School Committee
Meeting Book

February 14, 2018
7:00 pm

Town Hall -100 Maple Avenue
Selectmen's Meeting Room

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

AGENDA
February 14, 2018 7:00pm
Town Hall—Selectmen's Meeting Room
100 Maple Avenue

Items	**Suggested time allotments**
I. Public Participation	7:00-7:10
II. Chairperson's Report & Members' Reports	
III. Superintendent's Report	
IV. Time Scheduled Appointments:	
A. Campaign for Shrewsbury Athletic Fields: Vote to Approve Memorandum of Understanding with Shrewsbury Youth Soccer and Vote to Accept Gift	7:10 – 7:25
B. Special Education & Pupil Personnel Services: Annual Program & Budget Report	7:25 – 7:55
V. Curriculum	
VI. Policy	
A. School Year Calendar for 2018-2019: Vote	7:55 – 8:05
VII. Finance & Operations	
A. Fiscal Year 2019 Budget: Update	8:05 – 8:20
B. Beal Building Project: Update	8:20 – 8:30
VIII. Old Business	
IX. New Business	
X. Approval of Minutes	8:30 – 8:35
XI. Executive Session	
A. For the purposes of negotiations with the Shrewsbury Paraprofessionals Association	8:35 – 9:15
B. For the purposes of negotiations with non-represented employees	
XII. Adjournment	9:15

Next regular meeting: February 28, 2018

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation MEETING DATE: **2/14/18**

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 the 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:
School Committee Members
Dr. B. Dale Magee, Chairperson
Mr. Jon Wensky, Vice Chairperson
Ms. Sandra Fryc, Secretary
Ms. Erin Canzano, Committee Member
Mr. Jason Palitsch, Committee Member

ITEM NO: III. Superintendent's Report

SPECIFIC STATEMENT OR QUESTION:
Will the School Committee hear a report from Dr. Joseph M. Sawyer, Superintendent of Schools?

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

STAFF AVAILABLE FOR PRESENTATION:
Dr. Joseph M. Sawyer, Superintendent of Schools

ACTION RECOMMENDED FOR ITEMS I, II, & III:
That the School Committee accept the report and take such action as it deems in the best interest of the school system.

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

ITEM NO: **IV. Time Scheduled Appointments:** MEETING DATE: **2/14/18**
A. Campaign for Shrewsbury Athletic Fields: Vote to Approve Memorandum of Understanding with Shrewsbury Youth Soccer and Vote to Accept Gift

BACKGROUND INFORMATION:

Shrewsbury Youth Soccer (SYS) is seeking to partner with the school district to assist with funding our Campaign for Shrewsbury Athletic Fields while providing access for its players and teams to the renovated SHS stadium field. The enclosed memorandum of understanding (MOU) has been negotiated between the leadership of SYS and Mr. Collins, and it represents a win-win agreement where SYS would donate $100,000 to be used exclusively for the installation of a synthetic turf field at the Shrewsbury High School stadium, and in return the School Department will treat this donation as a prepaid credit towards the future rental costs of the field by SYS. This cost would be at a discounted rate of $75 per hour, which would exist until the total donation amount has been exhausted.

ACTION RECOMMENDED:

That the School Committee vote to approve the memorandum of understanding between the Shrewsbury Public Schools and Shrewsbury Youth Soccer that specifies the terms of an agreement regarding providing future access for Shrewsbury Youth Soccer to the Shrewsbury High School synthetic turf field in return for a $100,000 donation to enable the construction of the synthetic turf field.

That the School Committee vote to accept a gift of $100,000 from Shrewsbury Youth Soccer for the Campaign for Shrewsbury Athletic Fields, per the terms of the Memorandum of Understanding between the School Department and Shrewsbury Youth Soccer.

STAFF AVAILABLE FOR PRESENTATION:

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

MEMORANDUM OF UNDERSTANDING

between

SHREWSBURY PUBLIC SCHOOLS and SHREWSBURY YOUTH SOCCER

I. PURPOSE

The purpose of this Memorandum of Understanding [MOU] is to set forth the terms and conditions of a donation by Shrewsbury Youth Soccer [SYS] to the Shrewsbury Public Schools [SPS] in the amount of $100,000 to be used exclusively for the installation of an artificial turf field at the Shrewsbury High School Stadium [the Project], located at 64 Holden Street, Shrewsbury, Massachusetts pursuant to M.G.L. c.44 S. 53A;

II. TERMS AND CONDITIONS

In accordance with School Committee Policy 911 and in exchange for SYS's donation of $100,000 and subject to the conditions herein, the Committee agrees to characterize the funds as a donation for the installation of the Project whose dollar value of the donation be counted as a prepaid credit towards the future rental cost by SYS at a discounted rate of $75 per hour for the field, subject to field availability as determined by SPS. The $75 rental rate will remain in place towards SYS future use until the total donation amount has been exhausted. [*The current artificial turf field rental rate for Shrewsbury non-profit groups is $80 per hour and non-Shrewsbury or for- profit groups is $150 per hour. These rates are subject to annual review and change by the School Committee.*]

The donation funds will also be counted as a prepaid credit towards the cost for use of field lights when used and cost for a field staff monitor, or other SPS staff when required by SPS for the supervision, access, or general caretaking of the field when rented by SYS. Rates for these services are determined by the School Committee.

When the value of the SYS donation funds has been exhausted by use of the field at $75 per hour and the costs of related services for lighting and monitoring, then SYS may choose to continue renting the turf field, subject to availability, at the usual and standard rental rate as established by the School Committee.

SPS reserves the right to limit the hours and types of use or size of events held on the artificial turf field so as to protect the field from inappropriate uses, conduct routine or extraordinary maintenance, or conduct other activities in the best interest of SPS.

SPS will construct an artificial turf field when sufficient funds for the total Project have been received in the capital campaign account. SPS intends to allow community use of the field only after the installation of the Project has been completely closed out from a financial and legal perspective and community use operating and monitoring procedures are sufficiently in place to protect this asset.

SYS use of the artificial turf field must comply with all other use regulations as may be published separately. Such regulations may include but not be limited to: restrictions or prohibitions of foods and/or drinks on the field; the prohibition of animals or certain equipment; or limitations during specific weather conditions that may cause damage to the field or pose a risk to participants.

III. RIGHTS AND AUTHORITY OF SHREWSBURY PUBLIC SCHOOLS

By entering into this MOU, SPS retains singular authority, control, and rights of use of the field and all property and activities at Shrewsbury High School as provided by statute; federal, state or local regulation; and local Town Charter or by-law; or requirements of the MIAA or other regulatory bodies. SPS retains its right to maximize field rental revenue and schedule Shrewsbury youth sports groups in a way it deems equitable when it receives multiple requests for use for the same dates and/or times. In recognition of this donation, SPS and SYS will work together to devise a use schedule for SYS in advance of the Fall, Spring, and Summer seasons. Once a rental schedule between SPS and SYS is agreed upon for each playing season, it will only change if unanticipated circumstances arise that require such change. Such circumstances may include but not be limited to field maintenance, severe weather, or time-sensitive needs of the Shrewsbury High School Athletic Program.

IV. CONVEYANCE OF DONATION PAYMENT

SYS agrees to provide to the Shrewsbury Public Schools a donation payment in the amount of $100,000 by February 21, 2018.

V. COMPLETE AGREEMENT & SEVERABILITY

This MOU is the complete and entire agreement between SPS and SYS regarding the donation of $100,000 in exchange for future use of the artificial turf field.

If any term of this Agreement is to any extent invalid, illegal, or incapable of being enforced, such term shall be excluded to the extent of such invalidity, illegality, or unenforceability; all other terms hereof shall remain in full force and effect.

VI. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the affirmative votes of the School Committee of the Shrewsbury Public Schools and the Board of Directors of Shrewsbury Youth Soccer as verified by their respective duly authorized representatives below.

_____	_____
[Signed]	[Signed]
_____	_____
[Printed]	[Printed]
Shrewsbury Public Schools, Chairperson	Shrewsbury Youth Soccer
_____	_____
Date	Date

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

ITEM NO: IV. Time Scheduled Appointments: MEETING DATE: **2/14/18**
B. Special Education & Pupil Personnel Services: Annual Program & Budget Report

BACKGROUND INFORMATION:

Annually, Ms. Belsito provides information regarding programming for students who are eligible for special education services. Ms. Belsito will provide a summary of the enclosed report at the meeting and answer any questions the Committee may have.

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. Meg Belsito, Director of Special Education and Pupil Personnel Services

Special Education and Pupil Personnel Department
Overview & Budget Report to the Shrewsbury School Committee
February 2018

Margaret M. Belsito
Director of Special Education & Pupil Personnel Services

Meghan E. Bartlett
Assistant Director of Special Education & Pupil Personnel Services

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The mission of the Special Education and Pupil Personnel Department is to identify students who meet the federal and state criteria for a disability requiring specialized instruction and/or accommodations through an Individualized Educational Program or 504 Accommodation Plan. It is Shrewsbury's mission to provide services in the least restrictive environment that will empower access to our students to become active members of society based on their individual strengths and abilities. As a district, we are committed to providing an inclusive setting of dedicated multidisciplinary teams while involving parents and community members to help meet the academic, emotional and social needs of all our students in a respectful and positive environment.

Our vision is to afford all students the opportunity to succeed through high quality evidence-based practices, and we will do so by connecting and communicating with families, students, school teams, and the greater community. Together, we will focus on the positive attributes and recognize the individual strengths and achievements of our students while promoting their future successes.

Our department continues to prioritize the following focus areas. This ongoing work has ensured that the Shrewsbury Public Schools continues to meet high expectations with efficient and thoughtful resources and programs to meet the needs of all learners.

1. **Staff Caseload and Schedule Analysis:** All department staff have shared various caseloads and schedules. Special education leadership continue to analyze the information in an effort to maintain efficiencies and share resources as necessary.

2. **Annual Professional Development for Professional and Paraprofessional Staff:** Positive Psychology Presentation; Compliance Training; Inclusive Practices Presentation and *Including Samuel* Presentation; district Professional Development Pathways for Meeting the Needs of Diverse Learners & Meeting Students' Social, Emotional, and Mental Health Needs.
3. **Extended School Year Programming:** Centralizing extended school programs through the revised implementation of criteria and data collection to systemize the referral process and streamline programming PreK- Grade 12 for regression and recoupment of skills.
4. **Commitment to High Standards and Expectations:** Professional development opportunities have been deployed this year in the area of Co-Teaching and Inclusive Practices/Instructional Coaching designed to provide classroom and special educators with an overview of current co-teaching models. Topics include: common planning time, research-based instructional strategies, and communication/collaboration tools.
5. **Out of District Analysis with Multi-year Projections:** In an effort to understand our out of district tuitions and needs, a budget analysis was completed with approximate three-year projections. This data is ongoing and shared with the Central Office Leadership.
6. **Special Education Parent Advisory Council (SEPAC):** The SEPAC hosted a *Meet and Greet* with parents. This provided an opportunity for the Director and Assistant Director of Special Education and Pupil Personnel Services to hear the input from families on the strengths and challenges within the department. The SEPAC and Special Education Leadership continue to have open communication.
7. **Collaboration and Communication:** Assistant Superintendent for Curriculum, Instruction and Assessment and Director of Special Education and Pupil Personnel Services have begun building walks with an emphasis on open dialogue around the new strategic priorities.
8. **State Reporting/Federal Indicator-Family Engagement Survey:** Each year the Massachusetts Department of Elementary and Secondary Education (DESE) surveys families of students with an Individualized Education Program (IEP) in selected school districts to determine how well the school is communicating with families and promoting engagement in their child's education.
9. **Criteria for adding Paraprofessional Support:** Under DESE's Technical Assistance Advisory SPED 2014-3 (revised): Identifying the Need for Paraprofessional Support, the Department has indicated that it is under "the intersection of these two important priorities-- the least restrictive environment (the general education classroom) and the promotion of independence, that the Team may consider the use of a one to one paraprofessional. If a one to one paraprofessional can increase student's access to the general education environment or assist in moving toward more independence, then generally the Team should identify use of the paraprofessional." In response to this advisory, this year the Special Education Department has issued criteria for accessing additional paraprofessional support, including data collection tools, and fading criteria to enhance student independence. In conjunction with this, our department has centralized

the hiring practice of all one to one paraprofessionals, and continues to hire staff as a district to fulfill ongoing staffing needs.

10. **Shrewsbury Youth and Family Services Partnership:** In an effort to provide support to families identified and referred through SPS personnel, SYFS clinical staff will provide family support services such as counseling, crisis management, links to other supportive agencies, assistance with problem solving and communication with other collateral contacts.
11. **504 Accommodation Process and Procedures:** Revision and review of all process and procedures conducted in district, but particularly, a Section 504 Plan enables SPS to offer health accommodations and other support to assist a child while at school and during school related activities. *A 504 Accommodation Plan is an option for parents and their child, it is not mandatory.* The child can also receive medical and health services without a 504 Accommodation Plan in place. As a result of legal updates, the Director of Nursing and the Director of Special Education and PPS have begun the planning process to communicate to all families who may have a child with a medical condition.
12. **Resilience:** A presentation on Positive Psychology was presented to special education staff, extended learning staff, paraprofessionals, select members of other departments including, physical education, art and music. Staff were given a brief history of Positive Psychology-what it is and the benefits of happiness; a minimum of five happiness boosters to increase well-being and happiness; ways to implement positive psychology personally, professionally, and in relationships with others.
13. **Program Evaluation in the area of Co-Teaching/Inclusive Practices:** Each year as part of state requirements, the district must conduct a program evaluation. The focus of program evaluations is to gain an understanding of the current status of programming and services. The Co-Teaching/Inclusive Practices evaluation will look at staffing, schedules, caseloads and observations with the co-teaching teams at the elementary level, and highlight the strengths and determine if there are any challenges that need to be addressed to enhance programming. The report should be finalized by late spring.
14. **Educator Leader Network Participation:** Enhance and develop relationships between Special Olympics MA (SOMA) and educational leaders across the state. The goals of the network include: Promote SOMA as a partner with school based organizations in providing opportunities of inclusion and becoming a leading resource to the educational system in providing programming to comply with the 504 guidelines; identify people, groups, associations, opportunities and events in a broad range of constituencies including educators, parents, school, community and business leaders to connect with.

Department Overview:

The following information was compiled through collaboration with Central Office, special education and leadership teams, as well as staff input, observations, and ongoing conversations with students and families.

Student Demographics:
Our SPS special education records indicate, as of October 2017, 930 students, ages 3- 22, are receiving special education services through an Individualized Education Program (IEP). The concurrent data indicated that there are 81 active referrals for Special Education services. This number is included in the total Special Education number of 930. Students in referral are considered special education students until eligibility has been determined. An additional 197 students were receiving accommodations within the regular education setting through Section 504 Accommodation Plans, which are provided to students who are diagnosed with a disability, but who do not require specialized services to make effective academic progress. In comparing October 2016 to October 2017, there is an increase of 109 students in special education. This increase is due to the larger number of referrals; students moving into district; students moving from 504 Plans to IEPs; students with both IEPs and 504s; and continued Child Find activities. The Child Find mandate requires all school districts to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child.

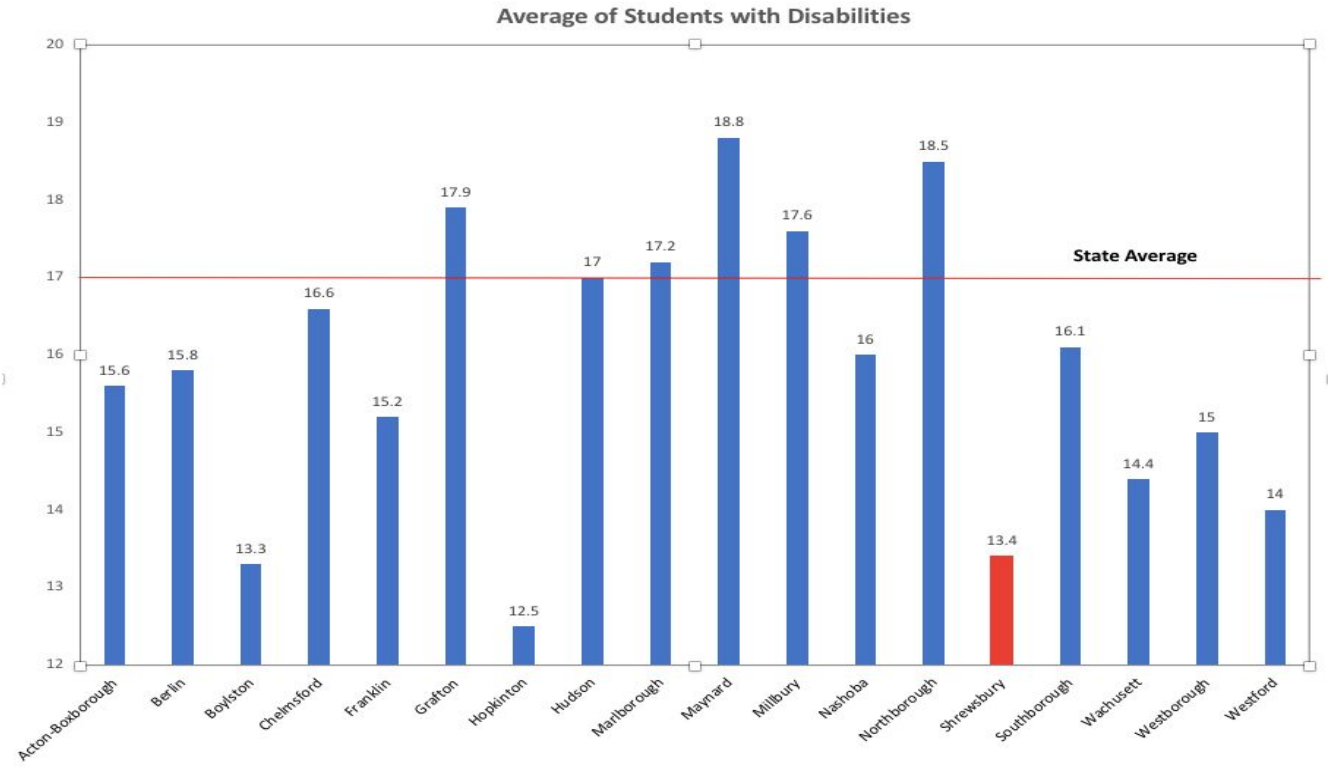
Year	Total Number of Students **(financially responsible)**	Students with Section 504 Accommodation Plans	Percentage of Students Receiving 504s	Students with Individualized Educational Programs	Percentage of Students with IEPs
Oct. 2016	6,218	185	3%	821	13%
Oct. 2017	6,370	197	3%	930	14%

504 Accommodation Plans define eligibility as a diagnosed disability that is limiting one or more of major life functions. To be eligible for a 504 plan, the student needs to have a record and be regarded as having of such an impairment. Of note, when analyzing the 504 accommodation plans for Shrewsbury, about 96 of 197 students are categorized as ADD and/or ADHD; 48 of 197 students are categorized under Anxiety/Depressive Disorder; 53 of 197 students have Medical diagnoses requiring accommodations in the school setting.

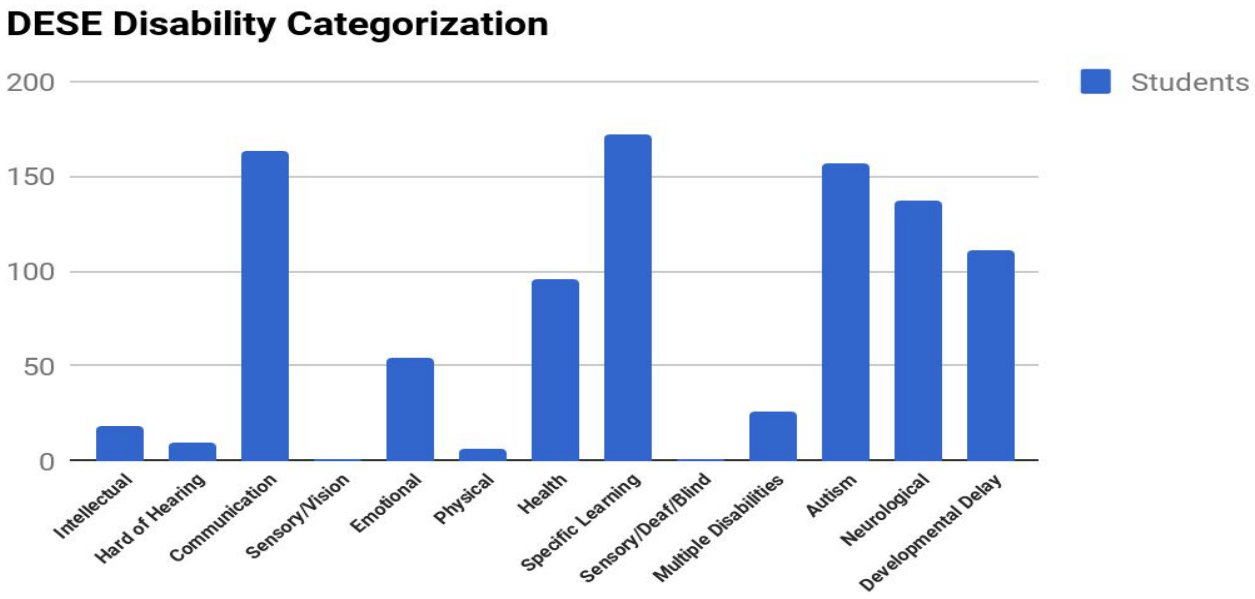
Once evaluations are complete and eligibility has been determined, school teams work together to develop comprehensive programs for students. The team process for 504 Plans and Special Education differs in 504 Plans allow for accommodations and modifications as necessary, where Individualized Education Programs (IEP) include accommodations and modifications as necessary but also require specialized instruction in order for the student to make effective progress. In essence, 504 Plans level the field while IEPs modify the field. For all students, whether they require a 504 Plan or IEP, equitable access to the general education curriculum is

paramount. Expectations for growth are developed through yearly team meetings, progress reports, district/state assessments, and district report cards.

Data collected by DESE in October 2017, highlights Shrewsbury's data to comparative districts from both the Assabet Valley Collaborative and District Analysis and Review Tools (DART). It easily shows that Shrewsbury is not only below the state average regarding students with disabilities, but also is below well below the average of almost all other districts.



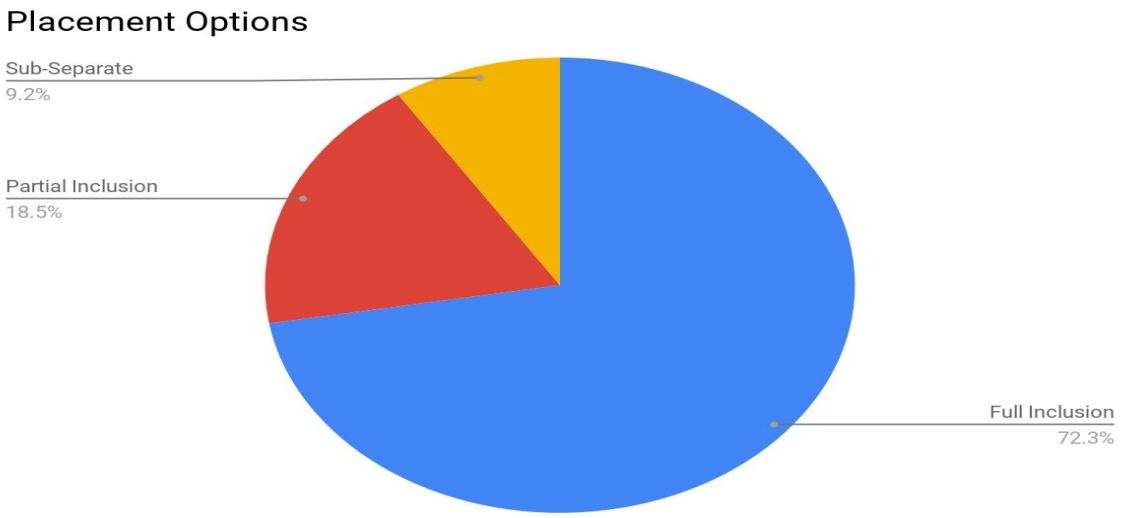
Utilizing DESE's state categorization of disability for eligibility, SPS shows the following distribution for students with IEPs:



Through our continued commitment to high standards and expectations with professional learning opportunities related to Co-Teaching and Inclusive Practices/Instructional Coaching, we are able to align our 2018-2022 Strategic Priority of Connected Learning for a Complex World, by continuously reviewing and adapting our curriculum and instructional approaches to help students gain the knowledge and skills necessary to become ethical, empathic, and informed citizens who make thoughtful decisions and contribute positively to their community.

Specialized Instruction Services:

Each SPS building offers a myriad of services to meet each child's specific needs (See Appendix for program descriptions). These services are interpreted through placement and service delivery options. Students access inclusion, partial inclusion, or substantially separate options based on the team process when calculating the student's least restrictive setting. Full Inclusion is defined as students having special education services outside the general education classroom less than 21% of the time. Partial Inclusion is defined as special education services outside the general education classroom 21-60% of the time. Substantially Separate classroom is special education services outside the general education classroom more than 60% of the time. We will continue to see our enrollment statistics shift based upon the need and complexity of our student demographics, and as we continue our professional development work on Co-Teaching and Inclusive Practices/Instructional Coaching.



Within the 2018-2022 Strategic Priorities' Space and Resources, the district continues to work towards increasing physical space and making programmatic adaptations to secure the necessary resources for a high quality educational program. Through the new Beal School Project, our Special Education and Pupil Personnel services will continue to embed inclusive practices, related services and programming to enhance educational benefit for all students.

Professional Staff:
Students access their education through specialized instructional programming using the above criteria of inclusion, partial inclusion, and substantially separate. Contingent on calculating the least restrictive setting, students may access instruction from general education teachers, special education teachers (carrying a license in either moderate to severe needs), related services, and/or paraprofessionals. Our related services may be defined as speech pathology and audiology services, vision services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, orientation and mobility services, school health services and school nursing, parent counseling and trainings, and augmentative communication.

Current Professional Staffing:

Staff FY 18	Special Education Teachers	Speech and Language Therapists	Occupational Therapists	Psychologists	Adjustment Counselors	School Nurses
Total	74.8	14.8	4	13	5.8	11.31

During the 2017-2018 school year, the department made organizational changes and hired staff in order to maximize efficiencies while managing a diverse populations with various degrees of challenges.

Assistant Director of Special Education and Pupil Personnel Services

The Assistant Director of Special Education and Pupil Personnel Services assists with 9 buildings, and over 300 staff, and approximately 1,000 students with Special Education and 504 Accommodation Plans. This position assists with further examining efficiencies and analyzing program development and integrity. The Assistant Director of Special Education and Pupil Personnel Services currently oversees the out of district student population, and supervision of the elementary special education staff, after the Elementary Special Education Coordinator position was put on hiatus in 2016. We continue to analyze and manage the department, but a proposal to restore the Elementary Coordinator position is not included in this report.

Director of Specialized Programs

With 10 substantially separate programs across the district, this position now oversees the entire sub-separate programming with supervision, evaluation, clinical program development and hiring of support staff.

Director of Middle School Special Education & Team Chair at Middle Schools

After examining the department configuration during 2016-2017, two Team Chairs hired at the middle school level allowed for a shift to an administrative model where there is a single Special Education Director for Grades 5-8. This model has allowed for personnel and program supervision, and a team chair in each middle school to manage the IEP processes due to the volume of need across the almost 2,000 student campus.

Team Chair Parker Road Preschool

Team Chairperson assumed all Early Intervention functions previously handled by the school psychologist. This proposal was an increase of 0.6 FTE to the existing 0.4 Team Chairperson that would be re-purposed from an FTE reduction in the Speech and Language area. This allowed the school psychologist to assume functions for students on current ELC Coordinator caseloads (i.e., intermittent functional behavioral assessments, behavior support systems, behavior consultation, parent intervention/training, etc.).

Adjustment Counselor (SHS)-Transitions Program

At Shrewsbury High School, the new Transitions Program includes an adjustment counselor and academic coordinator. SHS Transitions Program is a short term, time limited program for students returning to school after an extended absence due to illness or hospitalization. Students may be returning form treatment centers for emotional and substance related reasons, or from significant illness or injury-related absences. The maximum recommendation for enrollment: 13 students with 4 open spots for potential hospitalizations. To date, the following information was gathered to depict the current status of this newly created program.

- 7 students returned from hospitalizations
- 12 students met criteria from to concussion related injuries

In addition, students at SHS are also benefiting from this additional program being located at our high school.

- 4 students accesses counseling services embedded within the program
- 4 students participated following a medical illness/operation

At a later date in the school year, we will offer a more detailed report regarding Transitions Program.

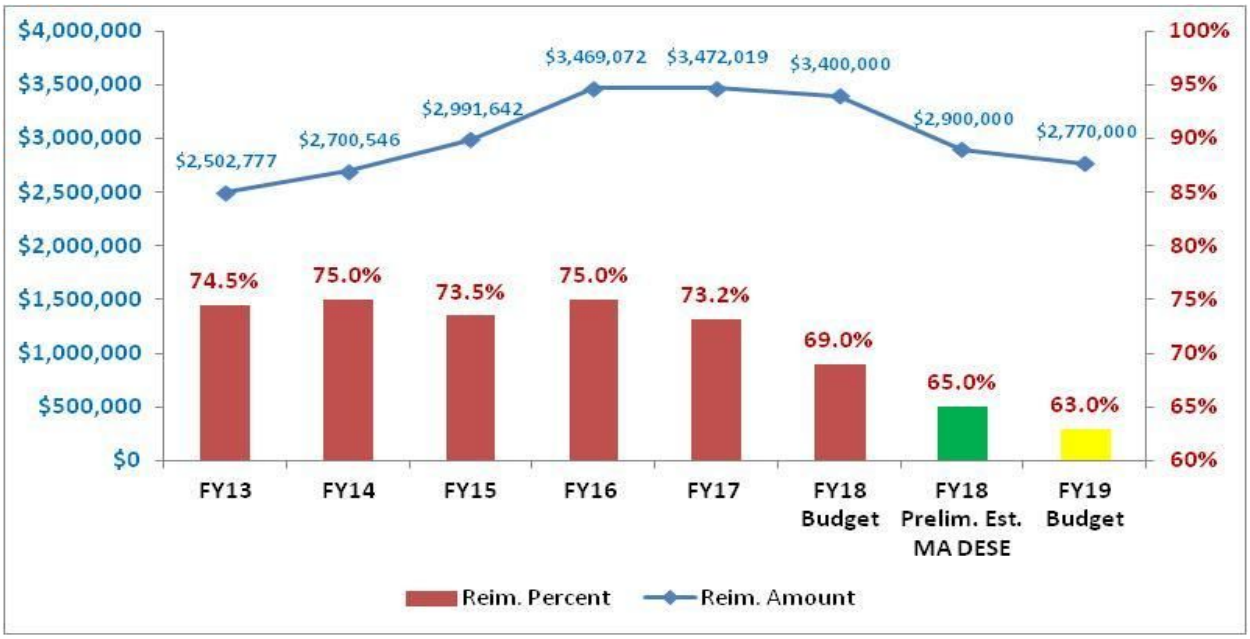
Paraprofessional Positions:

Each year, we must anticipate for students coming into the district as projected from outside agencies, such as Early Intervention, or other districts. This school year alone, we have welcomed 17 students into our Educational Learning Center (ELC).The district was mandated to hire staff in order to meet compliance and needed services for children. The following chart depicts full time paraprofessional employees under the titles of ABA Technicians (ABA Tech), Child Specific Aides (CSA), and special education aides.

Paraprofessionals	FY17 Actual	FY18 Budget	FY19 Proposed
FTE	188.83	193.91	221.44

Special Education Circuit Breaker

The state's Special Education Circuit Breaker reimbursement program began in fiscal year 2004 to provide additional funding to districts for high special education costs. Reimbursements are for the district's prior year's expenses. Each spring, our office completes and submits claim forms to DESE listing the types and amounts of services, and tuitions provided to students that meet the threshold formula. Rates are determined by the department and established annually. The circuit breaker account is essential to ensuring that municipalities and school districts are able to pay the costs associated with expensive special education placements without cutting from other general and special education areas. The chart below highlights overall budget changes from fiscal years 2013-2019.



For FY19, we have estimated $2.77M in Circuit Breaker reimbursement which is used to offset or lower our appropriations budget for out of district tuition costs.

The chart below depicts the FY17 Circuit Breaker student details. For Shrewsbury, this funding gap is approximately $456,110.

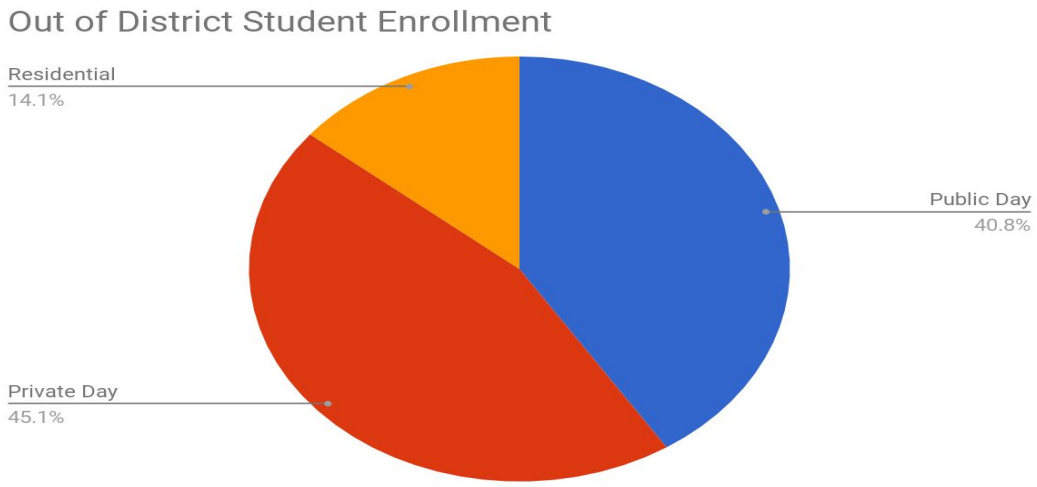
Eligible Students Claimed	Total Eligible Expenses	Foundation	Net Claim	Reimbursement Amount at 65% (Current Level)	Reimbursement Amount at 75%	Additional Reimbursement at 75% (above 65%)
108	$9,172,156	$4,611,058	$4,561,098	$2,964,714	$3,420,824	$456,110

As stated in a letter from state representatives, in collaboration with our Superintendent, in January 2018, “Unfortunately, despite the intent to fully fund the account with an FY18 appropriation, the funding is unexpectedly inadequate and only covers 65% of the costs above the foundation budget… Districts across the Commonwealth respectfully request an additional appropriation of $36,633,756 to the Special Education Circuit Breaker account to bring funding totals up to the traditional level of 75% of the costs above the foundation budget as part of the next supplemental budget. While districts understand that the current appropriation of 65% is the result of a higher-than-anticipated number of circuit breaker claims, districts urged the House and Senate to continue to prioritize full funding of this account and appropriate an additional amount in a supplemental budget to cover these unanticipated costs.”

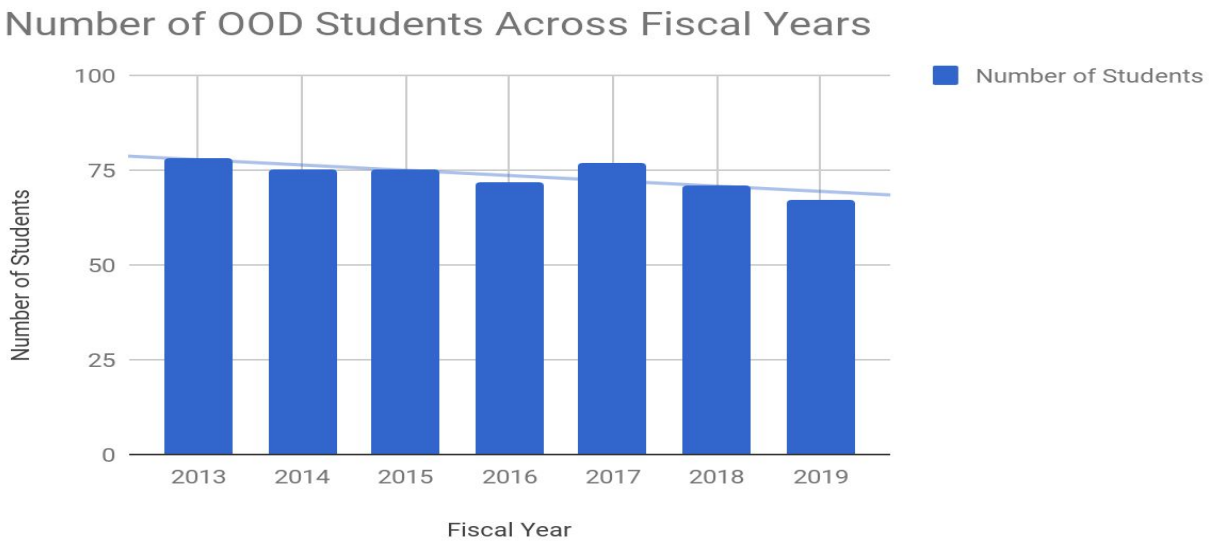
Out of District Programming:

As previously mentioned, the mission of the Special Education Department is to provide services in the least restrictive environment that will empower access to our students to

become active members of society based on their individual strengths and abilities. There remains a population of students that due to the scope and severity of disability, the child will require a more restrictive programming in order to make effective progress commensurate to the student's disability. When identifying programs for students to access their education, teams must consider placements that are gradually more restrictive than public schools. Below is a graph that highlights the programming demographics related to the amount of students we currently have enrolled in this fiscal year within a public day, private day, and residential settings.



The Special Education Department continues to review the profile of students that require more restrictive placements. This is a multi-tiered approach that includes further examination of the student demographics that are currently being services in an out of district placement and identifying if their unique needs could be met within district, and/or what supports and services would be needed to have students transition to a less restrictive setting. As the department reviews in district programming, there remains an average of 73 students placed out of district over the past 7 years. However, a slight downward trend has been highlighted denoting an increase of in district programming to meet the needs of our students.



To further illustrate this slight downward trend, the chart below highlights overall budget changes from fiscal years 2017-2019.

	FY17 Budget	FY18 Budget	FY19 Budget	FY18 to FY19 Net Change
School Year Tuition	$ 7,591,933	$ 6,920,457	$ 6,537,578	$ (382,879)
Extended School Year Tuitions	$ 80,631	$ 112,077	$ 125,182	$ 13,105
Tuition Credit-AVC Agreement	$ (30,000)	$ (25,000)	$ (25,000)	$ -
Total Less Credit	$ 7,642,564	$ 7,007,534	$ 6,637,760	$ (369,774)
Less Circuit Breaker Use	$ (3,920,000)	$ (3,900,000)	$ (3,425,000)	$ (475,000)
Total Net Tuition-Operating Budget	**$ 3,722,564**	**$ 3,107,534**	**$ 3,212,760**	**$ 105,226**

Special Education Transportation:

In FY15, the district began using its federal special education grant (#240) to pay for special education transportation. Previously, this grant has funded many special education personnel positions, but also required a portion of grant funds to be sent to the Mass.Teachers Retirement System. In order to maximize this grant funding, it was shifted to cover a majority of the district's special education transportation costs.

Special Education Transportation	FY17 Actual	FY18 Budget	FY19 Budget
240 Federal Grant Allocation	**$1,460,831**	**$1,477,244**	**$1,477,244*** *Assumes level funding of grant
Appropriated Budget	$0	$175,000	**$192,500

****Increase expected due to new 5 year transportation contract**

In July 2017, DESE issued guidance regarding the Individuals with Disabilities Education Act (IDEA) funds through the 240 Grant allocation to monitor **Proportionate Share**. Proportionate share is a portion of the district's IDEA funds allocated to eligible parentally-placed students who are privately educated in the district's geographic boundaries regardless of where the students live. Annually, our district must calculate the proportionate share for private and home schooled students within our geographic area, demonstrate upon request that we have spent this amount of our allocation of IDEA funds on eligible students who are privately enrolled and educated in the district. For this school year, the proportionate share equals $45,376.

Contracted Services:
We currently contract specialists in the following areas in order to support low incidence disabilities and mandated services: Physical 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.

Legal Consultation: Support the district with state and federal laws governing special education. At times, despite our best efforts, the school system must go to mediation, pre-conference hearings and/or hearings through the Bureau of Special Education Appeals and may require full legal representation.

Translator/Interpreter: Students and parents receive written and verbal communication in their home language as stated in state and federal law.

Home/Hospital Tutoring: The district must provide tutorial services for students when they are absent for more than 14 consecutive school days or cumulative days due to illness. A physician's statement requesting home/hospital tutoring must be completed in order for the tutoring process to be initiated with the district.

Instructional Materials: Special Education staff use standardized assessments for initial evaluations and reevaluations. Once a testing battery is obsolete, there is only a two-year window where it must be replaced. Department Leads take a yearly inventory and update our office with ongoing needs.

Contracted Expenses	FY17 Budget	FY18 Budget	FY 19 Proposed
Legal Fees	$30,000	$30,000	$32,000
Translator/Interpreter	$18,000	$18,000	$20,000
Home/Hospital Tutoring	$38,000	$13,000	$13,000
Instructional Materials	$50,000	$50,000	$50,000
Testing	$30,000	$30,000	$30,600
Contracted Therapies	$221,840	$200,000	**$250,000

****Contracted Therapies increase due to retirement of current contracted Physical Therapy provider**

In November 2017, the district received notification from DESE that they would provide limited funding through Fund Code 274 in FY18. Only those districts who are in the Making Money Matter (M3) project (DESE Needs Improvement category for which SPS is not) would be eligible for these funds. For Shrewsbury, this loss equated to $47,000. In previous years, this grant supported contracted services (consulting psychiatry for mental and behavioral health; SOLVE restraint training; conferences; consultants and professional development).

Program Evaluation 2017:

Shrewsbury Public Schools conducted a formal program evaluation of the Speech and Language Department. This report was able to highlight the strengths of the department and recommendations to continue to meet the needs of our students. Massachusetts law 603 CMR 28.05 states that *a) the individualized education program (IEP) shall include specifically designed instruction to meet the needs of the individual student and related services that are necessary to allow the student to benefit from the specially designed instruction, or may consist solely of related services that are necessary to allow the student to access the general curriculum, consistent with federal and state requirements.*

Our speech and language department has been commended for their adherence to an instructional model that is educational in mission that correlates to school based practice versus a medical model that can be found in outpatient clinics. Our speech and language goals and correlating objectives are measurable and align with evidence based practices. In addition, our identification of students who receive speech services fell within the identified average range of 40-60% of all students with disabilities who will access this service. As a result of this report, the department will continue to work on developing systemic guidelines for access to speech and language services based upon normed evaluation data to include but not limited to age, impact of disability, and functional academic performance.

Challenges:

Our district special education leadership will continue to collaborate on the previously identified focus areas of the 2017-2018 listed above. In addition, we have identified Extended School Year, Staffing, and Clinical Services as our top priorities.

Extended School Year Services

Extended School Year services (ESY) are required and developed for students with disabilities who qualify for a continuation of services based on the nature or severity of their disability or who exhibit substantial regression and/or significant recoupment throughout the school year. ESY forms were created to help teams make data driven decisions. These forms help determine the impact of the student's disability on learning and if programming is necessary to prevent a significant loss of skills. This data is used in annual team meetings to help the team determine the level and need for extended school year services.

Throughout the school year, the ESY Coordinators and the Special Education Leadership team to address: staffing, program organization, student recommendations and qualification for services. Student recommendation forms are reviewed and used to develop programming for students who require the longer school year. The programming needs, including staffing, are determined based on the recommendations in order to prepare for a July 2018 start date.

Summer Special Education	FY15 Actual	FY16 Actual	FY17 Actual	FY18 Budget	Proposed FY19	**Increase due to mandated summer services (FY18-FY19 Proposed)**
Total	$641,838	$520,383	$555,774	$554,577	$582,182	$27,605

Staffing

We have continued to monitor the staffing across the district to ensure we are providing students with the necessary support and the greatest opportunities for independence. We have seen great success with our programs where students are accessing more of their day independently and are making continued progress. Even with this focused lense, the district continues to experience staffing challenges given the

number of unanticipated move-ins to SPS, along with other students who were identified with high level of academic and behavioral needs.

This year, our Educational Learning Centers (ELC) transitioned 17 unanticipated move in students and 7 Early Intervention students into the programs across the district. The chart below outlines the unanticipated growth throughout this academic year. As always, when there are staffing needs, our department works closely with human resources to advertise, interview and hire the appropriate Applied Behavior Technicians (ABA Tech) and Child Specific Aides (CSA). We appreciate the flexibility of building staff to help problem solve interim solutions.

ELC Caseloads & Staffing as of February 2018

Months	August	September	October	November	December	January	February
Students	95	103	106	107	108	110	115
Current Staff	89 (2 CSA)	92 (2 CSA)	93 (2 CSA)	96 (2 CSA)	98 (2 CSA)	98 (3 CSA)	98 (4 CSA)

<u>February Findings:</u> There has been an increase of 20 students, 9 ABA Techs and 2 CSA's since August 2017.

- Acquired 7 students since August from Early Intervention at Parker Rd.
- Acquired 17 new students that unexpectedly moved into the district.
- 2 students have moved out of district and 2 have shifted to less restrictive programming.
- There are 2 ABA Technicians that support the intensive program at Parker not included in this chart.
- 1 new LTS CSA hired supporting ELC students within the program. The other CSAs were already in place.

Clinical Services

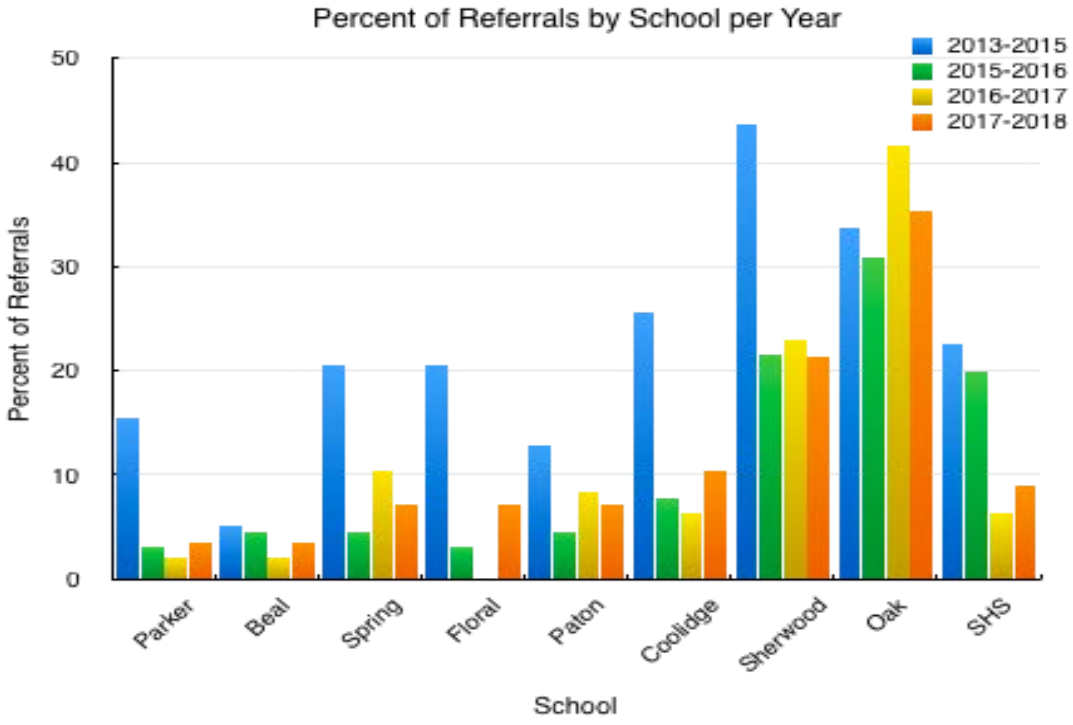
Our Shrewsbury community has identified that the ongoing mental and behavioral health needs of our students continues to be of utmost importance as evidenced through data points collected through Superintendent public forums, *Thoughtexchange,* and district leadership meetings. Through our 2018-2022 Strategic Priority, we have an opportunity under the Enhanced Well-Being for All, to specifically create a common understanding of the benefits of the skills, habits, and mindsets of social and emotional learning and develop a shared, systematic approach to explicitly teach, integrate, and assess these competencies.

DESE's Guidebook for Inclusive Practices outlines a multi-tiered approach for interventions and supports. *The primary prevention (Tier 1) applies to all staff, students, and settings and ensures "all" students have access to* ***culturally and contextually relevant evidence-based academics and social supports.*** *For groups of students who need additional supports in one or more areas, the secondary prevention (Tier 2) provides intensified instruction and support in addition to the Tier 1 supports. Finally, for students who need additional support, the tertiary prevention (Tier 3) provides*

individualized and intensive supports. Our two district-wide Clinical Coordinators function as a support staff for students with at-risk or at high-risk of need for behavioral or emotional interventions. Over the span of 5 years, data has suggested that our Clinical Coordinators support students most frequently at the Tier 2 and 3 level.

Our department continues to measure the ongoing clinical needs across the district. One measure to which we are monitoring our student's mental and behavioral health needs are through a process of clinical rounds. This team of professional staff includes the two district-wide Clinical Coordinators and a consulting Child Psychiatrist. In March of 2018, a Child Psychiatry Fellow from UMASS will be joining the rounds team. Clinical rounds are pre-scheduled at the beginning of every school year in 4-hour blocks of time, every other week. Due to cuts in the 274 grant funding, the Child Psychiatrist hours were cut from 4-hours every week to 4-hours per month. The Child Psychiatrist is present for 2 of the 4-hours of rounds every other week.

Below identifies the percentage of rounds referrals made per school over a 5-year time span. Please note, first blue bar, shows a 2-year span of time. The data indicates that our elementary schools have made generally fewer referrals. The number of referrals across elementary schools are relatively equal with the Parker Road and the Beal School making the fewest referrals. The number of referrals generally increases Sherwood and again Oak, with a general decrease at Shrewsbury High School.



Recommendations for 2018-2019:
Through observations, analysis and collaborative conversations with administrators and staff, the following positions will address some mandated services as well as developing program integrity and consistency throughout the district.

Personnel:
Special Education Teacher 1.0 FTE
Due to the ongoing enrollment increase at SHS and the anticipated needs of students who will be transitioning from Oak Middle to SHS, SHS would need to run three additional classes next year. Staff caseloads will range from 20 - 29 with slight discrepancies due to co-teaching responsibilities for certain teachers.

Adjustment Counselor-Oak Middle School 0.6 FTE
Due to the overall number of students and the need for 8th grade school counseling around high school transition, the demands on the current Adjustment Counselor staff requires additional support in order to meet timelines for applications, transcripts, interviews, etc. Over the last few years, as noted in the chart above, Oak Middle has had the highest number of referrals for clinical support to address the mental and behavioral health needs of all students.

Nursing-SHS .5 FTE and Floral 0.3 FTE
The formula that MA DPH uses to calculate ratios for nursing is: 1.0 full time equivalent (FTE) certified nurse in each building with 250 to 500 students. In buildings with more than 500 students, there should be 0.1 FTE for each additional 50 students. For buildings with fewer than 250 students, the ratio is calculated at 0.1 FTE: 25 students.

Taking the information above into consideration, along with data from the 2016-17 school year (presented to School Committee 11/15/17), anticipated medical needs for 2018-19, and consultation with building principals and administration, the Director of Nursing proposed additional FTE in order to support the needs of the district.

Paraprofessional positions 10.0 FTE
Each year, we must anticipate for students coming into the district as projected from outside agencies, such as Early Intervention, or other districts. Using the data above that outlined that we have had 17 students move into the ELC alone, the district is proposing to include 10.0 full time equivalent additional paraprofessional positions in the budget plan for for fiscal year 2019.

Resources:
Educational Consultation and Professional Development
In order to continue to build upon the Strategic Priority, Everyone's Success Matters, consultation, professional development and coaching will assist in the growth of co-teaching as a strategy in improving our inclusive schools. This consists of classroom observations and non-evaluative feedback sessions. Professional development focus areas may include: research-based instructional practices; specially designed instruction, modifications &

accommodations; differentiated instructions/grouping practices; co-teaching practices; collaboration and consultation practices; classroom management.

Each elementary building will have the opportunity to increase by one team of teachers while including work to begin at Beal School and Sherwood Middle School. Shrewsbury High School has a strong desire to begin to review current practices and hopes to improve upon existing models of co-teaching currently in place.

There is a need to provide a general training for our paraprofessionals in district philosophy, basic implementation of accommodations and modifications to the curriculum, behavior management strategies, prompting and fading strategies, and data collection.

Conclusion

Shrewsbury Public Schools has exemplary services in place for all students. As defined in the DESE Inclusive Practice Guidebook, inclusive practice refers to the instructional and behavioral strategies that improve academic and social-emotional outcomes for all students, with and without disabilities, in general education settings. In SPS, we will continue to work towards this goal for all students. If we believe all students can learn, and we provide appropriate instructional opportunities, we will succeed at meeting high expectations for student achievement and growth.

Our schools have embraced this ongoing message and has taken the necessary steps to align inclusive practices with our 2018-2022 Strategic Priorities focusing on Learning Environments Where Everyone's Success Matters. Specifically this strategic priority encompasses our previously addressed focus areas through three thought provoking goal areas: a) Create a common understanding of the benefits of inclusive schools and develop a shared, systematic approach to ensure that everyone has equitable access and opportunity for successful learning; b) Ensure that all staff actively participate in professional development focused on inclusive and culturally proficient practices that improve learning and school cultures; c) Analyze data related to academic performance and other indicators of success to identify existing gaps among populations; determine and implement action steps for improvement; and demonstrate success at closing these gaps.

Since the needs of our students have become ever more diverse, the importance of fostering inclusive learning environments continues to grow. Inclusion is the implementation of systems and processes that allow all students to learn in a least restrictive environment within their own community. Our district, with continued support from families and stakeholders, is committed to **providing a high-quality public education to every child**, regardless of race, ethnicity, socioeconomic status, cultural background, sexual orientation/identity, exposure to trauma, or disability status.

Appendix

Program Descriptions
2017-2018

Preschool Programs:

Prior to turning three-years old, children with a disability or disabilities, or at-risk profiles may be referred to the school district for an initial special education evaluation to determine eligibility for special education services upon turning three-years old. Early Intervention programs are provided through the Massachusetts Department of Public Health for children birth to three. Parents, pediatricians, and private preschool teachers can also refer preschool aged children to the Shrewsbury Public Schools for an initial special education evaluation if there is a suspicion that a child may have a disability. Every referral is followed up with an evaluation in the suspected area of disability. If a student is found eligible for special education services, a preschool placement is determined. The least restrictive environment for most of our students in an integrated or inclusive preschool environment, which includes students with and without disabilities. A smaller percentage of preschool children require a substantially separate setting for the majority of their school day as a result of the severity of their disability. This group of students may also attend a full-day of preschool in order to receive an educational benefit. The District's preschool programs provide children with and without disabilities an engaging and challenging preschool experience. Children with identified disabilities are provided with an Individual Education Program developed for their unique and individual needs.

Educational Learning Center (ELC) PreK:
Students with Autism Spectrum Disorders (ASD) or similar developmental profiles may receive some or all of their services as part of the ELC program per their IEP. The ELC program is designed to provide services along a continuum from consultation and/or to highly individual and intensive curriculum and instruction. This program is led and supervised by special educators with intensive certification and specialized training in working with children with Autism Spectrum Disorders (ASD) or similar developmental profiles. Instructional methodology is primarily based on, but not limited to, the principles of applied behavior analysis (ABA). Principles of ABA may include the use of positive behavior interventions, systematic instruction of skills across all domains of learning to foster increasing independence in the educational learning environment, instructional plans that break down skills across all domains into manageable increments and are taught from least to most complex, error-less instruction, task analysis, analysis of targeted intermittent collection of data and adjustment of instruction based on data, and planned and naturally occurring opportunities to acquire and practice skills and concepts.

Integrated Classrooms:
Preschool aged students with and without disabilities are enrolled in integrated classrooms. Children with disabilities are enrolled based on their Individual Education Program (IEP). Children without disabilities are enrolled by their parents/guardians. Early childhood special education teachers, certified to teach both children with and without disabilities, provide preschool curriculum and instruction for up to fifteen students with a ratio of seven students with disabilities to eight students without disabilities. Our curriculum is based on the Massachusetts Curriculum Frameworks, Early Childhood Program Standards, and Guidelines for Preschool Learning Experiences.

Walk-in/Itinerant Services:
Students ages three to five and in need of therapies such as speech and language, occupational therapy, and physical therapy, receive walk-in services. Parents accompany their child during the one to two therapy sessions each week and are provided with consultation on how to best support their child at home.

Intensive Preschool Program:
This program is designed for preschool children with intensive disabilities, which affect all areas of their development including cognition, communication, physical, social-emotional, and self-care skills. The morning portion of the program is integrated and the afternoon portion is substantially separate. An early childhood educator certified in intensive special needs leads this full-day program with related service providers to target all domains of development. Paraprofessionals, trained and supervised by the lead early childhood teacher provide carryover and direct instruction throughout the full-day program. The multidisciplinary team utilizes the afternoon instructional period to provide intensive therapy across all domains of development.

Kindergarten-Grade 4:

Educational Learning Center Grades K-4:
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. This program is led and supervised by special educators with intensive certification and specialized training. 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 a trained paraprofessional and behavior support supervised by the ELC Coordinator. ELC program coordinators supervise the direct teaching staff and coordinate all student services.

Inclusion Support:
Special education teachers or instructional aides support students who are included in their regular education classes. Services can range from assistance with organizational strategies, reading, writing, and math within the context of the curriculum being delivered. The special education teacher works closely with the general education teacher to ensure the student receives the appropriate accommodations/modifications needed to make effective progress towards their educational goals.

Co-Teaching Teams:
A service delivery option designed to address the needs of students in an inclusive classroom by having a general education teacher and a special service provider (e.g., special education teacher, speech/language pathologist) teach together in the same classroom to the meet the needs of individual students.

Learning Skills:
Learning Skills programs provide direct special education services, typically in language arts and/or mathematics, to students who require varying levels of skill development in a small group setting. All students who receive learning skills services remain included in their grade-level general education classrooms for all subjects, but require remediation of certain basic skills and pre-teaching/re-teaching of grade-level material. Small group time depends on the individual student's needs. A variety of instructional techniques are utilized including structured, multisensory reading and math programs. There are learning skills programs in all of the elementary schools.

Intensive Learning Supports:
Teachers work with students in a more restrictive, structured environment for their educational program. A greater emphasis is placed on the acquisition of basic reading, language and math skills. These supports are individualized and vary in time across all the elementary programs.

Middle Schools:

Educational Learning Center Grades 5-8
The focus of this program is to provide an age appropriate, functional and inclusive education for students with moderate to intensive special needs, primarily those requiring a program that operates using the principles of applied behavior analysis due to disability or behavioral presentation. The program is highly individualized to meet the students' unique learning needs. The curriculum includes reading, writing, math, functional life skills, activities of daily living, social skills and pre-vocational training. Students may also require behavior support across their educational settings. Science and social studies are taught either in the ELC program or in the general education setting with modifications. Students typically have a substantially separate program, with

planned inclusion opportunities on an individualized basis. The goal is to teach skills that can be applied at the greatest level of independence.

Most Students in the ELC program have regularly scheduled community outings to destinations such as Price Chopper, Target, Stop and Shop, Wegman's and Michael's, in order to apply and generalize the skills learned in the classroom. Students are learning how to develop grocery lists, read product packaging, and determine items needed to cook or bake a given recipe or simple meal at school. They are practicing functional math, including reading and estimating prices, simple budgeting, and monetary transactions. Some students now make their own lunch and snacks from things they bought at the grocery store. Students are also learning their clothing size, shoe size, and the various layout of stores to find items on their lists. Communication is of the utmost importance during community outings, as students learn to communicate with community members to ask questions, seek information, self-advocate, and navigate community resources.

Inclusion Support:
Special education teachers or instructional aides provide inclusion support in the general education classroom to students on IEPs who are working at grade level or very close to grade level. Supports can range from assistance with organization and/or attentional strategies; specialized instruction and/or assistance with reading, writing, and math; or self-regulation strategies, all within the context of the grade level curriculum being delivered. The special education teacher works closely with the general education teacher to ensure the student receives the appropriate accommodations needed to make effective progress toward her/his educational goals as well as progress within the general curriculum. Students identified for inclusion supports do not require extensive modifications to curriculum.

Co-Taught (grade 5 and 6):
Students who generally present with Specific Learning Disabilities and are working on grade level content, are recommended for this model, to receive programming in their community schools, which had previously been available only in out of district programs. Classrooms in this model include both a general and special education teacher for all core academic content: ELA, Math, Science, Social Studies. Planning and instruction both occur in tandem between general and special education teachers, allowing for more services to be provided within the general education classroom. Modifications required by students in this model are built into the structure of every lesson. Students in this model have access to more frequent, teacher-lead, small group instruction opportunities, shifting responsibility from paraprofessional support to direct teacher instruction, modifications, and support.

Essential Skills:
Students who are performing generally two or more years below grade level, or who require a pace of learning that is significantly modified from the general education classroom, are recommended for this model. Students receive ELA and Math curriculum in the small group, special education classroom with a special education teacher and instructional aide. A majority of students receive Science and Social Studies instruction in the general education classroom with varying levels of

curriculum modification provided by a special educator based on individual need. Students may also receive related services, such as Speech/Language Therapy, Structured Reading, Social Skills instruction, or other therapies, as specified in individual IEPs.

Learning Skills/Academic Support:
Students are assigned learning skills classes to develop learning and compensatory strategies that will enhance the progress they make in their core curriculum content classes. Learning skills classes provide an opportunity to pre-teach curriculum content, allowing students to achieve success when presented with information in the general education classroom, or to re-teach concepts covered in the content classes as needed. Other areas addressed include test taking, study skills, an emphasis on self-advocacy, executive functioning coaching and direct instruction, such as material management, organization skills, breaking down long term projects into smaller and more manageable deadlines, homework preparation (i.e. ensuring students know what assignments they have, where to find them, have a system in place, and are prepared to do their homework independently), as well as test preparation and study skills. The number of learning skills classes provided weekly is determined on an individualized basis, based on a number of factors including level of student need, as well as other services required by the student. Learning skills/academic support classes are available to students receiving inclusion supports, co-taught model, and Essential Skills models of service delivery. For fifth grade students, learning center/academic support classes are provided in lieu of enrichment/curriculum connections classes; for sixth grade students, they are offered in lieu of foreign language classes.

Intensive Learning Needs:
Students with Intensive Learning Needs are provided programming that is consistent with their identified need areas and levels of current performance. For students whose IEPs prioritize academics, but require substantial modifications to curriculum due to working years below grade level, a special education teacher licensed at the Intensive level is available to teach small group, intensive instruction as identified in student IEPs.

<u>High School:</u>

Educational Learning Center:
The focus of this program is to provide an age appropriate, functional and inclusive education for students with moderate to intensive special needs. The program is highly individualized to meet each student's unique learning needs. The curriculum includes reading, writing, math, functional life skills (community based, work based, and independent living skills), activities of daily living (home based living skills), social skills instruction, and pre-vocational training. Students may also require behavior support across their educational settings. Science and social studies are taught either in the ELC or in the general education setting with modifications and support from either a special education teacher or paraprofessional. Integration into the general education setting is determined by the student's IEP. Students have opportunities to participate in general education electives and

any appropriate courses with support. The goal is to teach skills that can be applied at the greatest level of independence.

Twice weekly, students are involved in a community based learning experience in which they are transported to local stores, restaurants, and businesses. Prior to any trip to the community the students prepare and plan for the trip. If they are going to the grocery store, a meal is planned, a shopping list and budget developed, and upon return to school, the students prepare the meal. Other trips are planned to purchase specific items at the pharmacy or the local department store. These trips are coordinated with parents so that the students may make meaningful purchases.

Inclusion Support:
Students are assigned to supported classes, based upon their level of need and the service delivery of their Individual Education Program. Special education teachers or instructional aides provide support within the general education classrooms. Supports can range from assistance with organizational strategies, reading, writing, and math within the context of the curriculum being delivered.

Learning Skills:
Students are assigned one or two learning skills classes daily to develop learning and compensatory strategies that will enhance the progress that they make in their general education courses. Compensatory strategies are simply ways to use one's strengths to compensate for one's weaknesses. For example, reading compensatory strategies are thinking strategies that empower the reader to have a reflective cognitive learning style that renders interactive and meaningful dialogue between the reader and the printed page. Other areas addressed include test taking, study skills, and an emphasis on self-advocacy. Students in Learning Skills classes also work on transition skills with their liaisons. These include, but are not limited to: resume writing, career exploration, aptitude and interest surveys, and self-advocacy skills. Students earn elective credits for their participation in a Learning Skills class.

Students access Naviance, a web-based program that enables the student to develop a portfolio of their interests, aptitudes and abilities. The program provides opportunities to complete interest inventories, complete resumes, explore colleges, majors, and jobs in the community through virtual interview and tours. Students can share their progress with their parents as the program can be accessed from any computer. The students have access to their specific files throughout their high school experience. Learning Skills teachers organize and implement field studies that bring students to disability offices of local colleges, in preparation of college self disclosure. Other field studies are arranged for very small groups and support students in needed transition skills.

Mobile On Site Vocational Education (M.O.V.E):
The M.O.V.E. program, in conjunction with a partnership with the Best Western and Marriott hotels in Marlborough, provides students with a unique vocational experience. The 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 provides site based training in the food trade area and in the laundry. The primary goal is to help students gain vocational skills and develop appropriate work behaviors (soft skills) to better equip them for the world of work. Students who participate in M.O.V.E. earn elective credits for their participation.

In-School Work Experience:
The In-School Work Experience program provides each student enrolled the opportunity to have a hands-on work experience in various skill areas within the high school setting. The intent of this high school program is not to train the student for a specific job, but to build and master general employable skills. These skills include following directions, responsibility and time management, completing a task, troubleshooting and quality of work. These are all areas that students must master to possess a job.

Transition Services:
The term “transition services” means a coordinated set of activities for a child with a disability that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation
- Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation. Shrewsbury High School has developed a comprehensive approach to transition services for students in grades 9-12.

An Interagency Transition Team was developed that includes many community agencies and businesses. The purpose for this team is to provide a comprehensive approach to supporting students and families understanding the breadth of options and services available post graduation. For detailed information, please visit the Transition Website, http://www.shrewsburytransition.com.

Transitions Program
SHS Transitions program is a short term, time limited program for students returning to school after an extended absence due to illness or hospitalization. Students may be returning form treatment centers for emotional and substance related reasons, or from significant illness or injury-related absences. Services provided: Academic tutoring; Emotional support; Improve and stabilize attendance; Act as a liaison to home, teachers and community providers; Encourage resilience and coping skills; Provide crisis support for struggling students; Regular and frequent communication with families about their student's progress and needs.

Related Services, Preschool - Grade 12:

All related service providers are responsible for many other duties other than direct or indirect services for students. Examples include, but are not limited to the following: Medicaid documentation, attending parent and team meetings, research of specific disabilities and best practices, data collection, collaboration and coordination with other related service providers, regular education teachers and special education teachers, implementing behavior support plans, modification to curriculum, and developing home programs for carry over.

School Health Services/Nursing:
In regards to Special Education, school health services and school nurse services means health services that are designed to enable a child with a disability to receive free appropriate public education (FAPE) as described in the child's IEP.

Speech and Language:
Speech-language pathology services includes: identification of children with speech or language impairments; diagnosis and appraisal of specific speech or language impairments; referral for medical or other professional attention necessary for the habilitation of speech or language impairments; provision of speech and language services for the habilitation or prevention of communicative impairments; and counseling and guidance of parents, children, and teachers regarding speech and language impairments.

In addition, students with communication disabilities who are not enrolled in the district public school can receive "walk-in" services if they are found eligible for services on an Individualized Education Program. Therapists maintain and train students and educators in the use of amplification equipment, including hearing aids and personal FM auditory trainers. They consult with educational audiologist/teacher of the deaf/blind re: students' audiological needs. Speech and Language Therapists implement and train students and educators to use AAC to access the curriculum and communicate in the school and vocational environments.

Therapists supervise, provide lessons, review data, observe and provide feedback to Speech/Language Pathology Assistant (SLPA). Under the supervision of a Speech and Language Pathologist, the SLPA provides direct services outlined in an IEP to students. The SLPA implements speech and language interventions developed by the SLP. They may either work directly with the student or within a classroom environment. They assist with preparing the educational materials needed for the various programs as well as for the classrooms.

Occupational Therapy:
The role of the Occupational Therapist is to evaluate a child, which involves standardized testing in the areas of fine motor skills, perceptual motor skills and sensory processing, along with clinical observations of the student in the classroom and other school environments, and consultation with

the child's teacher and parent as needed. The goal is to ensure student access to educational curriculum and environments. In occupational therapy terms, ensuring access means helping students attain optimal occupational performance in their student roles. Under the supervision of the Occupational Therapist, a Certified COTA provides direct services outlined in an IEP to students. Areas they provide direct services in include fine motor development, postural stability, sensory processing skills, attention, motor planning, visual perceptual function, writing/drawing ability, or self-care skill. Of note, a three-credit graduate course developed and taught by an OT has been provided help teachers, administrators and paraprofessionals understand how children with sensory processing difficulties learn, and what classroom accommodations they can make for successful inclusion of these students.

Physical Therapy:
Physical therapy services generally address a child's posture, muscle strength, mobility, and organization of movement in educational environments. Physical therapy may be provided to prevent the onset or progression of impairment, functional limitation, disability, or changes in physical function or health resulting from injury, disease, or other causes. The purpose of physical therapy services in the public schools is to ensure that students can safely and effectively access their school curriculum. This includes participation in activities in and out of the classroom including recess and in PE (Physical Education) or APE (Adaptive Physical Education) classes. It is also designed to ensure that students are as functionally independent as possible within the school building. It is the role of the PT to evaluate a child for issues with gross motor development and activities that prevent or limit a student's ability to access their educational program and to develop a plan for appropriate intervention.

Assistive Technology Specialist:
The Assistive Technology (AT) Specialist consults to educators, related service providers, and paraprofessionals on how to identify and use the best technological tools and methods for engaging students in the curriculum. The specialist evaluates Assistive Technology needs; help in acquiring AT devices; guidance in selecting, customizing, adapting, maintaining, repairing, or replacing AT devices; coordinating and using necessary interventions (for example, low vision services) with the use of AT devices; training or providing technical assistance to individuals with disabilities, family members or significant others, professionals, and employers in the effective use and integration of AT devices.

Psychological and Counseling Services:
A collaborative approach is taken to working with students presenting with mental health, emotional, social, and/or behavioral challenges. School teams consisting of School Psychologist(s), School Counselor(s), Administrators, Special Educators, and consultation with Clinical Coordinators, Psychiatrist, and/or Clinical Fellows, work together to identify students with needs in this area, provide recommendations, interventions, and support, and closely monitor cases. Identification of students in this area is accomplished by a variety of means, which includes at a minimum, Early Intervening Teams, referrals by individual faculty members, and review of discipline logs. Once a

student has been identified with needs in these areas, team of professionals are available to assist students, offer strategies and interventions, monitor progress, provide counseling as needed, and to communicate with both families and outside service providers. Evaluations can also be conducted within the district to answer questions related to a student's disability area, if any, as well as the student's ability to access curriculum, and any needs for outside supports. Finally, the district works with families to obtain outside services as appropriate, via individual insurance policies.

Psychologist:
The school psychologists are responsible for assessing students who are initially referred to special education and re-evaluating students who are receiving services a minimum of every three years. They also meet with individual and small groups of students to provide counseling services. Since there are no adjustment counselors at the high school, early childhood, or elementary schools, the school psychologists there provide both the evaluation and counseling services for all students who require these services.

Adjustment Counselor:
Adjustment counselors, available at the middle schools and SHS, play a vital role in identifying, supporting and intervening when students' exhibit mental/behavioral, social/emotional challenges in the school environment. They meet with individual and small groups of students to support them with school and/or home issues that may prevent the student from achieving his/her academic potential. The adjustment counselors interact regularly with staff, parents, and administrators in an effort to build relationships that will foster positive strategies to assist students. They may also interact with representatives from state agencies such as Department of Social Services and Department of Youth Services.

Additional Mental & Behavioral Health Services:

Clinical Coordinator:
The Clinical Coordinator is a full time Master's level Behavior Analyst who works with all students across the district. SPS has two Clinical Coordinators to meet the needs of our student body. The Clinical Coordinator's primary responsibility in general education is to support the classroom teacher(s) in the implementation of evidence-based behavioral strategies that help struggling students more successfully engage in learning. This support may be provided through any of the following: consultation, staff training, conducting behavioral observations or more formalized evaluations, and/or the development of Positive Behavior Support Plans. The primary responsibilities in special education are to develop instructional procedures, develop data collection and analysis procedures, supervise home support programs, consult to district-wide programs, and provide professional development. In addition, the Clinical Coordinator works closely with building administrators, school psychologists, adjustment counselors and other service providers, using a problem-solving model to support students.

Psychiatric Consultation:

SPS currently is currently has a contract with Assabet Valley Collaborative for four hours bi-weekly, psychiatric consultation across the district. The Child Psychiatrist works with both Clinical Coordinators and school-based teams to address student needs across the district. This position also consults to the School Psychologist & Adjustment Counselor Department.

Community Partnership/Social Work:
Through Shrewsbury Youth and Family Services, a family centered 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 who do not meet traditional eligibility requirements for state agency support. SYFS utilizes a wraparound model to serve at-risk students and their families whose challenges prevent success and well being in school.

Partnership with UMass Child Psychiatry Fellowship Program:
Shrewsbury has entered into a partnership with the UMass Psychiatry Department to host the Child Psychiatry Fellows. Each Fellow completes a six-month rotation across the district. They have the opportunity to visit classrooms and participate in building-based consultation meetings. They observe classroom behaviors of both typical children and children with disabilities and learn about the provision of services in the Shrewsbury Public Schools. In addition, once a month they meet with the district's consulting psychiatrist and clinical coordinators to review cases.

Paraprofessionals:
Paraprofessionals are support staff that work directly with our students to maximize instructional opportunities that yield generalization of skills and increased independence. Our paraprofessionals encompass a large portion of the Special Education Department. Paraprofessionals are categorized by specific job titles relative to the position that they are assigned: Applied Behavior Analysis Technicians (ABA Tech), Child Specific Aides (CSA), Classroom Aides, Instructional Aides, and Special Education Aides. The district also employs Speech and Language Assistants (SLPA), and Certified Occupational Therapy Assistants (COTA).

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

ITEM NO: **V. Curriculum** MEETING DATE: **2/14/18**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

ITEM NO: **VI. Policy** MEETING DATE: **2/14/18**
A. School Year Calendar for 2018-2019: Vote

BACKGROUND INFORMATION:

A draft school calendar was presented to the Committee at the meeting on January 31, 2018, with a summary of changes provided by Dr. Sawyer. The draft calendar is based on the practices of the past few years, and it reflects the recommendations of the Calendar Committee of parents and staff that was convened in 2015 and made recommendations to the School Committee in January 2016. The draft calendar was posted on the District website and sent out via email for public comment. It was also discussed with Shrewsbury Education Association and Shrewsbury Paraprofessional Association officers, as well as with the District Faculty Advisory Council. The proposed school calendar is enclosed.

ACTION RECOMMENDED:

That the School Committee vote to approve the proposed 2018-2019 School Year Calendar.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Shrewsbury Public Schools
2018-2019 School Year Calendar

Draft

AUG/SEP			22 Days	
M	T	W	T	F
20	21	22	***23***	***24***
27	***28***	***29***	30	***31***
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

OCTOBER			21 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		

NOVEMBER			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

DECEMBER			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***
31				

JANUARY			21 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	31	

August/September

8/23, 24	New Teachers' Orientation
8/27	Opening Program for Teachers/No School
8/28	Gr.1-12 Students Return/Full Day
8/29	First Day K, Preschool Students
8/31	Professional Development/No School
9/3	Labor Day/No School

October

10/5	Professional Development/No School
10/8	Columbus Day/No School

November

11/6	Parent Conferences/No School
11/12	Veterans Day Observed/No School
11/21-23	Thanksgiving Vacation

December

12/4	Professional Development/Early Release
12/24-12/31	December Vacation

January

1/1	New Year's Day/No School
1/21	M.L. King Day/No School

February

2/5	Professional Development/Early Release
2/18	Presidents Day/No School
2/19-2/22	Winter Vacation

March

3/5	Professional Development/Early Release

April

4/2	Professional Development/Early Release
4/15	Patriots Day/No School
4/16-4/19	Spring Vacation

May

5/7	Professional Development/Early Release
5/24	Last Regular Day for Seniors
5/27	Memorial Day/No School
5/30	Graduation Day

June

6/11	Last Day for Kindergarten & Preschool
6/13	Last Day/Half Day for Students

FEBRUARY			15 Days	
M	T	W	T	F
				1
4	***5***	6	7	8
11	12	13	14	15
18	***19***	***20***	***21***	***22***
25	26	27	28	

MARCH			21 Days	
M	T	W	T	F
				1
4	***5***	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

APRIL			17 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			

MAY			22 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

JUNE			9 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

0 snow days = 6/13 last day
1 snow day = 6/14 last day
2 snow days =6/17 last day
3 snow days = 6/18 last day
4 snow days =6/19 last day
5 snow days = 6/20 last day

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

ITEM NO: **VII. Finance & Operations** MEETING DATE: **2/14/18**
A. Fiscal Year 2019 Budget: Update

BACKGROUND INFORMATION:

Mr. Collins will provide an update on the Fiscal Year 2019 Operating Budget. The enclosed report will provide a current budget development status and describe the budget schedule going forward.

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:

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

FY19 Budget Development: Status Update

Dr. Joseph M. Sawyer, Superintendent
Mr. Patrick C. Collins, Asst. Superintendent for Finance and Operations

14 February 2018

Financial Overview

Superintendent's Recommendation [Level Services]	Jan. 31, 2018	$66,413,028	$4,038,028	6.47%
Town Manager's Recommendation [Balanced Budget]	Feb. 7, 2018	$63,877,000	$1,502,000	2.41%
Difference			$2,536,028	4.06%

Recent Appropriation History

- For context:

	FY14	FY15	FY16	FY17	FY18
$$ Increase	$ 2,176,169	$ 5,155,632	$ 1,259,241	$ 1,951,864	$ 1,967,617
% Increase	4.36%	9.91%	2.20%	3.34%	3.26%

3-Year Annual Avg.	2.93%	$ 1,726,241
5-Year Annual Avg.*	4.61%	$ 2,502,105

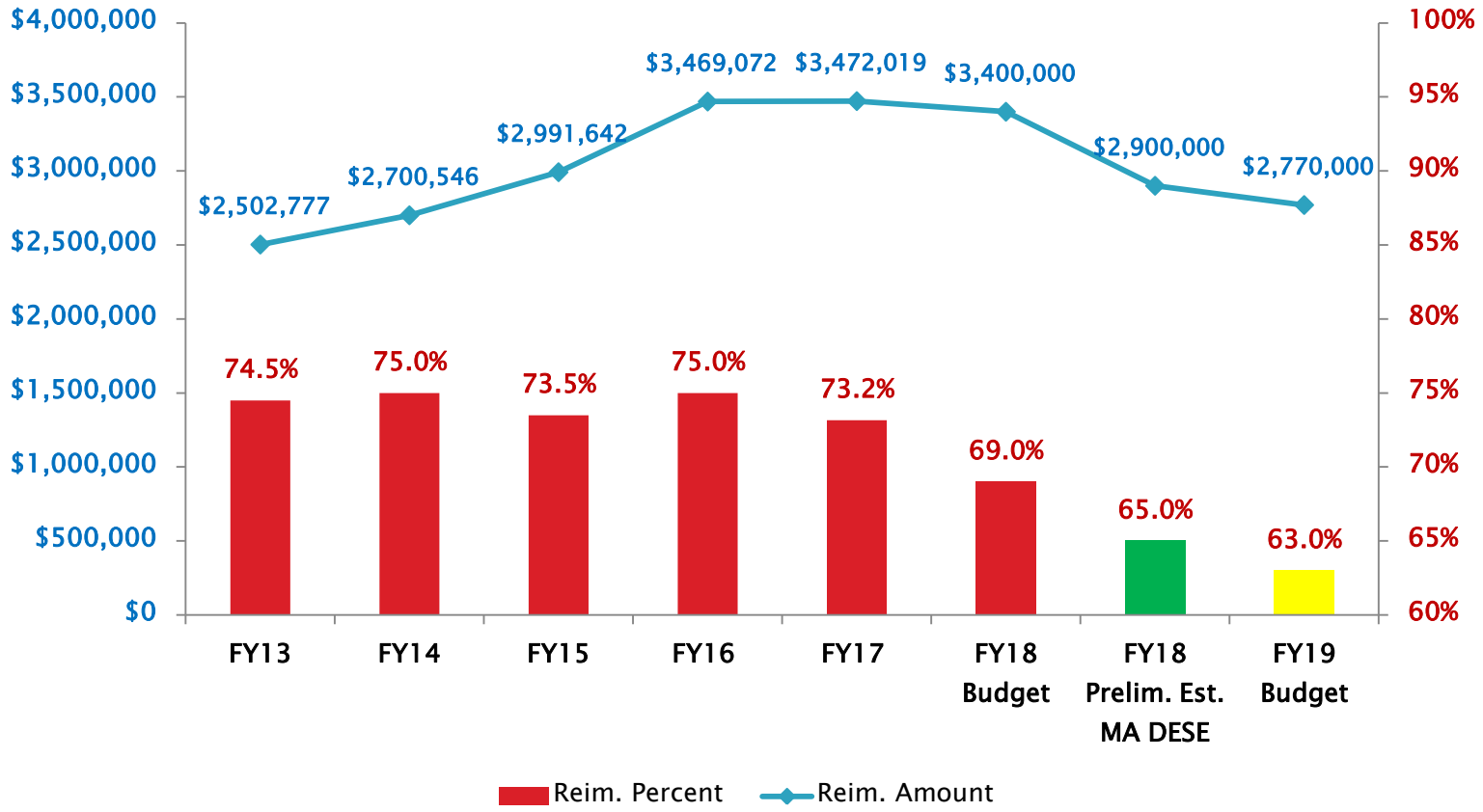
**5-Year Ann. Avg. Includes Override*

State Budget Process

- It's expected that the remainder of the state budget process will have little impact on Shrewsbury.
  - The chart below shows some examples, if we received additional Chapter 70 education aid on a per student basis.

FY18 Base C. 70 Aid	FY19 Gov. Budget	Add'/New Aid	Add'l Aid/Pupil	
$ 19,706,033	$ 19,826,778	$ 120,745	$20/pupil add'l	
		What if...		Amt. Beyond Gov. Budget
		$ 150,925	$25/pupil	$ 30,180
		$ 181,110	$30/pupil	$ 60,365
		$ 241,480	$40/pupil	$ 120,735
		In FY18 we rec'd $30 more/pupil		

Adverse Impact: Declining State Circuit Breaker Funding



If we received 75% reimbursement in FY18, we'd get another <u>$456,110.</u>

Local Budget Process

- The Town Manager, along with municipal department heads, will be presenting his balanced budget plan to the Finance Committee and Board of Selectmen in the coming weeks.

Decision-making Timeline

Date	Event[s]	Notes
2/28	School Committee Meeting	-Curriculum & Instruction Budget -Technology Budget -Program and services fees recommendation -Public Hearing -2018-2019 School Choice Report, Public Hearing and Vote
3/14	School Committee Meeting	-Vote on program and services fees
3/17	Finance Committee Hearing on School Budget	-Presentation and status update
3/21	School Committee Budget Workshop	-Budget Reduction Planning

Decision-making Timeline

Date	Event[s]	Notes
3/28	School Committee Meeting	Superintendent's Budget Reduction Plan
4/24	Board of Selectmen	Vote on FY19 Budget
4/25	School Committee Meeting	Vote on FY19 Budget
4/26	Finance Committee	Vote on FY19 Budget
5/21	Annual Town Meeting	Request approval

Summary

- Initial gap is $2,536,028
- Significant additional revenue is unlikely
- Administration is beginning reduction planning
- Magnitude of the gap will jeopardize district's ability to maintain existing program while addressing mandates, enrollment growth, and strategic priorities

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

ITEM NO: **VII. Finance & Operations** MEETING DATE: **2/14/18**
B. Beal Building Project: Update

BACKGROUND INFORMATION:

Mr. Collins will provide an update on the Beal Building Project, which is shifting into the Preferred Schematic Report (PSR) Phase of the Feasibility Study. The report is enclosed.

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:

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

Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

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6 February 2018

To: School Committee

Subj: **BEAL PROJECT UPDATE: FEASIBILITY STATUS UPDATE**

As you know, our design team has submitted the Preliminary Design Program [PDP] for the Beal Project and we expect to receive their review and feedback in the coming weeks. We are now shifting into the Preferred Schematic Report [PSR] Phase of the Feasibility Study.

The enclosed document is provided by our designer, Lamoureux Pagano Associates, and outlines the major milestones included in the PSR Phase of the Feasibility Study. The primary objective of the PSR Phase is to **identify the Preferred Solution of the three options** submitted in the PDP Phase. Those three options were:

1. Addition/Renovation of Existing Beal on existing site
2. New Construction- Glavin Center site
3. New Construction- Allen Farm site

During the PSR Phase our design team will further study the Glavin and Allen Farm sites for suitability and also conduct a "*Sustainable Design Charette*" meeting for the community on February 26, 2018. Finally, initial cost estimates will be reviewed and updated once again with any new information. The PSR is due to the Massachusetts School Building Authority by May 9, 2018.

We plan to have the design team provide an overview of the PSR and ask for School Committee support in late April or early May timeframe.

Beal Early Childhood Center
1 Maple Avenue, Shrewsbury, MA 01545

FEASIBILITY STUDY SCHEDULE OUTLINE

PHASE	DURATION	DATES
Preferred Schematic Report (PSR)	3 months	2/16/18 – 5/09/18
PSR Core	1 ½ months	2/16/18 – 3/29/18
- Sustainable Design Charrette	1 day	2/26/18
- Executive Committee Meeting *Review Sustainable Design Options*	1 day	3/5/18 – 3/9/18
- School Building Committee Meeting *Sustainable Design & Exist. Cond. Update*	1 day	3/13/18
- School Building Committee Meeting *Merits & Limitations of Options; No Estimates*	1 day	4/10/18
Estimates	10 days	4/2/18 – 4/12/18
- Estimate Reconciliation	1 day	4/13/17
Project Budget	4 days	4/13/18 – 4/16/18
- Executive Committee Meeting	1 day	4/17/18
- School Building Committee Meeting *Preferred Solution - Options & Budgets*	1 day	4/17/18
Prepare Final Draft for Review	1 week	4/18/18 – 4/25/18
Owner Approval	1 week	4/26/18 – 5/1/18
- School Building Committee Meeting *Vote PSR Submission*	1 day	5/1/18
- School Building Committee Meeting *Approve 5/1/18 Meeting Minutes*	1 day	5/8/18
Prepare Document	1 week	5/02/18 – 5/9/18
MSBA Review Facilities Assessment Review MSBA Board Meeting	6 weeks	5/9/18 – 6/6/18 6/6/18 6/27/18
Schematic Design (SD)	6 months	5/9/18 – 10/31/18
SD Core	3 months	5/9/18 – 8/1/18
Estimates	3 weeks	8/2/18 – 8/2318
Reconciliation/Project Budget	1 week	8/24/18 – 8/31/18
Owner Approval Building Committee	1 week	9/3/18 – 9/10/18
Prepare Document	1 week	9/11/18 – 9/18/18
MSBA Review MSBA Board Meeting	6 weeks	9/19/18 – 10/30/18 10/31/18
Local Funding Approval Town Meeting	7 weeks	10/31/18 – 12/19/18 November, 2018
Design Development/ Construction Documents (DD/CD)	9 – 10 months	Jan. – Oct. 2019
Bid Period	2-3 months	Nov. – Jan. 2020
Construction	18 – 30 months	2020 - 2022

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

ITEM NO: **VIII. Old Business** MEETING DATE: **2/14/18**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

ITEM NO: **IX. New Business** MEETING DATE: **2/14/18**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

ITEM NO: **X. Approval of Minutes** MEETING DATE: **2/14/18**

BACKGROUND INFORMATION:

The minutes are enclosed.

ACTION RECOMMENDED:

That the Committee accept the minutes from the School Committee meeting held on January 31, 2018.

STAFF AVAILABLE FOR PRESENTATION:
Dr. B. Dale Magee, Chairperson
Ms. Sandra Fryc, Secretary

SHREWSBURY PUBLIC SCHOOLS
100 MAPLE AVENUE
SHREWSBURY, MASSACHUSETTS

MINUTES OF SCHOOL COMMITTEE MEETING

Wednesday, January 31, 2018

Present: Dr. Dale Magee, Chairperson; Mr. Jon Wensky, Vice Chairperson; Ms. Sandy Fryc, Secretary; Ms. Erin Canzano; Mr. Jason Palitsch; Mr. Patrick Collins, Assistant Superintendent for Finance and Operations; and Dr. Joseph Sawyer, Superintendent of Schools.
Ms. Amy B. Clouter, Assistant Superintendent for Curriculum & Instruction and Ms. Barb Malone, Director of Human Resources were not present for the meeting.

A complete audio/visual recording of this meeting is available on the Shrewsbury Public Schools website.

The meeting was convened by Dr. Magee at 7:01 pm.

I. Public Participation
None.

II. Chairperson's Report & Members' Reports
None.

III. Superintendent's Report

Dr. Sawyer reported that he recently attended a Grade 5 concert, and a concert at Oak Middle School that featured the debut performance of "Shrewsbury Fair," Composer George Lam's suite of three movements inspired by locations in Shrewsbury, Massachusetts, which was financed by the Shrewsbury Schools Music/Theater Association (SSMA) and partially supported by a grant from the Shrewsbury Cultural Council, a local agency funded by the Massachusetts Cultural Council. He congratulated the following Shrewsbury High School students for their submission and recognition in the Anna Maria College Art Competition:
Digital Art and Design - FIRST PLACE - Jasmine Duerk
Photography - SECOND PLACE - Ashlee Phaneuf
Painting - FIRST PLACE - Karen Hou
Painting - THIRD PLACE - Alison Conolly
Painting - HONORABLE MENTION - Caroline Doiron
BEST OF SHOW (Third Place) - Karen Hou
Dr. Sawyer also advised that there would be a community fundraising event on February 3 to benefit *The Campaign for Shrewsbury Athletic Fields.*

IV. Time Scheduled Appointments:

A. Beal Building Project Preliminary Design Program: Vote

Kathryn Crockett, Project Architect, Lamoureux Pagano Associates, provided the Committee with updated information on the Beal Building Project, noting that the Preliminary Design Development phase (PDP) was transitioning to the more detailed and specific Preferred Schematic Report (PSR) phase. She described the PDP steps; showed three space summary proposals (with overall square footage declining as refined over time); discussed current Shrewsbury Public School (SPS) school capacities (noting recent projects Floral, Sherwood, Oak, and Shrewsbury High School (SHS) already exceeded capacity); provided detailed current construction cost data; described site evaluation factors for four options under consideration, noting the three recommended Massachusetts School Building Association (MSBA) options were:
BASE REPAIR OPTION – EXISTING BEAL SCHOOL
NEW CONSTRUCTION – GLAVIN CENTER SITE
NEW CONSTRUCTION – ALLEN FARM SITE
and described next steps for the project.

The Committee asked clarifying questions about the recommended options, cost differentials between the options, space allocation, and MSBA reimbursement. They noted that the current economy was more robust than for other more recent projects, and advised regarding the importance of building a school that would meet current and future demands. Dr. Sawyer discussed space allocation, especially as it relates to providing in-district special education programs, and Mr. Collins provided information on how the request for a 40 classroom school project was derived.

On a motion by Mr. Palitsch, seconded by Ms. Canzano, the Committee voted unanimously to endorse the Preliminary Design Program submission to be made to the Massachusetts School Building Authority for the Beal Building Project.

V. Curriculum

A. SHS Program of Studies 2018-2019: Vote

Dr. Magee advised that the Committee heard a presentation of proposed changes to the Program of Studies (POS) at its January 10, 2018 meeting. There were no comments, questions, or concerns from the Committee. On a motion by Mr. Palitsch, seconded by Ms. Canzano, the Committee voted unanimously to approve the Shrewsbury High School 2018-2019 Program of Studies as presented.

VI. Policy

A. School Year Calendar for 2018-2019: Discussion

Dr. Sawyer began his report noting that the proposed calendar was consistent with recommendations from the School Calendar Committee and provided a brief history of their work to inform decision making on a calendar that meets the needs of students, staff, and the

community. He advised that similar to school years prior to 2017-18, the proposed calendar included a parent conference day on election day, November 6. Dr. Magee noted that the draft calendar would be posted for public review and comment in advance of a vote at a future meeting.

At 7:45 pm the Committee recessed so that a technology issue could be addressed, then reconvened at 7:48 pm.

VII.Finance & Operations

A. Fiscal 2019 Budget: Superintendent's Recommendation

Mr. Collins and Dr. Sawyer began their report by acknowledging Ms. Kim Fitzpatrick, Financial Coordinator/Budget Analyst, for her assistance in preparing the Superintendent's Budget Recommendation for Fiscal Year 2019 being presented at the meeting. They noted the proposed budget was designed to be in keeping with the Committee's guidance and priorities for a "level services" budget; discussed key questions around resources and funding; described funding sources in detail; and provided a recap of the proposed Town Appropriated Budget:

- Total recommendation of $66,413,028
- $4,038,028
- 6.47%
  - FY16 increase =2.20%
  - FY17 increase =3.34%
  - FY18 increase =3.26%
  - Three-year annual average = 2.93%

Mr. Collins and Dr. Sawyer went on to note the impact to the budget from growing enrollment and the increased need for English Language Learner (ELL) services (47% growth from 2015-16 to 2016-17), mandated services, the newly adopted District Strategic Priorities, and equipment. They provided detailed information on: state aid as a percent of the overall budget; maximizing revenue opportunities (fees, grants, School Choice); Shrewsbury's low per pupil expenditure (PPE) relative to the state average and other comparable districts; meeting community expectations; and independent recognition of success at SPS by various entities. Mr. Collins and Dr. Sawyer noted next steps in the process (the Town Manager will release his initial FY19 budget recommendation on February 7th), highlighted important questions relative to the budget, and summarized key points of the report as follows:

1) We need $4 million in additional funding to maintain our current program and address mandates, enrollment growth, and strategic priorities.
2) There will be considerably less funding available to meet these needs.
3) The school district will create a cost reduction plan that will almost certainly result in changes to the educational program and fewer staff.

The Committee noted that the proposed budget is comprised largely of "needs" and few (or no) "wants", that PPE at SPS is consistently low, and that services and programs have been reduced

or eliminated over the years due to budget constraints, and acknowledged that the cost burden over time has shifted more heavily to the local community.

VIII. Old Business
None.

IX. New Business
A. Assabet Valley Collaborative: Update

Dr. Sawyer advised the Committee that state law governing educational collaboratives requires four updates each year to member school districts, and that the Assabet Valley Collaborative's (AVC) Annual Report and Financial Statements must be provided to member school committees annually. Dr. Sawyer noted that he is the Chair this year, and described AVC as "healthy," noting that office and training space recently acquired by the collaborative has yielded benefits including adequate administrative space and revenue generated from hosting trainings. He advised that AVC rents space from SPS at SHS, and added that members realize lower transportation costs by sharing with other districts in the collaborative.

X. Approval of Minutes

Without objections from the Committee, the minutes of the School Committee workshop held on December 13, 2017, and the School Committee meeting held on January 10, 2018, were accepted as distributed.

XI. Executive Session
None.

XII. Adjournment

On a motion by Mr. Palitsch, seconded by Ms. Canzano, the committee unanimously agreed to adjourn the meeting at 9:06 pm.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:
1. SHS Program of Studies (POS)
2. Beal Project Update Slide Report
3. School Calendar 18-19 Draft
4. FY19 Superintendent's Budget Recommendation
5. FY19 Superintendent's Budget Recommendation Slides
6. AVC 2017 Annual Report

7. AVC Financial Statements
8. Set(s) of minutes as referenced above

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

ITEM NO: **XI. Executive Session** MEETING DATE: **2/14/18**

A. For the purposes of negotiations with the Shrewsbury Paraprofessionals Association

B. For the purposes of negotiations with non-represented employees

BACKGROUND INFORMATION:

Executive session is warranted for these purposes.

ACTION RECOMMENDED:

That the School Committee enter into executive session for the purposes of negotiations with the Shrewsbury Paraprofessionals Association and negotiations with non-represented employees, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body, and reconvene to open session only for the purpose of adjourning for the evening.

STAFF AVAILABLE FOR PRESENTATION:

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

ITEM NO: **XII. Adjournment**