount of money is shifted to the charter school for each of them. More importantly, because of the economy of scale, it is not possible to simply reduce the district's cost by the per pupil average for each charter tuition that is diverted. For example, each charter student represents one six-thousandth of our overall student population, and the total number of charter students represents about 1.8% of our total student population spread across all of the grades, but it is not feasible to cut costs proportionally when these students leave (i.e., you can't cut 1.8% of each classroom teacher, specialist teacher, paraprofessional, secretary, principal, elective offering, co-curricular program, bus, etc.). This is compounded by the fact that some students whose families choose charters are doing so in lieu of attending private school, so the district never would have incurred the cost in the first place. For these reasons, the belief that tuitions being paid to charter schools do not have a negative financial impact on the sending district because the district no longer has to pay to educate them is simply inaccurate.

### Summary

**Charter school enrollment has declined for the third straight year with enrollment down 25% over the past three years**, while outgoing and incoming enrollment in the school choice program has remained steady. However, net costs to the community have not yet decreased due to the phase out of state reimbursements for previous years' increases in charter tuition. In order to make charter and choice enrollment reduction a trend, it will be important for the school district to continue to provide academic and co-curricular programs that make our schools the best choice for Shrewsbury families. The district's goal is to retain and regain students so that costs will continue to trend lower over the next few years, ***but for this to happen the district will need to provide smaller class sizes, strong instructional and co-curricular programming, and up-to-date curriculum materials and technology to ensure families are confident in choosing our schools over available charter schools, or instead of attending other districts through the school choice program.*** Investments in restoring class sizes to appropriate levels and in necessary educational resources will likely serve to further reduce financial burden associated with charter and choice students leaving the district, while not doing so will increase the risk of more students opting to go elsewhere at significant cost to the town.



SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE

ITEM NO: **V. Curriculum**

MEETING DATE: **1/8/14**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE

ITEM NO: **VI. Policy**

MEETING DATE: **1/8/14**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE

ITEM NO: **VII. Budget**

MEETING DATE: **1/8/14**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE

ITEM NO: **VIII. Old Business**

MEETING DATE: **1/8/14**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:





SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE

ITEM NO: **IX. New Business**

MEETING DATE: **1/8/14**

**A. Superintendent's Mid-Year Evaluation**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear an update on the superintendent's activities to date and comment regarding his performance to date?

BACKGROUND INFORMATION:

1. The superintendent's employment contract indicates that the School Committee shall review the superintendent's performance in December of each year. This agenda item was postponed from December per mutual agreement.
2. Information under separate cover includes performance descriptors agreed to by the Committee and superintendent that will be used for his evaluation.
3. Committee members are encouraged to share feedback regarding their perceptions of the superintendent's performance to date and suggestions to direct his continuing work.

ACTION RECOMMENDED:

That the School Committee review the superintendent's performance and provide feedback as it may deem appropriate.

STAFF AND OTHERS AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE

ITEM NO: **IX. New Business**

MEETING DATE: **1/8/14**

B. Assabet Collaborative: Quarterly Update

SPECIFIC STATEMENT OR QUESTION:

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

BACKGROUND INFORMATION:

1. The new state law governing educational collaboratives requires quarterly updates to member school districts.
2. The report will provide information regarding AVC's programs and services, utilization by Shrewsbury students, and AVC Board agenda topics.
3. This update will include the AVC's annual report and annual audit. These two documents are being provided under separate cover.

ACTION RECOMMENDED:

That the School Committee hear a quarterly update on the status of the Assabet Valley Collaborative and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE

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

MEETING DATE: 1/8/14

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee approve the minutes of the School Committee meetings on December 4 and December 18, 2013?

BACKGROUND INFORMATION:

The minutes will be provided under separate cover.

ACTION RECOMMENDED:

That the School Committee vote to approve the minutes of the School Committee meetings on December 4 and December 18, 2013.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandy Fryc, Chairperson  
Mr. Jason Palitsch, Secretary



SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE

ITEM NO: XI. **Executive Session**

MEETING DATE: 1/8/14

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee enter into executive session for the purpose of discussing negotiations where discussion in open session may have a detrimental effect on the bargaining position of the public body?

BACKGROUND INFORMATION:

That the School Committee discuss the information presented and take such action as it deems to be in best interests of Shrewsbury Public Schools.

ACTION RECOMMENDED:

That the School Committee enter into executive session.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Barbara A. Malone, Director of Human Resources  
Dr. Joseph Sawyer, Superintendent of Schools

**SHREWSBURY PUBLIC SCHOOLS  
100 MAPLE AVENUE  
SHREWSBURY, MASSACHUSETTS**

**MINUTES OF SCHOOL COMMITTEE MEETING**

**WEDNESDAY, DECEMBER 4, 2013**

Present: Ms. Sandra Fryc, Chairperson; Mr. John Samia, Vice Chairperson; Mr. Jason Palitsch, Secretary; Ms. Erin Canzano; Dr. B. Dale Magee; Dr. Joseph Sawyer, Superintendent of Schools; Ms. Mary Beth Banios, Assistant Superintendent of Schools, Mr. Liam Hurley, Director of Business Services, Ms. Barbara Malone, Director of Human Resources.

The meeting was convened at 7:00 PM by Ms. Sandra Fryc.

**I. Public Participation**

None

**II. Chairperson's Report and Members' Reports**

Mr. Jason Palitsch and Mr. John Samia stated that the Fiscal Study Committee for 2013 has completed the report and it is now available on the Shrewsbury Town website.

**III. Superintendent's Report**

Dr. Joseph Sawyer said that the district will be launching a year-end giving campaign and creating the Colonial Fund to fund district initiatives including technology. Dr. Sawyer congratulated the Shrewsbury High School football team on its win against Wachusett High School football team on Thanksgiving Day.

**IV. Time Scheduled Appointments**

**A. Representative Beaton: Legislative Update**

State Representative Matthew Beaton updated the School Committee on potential changes with the Chapter 70 formula. He said that the House Bill 457 is currently in committee and he has heard that this may move forward to simplify the formula and bring forth regional fairness. Representative Beaton said he has seen successful school districts like Shrewsbury overlooked, he hopes there will be a change and he will keep the School Committee posted on developments. Representative Beaton discussed the Days Inn initiative in Shrewsbury as a new emergency homeless shelter. He said that he is working with Senator Moore and others to organize a meeting for officials to meet to discuss the community impact, how services will be paid for and the need for a plan at the state level. Dr. Sawyer said the district will provide students residing at the Days Inn with the best education possible but the district did not have warning or time to plan for this situation. He said the initiative has good intentions, there are great responsibilities for the Shrewsbury community to help families in need, however with no resources and no time to plan this is a troubling situation for the school district. Representative Beaton said that Shrewsbury Youth and Family Services (SYFS) and St. Anne's Parish have been engaged in various levels of assistance to help families and encouraged members of the Shrewsbury community to consider lending a hand to these families in transition. Ms. Sandra Fryc thanked Representative Beaton and Senator Moore for scheduling a meeting with officials to discuss the important issues related to the Days

Inn initiative. She extended an invitation for Representative Beaton to return to a future School Committee meeting as more information becomes available to share.

## **V. Curriculum**

### **A. State Mandates: Report**

Ms. Mary Beth Banios, Assistant Superintendent of Schools and Ms. Melissa Maguire, Director of Special Education and Pupil Personnel Services, shared a report on issues associated with government mandates. They provided an overview of the ways in which mandates are having an impact on educational programs. Ms. Banios said that outside pressures being put on classrooms and teachers are related to the fact that the district is part of a Local, State, National, Federal and Global system. She said that some mandates are having a larger impact than others. Ms. Banios said all the mandates have excellent intent and the programs are good however the challenges are associated with the need for additional resources and the impact on the budget. Ms. Maguire explained that some of her biggest concerns are that the district is now supporting students with needs that have not been seen in the past. This has increased the need for resources and additional trained educators and personnel. School Committee members asked Ms. Banios and Ms. Maguire questions about the needs for supplies, what is necessary to realign the curriculum and the shifts in instructional methods. The conclusion of the School Committee members was that locally the short-term solution is for the town to do its best to try and provide additional resources.

## **VI. Policy**

None

## **VII. Budget**

### **A. Fiscal Year 2014 State Funding: Report**

Mr. Liam Hurley presented the Fiscal Year 2014 State Funding report including Chapter 70 and Circuit Breaker funding. Mr. Hurley said that Shrewsbury has been spending less on education than the state's calculated formula. Shrewsbury is considered to be below its targeted local share of education funding based on its property and income wealth. As a result state levels of funding could stagnate in the future. Although there is a hope that the legislature will update the Chapter 70 formula to address areas where current educational needs are different than what they were when the formula was established about twenty years ago. Dr. Sawyer and School Committee members acknowledged that the formula is not designed to reward communities like Shrewsbury who are identified by the state as not paying their fair share of the state's mandated Foundation Budget.

## **VIII. Old Business**

### **A. PARCC Field Testing: Discussion**

Dr. Sawyer presented an update on the PARCC Field Testing and said that the Department of Secondary Education has mandated that districts have a random sample of classes in various grades participate in PARCC field testing. He said superintendents have been asked to decide whether classes selected for certain field tests will be exempted from MCAS in the same subjects. Dr. Sawyer and School Committee members discussed this issue and Dr. Sawyer thanked them for their opinions and feedback. He said he will reflect on this issue further and will likely have students take both the assessments while implementing the pilot test program as smoothly as possible.

## **IX. New Business**

### **A. Assabet Valley Collaborative Agreement: Vote**

Dr. Sawyer recommended that the School Committee vote to approve an updated agreement to participate as a member of the Assabet Valley Collaborative. State law required collaboratives to amend their agreements to conform to new regulations. On a motion by Mr. John Samia, seconded by Mr. Jason Palitsch and Ms. Erin Canzano, the School Committee voted unanimously to approve the agreement.

**B. Cafeteria Substitute Pay Rate: Vote**

Mr. Hurley recommended that the School Committee vote to approve a rate increase for cafeteria substitute workers from the current rate of \$8.62 per hour to \$10.10 per hour. Mr. Hurley said the hourly pay rate for substitute cafeteria workers has not been raised since 2005 and it has been difficult to procure substitutes. On a motion by Jason Palitsch, seconded by Mr. John Samia, the School Committee voted unanimously to approve a rate increase for substitute cafeteria workers.

**X. Approval of Minutes**

On a motion by Mr. John Samia, seconded by Ms. Erin Canzano, the School Committee voted unanimously to collectively approve the minutes for the School Committee Meeting for November 20, 2013.

**XI. Executive Session**

At 8:52 PM, on a motion by Ms. Sandra Fryc, seconded by Ms. Erin Canzano, the School Committee voted to adjourn to Executive Session for the purpose of discussing negotiations. On a roll call vote: Ms. Canzano, yes; Mr. Palitsch, yes; Mr. Samia, yes; Ms. Fryc, yes.

**XII. Information Enclosures**

**XIII. Adjournment**

On a motion by Ms. Canzano, seconded by Mr. Samia the meeting was adjourned at 9:25PM. On a roll call vote: Dr. Magee, yes; Ms. Canzano, yes; Ms. Fryc, yes; Mr. Samia, yes; Mr. Palitsch, yes

Respectfully submitted  
Christine Taylor, Clerk

Documents referenced:

- 1) State Mandates: Report
- 2) Fiscal Year 2014 State Funding: Report
- 3) PARCC Field Testing: Discussion
- 4) Assabet Valley Collaborative Agreement
- 5) School Food Service-Substitute Rate Increase Proposal

**SHREWSBURY PUBLIC SCHOOLS  
100 MAPLE AVENUE  
SHREWSBURY, MASSACHUSETTS**

**MINUTES OF SCHOOL COMMITTEE MEETING**

**WEDNESDAY, DECEMBER 18, 2013**

Present: Ms. Sandra Fryc, Chairperson; Mr. Jason Palitsch, Secretary; Ms. Erin Canzano; Dr. B. Dale Magee; Dr. Joseph Sawyer, Superintendent of Schools; Ms. Mary Beth Banios, Assistant Superintendent of Schools, Mr. Liam Hurley, Director of Business Services, Ms. Barbara Malone, Director of Human Resources. Absent: Mr. John Samia, Vice Chairperson

The meeting was convened at 7:00 PM by Ms. Sandra Fryc.

**I. Public Participation**

None

**II. Chairperson's Report and Members' Reports**

None

**III. Superintendent's Report**

Dr. Joseph Sawyer updated the School Committee on the situation with the homeless families staying at the Days Inn in Shrewsbury. Dr. Sawyer had the opportunity to meet with officials at the State House to discuss issues and he thought it was a productive discussion. The conversation focused on the understanding that the Shrewsbury community wants to assist families in crisis but does not have the resources to handle the volume of families (i.e. potentially 100 families). Dr. Sawyer said the DHCD representatives seemed to understand the limits on Shrewsbury's resources to handle the needs of these homeless families. He said the biggest concern related specifically to education is that the potential number of school-age children residing at the Days Inn is higher than what the district is aware of at the present time. Many of the children residing at the Days Inn, who are enrolling in the Shrewsbury School District, are coming with significant challenges that need to be addressed and resources are required.

Dr. Sawyer said a pipe burst in the ceiling yesterday at the SHS cafeteria causing damage. He is hopeful that the situation will be remedied by the time school vacation ends and school resumes. Dr. Sawyer commended and thanked the food service personnel and staff for doing a great job handling the temporary situation today at the cafeteria.

Dr. Sawyer shared that Ms. Elizabeth McCollum, coordinator of volunteer activities for the Shrewsbury Public Schools, is leaving her position and has accepted another opportunity. He publicly thanked and congratulated Ms. McCollum. Ms. McCollum was a recipient of the John P. Collins award last year.

Dr. Sawyer mentioned this year's recipients of the John P. Collins Awards sponsored by the Shrewsbury Educational Foundation (SEF) and congratulated the winners. The Annual Awards Dinner will be held on January, 25 2014 and event details are available on the SEF website.



Dr. Sawyer congratulated the Shrewsbury Middle School students, faculty and staff members on a great job with the production and performance of The Glass Slipper.

#### **IV. Time Scheduled Appointments**

##### **A. SHS Student Advisory Committee: Report**

SHS students Kira Sommer, Chairperson, Class of 2014; Kayla Freeman, Class of 2015; Nithya Pathalam, Class of 2015; Emily Taylor, Class of 2015 and Mr. Todd Bazydlo, Principal, SHS presented the SHS Student Advisory Committee Report. The students discussed highlights from the November 26 SHS Town Meeting. They discussed Mr. Bazydlo's idea to implement a staff standout program where teachers and staff members would be recognized by students for outstanding work. Some of the issues that were discussed by students at the Town Meeting were concerns with scheduling guidance counselor appointments with the computer system, requests to start a SHS boys' volleyball team and concerns with the school food policy. SHS Student Advisory Committee members discussed positive and exciting experiences with this year's Class Cup Competition including increasing the number of students attending school events and student participation in volunteer activities. Mr. Bazydlo discussed the positive impact of the SHS Town meeting including instilling students with a sense of pride and giving them the opportunity to gain real world experience. Mr. Bazydlo and Dr. Sawyer thanked the SAC leaders for their great work. They shared that they are proud of the members of the student body for promoting events and for the positive involvement with SHS activities.

##### **B. SHS Exam Schedule Change: Vote**

Mr. Bazydlo presented information regarding a change in the high school mid-term exam schedule in order to include an additional early release date. He is recommending a change in the current exam schedule in response to feedback from his leadership team and faculty. Mr. Bazydlo said he would like to run a one-year pilot for this year with a shift from a three half-day to a four half-day mid-term exam schedule. The SAC members who presented the report were asked to provide input. They felt that the change in the exam schedule would be positive for students, including students with Individualized Education Plans (IEPs) who may require additional time to complete exams. Mr. Bazydlo said a key piece regarding the potential exam schedule change is that student learning needs have changed over time and SHS needs to change with the times. Mr. Bazydlo recommended that the School Committee vote to approve a one-year pilot change to the SHS mid-term exam schedule. On a motion by Mr. Palitsch, seconded by Ms. Canzano, the School Committee voted unanimously to approve the change to the mid-term exam schedule.

#### **V. Curriculum**

None

#### **VI. Policy**

None

#### **VII. Budget**

##### **A. Fiscal Study Committee Report: Discussion**

Mr. Maurice DePalo, member of the Board of Selectmen and co-chair of the Fiscal Study Committee discussed the report from the Fiscal Study Committee released to the public on November 26, 2013. He shared that Henry Fitzgerald, Chairman of the Board of Selectmen was a fellow co-chair of the Fiscal Study Committee. Mr. DePalo said the committee met sixteen times between July 11, 2013 and the

second week in November. He said a basic conclusion of the Fiscal Study Committee Report is that the Committee could not find new areas to target for additional cost savings and revenue generation. Mr. DePalo said the conclusions of the report completed in November were similar to the Fiscal Study Committee Report completed in 2007. He said the Town of Shrewsbury faces some real fiscal challenges ahead and the question is what the community will do about this situation. Ms. Sandra Fryc discussed the increased number of single family homes being built in the Shrewsbury community. Mr. DePalo said that increases in student enrollment in the Shrewsbury School District may be seen in the future. Dr. Sawyer encouraged community members to read the Fiscal Study Committee Report which is available on the Town of Shrewsbury website.

#### **VIII. Old Business**

None

#### **IX. New Business**

##### **A. Superintendent's Mid-Year Evaluation**

This agenda item is postponed until the next School Committee meeting on January 8, 2014 when Mr. John Samia will be present.

##### **X. Approval of Minutes**

None

##### **XI. Executive Session**

At 8:10 PM, on a motion by Ms. Sandra Fryc, seconded by Mr. Jason Palitsch, the School Committee voted to adjourn to Executive Session for the purpose of discussing negotiations. On a roll call vote: Mr. Magee, yes; Ms. Canzano, yes; Mr. Palitsch, yes; Ms. Fryc, yes.

##### **XII. Information Exclosures**

##### **XIII. Adjournment**

On a motion by Dr. Magee, seconded by Ms. Canzano, the meeting was adjourned at 8:46PM. On a roll call vote: Dr. Magee, yes; Ms. Canzano, yes; Ms. Fryc, yes; Mr. Palitsch, yes

Respectfully submitted  
Christine Taylor, Clerk

Documents referenced:

- 1) Student Advisory Committee (SAC) Report
- 2) SHS Exam Schedule Change Memorandum



SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE

ITEM NO: **XII. Information Enclosures**  
ITEM NO: **XIII. Adjournment**

MEETING DATE: **1/8/14**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

