

**School Committee
Meeting Book**

**February 3, 2016
7:00 pm**

**Town Hall
Selectmen's Meeting Room**



SHREWSBURY PUBLIC SCHOOLS
School Committee Meeting



AGENDA
February 3, 2016 7:00pm
Town Hall—Selectmen's Meeting Room

Revised version 1/29/16

Items

Suggested time allotments

I. Public Participation	7:00 – 7:10
II. Chairperson's Report & Members' Reports	
III. Superintendent's Report	
IV. Time Scheduled Appointments:	
V. Curriculum	
A. SHS Program of Studies: Vote	7:10 – 7:20
VI. Policy	
VII. Finance & Operations	
A. Fiscal Year 2017 Special Education Budget: Report	7:20 – 7:50
B. Finance & Operations Updates: Report	7:50 – 8:10
1. Fiscal Year 2017 State Budget Update	
2. Mass. School Building Authority Vote on Beal Early Childhood Center	
3. Food Service Point of Sale Program	
4. Transportation Fee Audit	
VIII. Old Business	
A. Calendar for 2016-2017 School Year: Vote	8:10 – 8:20
IX. New Business	
A. Disclosure of Employee Financial Interest: Vote	8:20 – 8:30
X. Approval of Minutes	8:30 – 8:35
XI. Executive Session	
A. Negotiations: Shrewsbury Education Association, Unit A	8:35 – 9:15
XII. Adjournment	9:15

Next regular meeting: February 24, 2016



SHREWSBURY PUBLIC SCHOOLS
School Committee Meeting



ITEM NO: I. Public Participation

MEETING DATE: 2/3/16

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 Mr. John Samia, 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:

Mr. John Samia, Chairperson
Ms. Sandra Fryc, Vice Chairperson
Ms. Erin Canzano, Secretary
Dr. B. Dale Magee, Committee Member
Mr. Jon Wensky, 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
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ITEM NO: **IV. Time Scheduled Appointments**

MEETING DATE: **2/3/16**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS
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ITEM NO: **V. Curriculum**
A. SHS Program of Studies: Vote

MEETING DATE: **2/3/16**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee vote to approve the proposed changes to the Shrewsbury High School Program of Studies?

BACKGROUND INFORMATION:

1. The School Committee heard a presentation of proposed changes to the Program of Studies at its January 20, 2016 meeting.
2. At that time, the entire 2016-2017 Program of Studies and a memorandum from Mr. Bazydlo outlining proposed changes were provided for the Committee's review.

ACTION RECOMMENDED:

That the School Committee vote to approve the proposed changes to the Shrewsbury High School Program of Studies.

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

Mr. Todd Bazydlo, Principal, Shrewsbury High School

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



Memorandum

To: Dr. Joseph Sawyer
From: Todd Bazydlo
Date: January 13, 2016
Re: Proposed Changes to the 2016-2017 HS Program of Studies

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 2016-17 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

English

1. Revision to English 12 offerings: *English 12*. The course description is as follows:
Twelfth grade English is a college preparatory course that focuses on elements of British Literature as well as high interest texts from the Americas and beyond. Literature is analyzed through many lenses, allowing teachers to highlight their areas of expertise, interest, and past teaching experiences. Students are afforded a wide array of focused instruction, and are exposed to literature, (and related writings, art pieces, journalism and film), focused on the humanities, social issues, women's studies, and drama, to name a few. The curriculum includes the literary analysis of either Shakespeare's *Macbeth* or *Hamlet*, among other typically anthologized works; it also includes more contemporary pieces. The interpretive aspects of symbolism, theme, figurative language, and style are emphasized. Students are encouraged to make connections to their own lives and the world they live in today. In writing, students produce progressively longer and more sophisticated expository writing, with explicit instruction around transitions, tone, and rhetorical strategies such as repetition, understatement, and syntactical variation. Work on the research paper and research project is continued. During the first semester, the personal narrative is an area of focus. Vocabulary study continues, and the study of grammar culminates with a unit on usage.

Rationale: As this is the most significant change to the Shrewsbury High School Program of Studies, it warrants further explanation within this memo. Additionally, Director of English, Liza Trombley, and I are happy to discuss this change in detail with the Committee at the January 20th meeting.

At Shrewsbury High School, we strive to maximize our students' opportunities and provide as much flexibility in scheduling as possible. This is especially important in the

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.

senior year. The elimination of the focused literary offerings in English 12 will remove a student's ability to make a choice about a specialized area of study, however, this change will not do away with student access to a robust and challenging English curriculum in their senior year. The change in offerings will provide more breadth to the coursework, and will allow teachers to focus on multiple areas of interest and increase the variety in methods of instruction. Outside of the English department, students will have increased opportunity to take electives, as their schedules will not be constrained by the singleton offerings of the English senior electives. Additionally, more students will have the opportunity to afford themselves of the general English elective offerings of Creative Writing and Introduction to World Mythology.

The elimination of the focused literary offerings in grade 12 allows for the English department to help balance class sizes, which currently range from 15 to 28 students. This is especially important as the incoming class of 2020 is projected to increase our student population by approximately 80 students. This net gain will require an additional four sections of grade 9 English. The preliminary budget projection dictates that the English department will not receive an increase in FTE, and as such we are projecting the need to allocate those sections gained from the revamping of English 12 to English 9 to account for increased enrollment. The School Committee recommendation for class sizes is one of our guiding principles when making decisions about allocation of FTE; keeping class sizes as small as possible is essential in grade 9, as this is where students acquire foundational skills, such as writing, to help ensure their success in all academic areas.

Social Sciences

1. Add a new course: *The World at War*. The semester long course description is as follows: This course will provide students an opportunity to investigate the causes, courses and consequences of World War I and World War II. The course will focus not only on the events of the wars but also on the governments, economies, and societies of Europe that created and were created by these global conflicts. Class discussions, guest speakers and research will provide students the opportunity to explore and analyze developments in Europe during the 20th Century. Throughout the semester, students will connect the content of the course to current events. Students will 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.

Mathematics

1. Add a new course: *Advanced Math II Topics*. The yearlong course description is as follows: This senior mathematics course is meant for students who are considering attending QCC, but this is not a requirement. The course will be based on a curriculum outlined by Quinsigamond Community College. The midyear and final exam will be developed by the QCC Mathematics Department but administered at Shrewsbury High School. Topics of study will include: Algebraic Reasoning, Linear Equations, and Inequalities, Problem Solving, Systems of Equations, Operations with Exponents and Polynomials, Factoring Polynomials, Rational

Expressions and Equations, Roots and Radicals and Quadratic Equations. The topics of study will include: Algebraic Reasoning, Linear Equations, and Inequalities, Problem Solving, Systems of Equations, Operations with Exponents and Polynomials, Factoring Polynomials, Rational Expressions and Equations, Roots and Radicals and Quadratic Equations. All juniors who register for this course will be administered an Accuplacer test in the spring prior to their senior year.

Health

1. Minor language changes to *Health 9: Wellness* The changed course description is: The Wellness course is a graduation requirement for all freshmen. Emphasis is placed on analyzing influences, decision-making, and advocacy The core content includes: mental/emotional health, bullying prevention, reproduction/sexuality education/healthy relationships, and substance abuse prevention. This course meets for 3 days during the 7-day rotation.
2. Minor language changes to *Health 10: Healthy Living*. The changed course description is: The Healthy Living course is a graduation requirement for all sophomores. This course allows students to continue to develop their understanding of healthy habits and how to avoid high-risk behaviors. Emphasis is placed on analyzing influences, self-management, goal setting, and advocacy. Areas of concentration include nutrition, and healthy diets, medicines/supplements use, misuse and abuse, bullying prevention, and first aid/CPR/AED training. This course meets for 3 days during the 7-day rotation.
3. Minor Language changes for *Health 11: Lifelong Health*. The changed course description is: The Lifelong Health course is a graduation requirement for all juniors. Emphasis is placed on accessing information interpersonal communication, and advocacy through class discussions, research, audiovisual presentations, lectures, and projects. Areas of concentration include disease prevention, bullying prevention, and lifelong health skills. This is a course designed for older students preparing to enter the next stage in their life beyond high school. This course meets for 3 days during the 7-day rotation.

Physical Education

1. Minor adjustments in *Team I* and *Team II* activities. The changes in activities are:

Team I- The Team Sports strand includes the following activities: Icebreakers, Lacrosse, Field Hockey, Floor Hockey, Multicultural Games, Volleyball

The Team II strand for the 2016-2017 school year includes Icebreakers, Flag Football, Soccer, Team Handball, and Basketball

Family and Consumer Sciences Department

1. *Foods of the World* will be offered during the 2016-2017 school year, while *Mediterranean Cuisine* will not be offered during the 2016-2017 school year.

Performing Arts

1. Add a new course: *Voice in Acting*. The semester long course description is as follows: This class is an exploration of the student's voice. The main focus of the class is the learning of voice work as a preparation for performance (musical, theatrical, or class presentation) – a series of exercises designed to liberate the speaking voice from habitual psychophysical tension and develop vocal range, stamina, clarity, power and sensitivity to impulse. Work will include discovery of sound in the body, awareness and opening of the channel (jaw, tongue, and soft palate), exploration of resonance, vocal freedom and range, isolating and strengthening resonating chambers and articulation exercises. Group and individual exercises designed to stimulate and develop the imagination, physical and sensory awareness, creativity and capacity for ensemble work will be practiced as a basis for vocal presence. Text work will include a monologue from a published play, poetry or a published musical theatre solo.

Visual Arts

1. Minor language changes to *Studio III: Honors Portfolio*. The course description is as follows: Students focus on the concentration aspect of the AP Portfolio through a series of mini themed pieces. Students must be able to work independently at a demanding pace to meet deadlines preparing themselves to work outside of scheduled class time. Individual style, originality and expertise in media use are stressed. Students are evaluated using and the school-wide common and Advanced Placement rubrics. Students are NOT required to submit an AP Portfolio. Student work will be prepared for exhibit at the SHS Art Festival in the spring. In preparation for this course, *summer assignments are required*.

Science

1. Add new language to identify co-requisite *Honors Algebra & Geometry II* for *Biology Honors*. The co-requisite and course description is as follows: For Grade 9 students: Co-requisite = *Honors Algebra & Geometry II*. For grades 10-11 students: prerequisite = teacher recommendation and past academic performance. *Honors Biology* is a course designed for students who demonstrate high academic achievement and motivation in science and mathematics. Students will be expected to complete a significant amount of reading and writing assignments, as well as quantitative and qualitative analysis of laboratory work. Topics emphasized include ecology, chemistry of life, cell structure and function, genetics, evolution and biodiversity, as well as selected topics in anatomy and physiology. An independent or team research project will be completed. This course is considered a lab science.
2. Add new language to identify co-requisite for the *Introductory Physics Honors*. The co-requisite is as follows: This course is for students who are recommended for an Honors level science course in grade 9, but will not be concurrently enrolled in *Honors Algebra & Geometry II* (or a higher level math course).
3. Minor Course Title adjustment from *AP Physics* to *AP Physics I*. The course title adjustment reflects the change in title of the course by the College Board.

4. Add new language changing eliminating *Honors Introductory Physics* as a prerequisite for *AP Physics 1*. The modified course prerequisite is as follows: Prerequisite: *Honors Physics* or *AP Chemistry, Honors Advanced Math I* and teacher recommendation.
5. *Physics Honors* Prerequisite: *Honors Advanced Math I* OR Co-requisite: *Honors Pre-Calculus* (or higher honors math course) and teacher recommendation.
6. *Research Methods Biology*. Add co-requisite *Research Methods Honors Algebra and Geometry II*. Change of course description is as follows: Students will be required to complete a yearlong, independent research project in the field of science and/or math under the guidance of their teachers. Students who sign up for this course must also sign up for *Research Methods & Honors Algebra and Geometry II*. This course involves the same curriculum content as *Honors Biology* with an added emphasis on integrating concepts from *Honors Algebra and Geometry II* with scientific data developed in and out of the classroom. Note: this course meets for an extra period two days out of the 7-day cycle during 1st semester. This course is considered a lab science.
7. *Chemistry Honors*. Add co-requisite For grade 10 students: prerequisite = *Honors Algebra/Geometry II* or enrollment in *Honors Advanced Math 1* (or higher), and teacher recommendation. For grade 11-12 students: Prerequisite = *Honors Adv. Math 1* or enrollment in *Honors Pre-Calc* (or higher).
8. *Research Methods in Chemistry*. Minor language to address project requirement and lab time. The course description is as follows: Students will be required to complete a yearlong research project in the fields of science, engineering or math under the guidance of their teachers. Students who sign up for this course must also sign up for *Research Methods & Honors Advanced Math I*. This course covers the same content as *Honors Chemistry*. Note: this course meets for an extra period two days out of the 7-day cycle during 1st semester.. This course is considered a lab

Engineering

1. Engineering program description change to accurately reflect the shift from implementing *Project Lead the Way* curriculum to having established offerings. The Engineering program description is as follows: The Engineering Department offers three courses from the national *Project Lead the Way* curriculum. These courses offer a rigorous introduction to, and exploration of, the field of engineering.



SHREWSBURY PUBLIC SCHOOLS
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ITEM NO: **VI. Policy**

MEETING DATE: **2/3/16**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS
School Committee Meeting



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

MEETING DATE: **2/3/16**

A. Fiscal Year 2017 Special Education Budget: Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear the annual report on the district's Special Education Department budget and finances?

BACKGROUND INFORMATION:

1. Ms. Maguire will provide information related to the cost of Special Education programming.
2. The enclosed report provides details regarding costs, state funding, etc.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION

Ms. Melissa Maguire, Director of Special Education and Pupil Personnel Services

Shrewsbury Public Schools

Office of Special Education
Pupil Personnel Services
15 Parker Road, Shrewsbury, MA 01545

508-841-8660

Fax 508-841-8661

Melissa Maguire, Director

Annual Special Education Budget Report: February 2017

Introduction:

Shrewsbury Public Schools has a comprehensive program for students with disabilities. The school system subscribes to the philosophy that all students can learn and that the purpose of special education is to minimize the impact of disability and maximize the opportunities for children with disabilities to have access to the general curriculum.

It is the responsibility of the school district to provide every student with disabilities with a free, appropriate public education (FAPE) within the least restrictive environment (LRE) from ages 3 to 22. This age range is important because it significantly increases the amount of time that the school district is responsible for educating a student with special needs that must be factored into the overall cost of special education.

The Shrewsbury Public Schools are responsible for educating **819** (October 1, 2015 enrollment report) students with disabilities both in the district and out of the district.

State Reporting based on October 1 enrollment				
	2012/2013	2013/2014	2014/2015	2015/2016
# of special education students	907	816	755	819
District % of students in special education	15.0	13.5	13.6	13.4*
State % of students in special education	17.0	17.0	17.1	17.2

* This percentage is given by the Department of Elementary & Secondary Education based on the enrollment data provided for October 1, 2015.

Based on current data (January 2016), there are **898** students who are considered to be receiving special education services. This number includes students after October 1, 2015 who have moved in to the district or moved out of the district, eligible students who have since turned three years old, and those who have been evaluated and found eligible. This number also includes students who are currently referred for an evaluation or are in process of an evaluation. These students are considered special education students until they are determined eligible or not eligible for special education services and are calculated in the total number of students served until such time; not all students in evaluation will qualify.

Referrals for Special Education Services							
2012-2013		2013-2014		2014-2015		2015-2016	
#	Eligible	#	Eligible	#	Eligible	#	Eligible
131	121 (92%)	211	120 (57%)	231	118 (51%)	149	

*Referrals include any student referred by the school or parent to be evaluated in an area of suspected disability.

The referral numbers may also include students who are currently receiving special education services, but a new area of disability is being evaluated. It is important to note that the actual number of students found eligible has been consistent for the past three years.

State Financial Support for Special Education: Circuit Breaker

It is important to note, when discussing special education costs, that the federal legislation governing special education, IDEA or the Individuals with Disabilities Education Act, was originally mandated to fund 40% of the per pupil costs of educating all children with special needs. However, the federal funding contribution to local and state budgets for special education has consistently been approximately 18%, far below what is actually needed.

Equally as important, the state circuit breaker reimbursement formula had decreased significantly between 2010 and 2013. Although the final state budget for FY16 communicated that it fully funds Circuit Breaker at 75%, the initial payments from DESE have been made at 73%. The district budgeted for a 73% rate, which puts the current rate of reimbursement on target.

	Students Claimed	Claim Amount*	Foundation	Net Claim	Reimbursement
FY 2011	89	\$6,238,081	\$3,361,332	\$2,876,749	44% \$1,256,118
FY 2012	84	\$6,344,325	\$3,137,310	\$3,207,015	71% \$2,281,866
FY 2013	91	\$6,643,476	\$3,288,402	\$3,355,074	74% \$2,502,777
FY 2014	91	\$7,267,058	\$3,666,336	\$3,600,726	75% \$2,700,546
FY 2015	100	\$8,186,970	\$4,120,096	\$4,066,874	73.5% \$2,991,642
FY 2016	97	\$8,652,053	\$4,026,624	\$4,625,429	73% 3,376,560

* The claim is based on prior fiscal year census and qualifying costs

Out of District Placements:

While the vast majority of students with special needs are educated within Shrewsbury schools, there are a small percentage of students who need specialized programs including very small classes and a low teacher to student ratio and access to mental health supports and services. These students are educated out of district in specialized public day programs, collaborative, or private special education programs.

Children attend out of district programs as day or residential students depending on the severity of their disabilities. In addition, they may also attend for a longer year that includes extended school year services. A residential placement provides the student with twenty-four hour learning opportunities, full assistance with all functional life skills and intensive specialized developmental services. Children who attend residential placements have demonstrated a need for more restrictive programming, often due to limited safety awareness putting themselves or others at great risk. These students may also have complex behavioral and/or medical needs that require consistent level of supervision to maintain appropriate health.

The cost of out of district programs varies greatly. Tuition for private placements for the 2015-2016 school year range from a high of \$395,646 for a residential program, to a low of \$30,000 for a specialized public day program. The state of Massachusetts Operational Service Division (OSD) sets the tuition rates for these programs and, at times, will approve rate increases. This rate is set by the state based on the approved inflation rate.

However, in addition to an increase in tuitions granted by the state, schools are able to apply for extraordinary relief or restructuring and request a tuition increase. Over the next fiscal year, five programs that Shrewsbury Public Schools accesses have applied for approval from the OSD for Restructuring of their tuition. These large tuition increases range from 4% to 22% and far outpace the 1.83% inflation rate cap. While they have been incorporated into our FY17 budget, they cause a significant pressure on our overall budget costing a net \$103,000 more than we would experience if they were capped at the inflation rate increase

Programs Restructuring for FY 2017:

School	2016 Tuition	2017 Tuition	Difference	% Increase
Learning Center for the Deaf	\$49,072	\$59,984	\$10,912	22%
NECC	\$101,238	\$115,016	\$13,778*2= \$27,556	14%
NECC	\$211,636	\$229,674	\$18,037	8.5%
NECC	\$321,074	\$332,977	\$11,903	3.7%
Kennedy Day	\$76,082	\$85,167	\$9,084*2=\$18,168	12%
Melmark	\$247,254	\$269,913	\$22,659	9%
Lighthouse	\$63,371	\$69,813	\$6,441*3= \$19,326.48	10%
Total 7	\$1,069,727		\$128,561	

If these programs received the 1.83% inflation factor increase, costs would be:

School	2016 Tuition	2017 Tuition	Difference
Learning Center for the Deaf	\$49,072	\$49,970	\$898
NECC	\$101,238	\$103,090	\$1,852*2= \$3,704
NECC	\$211,636	\$215,509	\$3,873
NECC	\$321,074	\$326,949	\$5875
Kennedy Day	\$76,082	\$77,474	\$1,392*2=\$2,784
Melmark	\$247,254	\$251,774	\$4520
Lighthouse	\$63,371	\$64,530	\$1159*3= \$3477
Total			\$ 25,131

Total difference if restructurings are all approved = \$103,430

Potential causes for increases as cited by schools:

- * Results of the DESE review process
- * New state regulations on physical restraint

Over the course of several years, the Department of Elementary and Secondary Education and the Massachusetts Operational Service Division have approved tuition increases for multiple programs that Shrewsbury Public Schools uses to educate our students with the greatest of needs. The table below shows how the cost increases have impacted our community from FY 12-15.

IN STATE FY 2012-FY 2015 Special Education Programs						
	Days of Operation	Fiscal Year 2012 Annual Price	Fiscal Year 2013 Annual Price	Fiscal Year 2014 Annual Price	Fiscal Year 2015 Annual Price	over 10,000 is highlighted 4 year difference
Amego	365	\$ 209,335.75	212,773.30	216,803.22	219,917.25	\$ 11,581.50
Beverly School for the Deaf	204	\$ 67,969.26	69,417.00	70,666.51	71,747.71	\$ 3,778.45
Beverly School for the Deaf	204	\$ 80,306.35	82,016.87	83,493.17	84,770.62	\$ 4,464.27
Boston Higashi School (FY13 added 365)	365	N/A	203,381.83	207,042.50	210,210.25	\$ 6,828.62
Cardinal Cushing School & Training Ctr.	218	\$ 60,436.81	61,724.11	70,436.00	71,105.14	\$ 10,668.33
Carroll School	180	\$ 36,039.01	36,457.08	37,113.29	37,881.12	\$ 1,842.11
Catholic Charities/Diocese of Worcester	180	\$ 61,833.20	68,367.63	84,806.68	85,410.44	\$ 23,577.24
Cotting School, Inc.	180	\$ 69,208.98	70,883.13	71,955.43	73,056.35	\$ 3,847.37
Cotting School, Inc.	25	\$ 6,864.50	6,806.45	6,928.97	7,034.98	\$ 370.48
Crossroads School for Children, Inc.	228	\$ 96,111.30	97,226.19	99,976.28	100,490.80	\$ 4,379.30
Crystal Springs, Inc.	365	\$ 247,166.89	252,431.34	258,975.10	260,906.82	\$ 13,740.13
Devereux Foundation of Mass., Inc.	365	\$ 137,464.94	140,392.94	142,920.01	145,106.69	\$ 7,641.75
Devereux Foundation of Mass., Inc.	365	\$ 160,298.67	163,713.03	168,659.86	169,209.76	\$ 8,911.09
Devereux Foundation of Mass., Inc.	216	\$ 45,006.63	45,965.27	46,792.64	47,506.57	\$ 2,501.94
Dr. Franklin Perkins School, Inc.	365	\$ 183,375.98	187,281.89	190,852.96	194,232.44	\$ 10,856.46
Dr. Franklin Perkins School, Inc.	218	\$ 59,246.53	60,508.48	61,597.63	62,540.07	\$ 3,293.54
Evergreen Center, Inc.	365	\$ 153,229.92	156,493.72	159,310.61	161,748.06	\$ 8,518.14
Evergreen Center, Inc.	365	\$ 172,670.60	176,348.48	179,522.75	182,269.45	\$ 9,598.85
Franciscan Children's Hospital	200	\$ 71,059.97	72,573.54	73,879.88	75,010.22	\$ 3,950.25
Germaine Lawrence School	216	\$ 53,495.07	54,834.52	55,817.94	56,468.89	\$ 2,973.82
Hillcrest Educational Centers, Inc.	365	\$ 175,538.53	179,277.50	182,504.50	185,296.82	\$ 9,758.29
Hillcrest Educational Centers, Inc.	365	\$ 283,758.54	289,802.80	295,019.05	299,532.84	\$ 15,774.30
Learning Ctr. for the Deaf	198	\$ 45,023.00	45,545.27	46,365.08	48,380.88	\$ 3,357.88
Learning Ctr. for the Deaf	198	\$ 74,033.98	74,892.77	76,240.84	79,212.42	\$ 5,178.44
Lighthouse School	180	\$ 59,187.33	60,448.02	61,536.08	62,477.58	\$ 3,290.25
Little People's School	180	\$ 32,460.12	39,311.54	39,692.86	40,300.16	\$ 7,840.04
Margaret Gifford School	180	\$ 48,246.04	49,273.68	50,160.61	50,261.93	\$ 10,015.89
Margaret Gifford School	20	\$ 4,598.40	4,696.35	4,780.88	5,381.65	\$ 783.25
May Institute	365	\$ 215,137.60	219,720.03	223,674.99	227,097.22	\$ 11,959.62
McLean Hospital, Inc.	180	\$ 62,692.90	64,018.28	65,180.77	66,178.04	\$ 3,485.14
McLean Hospital, Inc.	216	\$ 91,063.18	93,002.83	94,676.88	96,125.44	\$ 5,062.26
Melmark Home, Inc.	365	\$ 218,682.23	223,340.16	240,095.46	243,768.92	\$ 25,086.69
Milestones, Inc.	216	\$ 84,528.82	85,509.35	87,048.52	88,380.36	\$ 3,851.54
Nashoba Learning Group, Inc.	216	\$ 95,704.85	97,743.37	99,502.75	101,025.14	\$ 5,320.29
New England Center for Children	228	\$ 70,670.29	72,175.57	73,474.73	74,598.89	\$ 3,928.60
New England Center for Children	365	\$ 299,877.12	306,264.50	311,777.26	316,547.45	\$ 16,670.33
New England Center for Children	365	\$ 197,664.47	201,874.73	205,508.48	208,852.76	\$ 10,988.29
New England Center for Children	365	\$ 281,917.25	287,922.09	293,104.89	297,589.19	\$ 15,671.94
New England Center for Children	228	\$ 94,554.47	96,568.48	98,306.71	99,810.80	\$ 5,258.33
Perkins School for the Blind	210	\$ 103,146.53	105,343.55	107,239.73	108,880.50	\$ 5,733.97
Perkins School for the Blind	210	\$ 126,677.11	129,375.34	131,704.10	133,719.17	\$ 7,042.06
Perkins School for the Blind	210	\$ 126,033.42	128,717.93	131,034.85	133,039.68	\$ 7,006.26
Protestant Guild for Human Services	365	\$ 228,890.73	233,766.10	237,973.89	241,614.89	\$ 12,724.16
Riverview School	244	\$ 67,104.38	69,697.24	70,951.79	72,037.35	\$ 4,932.97
Saint Ann's Home, Inc.	180	\$ 44,255.98	45,198.63	48,250.99	48,709.37	\$ 4,453.39
Seven Hills Foundation, Inc.	232	\$ 46,518.22	47,509.08	48,364.22	49,104.19	\$ 2,585.97
Stetson School, Inc.	365	\$ 155,489.06	160,433.78	163,681.59	166,491.92	\$ 31,002.86
Summit Academy	198	\$ 30,488.80	31,138.21	38,893.46	39,448.53	\$ 8,959.73
Walker Home for Children	216	\$ 70,769.18	81,212.23	81,999.99	83,254.59	\$ 12,485.41
Wayside Youth and Family Support	220	\$ 47,883.51	48,903.43	49,783.69	52,823.00	\$ 4,939.49

Fiscal Year 2017 Out-of-District Projections:

Currently (as of January 2016)), it is projected that there will be 76 students in out-of-district placements in the 2016-2017 school year. Due to a decrease in the amount of Circuit Breaker reimbursement funds expected to be available, the net appropriation from the School Department budget is expected to increase by \$934,881.

Out of District Placement	# of Students 11-12	# of Students 12-13	# of Students 13-14	# of Students 14-15	# of Students 15-16 as of 1/16	# of Students Projected for 16-17
Elementary	5	2	7	7	3	4
Middle School	20	22	17	17	12	10
Collaborative Middle School	4	4	2	1	2	1
High School	25	27	24	22	30	30
Collaborative High School/public	3	4	4	5	6	6
Post Graduate High School/Collaborative	5	1	8	9	14*	17**
Post Graduate non-public	8	19	18	19	10	8
Sub-Total	70	79	80	80	77***	76
Recovery High School*****	0	0	0	0	4	4
Total	70	79	80	80	81	80*****

* The total 2016 for the Collaborative includes: 8 attending AVC Evolution, 2 attending ACCEPT Collaborative, 2 students who graduated mid year, and 2 who access their transition programming through contracted services.

** The total 2017 projected is a combination of students who currently attend; or who are students transitioning from Shrewsbury High School to the Collaborative transition program.

*** This number reflects current placements to date. This number may fluctuate until the end of the year due to potential move-ins or students who require a placement due to their significant special education needs that can no longer be met in the public school setting.

**** This number is based on projections to date versus the number that has been budgeted.

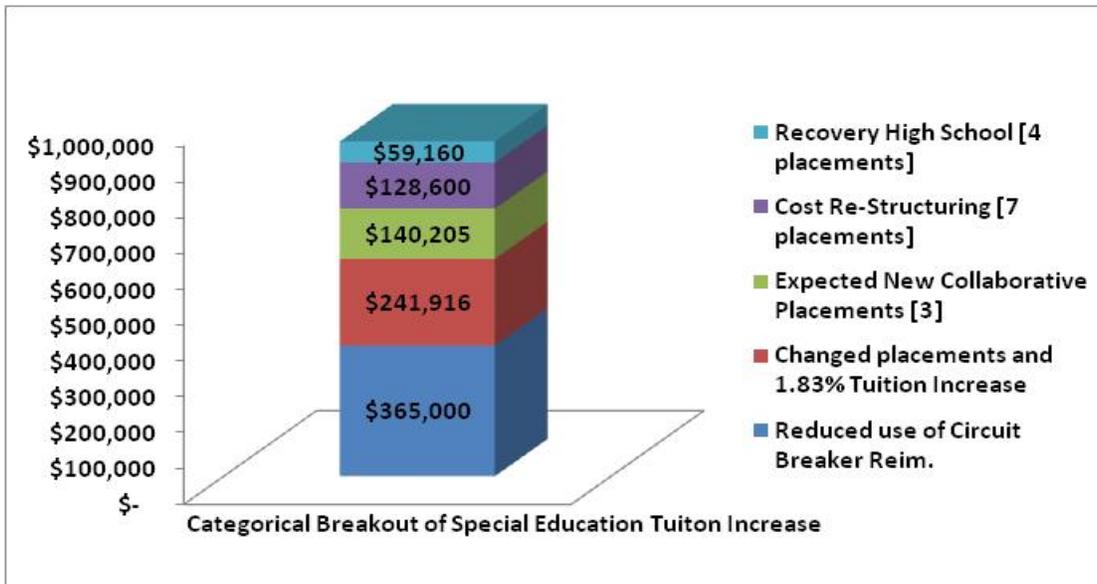
******* Recovery High School**

Under Title XII, Chapter 71, Section 91, students are entitled a comprehensive four-year high school education and a structured plan for recovery related to the student’s substance use disorder. Central Massachusetts Special Education Collaborative’s Recovery High School is in its inaugural year. This is the fifth Recovery High School in Massachusetts. Each program has a commitment to educate students in a safe and supportive environment that is free from drugs and alcohol. In addition to the traditional curriculum, students will also attend psycho-social groups to address co-morbid emotional disorders and the implication on recovery. Peer to peer recovery is supported on site with young adult Alcoholics and Narcotics Anonymous being offered onsite.

Unlike other specialized special education placements, students are able to self-refer to a Recovery High School. Students are accepted pending a referral process and commitment to recovery. A school district will pay the tuition of the state average foundation budget per pupil cost. Currently, Shrewsbury Public Schools has 4 students enrolled at Recovery High School. This is an unanticipated additional cost of \$42,000 during the current fiscal year. Shrewsbury is anticipating that the current enrollment of students will remain for the next fiscal year, although this is a variable projection as Recovery High School functions as a public school entity, and the district does not have to provide approval for students to access the programming.

Projected Net Appropriation for Out of District Costs			
	FY16 Budgeted	FY17 Budgeted	Change in FY16
Projected Out-of-District Tuition	\$7,131,843	7,701,724	\$569,881
Offset: Circuit Breaker Reimbursement Funds	\$3,960,000	\$3,595,000	(\$365,000)
Net Appropriation for Out-of-District Tuition	\$3,171,843	\$4,106,724	\$934,881

FY 17 budget assumes 77 student placements. This number may vary from current numbers that will be presented in this report.



Out-of-District Tuition Factors:

Evolution Program

The Evolution (Transition) Program, part of the Assabet Valley Collaborative (AVC) and is located at Shrewsbury High School under a joint agreement between AVC and the district. The Evolution program specializes in students with special needs who are eligible for services to age 22. Within this program there are three tiers of specialized instruction contingent on student needs. All instruction has the main focus of functional academics, vocational and transitional support. Through a transitional intake process, students are assessed as to what level of instruction they require, and are assigned a specific Tier of instruction I, II, or III. Each tier has an increase of restrictive placement and services as well as an increase of the cost.

3 students at Tier I = \$ 31,558 (1 students graduated early and did not assume the full tuition)

7 students at Tier II = \$46,814 (1 students graduated early and did not assume the full tuition)

0 students at Tier III = \$70,945 (includes ESY)

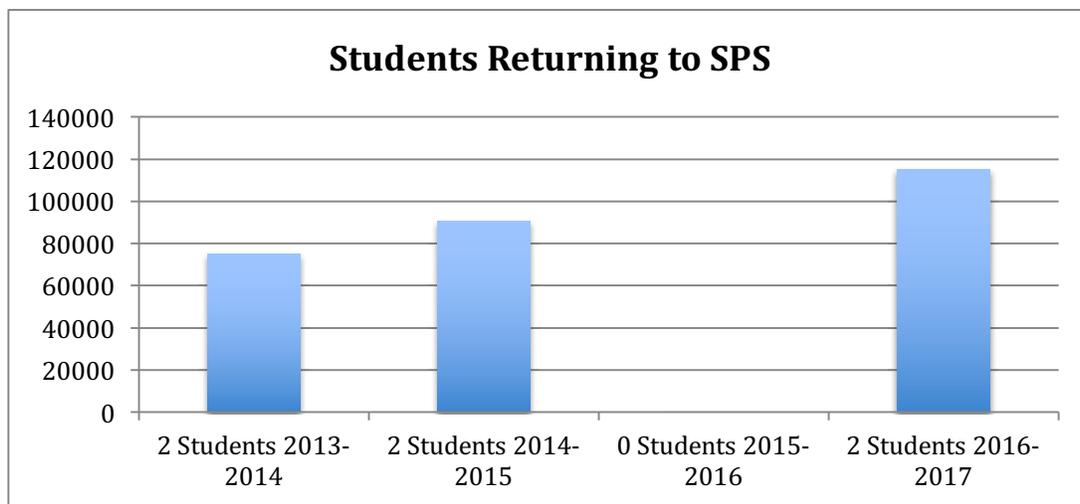
Students who require an extended year, due to the significance of their disability and in order to prevent substantial regression, there is an additional cost. The cost of Tier I and Tier II ranges from \$3,977 to \$4,692.

Assabet Valley Collaborative (AVC) Alternative Setting

The budget projects enough slots for the existing number of students attending the Assabet Valley Collaborative Middle School and High School, plus the potential of three additional placements. This program is for students experiencing significant emotional or behavioral difficulties who require more intensive services in a therapeutic environment.

The budget also includes funding for three slots for students who are referred for a 45-day extended evaluation at AVC or other approved programs. The intent of the 45-day extended evaluation is to gather more information about a student's disability and behavior that has significantly impacted his/her ability to make effective progress. The goal is for these students to return to their home middle or high school with strengthened support so they can succeed in the least restrictive environment. However, there are times when a student's disability is such that the student requires a more intensive program and may be referred for an out of district placement either at the Collaborative or at a private special education school.

Assabet Valley Collaborative Middle and High School is primarily designed for students in grades 6-12 with social and emotional disabilities. Primary services include special education instruction, clinical groups, individual clinical services, and communication supports. Over the course of the next fiscal year, two students are projected to transition back the public high school. These students have demonstrated sufficient skill acquisition and have met safety standards as outlined in transition plans by IEP Team.



Shrewsbury Public Schools continuously ensures that students are educated in the least restrictive environment in order to make effective progress. Within this current fiscal year, 5 students have transitioned to a less restrictive out of district programming. This includes one student attending a public school program; one student decreasing services from full time to 5 hours weekly; two students moving from a residential program to an independent living program; and; one student moving from residential to a day program placement. It is projected that next fiscal year, 1 student will also transition from residential to a day program placement.

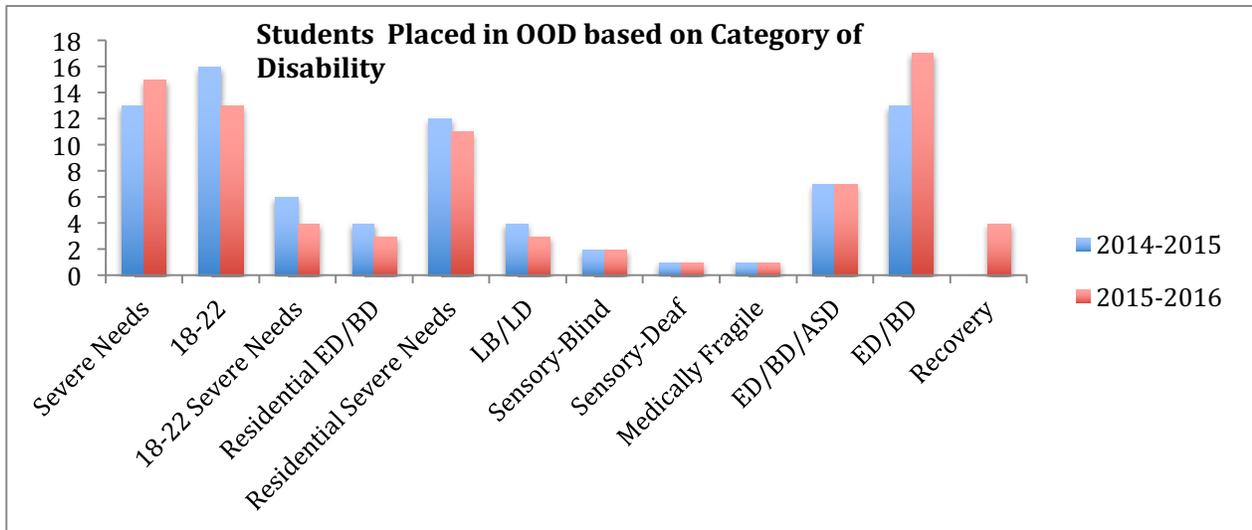
Savings Realized Through In-District Programming:

The district has increased its in-district programming to provide the opportunity for students who otherwise would need to be educated in out-of-district placements to meet their needs to attend school in their own community. Programs for students with more intensive needs include the Educational Learning Center (ELC) programs, which serve 81 students across every school preschool through high

school, as well as two new Intensive Learning Center (ILC) programs, which are located at Beal and Sherwood and serve a total of 14 students. These programs are also resulting in substantial cost savings compared to the out-of-district tuitions and transportation that are not required, with a net difference projected beyond \$2 million. More details on these cost savings will be included when this report is presented at the upcoming School Committee meeting.

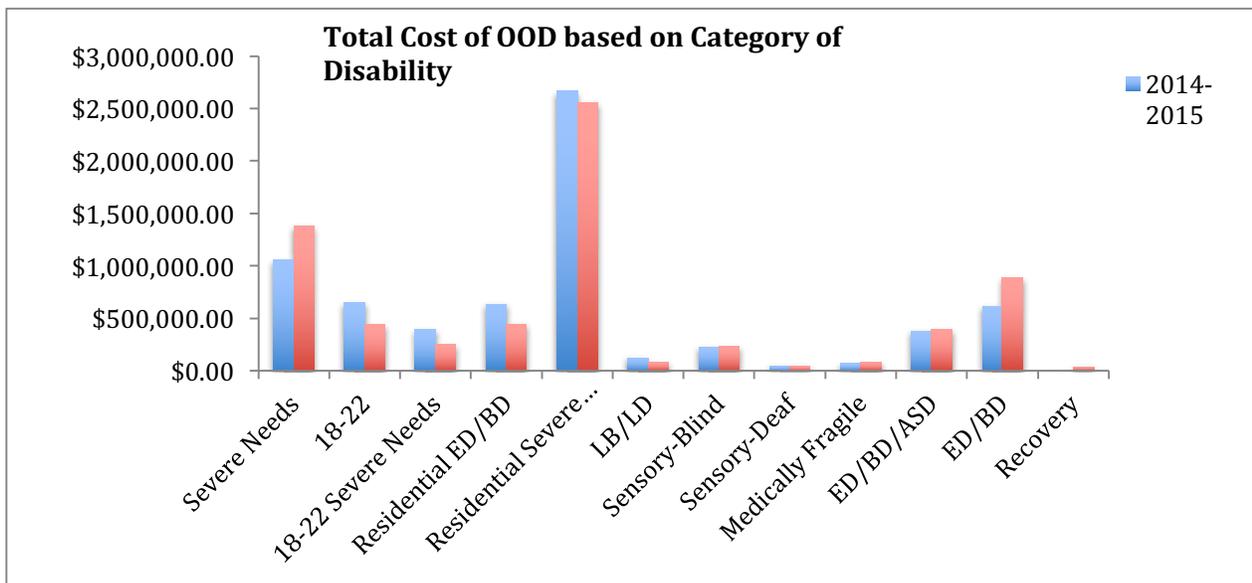
Profile of Students in Out-of-District Placements

The following graph represents the number of students currently placed in an out-of-district program as of January 2016. Predominantly students who are placed in an out of district program fall into three categories: Severe special needs (including residential programs), age 18-22 transition programming, and Emotional/Behavioral/Autism Spectrum.



ED = Emotional Disability; BD = Behavior Disorder; LB/LD = Language Based Learning Disability; ASD = Autism Spectrum Disorder

The following graph represents the total cost for students in each of these categories. This cost does not include the cost to transport students to the out-of-district placement.



ED = Emotional Disability; BD = Behavior Disorder; LB/LD = Language Based Learning Disability; ASD = Autism Spectrum Disorder

Out-of-District Transportation:

In addition to tuition, transportation costs are a significant budget item related to out of district placements. Shrewsbury is part of a consortium of school districts working through the Assabet Valley Collaborative to manage transportation costs. Wherever possible, students from Shrewsbury are transported with students from surrounding towns who attend the same day programs. It is important to note, however, that few of these educational programs are located in Central Massachusetts. Most are located in the metro-Boston area, which substantially increases transportation costs. The state does not provide any reimbursement for out of district transportation. It is estimated that the cost for FY17 will increase by 2%. If the federal grant that funds this transportation does not increase, fewer other needs will be able to be met through that grant.

	FY15 Actual	FY16 Budget	FY17 Budget	Difference
Out-of-district Transportation	\$0*	\$0*	\$0*	\$0
Amount Allocated to Grant	\$1,302,253	\$1,381,062	\$1,408,683	\$27,621

*In FY15 we shifted the Special Education transportation costs to the Federal Special Education Grant, so it no longer is funded by the appropriated budget. Shifting salary costs back from the grant to the appropriated budget saved approximately \$100,000 of grant allocations that would have otherwise been allocated to the Mass. Teachers' Retirement System when this grant was being used to fund special educator salaries.

Extended Year Services:

There are two standards for determining extended year services (summer programming) for students with disabilities. One is the severity of the child's disability and the other is "substantial regression."

This means that if a student is likely to lose critical skills or fail to recover these skills within a reasonable amount of time compared to typical students, summer programs are required.

The decision to provide extended year services is made by the TEAM at the student's annual IEP review or in the spring when enough data have been collected to make this determination.

There is a full day program and a half-day program that operate for four-week and six-week sessions.

The program must be fully staffed with teachers, related service providers, ABA technicians, aides and transportation must be provided for students in order to ensure we are meeting each students Individual Education Program.

	FY15 Actual	FY16 Actual	FY17 Budget	Difference
Extended Year Services	\$641,838	\$560,536	\$493,224	(\$67,312)

It is important to note that the cost of extended year services has gone beyond the budgeted amount in recent years and required shifts in funding from other areas of the budget. The budgeted amount for FY16 was \$378,354, so the FY17 budgeted amount represents an *increase* of \$114,870. Because these services were already concluded in the summer of the current fiscal year, we know our "actual" cost for FY16 already.

Contracted Services:

There are a variety of mandated special education services for which we must hire outside contractors and who have specialized licenses. Many of these involve low incidence disabilities. We currently contract specialists in the following areas: Physical Therapy, Music Therapy, Psychiatry, Orientation

and Mobility, Teacher of the Visually Impaired, Vision Specialists, Teacher of the Deaf, Wilson Reading Specialists, home based services, Teacher of Deaf Blind, and Audiological services. In 2016, we needed to contract a Nurse to be transported to and from a private special education school due to the severity of medical needs. Based on shifts in these various services, it is anticipated that there will be a modest increase in the budgeted amount over the current budget year.

	FY15 Actual	FY16 Budget	FY17 Budget	Difference
Contracted Services (psychological, therapies, educational)	\$425,354	\$ 445,000	\$475,000	\$30,000

Additional Expenses Related to Special Education:

	FY 16	FY17	Difference
Legal fees	\$30,000	\$30,000	\$0
Translator/Interpreter	\$12,000	\$18,000	\$6,000
Home/hospital tutoring	\$20,000	\$38,000	\$18,000
Testing supplies	\$30,000	\$30,000	\$0
Instructional materials	\$50,000	\$50,000	\$0*
Evaluations	\$6,000	\$14,000	\$8,000
Total	\$148,000	\$180,000	\$32,000

* Due to the transportation cost shifting to the federal grant, there was not enough left in the grant to include educational materials needed for the nine schools.

Legal fees: The state and federal laws governing special education are extensive and even, at times, contradictory. In addition, sometimes, despite our best efforts, the school system must go to hearings through the Bureau of Special Education Appeals and this requires full legal representation.

Translator/Interpreter: State and federal laws require that students and parents receive written and verbal communication in their home language. This can be costly as documents pertaining to special education can be quite lengthy as well as special education meetings where the parent is in attendance.

Home/Hospital Tutoring: When a student is absent for more than 14 consecutive school days or cumulative days due to illness and has a physician’s statement requesting home/hospital tutoring, the school department must provide tutorial services for the child.

Testing supplies: These include all of the assessment tools that are used by the special education staff for initial and on-going evaluations of students with disabilities. Once a testing battery is obsolete, there is only a two-year window where it must be replaced. We have several tests that will have new editions that we will need to replace. We typically schedule a two-year replacement plan.

Technology and Instructional Materials: In the current school year, all technology needs, including assistive technology and audiological equipment, were paid through a federal grant. We plan to fund special education technology through federal grant sources in FY 15. Equipment that is outdated and no longer operational will be requested through the technology budget.

Programs continued and implemented in 2015-2016 that mitigated costs to the district:

Co-Taught (grade 5 and 6): Sherwood Middle School has an established co-taught program in fifth and sixth grade. Students who are at risk and present a similar profile to students with Language Based Learning Disabilities are identified for this program to prevent out of district placement.

Students are placed on a two-person team with two regular education teachers, one special education teacher and a paraprofessional.

Educational Learning Centers (ELC): The Educational Learning Center, ELC, is designed for students diagnosed with Autism Spectrum Disorders or similar developmental profiles who require more time in a specialized classroom in order to make effective progress in school. A variety of teaching methods, guided by the principles of Applied Behavior Analysis (ABA) are utilized. Data collection and careful monitoring of progress are used to determine which instructional methodologies are best suited for each student. Students may require 20% to 60% of their educational services in the ELC. Integration into the general education setting is determined by the student's IEP.

Students who require clinical support may also receive services through the ELC, but are fully included in their general education classroom. These students may have support from an ABA Technician and behavior support monitored by the ELC Coordinator. ELC program coordinators supervise the direct teaching staff and coordinate all student services. There are currently eleven ELC programs in the district. Parker Road Preschool and all five elementary school programs. These students would typically be placed in day programs that range from \$95,000 to \$120,000.

Intensive Learning Centers (ILC): The Intensive Learning Center, ILC, is designed for students who minimally meet the following criteria: More than two grade levels below standards (required) and one or more of the following criteria: learns best in small group; unique neurobehavioral profile (executive functioning, academic skill development, social/emotional regulation and development); behavioral and communication challenges that impact learning; requires significant adult support across their day with opportunities to provide independence when feasible; and, requires opportunities and direct teaching to learn self-advocacy skills and safety skills associated with their environment and interpersonal relationships. The program was developed and implemented for the 2015-2016 school year, one at Beal and one at Sherwood. There are currently five students in the Beal program and nine students in the Sherwood program.

Mobile On Site Vocational Education (M.O.V.E.) 9-12: The high school students in Project M.O.V.E. have been recommended through the TEAM process and attend classes at the high school for part of the day and then attend the M.O.V.E. program for the remainder of the day. These students typically need direction in the areas of social/personal behavior, classroom achievement and/or appropriate attendance levels. M.O.V.E. is an alternative vocational training program and it is a site-based training in the food trade area. The primary goal is to help students gain vocational skills and develop appropriate work behaviors to better equip them for the world of work.

Clinical Programming: The clinical coordinators are full time master's level Behavior Analysts who work across the district. This role supports students in regular education and special education requiring clinical services and support. The clinical coordinator's primary responsibility in regular education is to assist the classroom teacher identify students who may be engaging in challenging behaviors that interfere with learning, conduct a Functional Behavior Assessment, develop Positive Behavior Support Plans, train staff to implement the plans, and follow-up when needed. The primary responsibility in special education is to develop procedural consistencies, develop accountability and reliability procedures, supervise home support programs, consult to district wide programs, and provide professional development.

Total Referrals for Clinical Services – Through Clinical Rounds – 41 referrals from 9/11/2015 to 1/6/2016		
Service Type	Frequency	Percentage of Total Referrals
Clinical Coordinators: New Referral	21	51.2%
Clinical Rounds: New Referral (to include Psychiatric Consultation)	11	26.8%
Consultation from Psychiatrist	9	22%

Referral for Clinical Services – Clinical Rounds – 41 referrals from 9/11/2015 to 1/6/2016 per Level	
Grade Level	Percent of Total Referrals
Elementary	31%
Middle	48%
High School	17%

Total Number of Students Supported from 9/11/2015 to 1/6/2016 per Coordinator						
Coordinator	Total Caseload (Starting 9/2015)	Current Caseload (as of 1/6/16)	Students who receive special education services	Students who do not receive special education services	Cases identified via Clinical Rounds	Total number of completed FBA's (Functional Behavior Assessments)
Rynning	24	18	6	12	9	2
Nerland	27	22	9	13	11	4

Psychiatric Consultation: There has been a substantial increase in students with mental health challenges over the past several years and this continues to rise. In order to minimize out of district evaluations and placement, a child and adolescent psychiatrist consults across the district for five hours weekly. The psychiatrist works with the clinical coordinators to provide clinical rounds at the schools across the district based on referrals from the schools. She has been instrumental in assisting parents obtain outside medical attention and services as well as provided valuable recommendations to support these students in their school program. Additionally, the psychiatrist and the clinical coordinator have been able to offer a course to families (Family Strategies) twice yearly through a grant. The total number of psychiatric consultation hours from 9/11/2015-1/6/2016 = 59 hours.

Family Success Partnership: The Family Success Partnership, through the Assabet Valley Collaborative, is a family centered social services program that expands the mutual capacity of schools, state agencies and programs, human service agencies, and community-based resources to provide a flexible, comprehensive and accessible system of services to children with mental health needs that are beyond the scope of the school, but do not meet traditional eligibility requirements for state agency support. FSP utilizes a wraparound model to serve at-risk students and their families whose challenges prevent success and well being in school.

Shrewsbury currently contracts the equivalent of a full time (job share between two individuals) social worker that will be able to support up to 30 families who require this level of support.

Partnership with UMass Adolescent Psychiatry Fellows: Shrewsbury is in its fifth year of a partnership with UMass Fellows from the adolescent psychiatry unit. There are typically two to three Fellows that conduct weekly rounds at the different schools across the district in conjunction with clinical rounds weekly with the consulting psychiatrist and clinical coordinators. They provide consultation and feedback based on observations they have made.

P.A.C.E. (Promoting Academic Connections and Engagement): The P.A.C.E program is designed to support students at risk of either dropping out of high school or requiring a more restrictive educational program. The development of the program, which began two years ago, is in response to Shrewsbury Public Schools’ five-year district priority of promoting the health and wellbeing of students. The development of this program creates a systematic response to students who struggle with academic, social/emotional, and/or mental health issues, but more importantly, it will assist students to graduate and become productive members of society. To date, none of the program’s students, who are considered at risk, have required a more costly out of district placement.

The program exists for the benefit of the students enrolled as well as the SHS community at large, the students’ families, and the greater Shrewsbury community. Education is a shared responsibility of students, school, home and community. Investing in the education of our students benefits the community. All students want to learn and be life-long learners. The P.A.C.E. program is approaching education as a balance of the student’s intellectual, social, physical, emotional and creative qualities.

P.A.C.E. Enrollment Both General Education and Special Education

	2014-2015	2015-2016
Grade 10	5	2*
Grade 11	5	6
Grade 12	N/A	4**

*Two potential additions at the end of Semester 1

** One school withdrawal. Currently in the process of re-enrolling for Semester 2

SOLVE Training: Strategies of Limiting Violent Episodes (S.O.L.V.E) is a 20-hour program teaching staff various methods to prevent aggression from occurring through verbal and environmental options to control aggression safely and through physical options within the context of treatment. Both clinical coordinators, one ELC Coordinator, and two special education teachers are certified as trainers for the district. They provide minimally two courses each year as well as an annual recertification for staff that have been certified. New regulations regarding restraint went into effect on January 1, 2016. This training is required and critical to ensure that all staff are updated on the new regulations, policies, and procedures.

Summer Social Skills Program: The Social Skills Summer Program is a four-week/half day program designed for children who have been receiving direct special education services in social/pragmatic skills over the course of the regular school year. The goal of the program is to maintain the skills that the student has learned throughout the school year and prevent substantial regression of those skills during the summer. The program provides the necessary environment to facilitate use and maintenance of skills, through both structured and unstructured activities that require such skills as cooperation, perspective taking, negotiation, and social problem solving. The program includes typical peers, which is what makes it a great success and provides a rich program for students to learn and generalize skills with their typical peers.

Comparison of SPS to Area Districts Based on FY 14:

It is critical to understand the percentage of the total budget related to net school spending, as it would appear that Shrewsbury is spending a higher percentage than several similar districts in our collaborative or the DART districts identified by the state. The percentage of special education spending is proportional to the size of the overall budget. This is because the in-district budget is much smaller than other districts (bottom 9% for in-district spending in the state). This creates the perception that the special education spending is higher, when it is actually higher *in proportion to the overall budget*. The source of the following two charts was the DESE website:

<http://www.doe.mass.edu/finance/statistics/>

Town	Collaborative Spending	Private School Spending	Total SPED Expenses	Net School Spending	% of Total Budget 2013	% of Total Budget 2014
Marlboro	964,780	5,971,629	20,674,056	68,393,933	28.9	30.2
Southborough	256,995	1,349,417	5,462,697	21,165,527	26.4	25.8
Hudson	723,367	2,039,493	10,040,749	38,457,142	25.3	26.1
Berlin-Boylston	202,988	736,885	1,796,537	7,422,807	26.9	24.2
Shrewsbury	462,265	6,104,519	15,363,172	63,849,883	25.2	24.1
Westborough	563,579	2,900,343	11,025,826	49,304,570	22.4	22.4
Maynard	108,908	658,916	3,990,795	17,828,258	23.0	22.4
Northborough	191,298	1,176,229	5,743,126	24,486,354	21.9	23.5
Berlin	7,935	11,273	630,694	3,190,674	22.8	19.8
Nashoba	420,779	1,083,830	7,444,897	41,166,057	17.5	18.1
Boylston	38,004	0	627,245	3,589,861	14.8	17.5
Statewide	259,934,327	511,132,743	2,488,346,005	11,926,430,635	20.9	20.9

Comparison of SPS to Similar Communities Based on FY 13:

These comparisons show the current so-called DART comparison districts, selected by the Department of Elementary and Secondary Education on the basis of grade span, total enrollment, and special populations

Town	% of Total Budget 2013	% of Total Budget 2014
North Andover	23.3	24.8
Canton	24.9	24.6
Arlington	23.3	24.6
Shrewsbury	25.2	24.1
Wachusett	23.0	23.9
Walpole	23.7	23.0
Burlington	20.9	21.9
Bridgewater/Raynham	20.9	21.3
North Attleborough	21.2	21.3
Milton	21.9	21.1
Melrose	21.4	21.1
Statewide	20.9	20.9

* Different districts listed as DART comparison districts for 2012 and 2013.

Requests for 2017 fiscal year: The Special Education Department has operated on a very lean department structure. There have been minimal increases to the administrative structure in many years. Through the override in 2014, the Department was able to hire an additional clinical coordinator, an Elementary Special Education Coordinator, an ELC Coordinator for Paton, a half time team chair for Parker Road, part time special education teachers at Spring, Coolidge, and Paton, two special education teachers at both Oak and Sherwood to address class sizes and caseloads, and additional paraprofessional support. This allowed the continuation of providing mandated special education services as well as administrative support to meet all the operational requirements to oversee a large department.

In order to effectively address the multitude of demands (i.e., increase in mental health challenges, increase in the intensity of services required to meet FAPE, reporting, modification to curriculum, and state mandates such as supervision and evaluation, reporting, MCAS Alternative Assessments, anticipation of PARCC Assessment, etc.), it is critical that the department have the personnel to operate a district this size as well as provide the required services for students to access and be successful in their educational programs.

In order to sufficiently manage the level and quality of services in FY 2017, the following positions are requested to continue operating and meet the legal mandates.

Required positions needed to address mandates

Position	Notes
Additional special education paraprofessional positions (4.0 FTE)	Projections of students entering preschool from Early Intervention with significant needs indicate greater need for this type of support in order to educate the students within the district. Historically we have also had a number of students who have moved into the district who require paraprofessional support.
Speech Language Pathologist (1.0 FTE)	The current number of FTE will not be able to provide the estimated number of service hours delineated on students' IEP's.

Future Considerations and concerns

It is important to know that in order to continue providing special education services and programs efficiently and effectively, it is critical to consider the significant needs of sustaining the level of programs and services. With this in mind the following represents positions that should be carefully considered:

Position, Support, or Service	Rationale
Assistant Special Education Administrator (Historically this position was in place when there was far fewer students and programs)	9 schools – 1 district-level administrator currently to manage the entire department supporting approximately 900 students and approximately 250 staff; Supervision and Evaluation; Operations for multiple programs across the district; Program growth
Additional Adjustment Counselors at the middle level	Increase in mandated services; Increase in caseloads for both general education and special education;
Coordinator for the ELC (Educational Learning Center) programs	There are currently ten programs across the district that supports students on the Autism Spectrum. In order to ensure the success of the program, there needs to be a coordinator that can oversee the entire program, supervise and evaluate staff, ensure clinical programs are developed and implemented with fidelity.

Conclusion:

Shrewsbury Public Schools has made a strong commitment to the education of children with disabilities. An exceptional staff that is highly qualified and has extensive expertise and cares deeply about students provides the special education services. Most of these children are being educated in programs within the district where they are able to be part of their school community. The request for additional funds for special education will allow us to continue to meet all of the state and federal mandates and provide a quality education for our students with special needs, while providing in-district programs wherever possible in order to provide mandated services within community schools in the most cost-effective manner possible.

Appendix: State Indicators of Special Education Performance

Measures of Special Education Performance: Massachusetts State Performance Plan (MA SPP):

Developed in accordance with 20 U.S.C. 1416(b)(1), the MA SPP responds directly to the 20 indicators identified by the Office of Special Education Programs (OSEP), and includes baseline data, targets, and improvement activities for each indicator. These data are available on the DESE website.

Indicator 1 - Graduation Rate

The state target and district and state rates for Indicator 1 are the most current data available. Data reported in the State Performance Plan and Annual Performance Report reflects a one-year data lag in reporting.

For the **2013-14** school year, the state target for the Graduation Rate for Students with IEPs is 80%.

Reported	Cohort 2013 Graduates	# of Students in 2013 Cohort	District Rate	State Rate	State Target
Special Education	58	74	78.4%	69.1%	80%
General Education	335	344	97.4%	90.3%	
All Students	393	418	94.0%	86.1%	

Indicator 2 - Dropout Rate

The state target and district and state rates for Indicator 2 are the most current data available. Data reported in the State Performance Plan and Annual Performance Report reflects a one-year data lag in reporting.

For the **2013-14** school year, the state target for the Dropout Rate for Students with IEPs is 3.3%.

Reported	Dropouts	Students Enrolled in Grades 9-12	District Rate	State Rate	State Target
Special Education	2	181	1.1%	2.1%	3.3%
General Education	5	1465	0.3 %	1.7%	
All Students	7	1646	0.4%	3.8%	

Indicator 3 - Participation and Performance of Students with IEPs on Statewide Assessments (MCAS)

Indicator 3A - % of Districts Meeting Accountability Targets for Disability Subgroup

Consistent with the waiver of certain requirements of the No Child Left Behind (NCLB) Act granted to Massachusetts by the U.S. Department of Education in 2011-2012, Massachusetts no longer reports Adequate Yearly Progress (AYP). Rather, Massachusetts reports district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI).

For 2013-14, the state target for Indicator 3A is 50.0% of reporting districts to meet their cumulative PPI target of 75 or higher. The district rate for FFY2013 is 14.4%.

This district's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher 		View Detailed 2015 Data
	Less progress	More progress	

[Students w/disabilities](#)  44 Did Not Meet Target

Detail 2015 Data

2015 English Language Arts Proficiency Gap Narrowing											About the Data
	Baseline CPI	2014 CPI	2015 CPI	CPI Change	2015 Target	6 Year Goal	CPI Percentile In School Type	N	PPI Points	Rating	
Students w/disabilities	83.3	79.3	75.4	-3.9	88.9	91.7	75	487	0	Declined	

2015 Mathematics Proficiency Gap Narrowing											About the Data
	Baseline CPI	2014 CPI	2015 CPI	CPI Change	2015 Target	6 Year Goal	CPI Percentile In School Type	N	PPI Points	Rating	
Students w/disabilities	71.9	68.0	64.3	-3.7	81.3	86.0	73	487	0	Declined	

2015 Science Proficiency Gap Narrowing											About the Data
	Baseline CPI	2014 CPI	2015 CPI	CPI Change	2015 Target	6 Year Goal	CPI Percentile In School Type	N	PPI Points	Rating	
Students w/disabilities	70.8	66.9	67.1	0.2	80.5	85.4	72	208	50	Improved Below Target	

Indicator 4 - Suspension/Expulsion for Students with IEPs

The federal Office of Special Education Programs (OSEP) requires a one year data lag in reporting on Indicator 4. For example, the information used to calculate Indicator 4 in the report submitted to OSEP in the February 2015 state report is data collected by districts during the 2010-2011, 2011-2012, and 2012-2013 school years. Therefore, the Indicator 4 summary here reflects this lag in data reporting.

In all years, the state target for Suspension/Expulsion is 0%.

Indicator 4A: Significant discrepancy in the rate of suspensions and expulsions of greater than ten days in a school year for children with IEPs. Massachusetts' definition for 'significant discrepancy' is five times the state rate for two consecutive years.

Reported	Special Education			
	FY 2011	FY 2012	FY 2013	FY 2014
# of Students	906	888	862	884
# of Students Suspended for Greater than 10 Days	1	1	0	0
District Rate	0.1%	0.1%	0.0%	0.0%
State Rate	1.3%	1.2%	1.1%	1.2%
State Target	0.0%	0.0%	0.0%	0.0%

Indicator 5 - Educational Environments for Students Aged 6 - 21 with IEPs

For **2013-14**, the state target for the % of Students with IEPs served in Full Inclusion is 60.5%, the target for % of Students with IEPs served in Substantially Separate placements is 14.5%, and the target for % of Students with IEPs served in Separate Schools, Residential Facilities, or Homebound/Hospital placements is 5.5%.

	Enrollment	District Rate	State Rate	State Target
Enrolled Students with IEPs	740			N/A
Full Inclusion (inside general education classroom 80% or more)	541	73.1%	61.1%	60.5%
Partial Inclusion (inside the general education classroom 40%-79% of the day)	90	12.2%	17.3%	N/A
Substantially Separate (inside the general education classroom less than 40% of the day)	42	5.7%	14.7%	14.5%
Separate Schools, Residential Facilities, or Homebound/Hospital placements (does not include parentally-placed private school students with disabilities)	67	9.1%	6.8%	5.5%

Indicator 6 - Educational Environments for Students Aged 3 - 5 with IEPs

In **2013-14**, the state target for the percent of students receiving a majority of their special education and related services in an inclusive early childhood program is 39%. The state target for the percentage of students attending a separate special education class, separate school, or residential facility is 13.8%.

Included in the table below is additional information about students receiving special education services outside of the inclusive early childhood program that they attend and students that receive services either at home or at a service provider location.

	Enrollment	District Rate	State Rate	State Target
Students Age 3-5 with IEPs	82	9.8%	--	N/A
Full Inclusion (Students in an inclusive early childhood program and receiving >50% of their special education and related services in that setting) (Indicator 6A)	44	53.7%	47.3%	39.0%
Partial Inclusion (Students in an inclusive early childhood program and receiving their special education and related services in that setting 0-50% of the time)	21	25.6%	28.0%	--
Substantially Separate (Students attending a separate special education class, separate school, or residential facility) (Indicator 6B)	6	7.3%	15.5%	13.8%
Students not attending an early childhood program and receiving special education and related services either in the home, at a service provider location, or some other location	11	0.8%	9.2%	--

Indicator 7 - Early Childhood Outcomes*

Districts participate in Indicator 7 data collection as part of a 4 year cycle in which they report exit data on children for whom they have collected entry level data; exit may occur at any time during the subsequent three year period as the children leave the preschool program. "Cohort Completion Year" refers to the last year that a district reports exit data for the set of children for whom entry data was collected. Some exiting children included in the Indicator 7 data collection may have been receiving special education services as little as six months or as long as three years, depending on when they entered and exited the program. Because of these differences, there is variability in the progress reported on each outcome. Therefore, these data should be interpreted with caution.

Cohort Reporting Year 2013-2014			
The percent of preschoolers who substantially increased their rate of growth by the time they exited preschool			
	A. Positive emotional skills	B. Acquisition and use of knowledge and skills	C. Use of appropriate behavior to meet their needs
District Rate	84.6%	84.6%	92.3%
State Rate	85.4%	81.4%	84.8%
State Target	100%	100%	100%
The percent of preschoolers who were functioning within age expectations by the time they exited preschool			
	A. Positive emotional skills	B. Acquisition and use of knowledge and skills	C. Use of appropriate behavior to meet their needs
District Rate	50.0%	35.7%	57.1%
State Rate	44.5%	44.3%	58.9%
State Target	90%	90%	90%

Indicator 8 - Parent Involvement *

For 2013-14, the state target for Parent Involvement is 85%.

This indicator measures the % of parents with a child receiving special education services who report that school facilitated parent involvement as a means of improving services and results for students with IEPs.

Surveys Period	Data Avail		# Surveys Issued	Surveys Returned		# Surveys Meeting Standard	% Surveys Meeting Standard
				#	%		
Spring 2014	Data Available	District Rate	884	101	11.4%	81	80.1%
		State Rate	54054	2606	4.8%	2081	79.9%

Indicator 9 - Disproportionality in Special Education

In all years, the state target for disproportionality in special education is 0%. This indicator measures the % of districts showing a disproportionate over-representation of students from racial/ethnic groups in special education that was the result of inappropriate identification. Districts are "flagged" for further review if, for three consecutive years, the district exhibits a weighted risk ratio of 3.0 or greater. Flagged districts are then subject to review of the appropriateness of their policies, practices, and procedures for special education eligibility determination and disability identification. If inappropriate policies, practices, and procedures likely caused the disproportionate representation, then the district is deemed to have disproportionate representation due to inappropriate identification.

	Disproportionate Over-Representation In Special Education	Disproportionality Due to Inappropriate Identification
District	No	No

Indicator 10 - Disproportionality in Specific Disability Categories

In all years, the state target for disproportionality in special education is 0%. This indicator measures the % of districts showing a disproportionate over-representation of students from racial/ethnic groups in specific disability categories that was the result of inappropriate identification. Districts are "flagged" for further review if, for three consecutive years, the district exhibits a weighted risk ratio of 4.0 or greater. Flagged districts are then subject to review of the appropriateness of their policies, practices, and procedures for special education eligibility determination and disability identification. If inappropriate policies, practices, and procedures likely caused the disproportionate representation in specific disability categories, then the district is deemed to have disproportionate representation due to inappropriate identification.

	Disproportionate Over-Representation In Specific Disability Categories	Disproportionality Due to Inappropriate Identification
District	No	No disproportionality found.

Indicator 11 - Initial Evaluation Timelines*

In all years, the state target for Initial Evaluation Timelines is 100%. This indicator measures the % of children with parental consent to evaluate, who were evaluated within the State established timeline. Data is reported for all initial evaluations initiated in October, November, and December of the reporting year.

	Special Education
School Year Reviewed	2010-11
# of Signed Evaluation Consent Forms Received	56
# of Requests for Initial Evaluation Completed Within State Timeline	56
District Rate	100.0%
State Rate	94.8%
State Target	100.0%

Indicator 12 - Early Childhood Transition*

In all years, the state target for Early Childhood Transition is 100%.

This indicator measures the % of students referred by Part C, found eligible for special education services, and who have an IEP developed and implemented by their 3rd birthdays.

	Special Education
School Year Reviewed	2013-14
# of Students Referred by Part C and Found Eligible for Special Education Services	4
# of Students who have IEP Proposed or Implemented by 3rd Birthday	Suppressed
District Rate	Suppressed
State Rate	100.0%
State Target	100.0%

Indicator 13 - Secondary Transition*

In all years, the state target for Secondary Transition is 100%.

This indicator measures the % of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

	Special Education
School Year Reviewed	2012-13
# of Student Records Reviewed	18
# of Student Records in Compliance with the Requirements of Indicator 13	18
District Rate	100.0%
State Rate	100.0%
State Target	100.0%

Indicator 14 - Post-School Outcomes for Students with IEPs*

This indicator measures the % of students with IEPs who exited high school during the 2012-13 school year and self-reported post-school engagement in education or employment one year after leaving high school. Engagement is defined through three measurements:

- Measurement A: Enrolled in higher education within one year of leaving high school. (see #1 below)
- Measurement B: Enrolled in higher education or competitively employed within one year of leaving high school. (see #1 + #2 below)
- Measurement C: Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed, or in some other employment within one year of leaving high school. (see #1 + #2 + #3 + #4 below)

Measurements are cumulative with measurement C reflecting the total number of exiters engaged in a post-secondary activity one year after leaving high school.

For the 2013-14 school year, state targets for the three measurements of Post-School Outcomes are Measurement A: 45%; Measurement B: 80%; and Measurement C: 87%.

The data used to calculate the measurement above:

Survey and Reporting School Year: 2011-12	Special Education Students
Total # of exiters who responded to the survey	41
#1. Number of respondents who are enrolled in higher education	14
#2. Number of respondents who are competitively employed (but not in category 1)	19
#3. Number of respondents who are enrolled in some other post-secondary education (but not in categories 1 or 2)	0
#4. Number of respondents who are in some other employment (but not in categories 1, 2 or 3)	8

	A. Enrolled in higher ed.	B. Enrolled in higher ed. or competitively employed	C. Enrolled in higher ed., in some other postsecondary ed., competitively employed, or some other employment
District Rate	34.1% (14 students)	80.5% (33 students)	100% (41 students)
State Rate	41%	70%	86.9%
State Target	44%	77%	84%



SHREWSBURY PUBLIC SCHOOLS
School Committee Meeting



ITEM NO: **VII. Finance & Operations**
B. Finance & Operations Updates: Report

MEETING DATE: **2/3/16**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear an update on the FY17 State Budget, Mass. School Building Authority Vote on Beal Early Childhood Center, Food Service Point of Sale Program, and the transportation audit?

BACKGROUND INFORMATION:

1. Mr. Collins will provide updated information on the FY17 State Budget, the recent Massachusetts School Building Authority vote on Beal Early Childhood Center, Food Service Department point of sale program, and a transportation audit.

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.

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick C. Collins, Assistant Superintendent for Finance and Operations



Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

29 January 2016

To: School Committee

Subj: FISCAL AND OPERATIONS UPDATE

1. FY17 School Department Budget and State Aid Update

a. FY17 School Department Budget

On Friday January 29th Mr. Morgado filed his initial FY17 Budget Plan with the Board of Selectmen and Finance Committee. It is a balanced budget using his traditional model for estimating revenues and expenditures. Over the coming months of the budget season both the revenue and expense estimates will be revised as new information comes forward as a result of the State Budget process and our local receipts and expenditure trends. The table below depicts our current situation regarding the FY17 School Department Budget.

Superintendent's Initial Recommendation	Town Manager's Initial Recommendation	Gap
\$62,446,298	\$59,112,145	(\$3,334,153)
6.83% increase	1.12% increase	(5.71%)

The administrative team has already begun a planning process to make some headway in closing this gap. In early March we plan to present to the committee a series of recommendations that may include increases in fee revenues and consideration of opting back into receiving School Choice students on a small-scale. It will also be necessary to propose expense reductions and we are keeping the School Committee Budget Priorities and Guidelines at the forefront as we devise these recommendations.

b. State Aid Update

State aid to Shrewsbury comes in a number of revenue categories. The town also has a variety of “charges” from the state that must also be factored each year. Mr. Morgado’s initial estimate based upon Governor Baker’s budget is that Shrewsbury would receive a net increase of \$385,338 in state aid for FY17.

Chapter 70 education aid increases from a current \$19,195,638 to \$19,315,358 in FY17. This is an increase of \$119,720 or .62%. The increase is in the category of “Minimum Aid” and equates to \$20 per pupil for the 5,986 students in our Foundation Enrollment.

Another state aid in the form of reimbursement is “Non-Resident Pupil Transportation”. This is reimbursement for transporting students from Shrewsbury to Assabet Valley Regional Technical High School. The state budget level funds this item at \$1.75M in FY17 which will likely result in an overall decreased reimbursement percent and amount for us in FY17. In FY16, we expect to receive approximately \$105,000 which equates to 59% of our FY15 actual costs.

Special Education Circuit Breaker Reimbursement is also level funded in the Governor’s Budget at \$271.6M. All other things being equal this would equate to a decrease for us next year as tuition costs rise. We will soon get more information from MA DESE about an estimated reimbursement percentage and we are also refining our

FY16 costs which are the basis for the FY17 reimbursement calculation. More information will follow on this topic as the budget process develops.

The Full-Day Kindergarten Grant Program is also level funded in FY17 at \$18.6M on a statewide basis. However, there appears to be some new criteria for eligibility that prohibits districts who charge tuition from also participating in this grant program. In our FY17 budget proposal we had assumed the loss of this grant. So, if we are not eligible in FY17, it will not impact our current FY17 budget plan any more than the planned loss of the \$62K we already factored.

Finally, it appears that Governor Baker is proposing a new Charter School Reimbursement schema in FY17. As of this writing we do not have any further details. Clearly, this has been a widely debated topic and the funding mechanism will likely be in flux until the end of the state budget cycle in June or July. We will share more information and the projected impact on Shrewsbury as it becomes available.

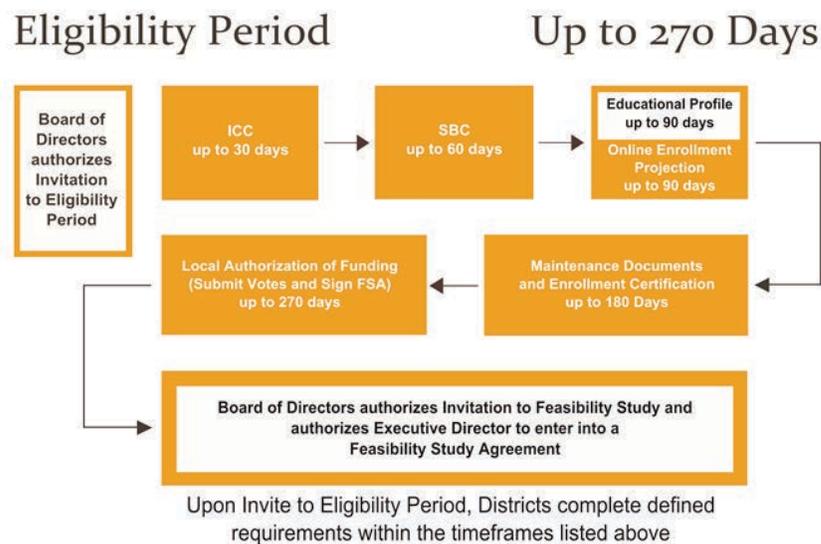
2. Facilities: Beal Early Childhood Center Invitation into Eligibility Phase with MSBA

On January 27th the Board of Directors of the Massachusetts School Building Authority [MSBA] unanimously voted to invite the Town of Shrewsbury into the Eligibility Phase for replacement of the Beal Early Childhood Center.

The Beal Early Childhood Center project was 1 of 26 school projects selected from the 97 applications in the 2015 Statement of Application process. The MSBA made it clear that the 26 selected represented the most “urgent and pressing” school building needs from the applicant pool. The chart below depicts the number of applications to its Core Program and the number of projects selected in each respective year.

Application Year	Core Program Applicants	Selected
2013	141	14
2014	108	15
2015	97	26

Due to the larger number of projects selected in the 2015 cycle, the MSBA will be phasing the official “start time” for each project moving into the Eligibility Phase. They have conveyed to us that Shrewsbury’s start time will be in March 2016. This will commence a 270-day time period in which a number of requirements must be fulfilled which are detailed in the following chart.



Their recent vote does allow us to move ahead in appropriating the funding required for the Feasibility Study. Holding a Special Town Meeting before the May Annual Town Meeting may need to be considered for this purpose. The School Committee should also begin planning for an appointee to the Building Committee. This is an important multi-year commitment that will require additional nighttime meetings.

Finally, we are recommending that the School Committee send a message of gratitude to the MSBA and express our enthusiasm in moving ahead in the process. Please see the attached draft letter.

3. Food Service: Continued Implementation of *Meal Magic*® Point of Sale System

Previously, our food service operation implemented the *Meal Magic* Point-of-Sale System at Sherwood and Oak Middle Schools and Shrewsbury High School. This is a computerized cashiering system that amongst many other features, allows students to put money on their account for meal purchases. It works much like a declining balance system offered at most universities. We will continue with implementation into our elementary schools starting with Floral Street School, our largest elementary school.

The system will go live at Floral Street School on Tuesday March 1st. Under the direction of Ms. Nichols, a staff training plan and parent communications have been devised to meet this launch date. She has been coordinating all the details with the principal and assistant principal as well.

Implementation of this system will afford parents the ability to periodically place money on their student's account and obviate the need to purchase meal tickets or send cash with their son or daughter. Soon after, we will make available the ability of parents to make online payments to their student's account as well.

Our goal is to complete the implementation one school at a time into the fall until completed.

4. Transportation: Bus Audit of Free/Reduced Applicants

Consistent with the past, the district has undertaken an internal audit of all bus registrants who claimed eligibility for free or reduced lunches and thus became eligible for free busing.

Per federal regulation, parents must apply each school year to become eligible for free or reduced price lunches. At the outset of each school year, a student is afforded a 30-day grace period and their past eligibility carries over until the re-application is reviewed and approved or disapproved.

As you know, the district's bus registration period begins on the April 1st preceding the upcoming school year. So, parents applying for bus service use their existing or expected eligibility status for free/reduced price lunch. Sometimes their eligibility status changes upon re-application in the fall. As a result, we verify using a data match between their claimed status from the spring and actual status in the fall. Recently, we completed this process and it produced a listing of 42 families whose claimed eligibility status does not match our food service records. We are working through each of these cases towards resolution.

It's important that the committee and community know that we review this on an annual basis to ensure equity in the delivery of and payment for bus service.



SHREWSBURY PUBLIC SCHOOLS

100 Maple Avenue, Shrewsbury, MA 01545

Tel.: 508-841-8400 Fax: 508-841-8490

schools.shrewsbury-ma.gov



Joseph M. Sawyer, Ed.D.
Superintendent of Schools

Mary Beth Banios
Assistant Superintendent

Patrick C. Collins
Assistant Superintendent
for Finance and Operations

Barbara A. Malone
Director of Human Resources

February 4, 2016

Deborah B. Goldberg
Treasurer and Receiver General of the Commonwealth of Massachusetts and
Chair, Massachusetts School Building Authority
40 Broad Street
Boston, MA 02109

Dear Chairperson Goldberg,

On behalf of the entire Shrewsbury School Committee I want to convey our gratitude, relief, and excitement for being voted into the Eligibility Phase for the Beal Early Childhood Center at your January 27th board meeting.

We acknowledge that completion of the 2015 Statement of Interest Process represents an enormous amount of staff work and detailed analyses of the 97 applications for the Core Program. Further, we understand that the 26 projects selected represent a larger than normal group and that our "start time" for our 270 day Eligibility Phase is planned for approval at your March 30th board meeting. Ms. Diane Sullivan has been most helpful in explaining this new adaptation to the program.

The Town of Shrewsbury and the Massachusetts School Building Authority have a proven record of forging a productive partnership as exemplified in the *Story of a Building* presentation at Sherwood Middle School last May.

We look forward to working with the board and staff again to meet the demands of our growing community and to replace a failing school facility with a modern, cost-efficient school building that will serve the educational needs of our youngest students into the next generation.

Sincerely,

John Samia
Chairman



SHREWSBURY PUBLIC SCHOOLS
School Committee Meeting



ITEM NO: **VIII. Old Business**

MEETING DATE: **2/3/16**

B. Calendar for 2016-2017 School Year: Vote

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee vote to approve the proposed calendar for the 2016-2017 school year?

BACKGROUND INFORMATION:

1. School Committee Policy #221 indicates that the Committee is responsible for determining the school calendar each year by April 30.
2. At the January 20th meeting the School Committee heard a report from the Calendar Committee and discussed the proposed school calendar for 2016-2017.
3. The draft calendar (enclosed) is posted on the website and has been available for public comment since January 20, 2016. An email message from the Superintendent was also sent including information and a link to Calendar Committee report and the draft calendar.

ACTION RECOMMENDED:

That the School Committee vote to approve the proposed calendar for the 2016-2017 school year.

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Shrewsbury Public Schools 2016-2017 School Year Calendar

DRAFT

Note: While the first day of school, holidays, and school vacations will not change once the calendar is adopted, the professional development days and early release days could change as a result of negotiations with the teachers' association.

AUG/SEP 22 Days				
M	T	W	T	F
22	23	24	25	26
29	30	31	1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

OCTOBER 19 Days				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

NOVEMBER 17 Days				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

DECEMBER 17 Days				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JANUARY 20 Days				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

August/September

8/25 & 26 New Teachers' Orientation
 8/29 Opening Program for Staff
 8/30 Students Return/Full Day
 9/2 Professional Development/No School
 9/5 Labor Day/No School

October

10/7 Professional Development/No School
 10/10 Columbus Day/No School

November

11/8 Election Day/Pre-K-8 Conference Day/No School
 11/11 Veterans Day/No School
 11/23 - 25 Thanksgiving Vacation

December

12/6 Professional Development/Early Release
 12/26 - 12-30 December Vacation

January

1/2 New Year's Day (Observed)
 1/16 M.L. King Day/No School

February

2/7 Professional Development/Early Release
 2/20 Presidents Day/No School
 2/21 - 2/24 Winter Vacation

March

3/7 Professional Development/Early Release

April

4/4 Professional Development/Early Release
 4/17 Patriots Day/No School
 4/18 - 21 Spring Vacation

May

5/2 Professional Development/Early Release
 5/26 Last Day for Seniors
 5/29 Memorial Day/No School

June

6/1 Graduation Day
 6/12 Last Day for Kindergarten & Preschool
 6/14 Last Day/Half Day for Students

February 15 Days				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

MARCH 23 Days				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

APRIL 15 Days				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MAY 22 Days				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

JUNE 10 Days				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

0 snow days = 6/14 last day
 1 snow day = 6/15 last day



SHREWSBURY PUBLIC SCHOOLS
School Committee Meeting



ITEM NO: IX. New Business
A. Disclosure of Employee Financial Interest: Vote

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee vote to determine that a financial interest disclosed by Patrick C. Collins, Assistant Superintendent for Finance & Operations, is not so substantial as to be deemed likely to affect the integrity of the services which the municipality may expect from him?

BACKGROUND INFORMATION:

1. Mr. Collins has taken the initiative to submit two disclosures relative to his role (enclosed); the enclosed memorandum from Dr. Sawyer provides additional details.

ACTION RECOMMENDED:

That the School Committee vote to determine that a financial interest disclosed by Patrick C. Collins, Assistant Superintendent for Finance & Operations, is not so substantial as to be deemed likely to affect the integrity of the services which the municipality may expect from him.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools
Mr. Patrick C. Collins, Assistant Superintendent for Finance & Operations



Shrewsbury Public Schools

Joseph M. Sawyer, Ed.D.
Superintendent

January 29, 2016

To: School Committee
From: Joseph M. Sawyer, Ed.D.
Re: Financial Disclosures by Patrick Collins

Enclosed please find two disclosure documents submitted by Patrick Collins, Assistant Superintendent for Finance & Operations.

Mr. Collins recently took the initiative to communicate with the State Ethics Committee in order to determine whether any disclosures should be made regarding how his work might be perceived to be affected by the fact that his spouse, sister, and brother-in-law are employed by the district (all were all employed by the district prior to Mr. Collins appointment last year).

Mr. Collins was advised to submit two disclosures, one regarding his spouse and one regarding his sister and brother-in-law. The former requires a vote of the School Committee, as the Committee is Mr. Collins's appointing authority and must make the determination as to whether the financial interest disclosed would "affect the integrity" of the services he provides. The latter requires no vote, it is simply a disclosure regarding the potential appearance of a conflict of interest.

The financial interest involved is related to the potential of Mr. Collins's spouse receiving an increase in compensation as a member of the non-represented staff group. In his role, Mr. Collins advises me and the Committee regarding the overall district operating budget, which would include any potential compensation adjustments for this employee group. It is important to note that Mr. Collins has no authority to make any changes to non-represented employee compensation, as this authority lies with the Committee, and the budget is subject to multiple levels of scrutiny. Further, it is reasonable for the Committee to determine that, to use the wording from the Ethics Commission disclosure form, that the "financial interest is not so substantial as to be deemed likely to affect the integrity of the services which the municipality may expect from the employee."

For these reasons, I recommend that the Committee vote to approve the enclosed draft disclosure form. I appreciate Mr. Collins's initiative to ensure that these disclosures are made.

**DISCLOSURE BY NON-ELECTED MUNICIPAL EMPLOYEE OF FINANCIAL INTEREST
AND DETERMINATION BY APPOINTING AUTHORITY
AS REQUIRED BY G. L. c. 268A, § 19**

	MUNICIPAL EMPLOYEE INFORMATION
Name:	Patrick C. Collins
Title or Position:	Assistant Superintendent for Finance and Operations
Municipal Agency:	Shrewsbury Public Schools
Agency Address:	100 Maple Ave Shrewsbury, MA
Office Phone:	508-841-8300
Office E-mail:	pccollins@shrewsbury.k12.ma.us
	My duties require me to participate in a particular matter, and I may not participate because of a financial interest that I am disclosing here. I request a determination from my appointing authority about how I should proceed.
	PARTICULAR MATTER
Particular matter E.g., a judicial or other proceeding, application, submission, request for a ruling or other determination, contract, claim, controversy, charge, accusation, arrest, decision, determination, or finding.	Please describe the particular matter. Annual School Department operating budget.
Your required participation in the particular matter: E.g., approval, disapproval, decision, recommendation, rendering advice, investigation, other.	Please describe the task you are required to perform with respect to the particular matter. Preparation of and advice related to annual operating budget and salary compensation recommendation for non-union staff. The School Committee is responsible for approval of the budget, including any potential wage increase for non-union staff.
	FINANCIAL INTEREST IN THE PARTICULAR MATTER
Write an X by all that apply.	<input type="checkbox"/> I have a financial interest in the matter. <input checked="" type="checkbox"/> My immediate family member has a financial interest in the matter. <input type="checkbox"/> My business partner has a financial interest in the matter. <input type="checkbox"/> I am an officer, director, trustee, partner or employee of a business organization, and the business organization has a financial interest in the matter. <input type="checkbox"/> I am negotiating or have made an arrangement concerning future employment with a person or organization, and the person or organization has a financial interest in the matter.

Financial interest in the matter	Please explain the financial interest and include a dollar amount if you know it. My wife, Andrea Collins, is a non-union staff member. She is a reading tutor at Oak Middle School. The amount of an annual raise could be in the range of \$0-\$1,100.
Employee signature:	
Date:	

DETERMINATION BY APPOINTING OFFICIAL

	APPOINTING AUTHORITY INFORMATION
Name of Appointing Authority:	Shrewsbury School Committee John Samia
Title or Position:	Chairperson
Agency/Department:	Shrewsbury Public Schools
Agency Address:	100 Maple Ave. Shrewsbury, MA 01545
Office Phone:	508-841-8400
Office E-mail	schoolcommittee@shrewsbury.k12.ma.us
	DETERMINATION
Determination by appointing authority:	As appointing official, as required by G.L. c. 268A, § 19, I have reviewed the particular matter and the financial interest identified above by a municipal employee. I have determined that the financial interest is not so substantial as to be deemed likely to affect the integrity of the services which the municipality may expect from the employee.
Appointing Authority signature:	
Date:	
Comment:	Mr. Collins serves in a technical advisory role and has no authority to act upon any matter related to his spouse's compensation. Any advice he provides to the Superintendent of Schools and the School Committee relative to this matter is subject to multiple levels of scrutiny. For these reasons, and because the financial interest is not so substantial as to be deemed likely to affect the integrity of his counsel, the Shrewsbury School Committee, by vote, has determined that Mr. Collins may participate in this matter.

Attach additional pages if necessary.

The appointing authority shall keep this Disclosure and Determination as a public record.

**DISCLOSURE OF APPEARANCE OF CONFLICT OF INTEREST
AS REQUIRED BY G. L. c. 268A, § 23(b)(3)**

PUBLIC EMPLOYEE INFORMATION	
Name of public employee:	Patrick C. Collins
Title or Position:	Assistant Superintendent for Finance and Operations
Agency/Department:	Shrewsbury Public Schools
Agency address:	100 Maple Ave. Shrewsbury, MA
Office Phone:	508-841-8300
Office E-mail:	pccollins@shrewsbury.k12.ma.us
	<p>In my capacity as a state, county or municipal employee, I am expected to take certain actions in the performance of my official duties. Under the circumstances, a reasonable person could conclude that a person or organization could unduly enjoy my favor or improperly influence me when I perform my official duties, or that I am likely to act or fail to act as a result of kinship, rank, position or undue influence of a party or person.</p> <p>I am filing this disclosure to disclose the facts about this relationship or affiliation and to dispel the appearance of a conflict of interest.</p>
APPEARANCE OF FAVORITISM OR INFLUENCE	
Describe the issue that is coming before you for action or decision.	My role requires participation in collective bargaining with Unit A of the Shrewsbury Education Association.
What responsibility do you have for taking action or making a decision?	My responsibilities include making recommendations or evaluations of compensation or fringe benefit proposals.
Explain your relationship or affiliation to the person or organization.	My sister, Erin Hruskoci, and brother-in-law, Dave Hruskoci, are members of Unit A.
How do your official actions or decision matter to the person or organization?	Their compensation or fringe benefits could be impacted.

Optional: Additional facts – e.g., why there is a low risk of undue favoritism or improper influence.	There is a very low risk of undue favoritism because the Human Resource Director is the lead negotiator along with two School Committee members. The entire School Committee is the approving authority for a new contract.
If you cannot confirm this statement, you should recuse yourself.	WRITE AN X TO CONFIRM THE STATEMENT BELOW. _X_ Taking into account the facts that I have disclosed above, I feel that I can perform my official duties objectively and fairly.
Employee signature:	
Date:	

Attach additional pages if necessary.

Not elected to your public position – file with your appointing authority.

Elected state or county employees – file with the State Ethics Commission.

Members of the General Court – file with the House or Senate clerk or the State Ethics Commission.

Elected municipal employee – file with the City Clerk or Town Clerk.

Elected regional school committee member – file with the clerk or secretary of the committee.



SHREWSBURY PUBLIC SCHOOLS
School Committee Meeting



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

MEETING DATE: **2/3/16**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee approve the minutes of the School Committee meeting on January 6, 2016?

BACKGROUND INFORMATION:

1. The minutes are enclosed.

ACTION RECOMMENDED:

That the School Committee approve the amended minutes of the School Committee meeting on January 6, 2016.

STAFF AVAILABLE FOR PRESENTATION:

Mr. John Samia, Chairperson
Ms. Erin Canzano, Secretary

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

MINUTES OF SCHOOL COMMITTEE MEETING

WEDNESDAY, JANUARY 6, 2016

Mr. John Samia, Chairperson; Ms. Sandy Fryc, Vice Chairperson; Ms. Erin Canzano, Secretary; Dr. B. Dale Magee, and Mr. Jon Wensky; Dr. Joseph Sawyer, Superintendent of the Shrewsbury Public Schools; Ms. Mary Beth Banios, Assistant Superintendent; Ms. Barbara Malone, Director of Human Resources; Mr. Patrick Collins, Assistant Superintendent for Finance and Operations

The meeting was convened at 7:00 pm by Mr. Samia.

I. Public Participation

None

II. Chairperson's Report and Members' Reports

Mr. Wensky mentioned that he had the opportunity to attend the Providence Bruins Ice Hockey game where the fourth grade students from Paton School were invited to sing *God Bless America* for the opening of the game. He noted the tremendous support from all the families that came to the event and he thanked Ms. Hannah Hall, music teacher, who organized the event.

Mr. Samia shared that the Committee taped the January episode of *School Talk*. Topics discussed included year-to-date information, the FY17 budget timeline, and technology innovation.

III. Superintendent's Report

Dr. Sawyer shared he received a phone call from the Massachusetts School Building Authority (MSBA) indicating that after reviewing the Statement of Interest (SOI) for a Beal School Building project, the MSBA technical staff would be recommending to the MSBA Board that they invite the district into the eligibility period at their meeting on January 27, 2016. He also reviewed the next steps the district would need to take in order to proceed.

IV. Time Scheduled Appointments

A. State of the District: Report

Dr. Sawyer thanked the Committee for the opportunity to provide them information regarding the state of the district. He indicated that his report consisted of four main points. First, he explained that students are thriving due to an excellent educational experience. He said the data indicates students excel on measures of academic performance, there is expert instruction and engaged learners, innovative use of technology, a wide variety of academic opportunities and successful co-curricular programs. He also noted the respectful and purposeful school culture where students can volunteer through many community service opportunities, student voices are valued and leadership is promoted.

Next he spoke about quality educators who are showing great success. They are extremely professional, consistently collaborate with one another, share best practices and demonstrate innovative thinking both with and without the use of technology.

He then discussed how the district's facilities are strong. He noted that the schools that were built since 1997 are among some of the best in the state. He explained that needed work is happening at other schools and they will require some additional significant work in coming years. He noted the exception of Beal which is in critical need but would hopefully be addressed through the MSBA process. He also noted the size constraints that exist due to a population bubble entering SHS, inadequate space at Floral Street School, not enough space for full day kindergarten and the need to rent space for preschool programming.

Finally, the demands, mandates and pressure the district is facing must be addressed despite fiscal constraints. While teachers and administrators have more access to information, best practices and powerful education tools, they are also faced with many challenges including accountability, curriculum standards, assessments, English language learner education, educator training, mental and behavioral health challenges, the addiction crisis, and a rising number of students requiring intensive programming. He then addressed the fiscal constraints such as unavoidable mandates, new policies, pressure from cost drivers such as healthcare, pensions and special education. He also noted revenue is disconnected from results that the state education finance formula is outdated, and local government's financial capacity is limited.

Dr. Magee asked for some more clarity regarding how the schools and the community can work together to benefit families with certain societal pressures and mental health issues. Committee members confirmed their agreement with Dr. Sawyer's assessment of the state of the district and that the issues that are present need to be addressed as they work through the budget development process.

V. Curriculum

None

VI. Policy

None

VII. Finance and Operations

A. Charter Schools & School Choice Report

Mr. Collins, Assistant Superintendent for Finance and Operations presented information on charter schools, virtual schools, and school choice enrollment history as well as tuition, aid, and net cost history to illustrate the financial impact they have on our district. Highlights of the report included the growing population for Virtual School, charter school enrollment is declining, the lack of reimbursement from the state, and statistics show that the school choice program is flat with no decline or increase. Mr. Collins explained that the total net cost for Charter and School Choice is just over \$1 million.

School Committee members asked for clarification regarding why students choose virtual schools, if the number has increased, why the cost is more and, finally, made a request to see a presentation on virtual schools to gain a greater understanding of the program.

VIII. Old Business

None

IX. New Business

A. Assabet Valley Collaborative Quarterly Update

In accordance with the state regulations of providing quarterly updates, Dr. Sawyer enclosed information regarding the purpose of the Collaborative, and the various services provided. He also noted the inclusion of the Collaborative's annual report and financial summary.

X. Approval of Minutes: Vote

Mr. Samia requested a motion to approve the amended minutes of the School Committee meeting on November 18, 2015. On a motion by Mr. Wensky, seconded by Dr. Magee, the School Committee voted unanimously to approve the minutes of the School Committee meeting on November 18, 2015.

XI. Executive Session

Mr. Samia requested a motion to adjourn to executive session for the purpose of discussing negotiations with the Shrewsbury Education Association, Unit A, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body. On a motion by Mr. Wensky, seconded by Dr. Magee, on a roll call vote: Dr. Magee, yes; Mr. Wensky, yes; Ms. Canzano, yes; Ms. Fryc, yes; Mr. Samia, yes; the School Committee voted to adjourn to executive session at 8:17PM.

XII. Information Enclosures

None

XIII. Adjournment

Mr. Samia requested a motion to adjourn the School Committee meeting for January 6, 2016. On a motion by Dr. Magee, seconded by Ms. Fryc, the meeting was adjourned at 9:04 PM. On a roll call vote: Dr. Magee, yes; Ms. Canzano, yes; Ms. Fryc, yes; Mr. Samia, yes.

Respectfully submitted

Kimberlee Cantin, Clerk

Documents referenced:

1. State of the District Report and Slide Presentation
2. Charter Schools & School Choice Report and Slide Presentation
3. Assabet Valley Collaborative Annual Report and Financial Summary



SHREWSBURY PUBLIC SCHOOLS
School Committee Meeting



ITEM NO: **XI. Executive Session**

MEETING DATE: **2/3/16**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee enter into executive session executive session for the purpose of a) discussing negotiations with the Shrewsbury Education Association, Unit A, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body, and/or b) for the purpose of reviewing and/or releasing executive session minutes from a prior meeting?

BACKGROUND INFORMATION:

Executive session is warranted for these purposes.

ACTION RECOMMENDED:

That the School Committee enter into executive session.

STAFF AVAILABLE FOR PRESENTATION:

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

ITEM NO: **XII. Adjournment**