



# **SHREWSBURY PUBLIC SCHOOLS**

## **Fiscal Year 2021 Budget Request**

**Annual Town Meeting: August 8, 2020**

**Presented by the School Committee**

**Sandra Fryc, Chairperson  
Jon Wensky, Vice Chairperson  
B. Dale Magee M.D., Secretary  
Lynsey Heffernan  
Jason Palitsch**

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

**100 Maple Avenue, Shrewsbury, MA 01545  
Worcester County, MA  
508-841-8300  
[schools.shrewsburyma.gov](http://schools.shrewsburyma.gov)**

## Table of Contents

<b>SUPERINTENDENT’S EXECUTIVE SUMMARY</b>	1
<b>INTRODUCTORY SECTION</b>	4
Shrewsbury Public School District Overview	5
Schools, Enrollment, Grade Configuration	5
School Committee	9
Administrative Team	10
<b>ORGANIZATIONAL SECTION</b>	12
District Mission, Core Values, Vision, and Strategic Plan	13
Mission Statement	13
Core Values	13
Vision: Portrait of a Graduate	14
Strategic Priorities and Goals: 2017-2022	16
<b>FINANCIAL SECTION</b>	18
Overview	19
School Committee Priorities, Assumptions, and Guidelines	19
Fiscal Summary: All Finds Overview	21
School Finance in Massachusetts and State Aid	22
Operating Budget	23
Overview	23
Summary by Responsibility Center and Object Code	25
Special Education Circuit Breaker Reimbursement Funding	26
Federal and State Grant Funds	28
<b>INFORMATIONAL SECTION</b>	29
Enrollment and Class Size	30
Charter Schools	30
School Choice	31
Special Education Out of District	32
Recovery High School	33
Vocational/Technical High School	33
Enrollment Projection Information	34
Town Manager and NESDEC Projections	35
Class Size Projections: 2020-2021	35
Student Performance and Outcomes	37
Class of 2019 Future Plans	38
SAT Participation and Results	39
Advanced Placement Participation and Results	39
College and University Enrollments	42

**INFORMATIONAL SECTION [continued]**

Financial Indicators	44
Average Family Tax Bill, Rates and Comparisons	44
Average Cost Per Pupil History and Comparisons	45
Teacher Salaries and Staffing Chart	47
FY21 Budget Reduction Plan	49

**THIRD-PARTY RECOGNITIONS OF SUCCESS**

Back cover

## SUPERINTENDENT'S EXECUTIVE SUMMARY

### Shrewsbury Public Schools Superintendent's Budget Recommendation for Fiscal Year 2021 Executive Summary

Dear Town Meeting Members:

The School Committee unanimously recommends a proposed Fiscal Year 2020 School Department appropriation of \$67,080,000, which represents a \$777,959 increase over Fiscal Year 2020, or 1.17%. This recommendation is in alignment with the Town Manager's proposed budget that was endorsed by the Board of Selectmen and the Finance Committee.

Because the State Legislature has not yet filed a budget at the time I write this, the amount of state aid the town will receive is unknown. At this time, there is also great uncertainty as to whether the federal government will provide any additional financial support to public school districts and local municipalities. Further complicating the picture is the challenge of projecting how much the revenue from School Department fees and tuitions will decline, depending on how the new school year unfolds with relation to the pandemic.

Because of this uncertainty, the School Department is taking a "balanced risk" approach to the first part of this fiscal year. What this means is that, rather than make additional reductions to educational programming and personnel now, beyond what was already cut during the budget process (about \$1.9 million and almost 30 full-time equivalent positions- see the end of this packet for details), we will wait until the state budget process is complete, federal assistance is known, and the ongoing negotiations with employee unions regarding cost mitigation are concluded. We are hopeful that the combination of these factors allows us to avoid or minimize further cuts, while our eyes are open to the fact that if nothing changes we will need to reduce a projected additional \$2 million in costs *during* the fiscal year, which would require significant reductions in educational programming and personnel. We do not believe that making significant cuts right now, absent so much information regarding available funding, is the prudent approach, as we need our staff to provide support as we open a school year unlike any before. Therefore, we are avoiding the negative impact of making reductions to staff and programming now while taking a calculated risk regarding the likelihood of having to do it later in the year (and also avoiding unemployment costs to the town as well).

On behalf of the School Committee, I respectfully request the approval of the recommended appropriation for the School Department, and we look forward to answering any questions you may have at Town Meeting.

Respectfully,

Joe Sawyer  
Superintendent of Schools

## Brief Update on Federal Stimulus Funds

*Information on this topic is updated as of July 27, 2020.*

Federal stimulus funding has been allocated through state education departments in two Coronavirus – related grant programs. These grant funds are both **use-restricted** and **time restricted**. Shrewsbury Public Schools is eligible for the following amounts in the table below.

Grant Name	Amount	End Date
Coronavirus Relief Fund School Reopening Grant [CvRF]	\$1,390,050	December 30, 2020
Elementary and Secondary School Emergency Relief [ESSER]	\$133,819	June 30, 2021
<b>Total</b>	<b>\$1,523,869</b>	

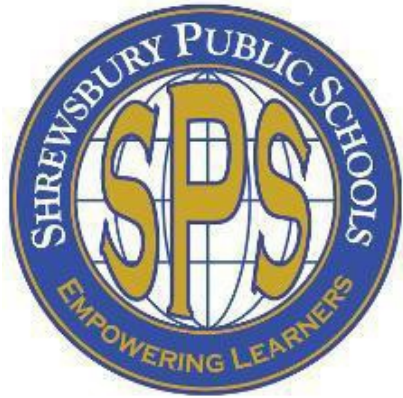
Funds must be used only for Covid-related costs. Eligible costs include [but are not limited to] personal protective equipment, additional nursing staff, additional custodial staff, minor building modifications to allow physical distancing, staff training, technology equipment and services to support remote learning, etc.

While these grants will certainly provide relief for one-time or time-limited costs, the District will likely continue to incur Covid-related costs beyond December 30, 2020.

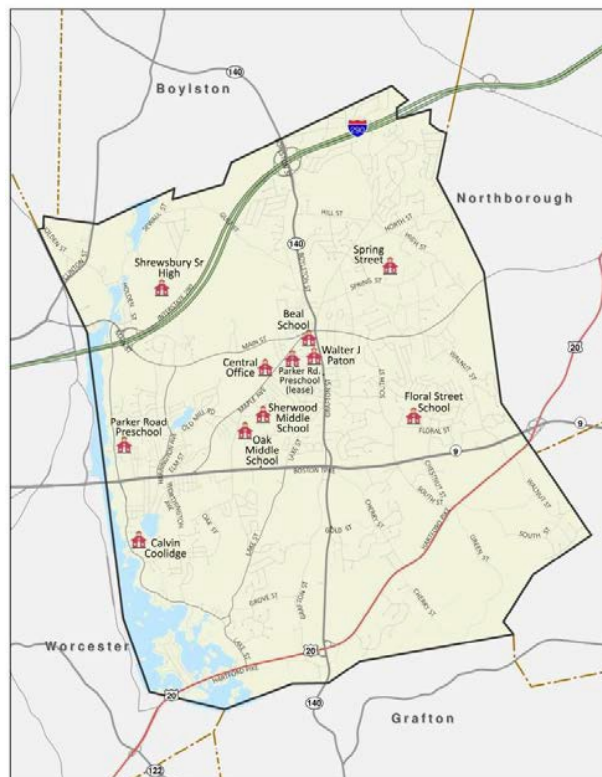
An additional negative financial impact of Covid is the certain reduction in budgeted revenue for full-day kindergarten and preschool tuition and fees for busing, student activities and athletics. While the current decrease in these special revenues is projected to be \$1.5M, that figure is likely to change in the coming weeks as we realize how parents and students respond to our model for reopening schools and the course of the virus infection rate. The two Coronavirus grants shown above cannot be used to cover these special revenue losses.

**SHREWSBURY PUBLIC SCHOOLS  
FY21 BUDGET RECOMMENDATION**

School Committee Recap Sheet	Description	FY19 Actual	FY20 Budget	FY21 Revised: July 22,2020	FY20-FY21 Revised Difference	% Change	Notes
A1	Administrative Central Office, Principals & Unit B	\$ 3,233,906	\$ 3,272,594	\$ 3,255,790	\$ (16,804)	-0.51%	Reduce 1 FTE and 0% increase for non-union administrators
A2	Unit A (Teachers & Nurses)	\$ 39,533,608	\$ 41,584,811	\$ 41,746,908	\$ 162,097	0.39%	Staff and program reduction plan elim. 13.8 FTE and increase FDK tuition
A3	Aides/ABA/Paraprofessionals	\$ 6,413,600	\$ 7,330,858	\$ 7,306,915	\$ (23,943)	-0.33%	Staff and program reduction plan eliminates 13.3 FTE
A4	Secretaries, Technology & Other Non-Represented	\$ 2,267,753	\$ 2,371,080	\$ 2,292,688	\$ (78,392)	-3.31%	0% increase for all non-union clerical and IT staff
A5	Substitutes - Daily, Long Term & Sub Nurses	\$ 962,016	\$ 900,900	\$ 900,900	\$ -	0.00%	No change from original budget
A6	Other Wages	\$ 811,801	\$ 784,500	\$ 822,450	\$ 37,950	4.84%	Reduce Guidance Counselor summer days, increase activity/athletic fees
A7	Employee Benefits	\$ 391,377	\$ 351,750	\$ 396,750	\$ 45,000	12.79%	No change from original budget
B1	Regular Education & Voke Transportation	\$ 2,147,204	\$ 2,528,985	\$ 2,501,037	\$ (27,948)	-1.11%	Reduce 1 bus, reduce transportation coord. to part-time, increase fee
B2	Special Education Transportation	\$ 680,492	\$ 706,300	\$ 1,291,750	\$ 585,450	82.89%	No change from original budget
C1	Special Education Tuitions	\$ 2,258,824	\$ 1,356,803	\$ 1,721,469	\$ 364,666	26.88%	FY20 surplus carries forward into Circuit Breaker reducing town appropriation
C2	Vocational Tuitions	\$ 1,709,717	\$ 1,648,786	\$ 2,039,117	\$ 390,331	23.67%	Must budget for 9 more accepted students at Assabet Valley H.S.
D1	Administrative Contracted Services	\$ 633,166	\$ 611,833	\$ 599,028	\$ (12,805)	-2.09%	Reduce copier budget and eliminate ThoughtExchange license
D2	Educational Contracted Services	\$ 621,944	\$ 679,910	\$ 646,910	\$ (33,000)	-4.85%	No change from original budget
D3	Textbooks/Curriculum Materials	\$ 237,936	\$ 201,104	\$ 176,104	\$ (25,000)	-12.43%	Reduce textbook budget as part of \$1.95M reduction plan
D4	Professional Development	\$ 236,771	\$ 255,082	\$ 160,885	\$ (94,197)	-36.93%	Reduce district professional development budget as part of \$1.95M plan
D5	Educational Supplies & Materials	\$ 308,154	\$ 273,689	\$ 263,689	\$ (10,000)	-3.65%	Reduce all general supply budgets as part of \$1.95M reduction plan
D6	Other Miscellaneous (i.e. Off. Supp., Ref. Mat.)	\$ 765,786	\$ 786,716	\$ 705,966	\$ (80,750)	-10.26%	Reduce technology and custodial supply budgets as part of \$1.95M plan
D7	Equipment	\$ 850,113	\$ 571,340	\$ 593,340	\$ 22,000	3.85%	No change from original budget
D8	Utilities - Telephone Exp.	\$ 73,439	\$ 85,000	\$ 78,000	\$ (7,000)	-8.24%	No change from original budget
NA	Additional Future Reductions			\$ (419,696)	\$ (419,696)		Mid-year reductions necessary if no add'l funding received
<b>Total:</b>		<b>\$ 64,137,607</b>	<b>\$ 66,302,041</b>	<b>\$ 67,080,000</b>	<b>\$ 777,959</b>	<b>1.17%</b>	



# INTRODUCTORY SECTION



## SHREWSBURY PUBLIC SCHOOL DISTRICT OVERVIEW

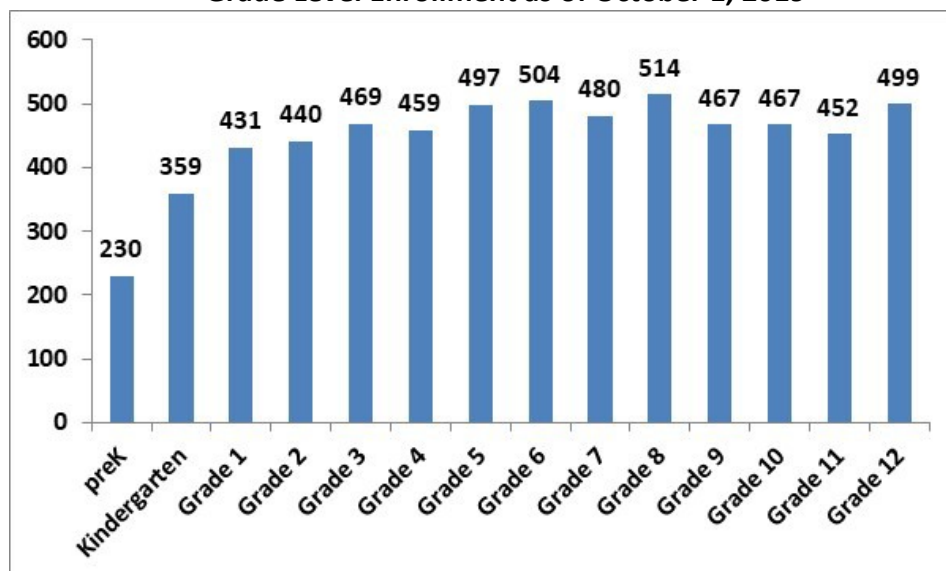
### School Population

With its geographically advantageous location, the Town of Shrewsbury has grown significantly in the past decades. The federal U.S. Census records the Shrewsbury population growing from 24,146 in 1990 to 35,605 in 2010. The school population has grown significantly during that time period as well and is now at 6,268 students. The chart below depicts the allocation of students by school and itemizes all School Department facilities.

School/Office	Location	Grade Levels	Enrollment 10/1/2018	Enrollment 10/1/2019	Net Change
Central Office	100 Maple Ave. [Town Hall]	na			na
Special Education Office	15 Parker Rd. [SELCO Bldg.]	na			na
Parker Road Preschool	15 Parker Rd. [SELCO Bldg.]	preK	187	185	-2
Parker Road Preschool-Extension [ <i>Leased space</i> ]	2 Wesleyan Terrace	preK	55	45	-10
Beal Early Childhood Center	1 Maple Avenue	K-1	294	316	22
Calvin Coolidge Elementary School	1 Florence Street	K-4	409	410	1
Floral Street Elementary School	57 Floral Street	1-4	720	726	6
Walter J. Paton Elementary School	58 Grafton Street	K-4	380	354	-26
Spring Street Elementary School	123 Spring Street	K-4	364	352	-12
Sherwood Middle School	30 Sherwood Avenue	5-6	958	1,001	43
Oak Middle School	45 Oak Street	7-8	1,005	994	-11
Shrewsbury High School	64 Holden Street	9-12	1,835	1,885	50
			<b>6,207</b>	<b>6,268</b>	<b>61</b>
			<b>Change</b>	<b>61</b>	<b>1.0%</b>

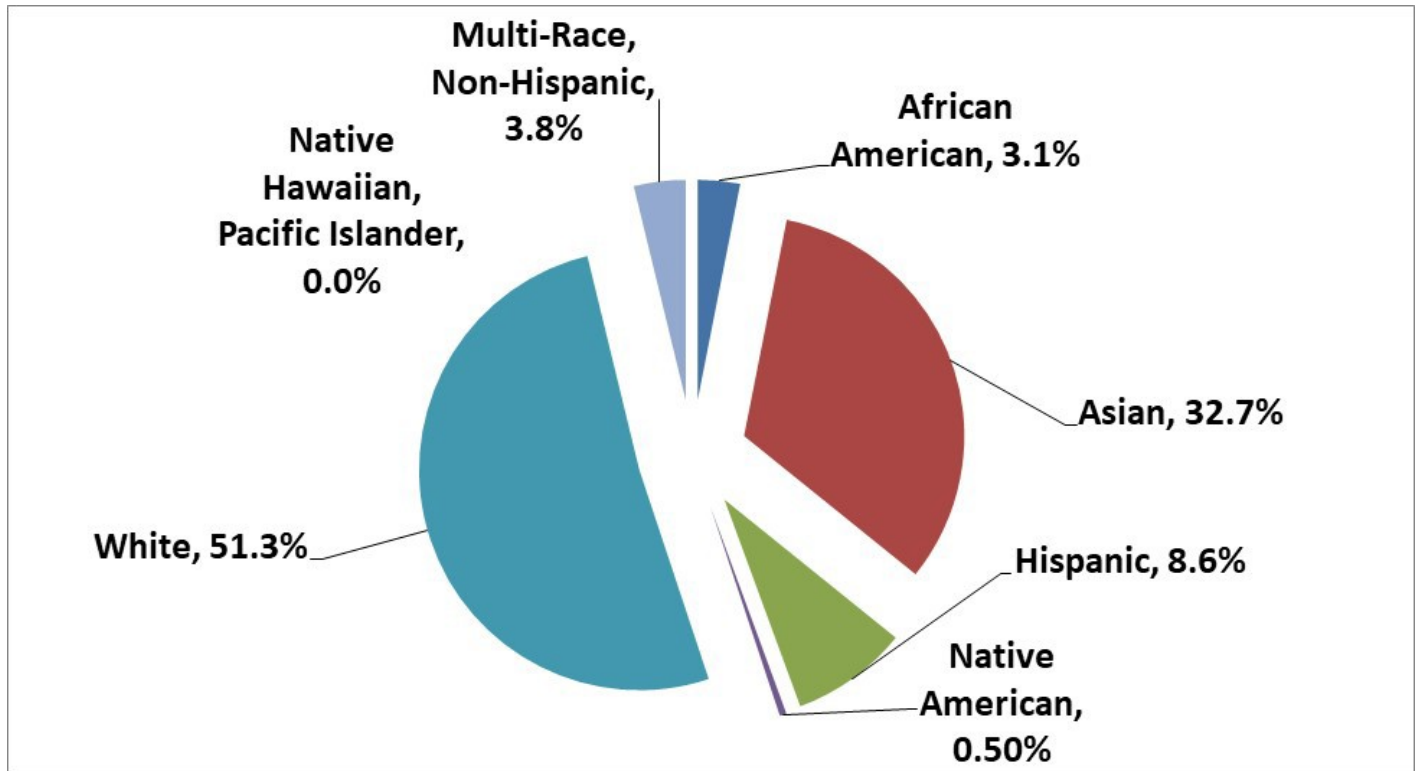
The distribution of the 6,268 students [from 10/1/19] across grade levels is shown in the chart below. It is important to note that students with identified learning disabilities become eligible for public school services at age three. Also, the district does not currently offer free full-day kindergarten and a number of families who do not gain access to a tuition-based full-day kindergarten slot opt for a full-day program at area School Choice receiving districts or private schools. Thus, we have a lower number of kindergarten students in comparison to other elementary grades. Also important to note is that approximately ten percent of graduating eighth grade students will opt for a private or vocational/technical high school.

**Grade Level Enrollment as of October 1, 2019**





The growth in both town and school-age population has come with a significant increase in ethnic diversity. The chart below shows that White students now represent 51.3% of the student body and 48.7% are non-White. The largest ethnic minority group is Asian and the large majority of this population is of South Asian/Indian descent.



*Source: Massachusetts Department of Education, District Profile 2019-2020.*

While the district has wide ethnic diversity, we know from our own recently completed Equity Audit conducted by Assabet Valley Collaborative, that we have work to do to enhance the equitable access of our curriculum and programs to all students.

As many anti-racism movements take hold across our nation, know that our district leadership sees this as a high priority for the coming year.

Some of the special population student groups reported and tracked by the district and federal and state governments are summarized below. The percentage columns compare Shrewsbury Public Schools with statewide percentages using the most recent data available. One can clearly see that we are above the statewide percent in students whose First Language is not English but below the percentages in all other categories including Students with Disabilities [aka special education students].

Category	% of District	% of State	Difference District v. State
First Language not English	36.0%	23.0%	13.0%
English Language Learner	2.9%	10.8%	-7.9%
Students with Disabilities	14.8%	18.4%	-3.6%
High Needs	29.3%	48.7%	-19.4%
Economically Disadvantaged	11.4%	32.8%	-21.4%

*Source: Massachusetts Department of Education, District Profile 2019-2020*

#### Definitions of categories:

*First Language not English:* a student whose first language is a language other than English and who is unable to perform ordinary classroom work in English.

*English Language Learner:* a student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English.

*Students with Disabilities:* special education students with an Individual Education Plan [IEP].

*High Needs:* an unduplicated count of all students in the district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch).

*Economically Disadvantaged:* students eligible for SNAP, TAFDC, MassHealth, or in foster care

### **Improving Facilities: New Beal Elementary School [Opening August 2021]**

With respect to school facilities and district enrollment, it is important to remember that in April 2015 the School Committee and Board of Selectmen voted to submit an application to the Massachusetts School Building Authority [MSBA] to repair or replace the Beal Early Childhood Center facility which was built in 1922. In January 2016, the MSBA voted to invite Shrewsbury into the Eligibility Phase to solve this space problem. In April 2016, the formation of a School Building Committee was approved by a Special Town meeting vote. At the December 5, 2016 Special Town Meeting, \$1.2M was appropriated for the MSBA required Feasibility Study.

Having completed all requirements in the Eligibility Phase, the MSBA Board of Directors voted affirmatively on February 15, 2017 to enter into a Feasibility Study Agreement with Shrewsbury. With their approval the Building Committee conducted competitive procurement processes to select PMA Consultants as its Owner's Project Management [OPM] company and Lamoureux Pagano Associates as its architectural firm.

Several solutions were explored along with many sites and the Building Committee recommended and received support from the MSBA to construct a new 790 seat school on the former Glavin Center property located on Lake Street. In November 2018, a debt exclusion vote received as a strong approval vote from a town-wide ballot question.

The project is under construction, on budget, and scheduled to open on time in August 2021.

For more information on Beal Elementary School Project, click [here](#).



## **Governance and Management**

Shrewsbury Public Schools is governed by a five-member school committee. Each member is elected by town-wide vote to serve a three-year term and members are on a staggered election schedule so that one or two members are up for election each year. The school committee elects its own chairperson, vice-chair, and secretary each year. Traditionally, members have rotated through these positions during their term to share leadership responsibilities.

Shrewsbury Public Schools is a PreK-12 “municipal” district. While it is not a member of a regional vocational/technical high school like many surrounding communities, it does pay tuition for approximately 110-125 high school students to Assabet Valley Regional Technical High School in Marlboro, MA.

The district’s Central Office is located in Town Hall and performs all of the district leadership and management functions. District administrators and building principals all report to the superintendent and the organizational structure and reporting relationships are detailed in the enclosed organizational chart. The Shrewsbury School Committee members and term expirations are listed below. The school committee typically meets on a bi-weekly basis and the meetings are broadcast on local cable television.

### **School Committee**

Member	Role	Term Expires
Sandra M. Fryc	Chair	2023
Jon Wensky	Vice-Chair	2021
B. Dale Magee, M.D.	Secretary	2022
Lynsey M. Heffernan	Member	2022
Jason Palitsch	Member	2023

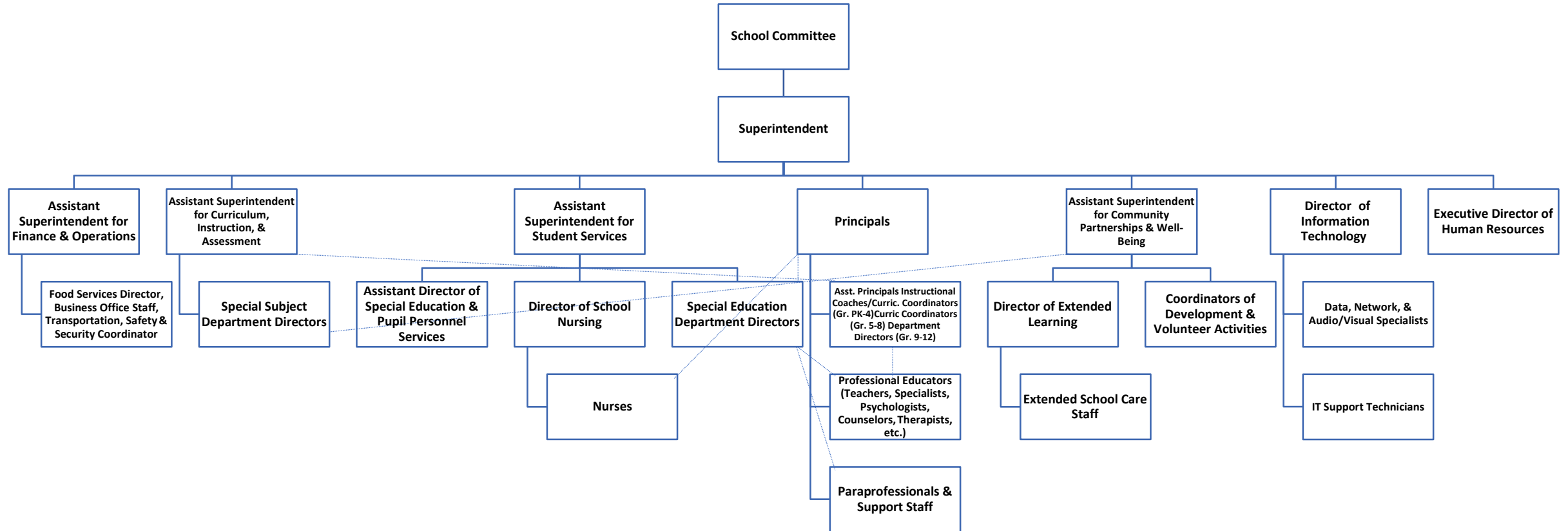
## **Administrative Team**

The administrative team also typically meets on a bi-weekly basis and rotates its meeting location across school buildings and Town Hall. When meeting in a school, the team takes time, as part of the agenda, to visit classrooms and then de-brief on their observations. Fortunately, there is relatively low turnover amongst the group. The superintendent has worked as an administrator in the district since 1997 and served as superintendent since 2009.

Administrator	Role	District/School
Joseph Sawyer	Superintendent	District
Amy Clouter	Asst. Superintendent for Curriculum & Instruction	District
Patrick Collins	Asst. Superintendent for Finance & Operations	District
Meg Belsito	Asst. Superintendent for Student Services	District
Jane Lizotte*	Asst. Superintendent for Community Partnerships & Well- Being	District
Barbara Malone	Executive Director of Human Resources	District
Lisa Robinson	Principal of Preschool Programs	Parker Road Preschool
Christian Girardi	Principal	Beal Early Childhood Center
Tiffany Ostrander	Principal	Coolidge Elementary School
Lisa McCubrey	Principal	Floral Street School
Jane Lizotte*	Acting Principal, 2020-2021	Paton Elementary School
Bryan Mabie	Principal	Spring Street School
Jonathan Kelly	Principal	Sherwood Middle School
Ann Jones	Principal	Oak Middle School
Todd Bazydlo	Principal	Shrewsbury High School

\*Dr. Lizotte will serve as Acting Principal at Paton School for the 2020-2021 school year with the departure of Ms. Bell. This reduces our Administrative team by one position.

# Shrewsbury Public Schools Organizational Chart





# ORGANIZATIONAL SECTION

*Mission & Core Values* —————→ *Who we are*  
*Vision* —————→ *Where we are going*  
*Strategy & Goals* —————→ *How to get there*

## DISTRICT MISSION, CORE VALUES, AND STRATEGIC PLAN

Each year, as we develop our annual operating budget, many difficult resource decisions and trade-offs are considered along the way. However, we always keep our mission statement, core values, and strategic goals at the forefront.

### **Mission Statement**

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

### **Core Values**

Respect and Responsibility: All members of the school community will treat one another with consideration, integrity, and honesty. We honor each person's individuality, celebrate our community's diversity, and support school cultures of mutual acceptance and respect. We accept the responsibility to work hard and persevere in all that we do and to take responsibility for our actions.

Collaboration and Communication: All members of the school community accept shared responsibility for the learning of all students. Teaching and learning take place in collaborative school cultures that are based on trust, respect, and mutual accountability. Collaboration and effective communication with parents, town government, local businesses, and community members is foundational to our culture. In our schools, students gain collaboration skills needed to become successful citizens, learners, and teammates in a global society.

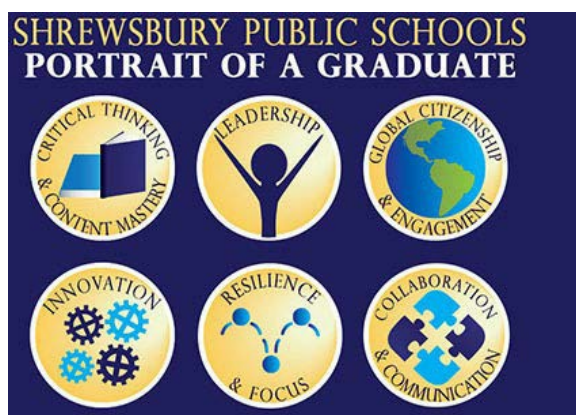
Commitment to High Standards and Expectations: All members of the school community commit to upholding high standards and expectations for all students. We work to engage students in important learning through excellent teaching and we foster the belief that effective effort is the most element of success. We prepare students for future success by supporting their capacity for using technology, thinking independently, solving problems, and learning throughout life.

Equity: The school community strives to create opportunities for all students to achieve success. We provide students with appropriate and rigorous curriculum and high-quality instruction that recognizes differences in needs and learning styles. We advocate for the resources necessary to support successful teaching and learning and we use our resources responsibly for the maximum benefit of students.



## Vision

The ***Portrait of a Graduate Project*** spanned two school years and involved a wide array of stakeholders to include teachers, administration, school committee members, parents, and business partners. The Portrait of a Graduate defines what we believe is the most critical for our students to know and be able to do by the time they graduate from Shrewsbury High School.



### **GLOBAL CITIZENSHIP & ENGAGEMENT**

Students:

- Listen with an open mind to understand others' situations and treat all with kindness and respect
- Learn from and engage collaboratively and reflectively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, digital, and community conversations
- Demonstrate knowledge and understanding of society's impact on the natural world
- Access, analyze, and evaluate information in order to understand the local, national, and global implications of civic decisions
- Contribute to society in important ways by serving others

### **COLLABORATION & COMMUNICATION**

Students:

- Demonstrate ability to work effectively and respectfully with diverse teams
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member
- Listen effectively to decipher meaning of knowledge, values, attitudes, and intentions
- Communicate for a range of purposes (e.g., to inform, instruct, motivate, and persuade)
- Articulate thoughts and ideas effectively through oral, written, and nonverbal communication skills, utilizing a variety of forms and media

### **RESILIENCE & FOCUS**

Students:

- Persevere to accomplish difficult tasks and to overcome academic and personal barriers to meet goals
- Work effectively in a climate of ambiguity and changing priorities
- Employ strategies to maintain personal wellness, focus, and intention in their lives
- Incorporate feedback effectively and deal positively with praise, setbacks, and criticism
- Monitor and direct their own learning, adapting their approach as needed to successfully complete a task or solve a problem

### **INNOVATION**

Students:

- Use a wide range of idea creation techniques and problem solving techniques (such as brainstorming, divergent and convergent thinking, effective reasoning, and systems thinking)
- Elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes
- Act on creative ideas to make tangible and useful contributions
- Reflect critically on learning experiences, processes, and solutions

### **CRITICAL THINKING & CONTENT MASTERY**

Students:

- Develop and draw from a baseline understanding of knowledge in an academic discipline
- Transfer knowledge to other situations
- Demonstrate curiosity and identify, define, and solve authentic problems and essential questions
- Reflect critically on learning experiences, processes, and solutions
- Make good decisions by clarifying values, analyzing information, considering alternatives and tradeoffs, and applying sound reasoning

### **LEADERSHIP**

Students:

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Demonstrate integrity, humility, and flexibility of response
- Recognize and support the leadership of others
- Act responsibly with the interests of the larger community in mind

## Strategic Priorities and Goals: 2017-2022

In December 2017, after a careful and comprehensive process spanning many months, the Shrewsbury School Committee, upon recommendation from the superintendent, adopted a five-year strategic plan with the four Strategic Priorities and Goals detailed below.

Input from students, parents, community members, and staff members regarding ongoing and new priorities was solicited this past fall via a school council forum, a public forum, and an online *ThoughtExchange* survey, and that feedback was used to inform the Five-Year Strategic Priorities & Goals. Additionally, various leadership teams within the district vetted early drafts and provided suggestions that were incorporated into the Superintendent's recommendation presented on December 6, 2017. This draft was provided to all staff and community members via email and web links, with an invitation for final feedback. Finally, on December 20, 2017 the School Committee finalized and voted the plan detailed below which will guide our efforts and investment for the next five years.

### **Strategic Priority: *Space and resources to support effective learning***

#### **Five-year strategic goals**

- Address stressed enrollment capacity by increasing physical space and making programmatic adaptations:
- Assess Preschool through Grade 12 facility needs, including completion of a space and enrollment capacity study to facilitate planning
- Partner with the community to build a new Beal School to address Kindergarten through Grade Four space needs and to provide access to a full-day program with no tuition to all kindergarten students
- Relieve overcrowded conditions wherever necessary by providing additional space and/or revising use of existing space, especially at Shrewsbury High School
- Secure the necessary resources for a high quality educational program:
- Address growing enrollment with adequate staffing to maintain appropriate class sizes according to School Committee guidelines
- Ensure that students have access to personnel, technology, and instructional materials to achieve expected levels of learning
- Provide effective professional learning opportunities for staff to build teaching and leadership capacity
- Further educate the community regarding the costs and benefits of a high performance school system

### **Strategic Priority: *Learning environments where everyone's success matters***

#### **Five-year strategic goals**

- 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
- Ensure that all staff actively participate in professional development focused on inclusive and culturally proficient practices that improve learning and school cultures
- 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

**Strategic Priority: *Enhanced well-being of all***

**Five-year strategic goals**

- 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
- Ensure that all staff actively participate in professional development focused on the skills, habits, and mindsets of social and emotional learning that improve students' learning, resilience, and focus
- Investigate, recommend, and plan for potential changes to school start times to better align with adolescent health needs for adequate sleep
- Improve support systems and resources to enhance the well-being of students and staff

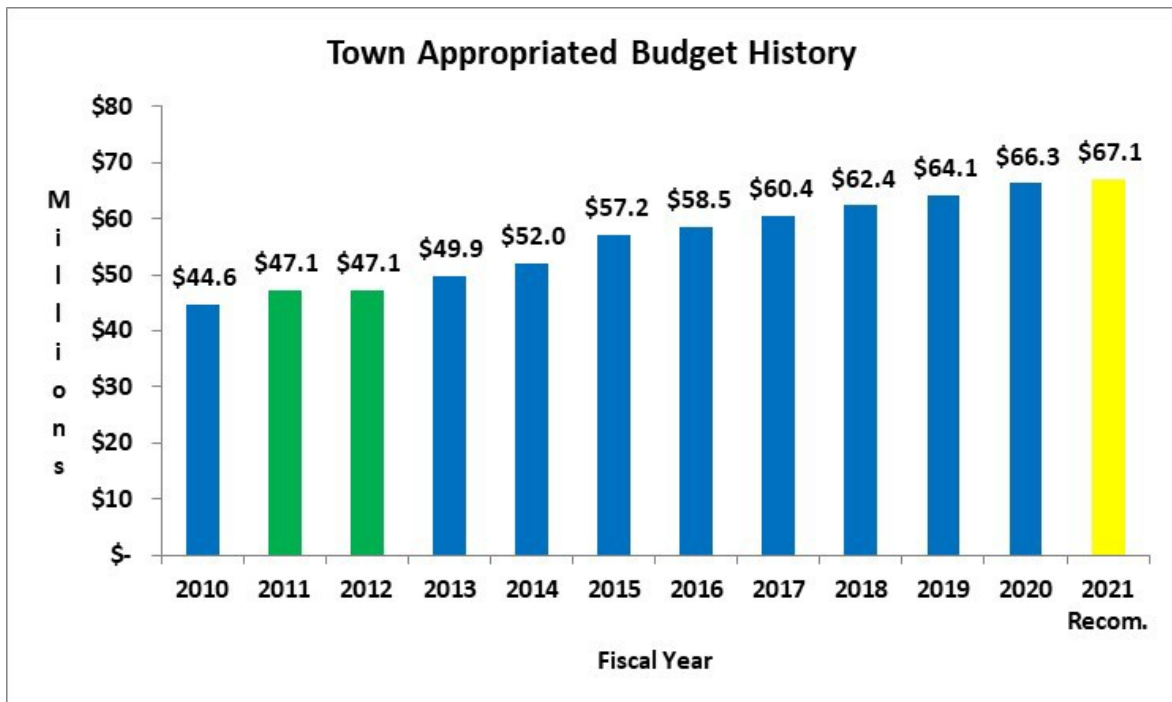
**Strategic Priority: *Connected learning for a complex world***

**Five-year strategic goals**

- Integrate project-based learning experiences that require students at all grade levels to create complex, high-quality work for an authentic audience, with an emphasis on critical thinking, communication, creativity, and collaboration
- Review and adapt curriculum and instructional approaches to help students gain the knowledge and skills necessary to become ethical, empathetic, and informed and financially self-sufficient citizens who make thoughtful decisions and contribute positively to their community
- Provide opportunities that help students develop independence after graduation, including exposure to career choices and development of skills in financial literacy
- Review and adapt feedback and homework systems in order to implement effective, research-based practices that enhance learning and build stronger partnerships with students and families
- Build community partnerships with businesses, institutions, and individuals in order to increase access to experiential learning and career awareness and to enhance learning in the STEAM fields (science, technology, engineering, arts, and mathematics)



# FINANCIAL SECTION



## **Overview**

This section of the budget document includes a variety of financial data presented in different ways to appeal to the myriad perspectives of its many readers. It includes graphs and charts to display historical comparisons and a visual representation of how funds are invested in education. It also includes the detailed budget plan separated by “responsibility center,” which is a group of accounts under the supervision of a building principal or department manager.

The funding of public education comes from many sources, including the town appropriated operating budget, Chapter 70 state education aid, Special Education Circuit Breaker Reimbursement, federal and state grants, fees, and private grants/donations. This section of the budget document will provide both summary and detailed information on all sources of revenue and expenditures. It also provides a brief synopsis of the school finance metrics codified by Massachusetts statute and regulations.

## **School Committee Priorities, Assumptions, and Guidance**

Underpinning the finances of the FY21 financial plan are the agreed upon School Committee Policies and Guidelines voted in October 2019. These serve as a guidepost for both the development of this budget recommendation and our succeeding dialogue leading to a final budget.

### **Priorities**

The initial FY21 School Department Budget proposal shall include resources to address each of the following priorities:

- To sustain the improvements in class size realized through the Fiscal Year 2015 budget by keeping as many sections as possible within School Committee guidelines for class size. These guidelines are: Preschool: 15; Kindergarten: 17-19; Grades 1 & 2: 20-22; Grades 3-8: 22-24; Grades 9-12: 18-20.
- To continue investing in instructional materials, curriculum personnel, and staff professional development in order to ensure that the district’s educational program meets local expectations for academic rigor, as well as state mandates.
- To make sufficient investments in technology in order to realize the educational and operational benefits available through digital resources and to provide sufficient capacity for the state’s new testing system, while creating opportunities to benefit from short and long-term cost efficiencies.
- To make investments in district-based programming and resources in order to provide high quality, cost effective opportunities to educate students with all forms of specialized needs within their own community’s schools rather than specialized placements outside of the district.
- To further fulfill the recommendations of the University of Massachusetts [Edward J. Collins Center for Public Management] Central Office Organizational Study by providing resources to address district capacity related to personnel, organization, space, and technology.

## **Assumptions and Guidance**

The initial FY21 School Department Budget proposal should:

1. Provide adequate resources to meet all legal mandates required of the school district.
2. Reflect the terms of collective bargaining agreements and other contractual obligations.
3. Provide sufficient resources to maintain a) the existing educational program and b) staffing levels necessary to meet mandates and priorities.
4. Utilize the best available information to project changes in costs (such as tuitions) and revenues (such as state funding through the Chapter 70 and Circuit Breaker programs, grants, etc.).
5. Estimate the level funding of all federal and state grants and factor known increases or reductions from FY20.
6. Review fee levels for all programs and adjust, as necessary, to reflect market price conditions and specific cost structure of each program. This will include reducing full day kindergarten tuition to continue the gradual shift of costs from families to the district in anticipation of providing tuition-free, universal full-day kindergarten when the new Beal School opens in FY22.
7. Examine ways to reduce or shift costs in order to achieve district priorities without requiring additional funding allocations wherever possible.
8. Assume, due to space constraints, that no new School Choice seats will be added and therefore no additional revenue will be available from this source.
9. Consider the town's tax levy constraints, consistent with prior practice.
10. Display data and information in new and different ways. In an effort to enhance the understanding of the School Department budget by all constituents, including Town Meeting Representatives, additional charts and graphs will be incorporated into the process. In addition to print materials, the ClearGov budgeting platform will be initiated to communicate data via infographics with drill-down features for detailed information. This will be a coordinated effort with the Town Manager's Office, which is using ClearGov to display municipal budget information.
11. Separate information regarding "status quo" or "level services" budget requirements from information regarding any new resources required to meet the district's strategic priorities and goals.

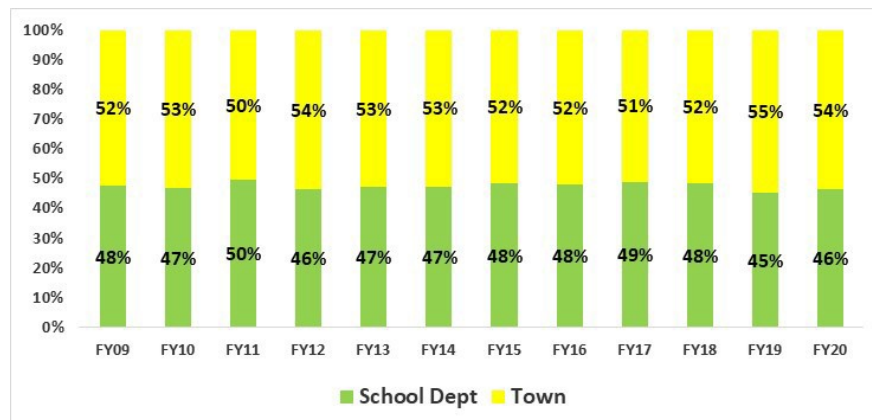
## Fiscal Summary - All Funds

As previously noted, public schools are fueled by a number of revenue sources. Most of the revenues are restricted in their use and, as a result, are separately accounted for in our financial system. The chart below provides an “all-in” overview of actual and budgeted expenditures in various categories that align with the reporting requirements of the MA DESE End of Year Report.

	FY17	FY18	FY19	FY20 Budget	FY21 Budget	Change from FY20 to FY21
<b>Town Appropriated Budget</b>	\$ 60,407,383	\$ 62,375,000	\$ 64,137,607	\$ 66,302,041	\$ 67,080,000	\$ 777,959
	FY17	FY18	FY19	FY20 Budget	FY21 Budget	Change from FY20 to FY21
<b>Special Revenue Funds</b>						
Federal Grants	\$ 1,927,621	\$ 2,007,086	\$ 2,166,073	\$ 1,838,000	\$ 3,481,629	\$ 1,643,629
State Grants	\$ 5,455	\$ 3,021	\$ 18,301	\$ 200,000	\$ 100,000	\$ (100,000)
Circuit Breaker	\$ 3,076,058	\$ 1,875,550	\$ 2,749,131	\$ 3,762,000	\$ 3,151,736	\$ (610,264)
Private Grants & Gifts*	\$ 219,162	\$ 287,618	\$ 1,917,240	\$ 454,000	\$ 338,000	\$ (116,000)
School Choice & Other Day Tuition	\$ 930,285	\$ 1,067,279	\$ 963,209	\$ 1,108,000	\$ 698,750	\$ (409,250)
Athletics	\$ 385,640	\$ 417,603	\$ 412,989	\$ 400,000	\$ 300,000	\$ (100,000)
School Lunch	\$ 1,781,401	\$ 1,948,664	\$ 2,042,071	\$ 2,000,000	\$ 2,000,000	\$ -
Other Local Rec. (ESC, Bus & Activity fees, Facility Rent etc.)	\$ 2,974,160	\$ 3,417,876	\$ 3,894,252	\$ 3,400,000	\$ 2,543,000	\$ (857,000)
<b>Total</b>	\$ 11,299,782	\$ 11,024,697	\$ 14,163,266	\$ 13,162,000	\$ 12,613,115	\$ (548,885)
	FY17	FY18	FY19	FY20 Estimate	FY21 Estimate	Change from FY20 to FY21
<b>Town Expenditures in Addition to Appropriated Budget**</b>	\$ 25,245,382	\$ 23,273,177	\$ 24,908,538	\$ 24,329,891	TBD	TBD
<b>Grand Total All Funds</b>	\$ 96,952,547	\$ 96,672,874	\$ 103,209,411	\$ 103,793,932	TBD	TBD
* FY19 includes \$1.66M expended on SHS Turf Field Project.						
**Includes Debt Service Payments, Insurance, Building& Grounds, Charter & School Choice.						

## Town Meeting Appropriated School Budget as a Percent of Total Town Budget

While the school enrollment has grown, our overall town has grown as well. The School Department Budget is the single largest budget in the town. However, the ratio of the School versus Town budget has been steady and in small range of fluctuation, either up or down, over the last ten-year period as shown in the chart below.



Source: Shrewsbury Town Accountant

For detailed information on prior year budgets click [here](#).



## School Finance in Massachusetts and State Aid

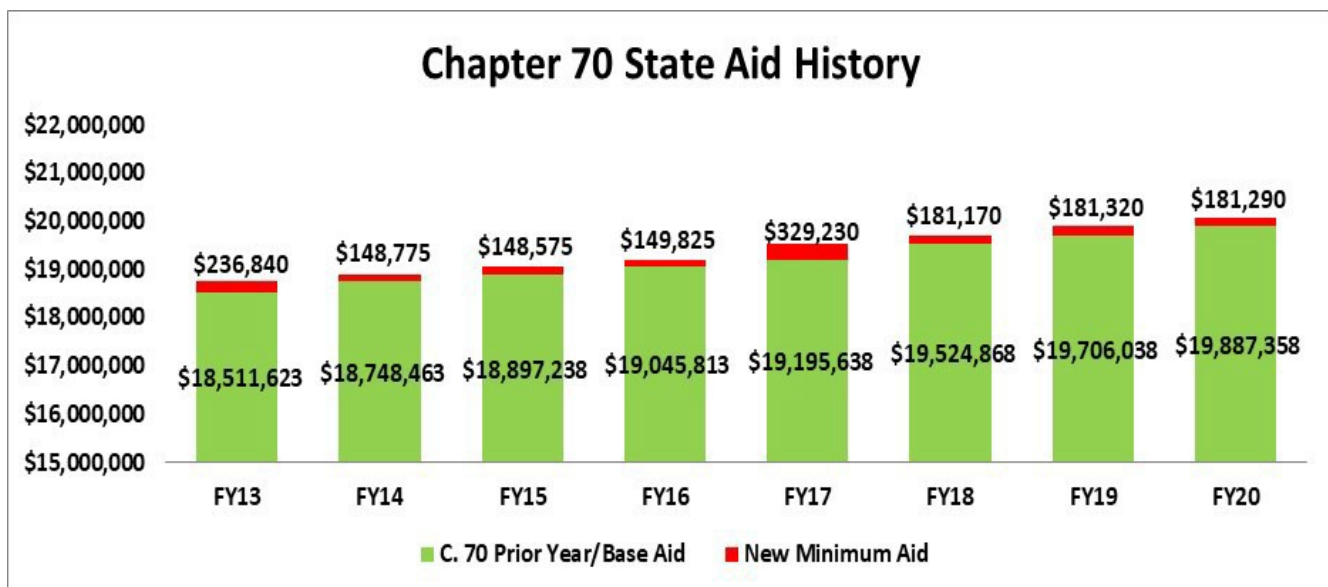
Since the landmark 1993 Education Reform Act, the financing of public education in Massachusetts has been subject to a complex formula requiring a mandatory minimum level of spending (Foundation Budget) that is funded by both local and state funding (Chapter 70 state education aid).

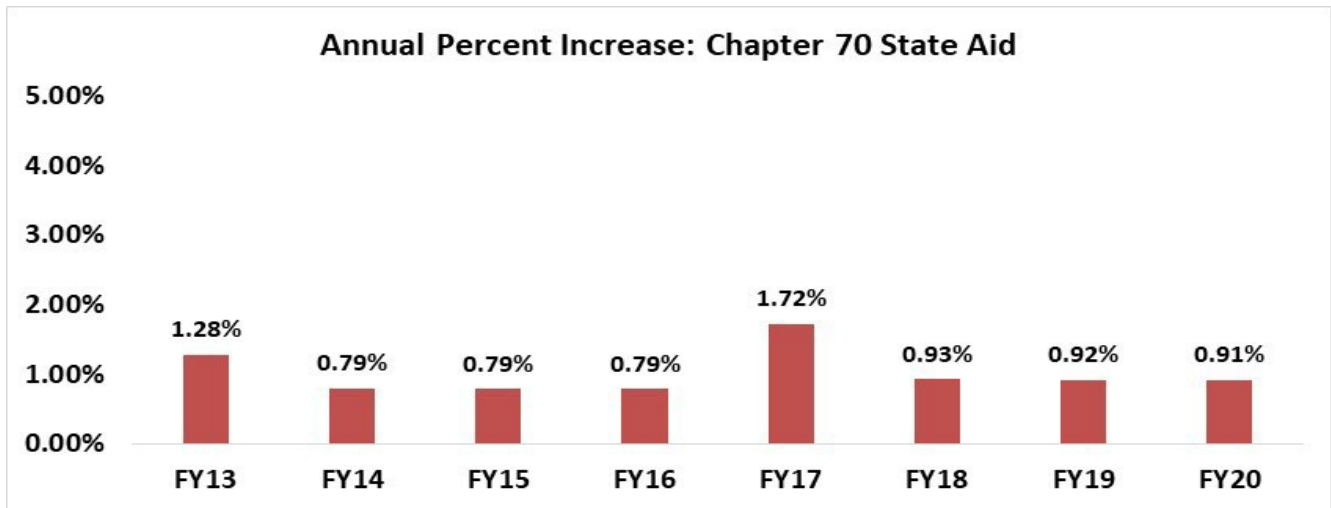
Spending by the majority of school districts has significantly exceeded the Foundation Budget, with the notable exception being many cities who have struggled to reach this threshold. Recently, the Massachusetts legislature passed new school finance legislation called the Student Opportunity Act, which is slated to provide \$1.5 billion new dollars over the next seven years. Many communities, including Shrewsbury, will not see any change in funding from what we've been receiving in recent years. Based on the Student Opportunity Act, Shrewsbury should continue to see increases of only \$30 per student, which is what we have been receiving as seen in the graph below.

The graph below offers a close up view of Chapter 70 state aid over the last five years. Finally, it should be noted that all Chapter 70 Aid is considered a "General Fund" receipt and, when distributed by the State of Massachusetts, it goes directly into the town's general fund.

The amount of Chapter 70 state aid Shrewsbury will receive for FY21 is undetermined at this time since the State Legislature has not finalized the statewide budget.

### Chapter 70 State Aid: Relatively Flat--Going Up only 7% in Seven Years



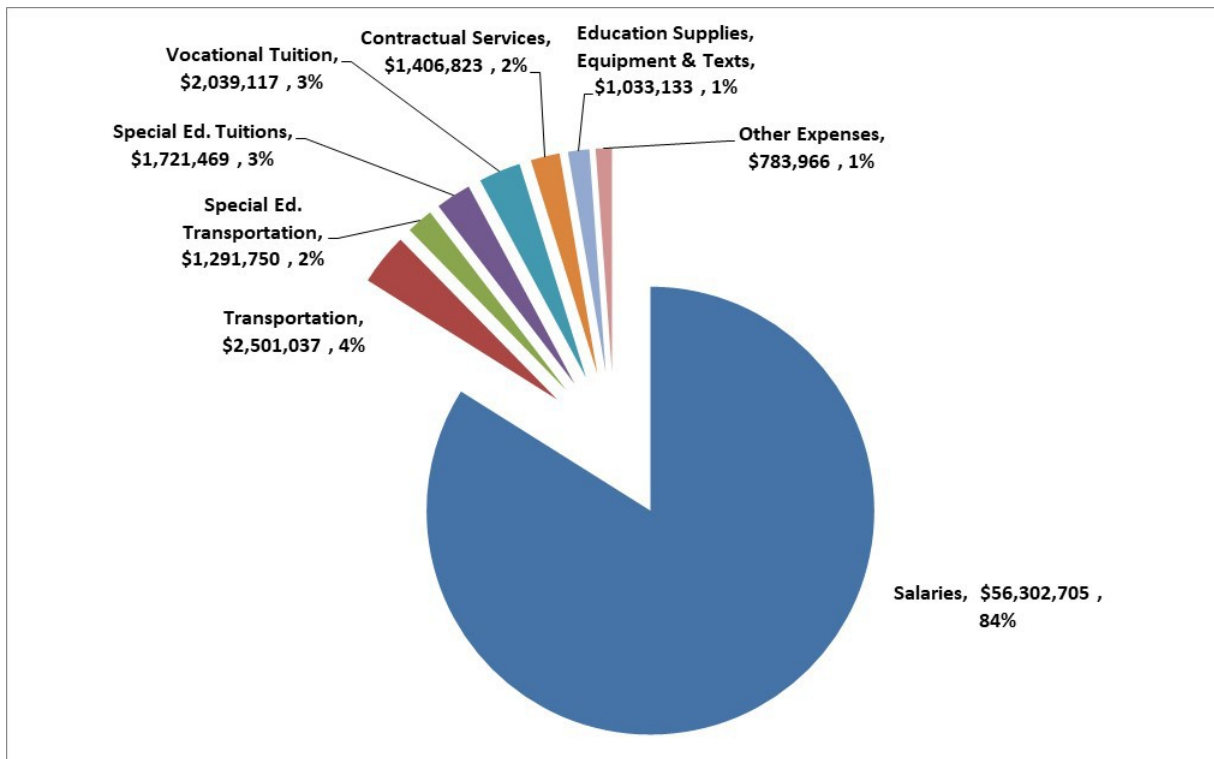


For more information on Massachusetts public school finance and the Chapter 70 Program click [here](#).

### The Operating Budget-Town Appropriation

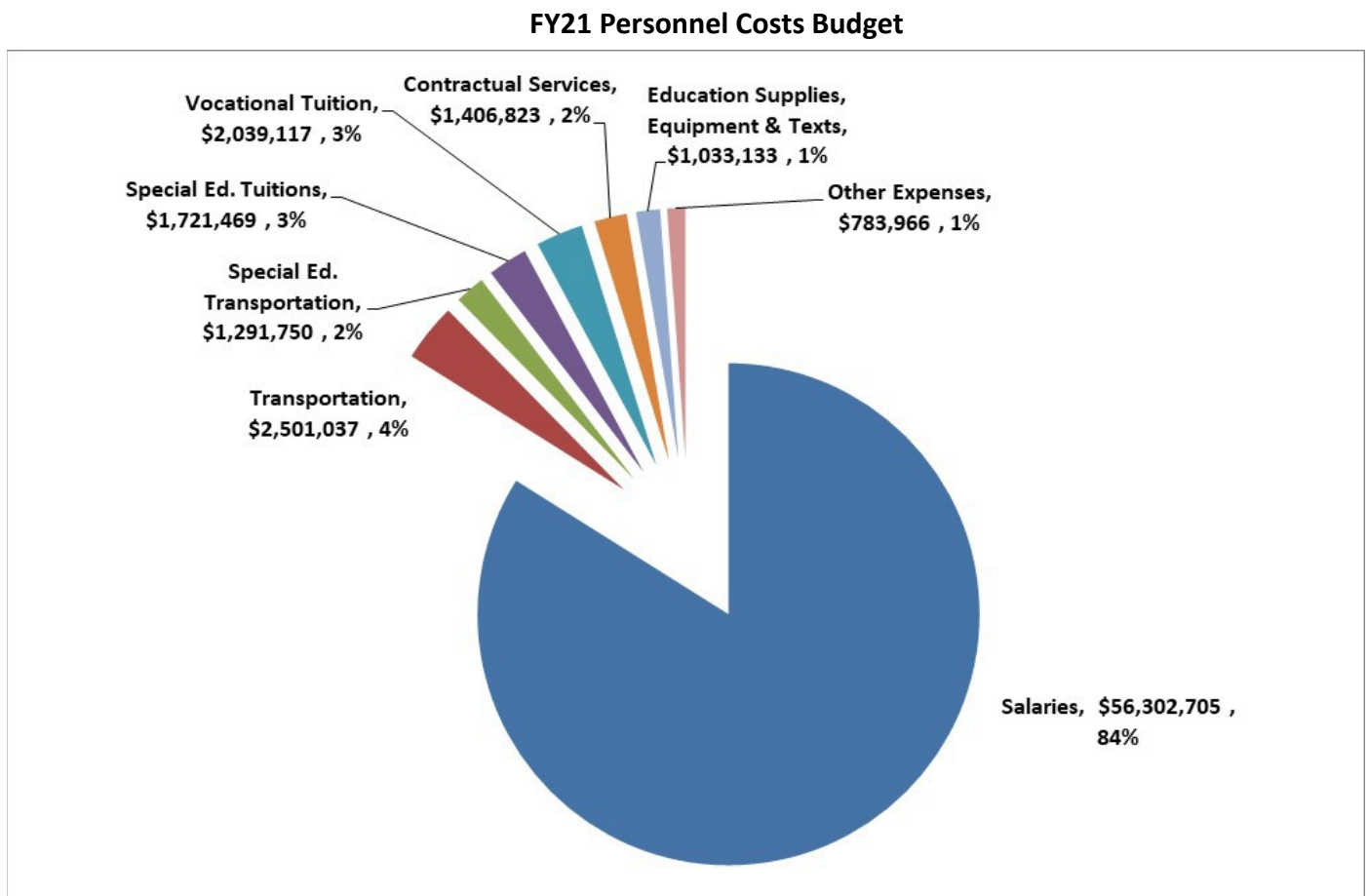
As noted earlier, the initial operating budget recommendation totals \$67,080,000. The operating budget submitted for approval at the Annual Town Meeting must receive the approval of the School Committee and a recommendation by the Town Finance Committee. Of course, the School Committee will continue its long tradition of working with the Finance Committee and Board of Selectmen to try to reach consensus on a final recommendation for an overall budget. Similarly, the superintendent will coordinate efforts and information with the town manager to this same end.

The following pie chart shows the allocation of the \$67.1M FY21 budget recommendation by major category of expense.



Public school systems are staff-intensive organizations and it is no surprise that 84% of the total is allocated towards staff salaries and wages. Two important factors to consider relative to this budget are that all employee insurance costs are budgeted and managed by the Town Treasurer's Office. Also, with respect to pension costs, teachers and administrators are required to pay a portion of their salary [5-11% depending on year entering service] to the Massachusetts Teachers' Retirement System and so there are no contributions from the town budget. Other school employees may be pension-eligible based on hours worked per year and, if so, also pay a portion of their salary [9-10% depending on earnings] to the Town of Shrewsbury Retirement System. The employer [town] contribution to the Town of Shrewsbury Retirement System is budgeted each year contingent upon the funding schedule in the valuation report and the recommendation from the Retirement Board, and is subject to available resources.

A further breakdown of the \$56.3M Salaries Category by major employee group category can be viewed in the following pie chart.



### Town Appropriated Operating Budget

The following pages provide a finer level of detail of the district operating budget recommendation. The display is a summary presented by major categories of expense for ease of understanding with a line-item budget to show the finest level of detail.

**SHREWSBURY PUBLIC SCHOOLS  
FY21 BUDGET RECOMMENDATION**

School Committee Recap Sheet	Description	FY19 Actual	FY20 Budget	FY21 Revised: July 22,2020	FY20-FY21 Revised Difference	% Change	Notes
A1	Administrative Central Office, Principals & Unit B	\$ 3,233,906	\$ 3,272,594	\$ 3,255,790	\$ (16,804)	-0.51%	Reduce 1 FTE and 0% increase for non-union administrators
A2	Unit A (Teachers & Nurses)	\$ 39,533,608	\$ 41,584,811	\$ 41,746,908	\$ 162,097	0.39%	Staff and program reduction plan elim. 13.8 FTE and increase FDK tuition
A3	Aides/ABA/Paraprofessionals	\$ 6,413,600	\$ 7,330,858	\$ 7,306,915	\$ (23,943)	-0.33%	Staff and program reduction plan eliminates 13.3 FTE
A4	Secretaries, Technology & Other Non-Represented	\$ 2,267,753	\$ 2,371,080	\$ 2,292,688	\$ (78,392)	-3.31%	0% increase for all non-union clerical and IT staff
A5	Substitutes - Daily, Long Term & Sub Nurses	\$ 962,016	\$ 900,900	\$ 900,900	\$ -	0.00%	No change from original budget
A6	Other Wages	\$ 811,801	\$ 784,500	\$ 822,450	\$ 37,950	4.84%	Reduce Guidance Counselor summer days, increase activity/athletic fees
A7	Employee Benefits	\$ 391,377	\$ 351,750	\$ 396,750	\$ 45,000	12.79%	No change from original budget
B1	Regular Education & Voke Transportation	\$ 2,147,204	\$ 2,528,985	\$ 2,501,037	\$ (27,948)	-1.11%	Reduce 1 bus, reduce transportation coord. to part-time, increase fee
B2	Special Education Transportation	\$ 680,492	\$ 706,300	\$ 1,291,750	\$ 585,450	82.89%	No change from original budget
C1	Special Education Tuitions	\$ 2,258,824	\$ 1,356,803	\$ 1,721,469	\$ 364,666	26.88%	FY20 surplus carries forward into Circuit Breaker reducing town appropriation
C2	Vocational Tuitions	\$ 1,709,717	\$ 1,648,786	\$ 2,039,117	\$ 390,331	23.67%	Must budget for 9 more accepted students at Assabet Valley H.S.
D1	Administrative Contracted Services	\$ 633,166	\$ 611,833	\$ 599,028	\$ (12,805)	-2.09%	Reduce copier budget and eliminate ThoughtExchange license
D2	Educational Contracted Services	\$ 621,944	\$ 679,910	\$ 646,910	\$ (33,000)	-4.85%	No change from original budget
D3	Textbooks/Curriculum Materials	\$ 237,936	\$ 201,104	\$ 176,104	\$ (25,000)	-12.43%	Reduce textbook budget as part of \$1.95M reduction plan
D4	Professional Development	\$ 236,771	\$ 255,082	\$ 160,885	\$ (94,197)	-36.93%	Reduce district professional development budget as part of \$1.95M plan
D5	Educational Supplies & Materials	\$ 308,154	\$ 273,689	\$ 263,689	\$ (10,000)	-3.65%	Reduce all general supply budgets as part of \$1.95M reduction plan
D6	Other Miscellaneous (i.e. Off. Supp., Ref. Mat.)	\$ 765,786	\$ 786,716	\$ 705,966	\$ (80,750)	-10.26%	Reduce technology and custodial supply budgets as part of \$1.95M plan
D7	Equipment	\$ 850,113	\$ 571,340	\$ 593,340	\$ 22,000	3.85%	No change from original budget
D8	Utilities - Telephone Exp.	\$ 73,439	\$ 85,000	\$ 78,000	\$ (7,000)	-8.24%	No change from original budget
NA	Additional Future Reductions			\$ (419,696)	\$ (419,696)		Mid-year reductions necessary if no add'l funding received
	<b>Total:</b>	<b>\$ 64,137,607</b>	<b>\$ 66,302,041</b>	<b>\$ 67,080,000</b>	<b>\$ 777,959</b>	<b>1.17%</b>	

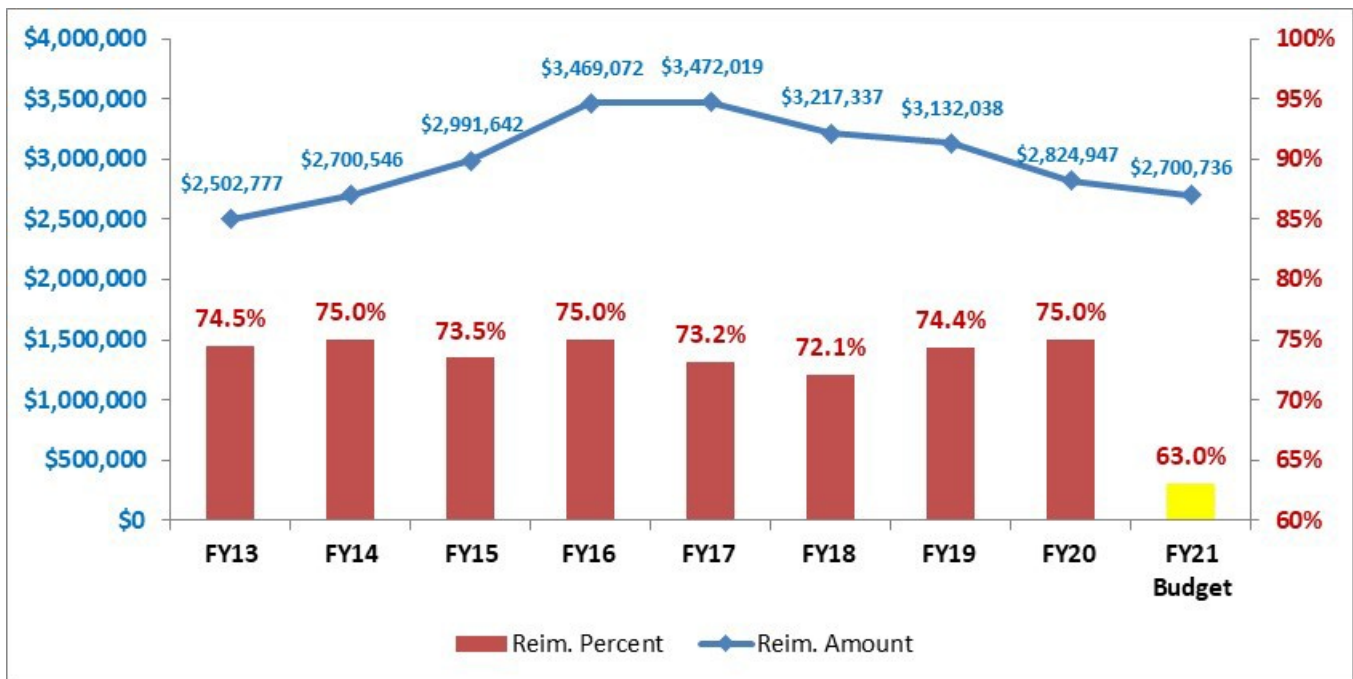
## Special Education Circuit Breaker Reimbursement

The state special education reimbursement program, commonly known as the Circuit Breaker program, was started in FY04 to provide additional state funding to districts for high-cost special education students. The threshold for eligibility is tied to four times the state average foundation budget per pupil as calculated under the chapter 70 program, with the state paying “up to 75 percent of the costs above that threshold, subject to appropriation.” For example, in FY20 let’s say the state average foundation budget per pupil is \$12,088. So, if a special education student costs a district \$95,000, the district's eligible reimbursement for that student would be  $(\$95,000 - (4 * \$12,088)) * .75 = \$36,264$ .

For children placed in a school district outside their home town by the Department of Transitional Assistance or the Department of Children and Families, and for children who have no parents or guardians in the commonwealth, the reimbursement is 100 percent above the threshold rather than 75 percent. (The Department of Children and Families is the new name for the Department of Social Services.)

Circuit Breaker reimbursements are for the district's prior year's expenses. Each summer, districts submit claim forms to the Massachusetts Department of Elementary and Secondary Education [MA DESE] listing the types and amounts of special education instructional services provided to each student during the previous fiscal year. Administrative and overhead costs are not reimbursable. Standard rates for each type of service are established annually by MA DESE based on statewide surveys and are used to calculate the reimbursable cost for each student; this simplifies the claim process and minimizes the documentation that needs to be submitted. For students attending private 766 schools, the eligible cost for reimbursement is based on the approved tuition rate set by the state's Operational Services Division.

Payments are made to districts on a quarterly basis. Because the program is subject to appropriation, the first quarter's payments are usually calculated using an interim reimbursement rate of less than 75 percent. After all the claim forms have been received and reviewed, and the state verifies that there are sufficient appropriations to pay all claims, the reimbursements are re-calculated and a final reimbursement rate is calculated. The graph following depicts a five-year history of both the Circuit Breaker Program dollar reimbursement and the reimbursement rate.



Circuit Breaker claims are audited by MA DESE and adjustments are made to future payments in the event of disallowed costs. The single largest reason for costs being disallowed is that the services have not been clearly documented on the student's IEP. Only services that are required by the IEP are eligible for reimbursement.

Circuit Breaker reimbursements are deposited into a district's special education reimbursement account. These funds may be expended by the school committee in the year received or in the following fiscal year for any special education-related purposes, without further appropriation. As with all special revenues, the district must make a projection on the upcoming fiscal year's estimated amount. For FY20, we have estimated \$2.7 million in Circuit Breaker reimbursement which is used to offset or lower our appropriations budget for out-of-district tuition costs.

Circuit Breaker is a vital but volatile funding source of the budget. The expenses are high and may change significantly from year to year. In addition, Circuit Breaker reimbursements are one year in arrears of expenses and the state does not always meet its 75% commitment.

For more information on the Special Education Circuit Breaker Program, click [here](#).

## Federal and State Grants

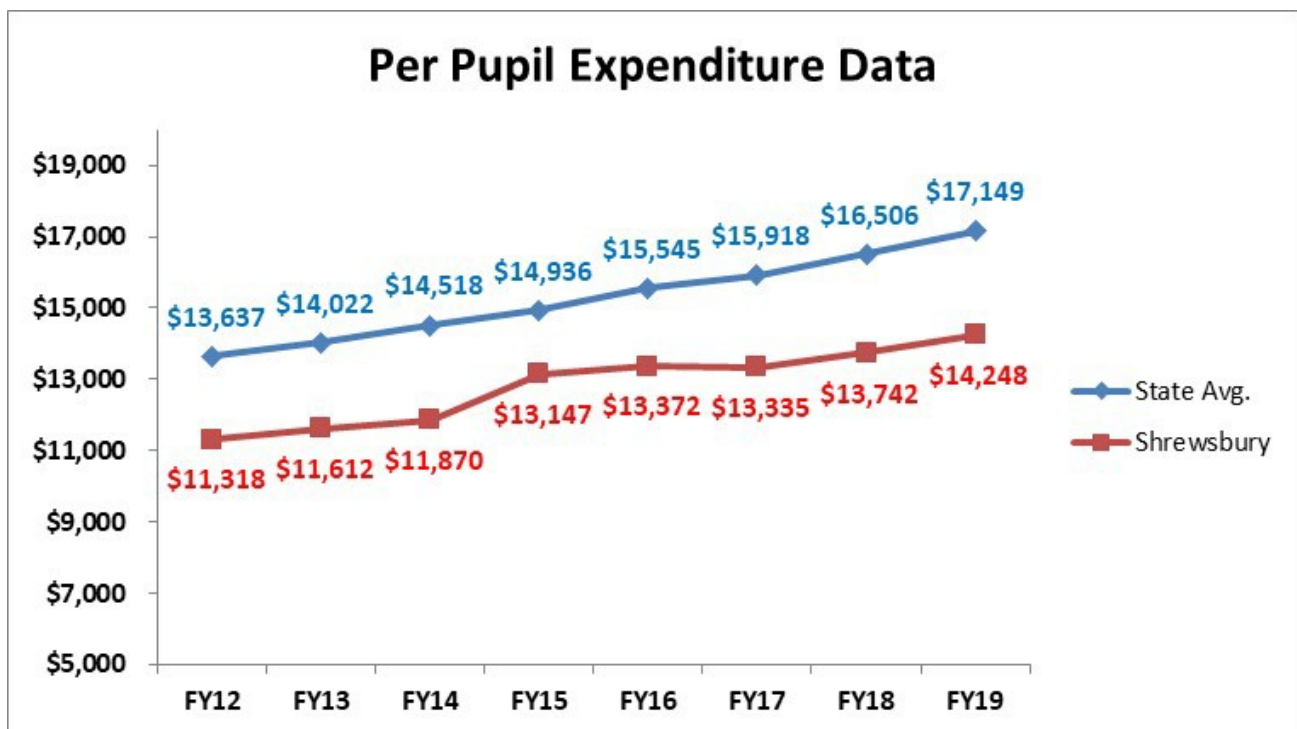
Like all Massachusetts school districts, Shrewsbury receives a number of federal and state entitlement grants. These are typically allocated towards a targeted group of students to support their educational programs and fulfill mandated services. The chart below displays a five-year history of grant funding, demonstrating the ebbs and flows of certain grant-funded programs.

Grant	State Code	FY17	FY18	FY19	FY20	FY21		1 Year Difference	5 Year Difference	Federal [F] or State [S]
COVID Relief School Opening Program Grant	102	\$0	\$0	\$0	\$0	\$1,390,050		\$1,390,050	\$1,390,050	S
CARES ACT (ESSER) Emergency Relief Fund Grant	113	\$0	\$0	\$0	\$0	\$162,060		\$162,060	\$162,060	F
Teacher Quality Grant (Title IIA)	140	\$84,280	\$106,953	\$90,635	\$88,047	\$78,595		(\$9,452)	-\$5,685	F
English Language Acquisition (Title III)	180	\$29,580	\$32,474	\$28,433	\$27,071	\$29,983		\$2,912	\$403	F
Immigrant Grant (Title III)	184	\$822	\$803	\$0	\$0	\$0		\$0	-\$822	F
Special Education Entitlement Grant	240	\$1,460,831	\$1,485,349	\$1,470,469	\$1,540,147	\$1,626,758		\$86,611	\$165,927	F
Secondary Transition Sys. Improvement	243	\$15,000	\$0	\$0	\$0	\$0		\$0	-\$15,000	F
Significant Disproportionality in Special Education Improvement Grant	258	\$0	\$0	\$0	\$8,000	\$0		(\$8,000)	\$0	F
Early Childhood-Special Education	262	\$33,573	\$31,868	\$33,500	\$34,801	\$35,142		\$341	\$1,569	F
Special Education Program Improvement Grant	274	\$47,846	\$0	\$0	\$0	\$0		\$0	-\$47,846	F
Early Childhood-Special Education Entitlement	298	\$2,250	\$0	\$0	\$0	\$0		\$0	-\$2,250	F
Education for Disadvantaged Children (Title I)	305	\$206,874	\$358,371	\$199,766	\$197,018	\$172,933		(\$24,085)	-\$33,941	F
Student Support & Acad Enrichment	309	\$0	\$5,297	\$26,069	\$13,457	\$14,349		\$892	\$14,349	F
Improving Student Access to Behavioral & Mental Health Services	336	\$0	\$0	\$10,000	\$90,000	\$0		(\$90,000)	\$0	S
High School Voter Registration Grant	575	\$0	\$0	\$0	\$0	\$3,000		\$3,000	\$3,000	S
Safer Schools & Communities Initiative	629	\$0	\$0	\$0	\$70,000	\$50,000		(\$20,000)	\$50,000	S
Comprehensive School Health Services	929	\$0	\$0	\$0	\$100,000	\$100,000		\$0	\$100,000	S
									\$0	
Totals		\$1,881,056	\$2,021,115	\$1,858,872	\$2,168,541	\$2,110,760		-\$57,781	\$229,704	
								-2.66%	12.21%	

Note: Fluctuations in annual Title 1 funding [State Code 305] are due to changes in Shrewsbury's "students in poverty level" that go over or under the 5% threshold. When we are at 5% or greater, we receive an additional allocation of funding. When we fall below 5%, we do not receive the additional funding.



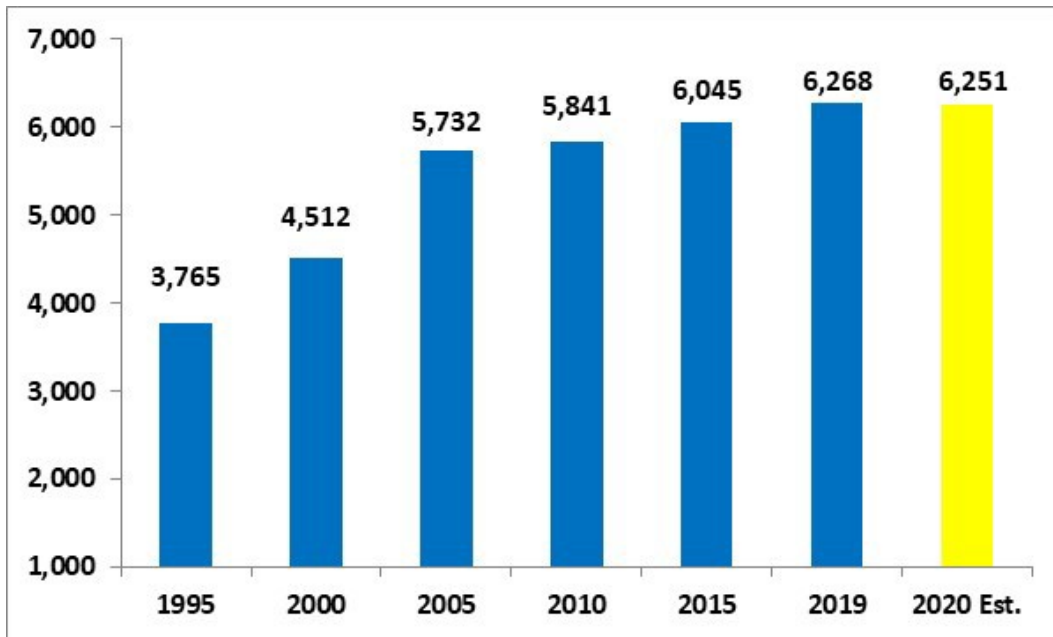
# INFORMATIONAL SECTION





## ENROLLMENT AND CLASS SIZE

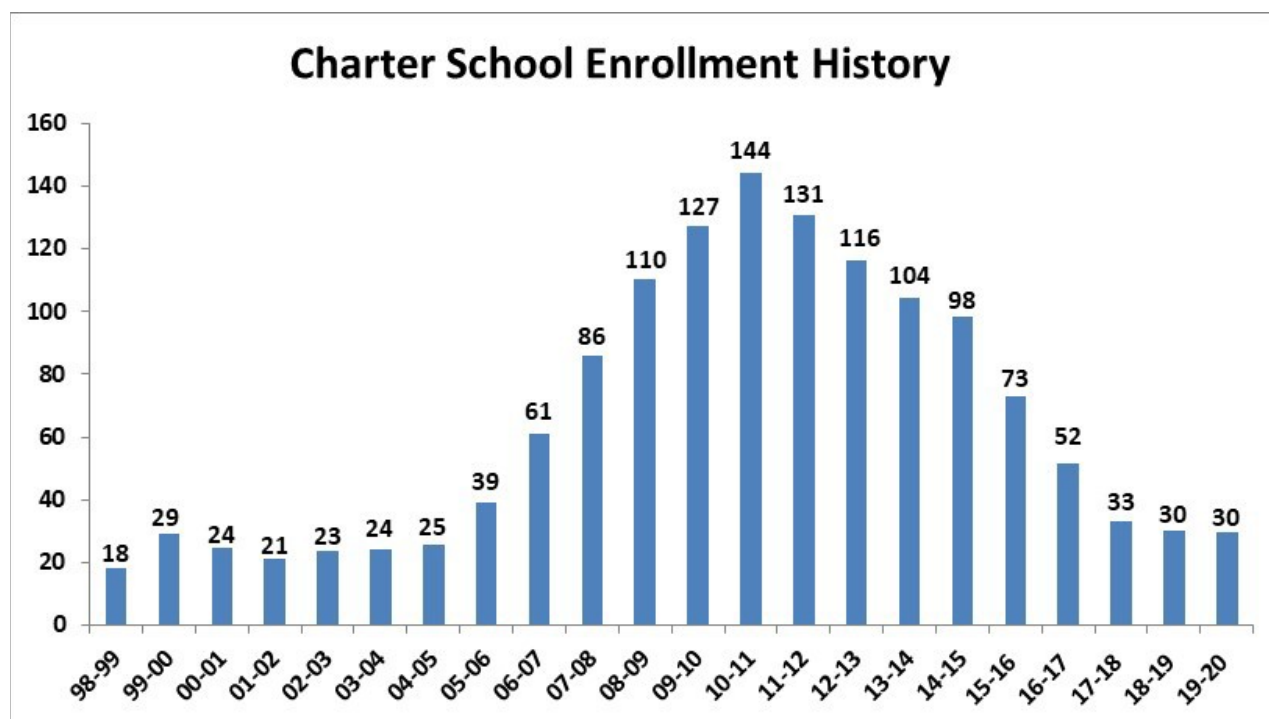
As previously noted, school district enrollment has grown significantly over the past two decades. Preschool through grade 12 enrollment spiked by 66% from 1995 to 2019, an increase of 2,486 students.



The district and community responded to this growth with new school buildings, the addition of modular classrooms, leasing space, and the renovation of existing facilities. During this time period, public policy has evolved with respect to public education and parents now have more options in selecting a public education for their child.

### Charter School Enrollment

The number of charter schools has increased along with participation in the School Choice Program. Shown in the chart following is the historical enrollment of Shrewsbury school-age children attending charter schools. Most charter school students from Shrewsbury enrolled either at the Advanced Math and Science Academy in Marlboro or Abby Kelley Foster Charter Public School in Worcester.



Interestingly, charter school enrollments have been decreasing since the 2010-2011 school year. This is very advantageous from a financial perspective, as the tuition charge per student is roughly the district's average cost per pupil. The district has been making a concerted effort to retain students, as their continued enrollment in the district comes with little marginal cost and avoids the average cost per pupil charge.

For more information on the Charter School Program, enrollment, and finances, click [here](#).

## School Choice Enrollment

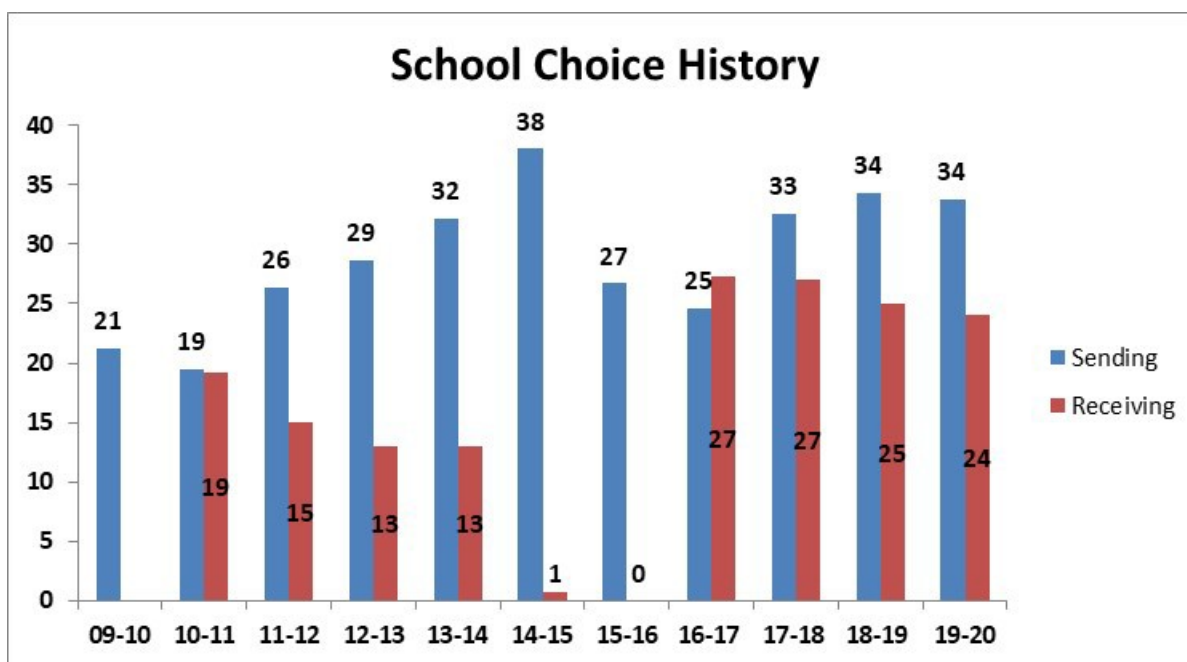
School Choice is another option for both parents and the school district. The following chart depicts both the students who have opted to attend another public school that accepts school choice enrollments [blue bar], and also the students that our school district opted to enroll beginning in the 2010-2011 school year. It is important to note that, in the 2010-2011 school year, the school committee voted to open up to 20 seats for grade 9 students. Once those students enroll via a lottery process, they are entitled to remain in the district until graduation. Clearly, of the cohort of 19 students who enrolled for grade 9, only 13 remained through graduation. [One student was retained to repeat grade 12 during the 2014-2015 school year.]

The decision to allow students from other communities to enroll in the district is reviewed annually. Per state regulation, all districts must allow school choice students to enroll in their district, unless they vote annually to not allow School Choice enrollment. Alternatively, the district can decide to enroll a specific number of students by grade level. Again, once a student is enrolled, they are entitled to remain until graduation.

The FY17 budget process was an opportunity for the school committee to reconsider this topic. As part of the overall FY17 plan, and in an effort to create a new recurring revenue, the School Committee voted to accept up to 30 School Choice students in the 2016-2017 school year in the following grade levels: Grade 2=9 students, Grade 4=6 students, Grade 5=5 students, Grade 6=10 students. As of this writing, the district has 25 student School Choice students enrolled, as seen in the chart below.

For each student we enroll, the district will receive \$5,000 in tuition that goes into the School Choice Revolving Fund and is available for use by the school committee to offset teacher salary costs. As part of the FY20 financial plan, the district has budgeted for \$120,000 in revenue, expecting that 24 students will persist into the next school year.

It is also pertinent to note that of the 34 School Choice students attending other area school districts, three of them are attending Full-Day Kindergarten in other districts, likely as a result of Shrewsbury not offering universal, tuition-free, Full-Day Kindergarten for all of our students. Consequently, Shrewsbury pays \$15,000 in tuition to those districts for these three students. In addition, eight of the thirty-four students attended virtual schools remotely in 2019-2020.

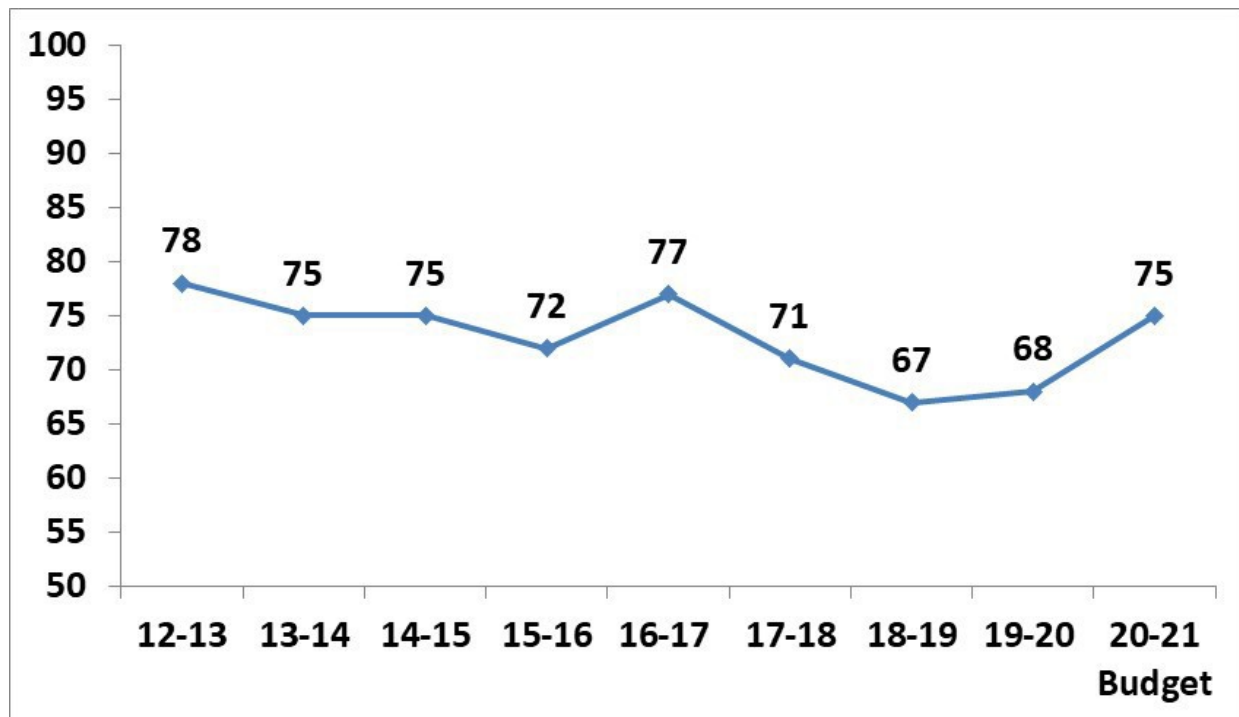


For more information on the School Choice Program, enrollment, and finances, click [here](#).

### Special Education Out of District Enrollment

Due to the complex educational, behavioral, and/or medical needs of some children, they cannot be educated in the district. As a result of their Individualized Education Plan, these students are enrolled in out-of-district special education schools. The chart following depicts these budgeted enrollments. Predicting which students will be out-placed and the associated budget resources needed is often a difficult process and has wide variations from the budget.

### ***Special Education Out of District Placements - Budgeted***



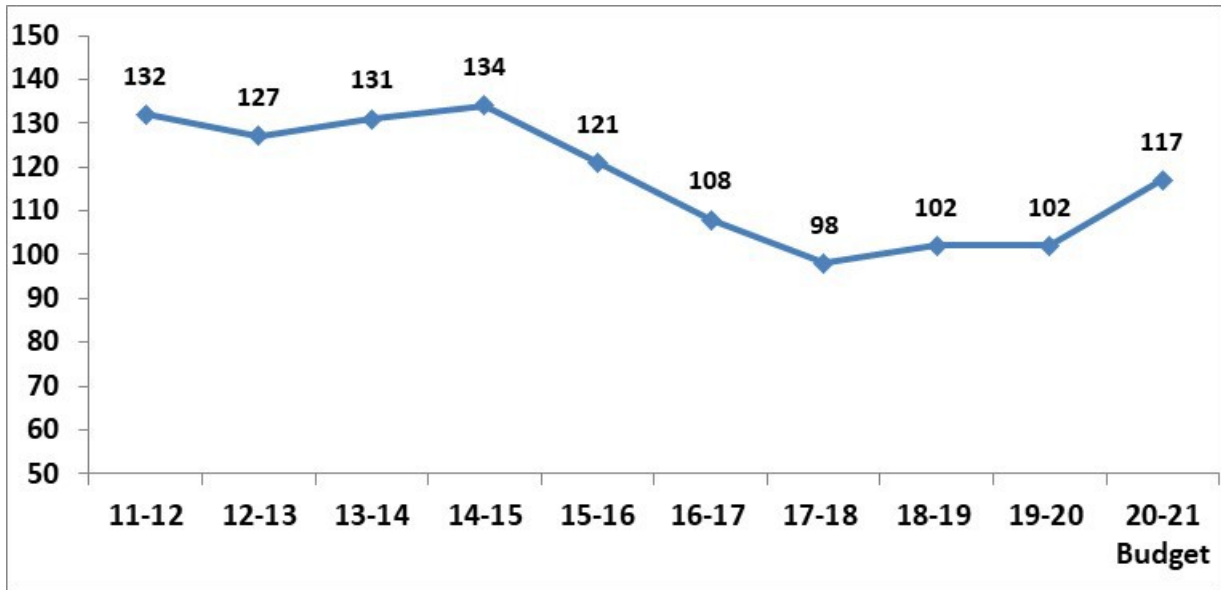
### **Recovery High School Enrollment**

Not included in the special education numbers above are students enrolled in the newly opened Recovery High School located in Worcester, MA. This is a therapeutic environment for high-school aged students who are engaged in overcoming a drug or alcohol addiction. Shrewsbury Public Schools is still financially responsible for these students. Currently, there are no students enrolled but we have budgeted for an enrollment of one student next year. Students and/or parents must opt into and be accepted by this school.

### **Vocational/Technical High School Enrollment**

Each year a number of ninth graders opt to enroll at Assabet Valley Regional Technical High School located in Marlboro, MA. This school offers eighteen different "Chapter 74" vocational/technical programs that students can explore and ultimately select one for their trade skills development. For FY20 the tuition per student is \$16,856. In addition, the district contracts three buses for transportation to and from Shrewsbury to the school. The chart following shows the recent enrollment by grade and projected enrollment for the 2019-2020 school year [FY20].

### ***Vocational/Technical High School Enrollment History***



	School Year									
	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21 Budget
<b>Grade 9</b>	40	28	37	35	37	18	28	33	25	35
<b>Grade 10</b>	29	36	29	37	25	31	20	26	33	24
<b>Grade 11</b>	38	31	37	25	35	24	28	18	26	33
<b>Grade 12</b>	25	32	28	37	24	35	22	25	18	25
<b>Total</b>	<b>132</b>	<b>127</b>	<b>131</b>	<b>134</b>	<b>121</b>	<b>108</b>	<b>98</b>	<b>102</b>	<b>102</b>	<b>117</b>

Per state law and for budgetary reasons, current eighth grade students must apply no later than April 1, 2020 to be considered by the Shrewsbury Superintendent of Schools for approval for enrollment in the 2020-2021 school year. Additionally, students must meet all application and admissions requirements of Assabet Valley Technical High School.

### **Enrollment Projections**

The district conducts an annual review of enrollment projections for two main purposes. First, the enrollment projections provide data for class size planning for the upcoming school and fiscal year. Secondly, the projections are reviewed for capital space planning purposes.

Each year the district receives a projection from the Town Manager's Office and a second independent projection from the New England School Development Council [NESDEC]. Each of these are enclosed to show both enrollment history and projection by grade level. A comparison of the two projections is depicted below. It includes only K-12 enrollment because the Town Manager Projection excludes a projection for Preschool-aged students. As one can see, there is a difference of 10 students for the 2018- 2019 school year using the different methods.

For capital planning purposes, both projections indicate a total enrollment that is either stable or slightly growing in the years to come. It is critical to note, that implicit in these projections, is the fact that the district does not offer universal free kindergarten. If that were to become public policy in the future, then that would clearly increase our enrollment for that grade level and require additional classroom space.

## Class Size Projections: 2020-2021

After the district receives the projections, the administration makes school-based class size enrollment projections. These projections are then measured against the school committee for class size by grade level. At this juncture, the FY19 budget plan includes sufficient classroom teachers to keep within all class size guidelines, with a few exceptions.

The December 2019 school-based projection can be seen in the following charts.

		Beal			Coolidge			Floral Street			Paton			Spring St.		
Grade Level	Proj. 2020-21	Students	Clrms/Sect	Avg.	Students	Clrms/Sect	Avg.	Students	Clrms/Sect	Avg.	Students	Clrms/Sect	Avg.	Students	Clrms/Sect	Avg.
HDK	79	<b>79</b>	<b>2/4</b>	<b>20</b>												
FDK	269	<b>143</b>	<b>7</b>	<b>20</b>	<b>42</b>	<b>2</b>	<b>21</b>				<b>42</b>	<b>2</b>	<b>21</b>	<b>42</b>	<b>2</b>	<b>21</b>
Grade 1	431	<b>80</b>	<b>4</b>	<b>20</b>	<b>86</b>	<b>4</b>	<b>22</b>	<b>110</b>	<b>5</b>	<b>22</b>	<b>82</b>	<b>4</b>	<b>21</b>	<b>73</b>	<b>4</b>	<b>18</b>
Grade 2	447				<b>88</b>	<b>4</b>	<b>22</b>	<b>194</b>	<b>9</b>	<b>22</b>	<b>84</b>	<b>4</b>	<b>21</b>	<b>81</b>	<b>4</b>	<b>20</b>
Grade 3	457				<b>98</b>	<b>4</b>	<b>25</b>	<b>187</b>	<b>9</b>	<b>21</b>	<b>95</b>	<b>4</b>	<b>24</b>	<b>77</b>	<b>3</b>	<b>26</b>
Grade 4	485				<b>118</b>	<b>5</b>	<b>24</b>	<b>215</b>	<b>9</b>	<b>24</b>	<b>70</b>	<b>3</b>	<b>23</b>	<b>82</b>	<b>4</b>	<b>21</b>
Total K	348															
Total 1-4	1,820	School Avg./Class		<b>20</b>	School Avg./Class		<b>23</b>	School Avg./Class		<b>22</b>	School Avg./Class		<b>22</b>	School Avg./Class		<b>21</b>
<b>Totals</b>	<b>2,168</b>	<b>302</b>	<b>15</b>		<b>432</b>	<b>19</b>		<b>706</b>	<b>32</b>		<b>373</b>	<b>17</b>		<b>355</b>	<b>17</b>	

		Sherwood Middle			Oak Middle			High School			Preschool Programs				
Grade Level	Proj. 2020-21														
		Students	Sections	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Program	Students	CR/Sect.	Avg.	
Grade 5	460	460	20	23											
Grade 6	506	506	20	25							Parker Rd.	161	6/14	12	
Grade 7	511				511	20	26				Little Col. (SHS)	28	1/2	14	
Grade 8	486				486	20	24				Wesleyan Ter.	51	2/5	10	
Grade 9	483							483	NA	NA					
Grade 10	479							479	NA	NA					
Grade 11	467							467	NA	NA					
Grade 12	451							451	NA	NA					
	School Avg./Class			24	School Avg./Class			25	School Avg./Class			NA	School Avg./Class		11
Totals	3,843	966	40		997	40		1,880	NA	NA		240			

## Class Size Projections: 2020-2021 (continued)

Projected class sizes used are based upon the Town Manager's Projection and the NESDEC Projection. When projections are not equal; the higher class size amount is used for planning purposes. The kindergarten projection is the result of applications and a lottery for limited full-day kindergarten slots and subsequent student enrollments.

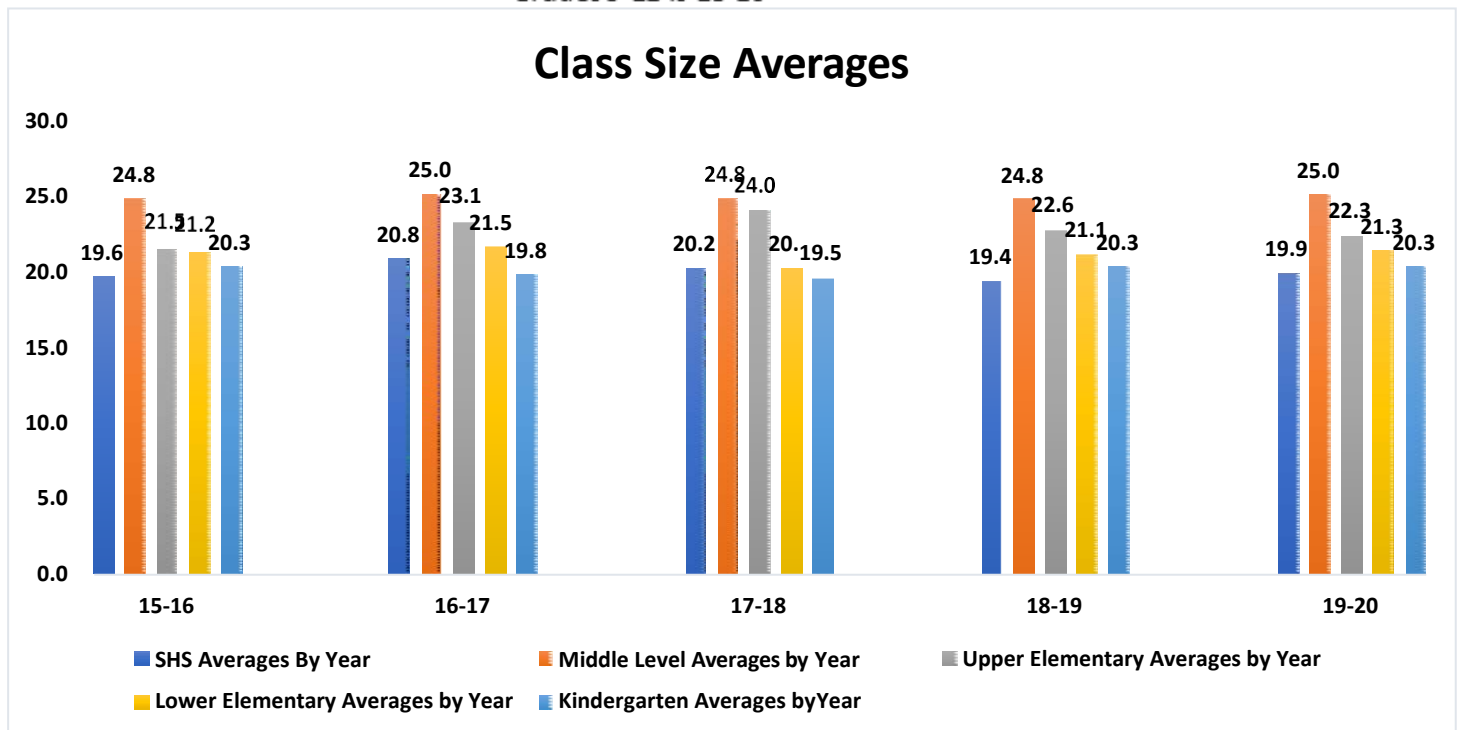
### School Committee class size guidelines:

Grade K is 17-19

Grades 1-2 is 20-22

Grades 3-8 is 22-24

Grades 9-12 is 18-20



## STUDENT PERFORMANCE AND OUTCOMES

The following pages highlight just a few of the student performance measurements using standardized tests. It should be evident that Shrewsbury's year-to-year performance and comparison to peer school districts is very strong. District educators and our students are imbued with the value and objective of continuous improvement.

Shrewsbury students continue to perform well in comparison to state averages and we continue to focus on ways to continue to improve, especially for students performing below expects standards.

There are a multitude of standardized test results that we receive each year and results are reported to individual families for their children. Further, a complete report is provided to the School Committee each year and can be found on the district's website along with the Massachusetts Department of Elementary and Secondary Education website under "District Profiles." Shown below is just is just one sample of results.

### ***MCAS 2019 District Results***

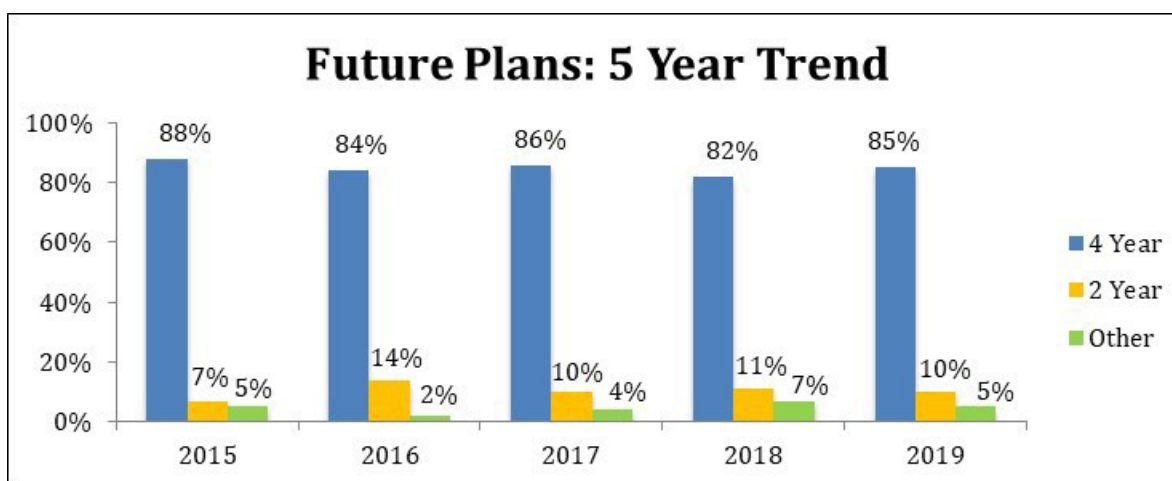
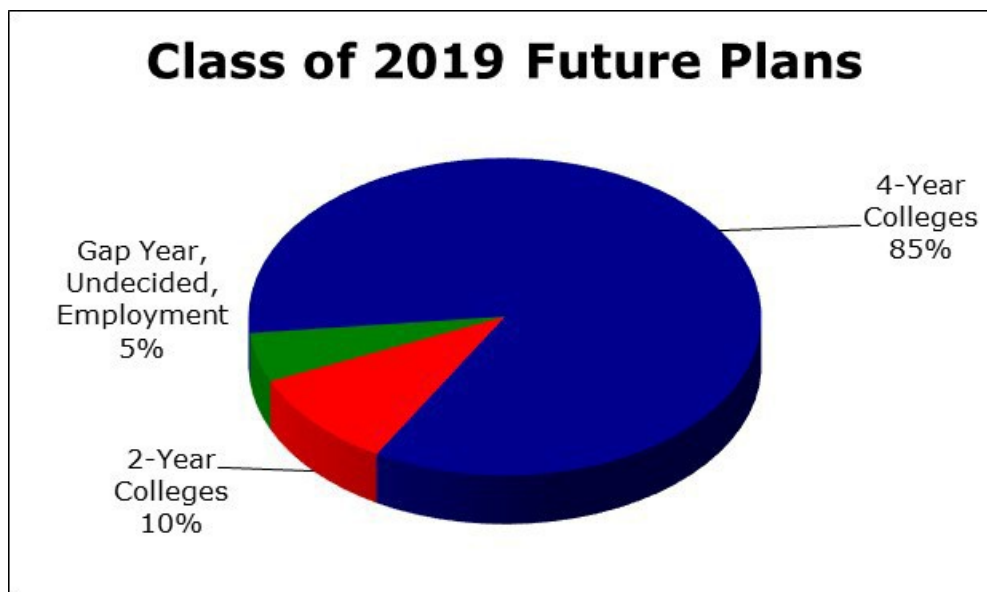
Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Avg. Scaled Score	Avg.SGP	Included in Avg.SGP
	District	State	District	State	District	State	District	State	District	State				
GRADE 03 - ENGLISH LANGUAGE ARTS	81	56	28	10	52	46	16	36	3	8	450	520.3	N/A	N/A
GRADE 03 - MATHEMATICS	75	49	22	9	53	40	19	38	5	13	450	513.8	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	76	52	21	9	54	43	20	39	4	9	484	514.2	56.1	442
GRADE 04 - MATHEMATICS	79	50	28	8	51	41	16	39	5	12	485	516.5	63.6	447
GRADE 05 - ENGLISH LANGUAGE ARTS	71	52	13	7	57	45	27	39	3	9	494	510.1	47.4	451
GRADE 05 - MATHEMATICS	73	48	14	6	58	43	25	42	2	10	491	510.7	51.2	450
GRADE 05 - SCIENCE	63	49	12	8	51	40	31	39	5	12	492	507.0	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	73	53	27	13	46	41	20	33	7	13	458	514.6	51.7	437
GRADE 06 - MATHEMATICS	69	52	22	10	47	41	24	38	7	10	458	511.5	42.0	437
GRADE 07 - ENGLISH LANGUAGE ARTS	62	48	14	8	48	40	31	38	7	13	504	506.6	43.4	483
GRADE 07 - MATHEMATICS	63	48	17	11	45	37	32	39	6	13	503	508.0	42.6	485
GRADE 08 - ENGLISH LANGUAGE ARTS	72	52	26	11	46	40	20	35	7	14	489	512.9	55.0	466
GRADE 08 - MATHEMATICS	68	46	26	10	42	37	27	41	5	12	491	512.6	61.3	468
GRADE 08 - SCIENCE	62	46	16	8	46	38	33	41	5	13	490	508.3	N/A	N/A
GRADE 10 - ENGLISH LANGUAGE ARTS	79	61	25	13	54	48	18	31	3	8	452	516.5	55.5	396
GRADE 10 - MATHEMATICS	80	59	29	13	51	45	17	33	3	9	452	518.5	63.4	396
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	72	52	22	10	51	42	23	37	5	11	2,879	513.0	50.6	2,279
GRADES 03 - 08 - MATHEMATICS	71	49	22	9	49	40	24	39	5	12	2,878	512.1	52.1	2,287
GRADES 05 & 08 - SCIENCE	63	48	14	8	49	39	32	40	5	12	982	507.6	N/A	N/A

For more information on state testing results, click [here](#).



## How are High School Students and Graduates Doing?

Over the following pages, we highlight student performance in a number of ways and, as you will see our students are doing very well. A full 98% of our graduates from the Class of 2016 went on to further their formal education at four or two-year institutions. For the past five years, over 81% of our graduates have opted to pursue a bachelor's degree by attending a four-year college or university.



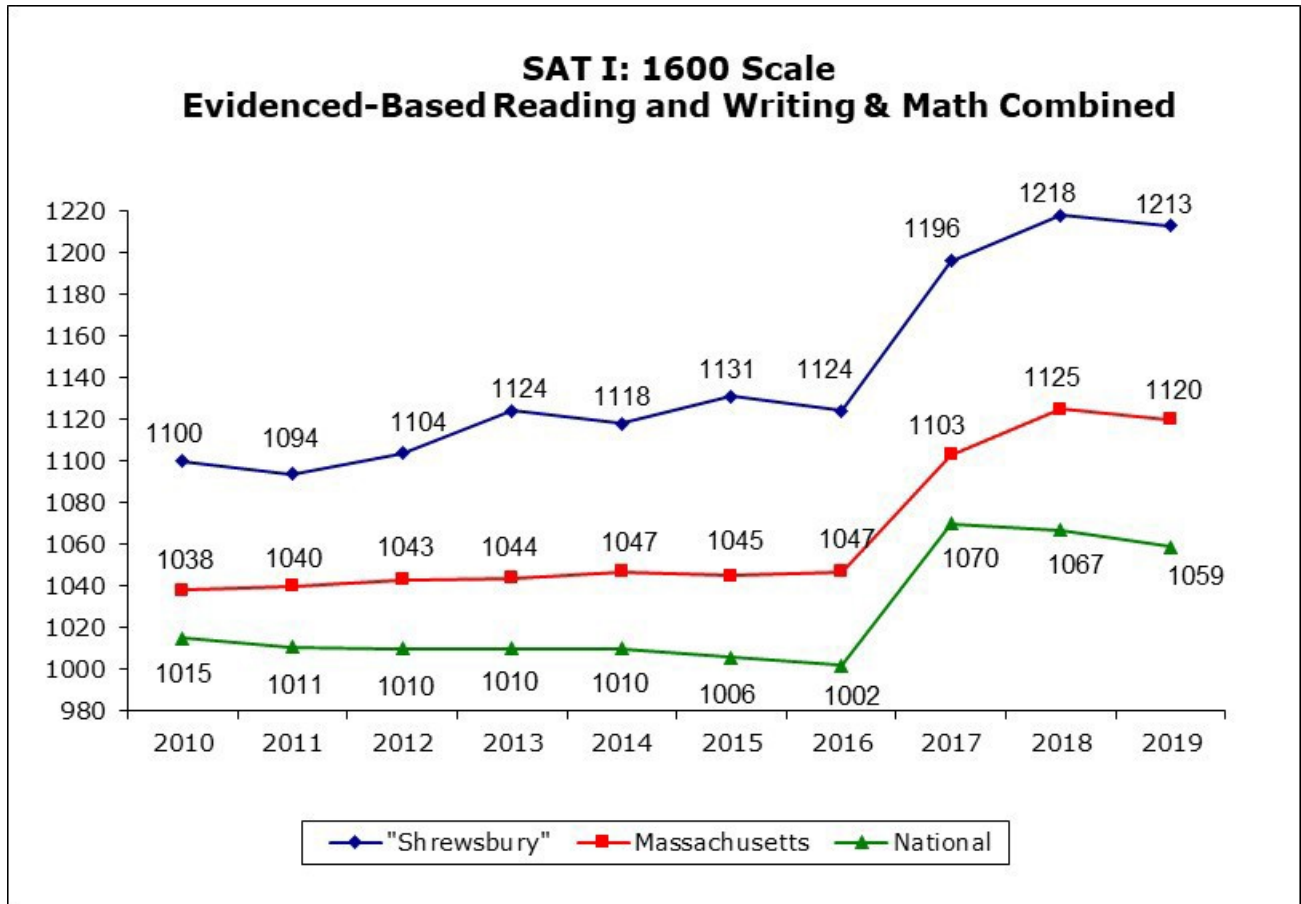
## Scholastic Aptitude Test [SAT] Results

The outcomes of a Shrewsbury education are evident on the national SAT exam. While some colleges are “test optional,” the *CollegeBoard®* suggests one reason to still take the SAT is:

*As the nation's most widely used college admission test, the SAT is the first step toward higher education for students of all backgrounds. It's taken by more than two million students every year and is accepted by virtually all colleges and universities.*

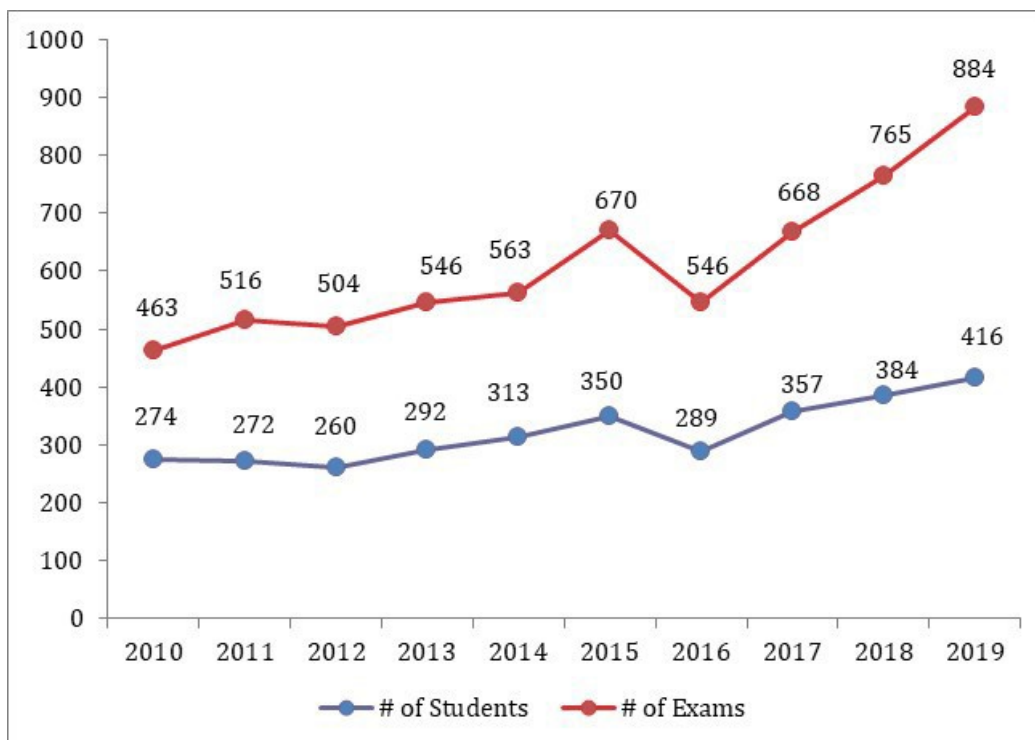
All Shrewsbury students are strongly encouraged to take the exam and participation has been growing and is strong in comparison to other high-performing school districts.

Further, not only does Shrewsbury have a very high participation rate, but performance has also increased while the state and national averages have remained flat and declined, respectively, as shown in the following chart.



## Advanced Placement Participation and Performance Results

AP courses are college-level classes that follow a specific, College Board approved curriculum taught by Shrewsbury High School staff. Courses are designed for maximum challenges for the most intellectually-curious students. Very substantial initiative and independent work is the norm. Students are expected to take the AP examination. In recent years the demand for these courses has grown significantly, as shown in the following graph depicting participation by number of students and number of exams. The Class of 2015 was abnormally high and the Class of 2016 saw a return to the norm.

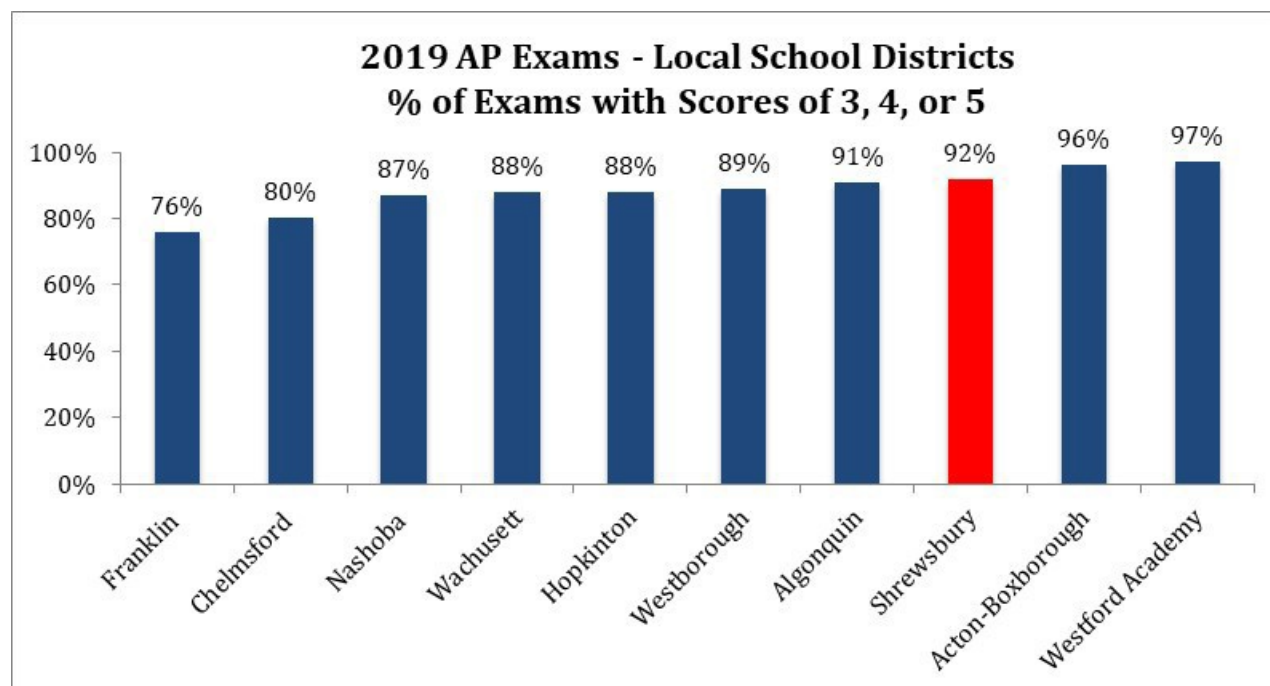


An AP exam score is a weighted combination of scores on the multiple-choice section and on the free-response section. The final score is reported on a 5-point scale as follows:

- 5 = extremely well qualified
- 4 = well qualified
- 3 = qualified
- 2 = possibly qualified
- 1 = no recommendation

"Qualified" means that a student has proven capable of doing the work of an introductory-level course in a particular subject at college. Many colleges and universities grant credit and placement for scores of 3, 4, or 5; however, each college decides which scores it will accept.

As shown in the following graph, Shrewsbury High School students have also performed well in comparison to other local peer school districts with 93% of the exam results being scored as 3, 4, or 5.



Finally, AP exam performance hit a new level of achievement in 2019, with 172 students being recognized as AP Scholars. And the Class of 2018 was strong, as well, with 141 AP Scholars. The various award levels are described in detail below, along with a historical record of student success by year in the following chart.

### Award Levels 2019

AP Scholar: Granted to students who receive scores of 3 or higher on three or more AP Exams.

AP Scholar with Honor: Granted to students who receive an average score of at least 3.25 on all AP Exams taken, **and** scores of 3 or higher on four or more of these exams.

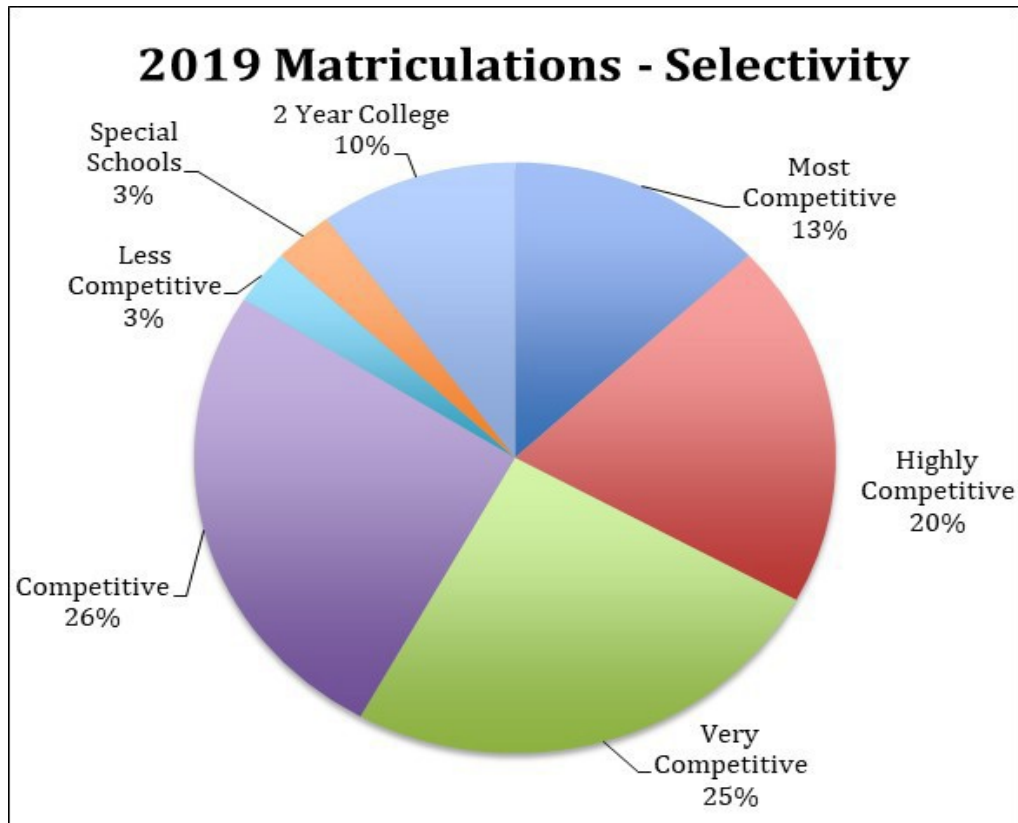
AP Scholar with Distinction: Granted to students who receive an average score of at least 3.5 on all AP Exams taken, **and** scores of 3 or higher on five or more of these exams.

National AP Scholar: Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, **and** scores of 4 or higher on eight or more of these exams. (Students are included in the scholar category.)

Year	AP Scholar	AP Scholar w/Honors	AP Scholar w/Distinction	AP National Scholar	Total # of AP Scholars
2019	69	34	64	5	172
2018	66	20	49	6	141
2017	46	18	37	4	105
2016	47	21	33	6	107
2015	48	39	37	2	124
2014	29	25	31	1	85
2013	41	26	31	1	98
2012	19	25	44	2	88
2011	31	27	25	1	83

## College and University Enrollments

There are many means by which institutions of higher learning are measured and benchmarked. *Barron's Profiles of American Colleges* is one such instrument with rankings by category published annually. This pie chart shows the Class of 2019 allocation of actual student enrollments, not acceptances, using Barron's selectivity indexing system.



In terms of Class of 2019 enrollments, the following two listings show the most highly enrolled schools divided into private versus public institutions.

### Top 7 Most Popular Schools Enrolled—Private

1. Northeastern University —10
2. Worcester Polytechnic Institute —8
3. Suffolk University —6
4. Boston University —5
5. Assumption College —5
6. Wentworth Institute of Technology —5
7. Merrimack College —5

## Top 8 Most Popular Schools Enrolled—Public

1. University of Massachusetts, Amherst —42
2. Quinsigamond Community College —39
3. University of Massachusetts, Lowell—25
4. Worcester State University—15
5. Bridgewater State University—13
6. University of Rhode Island—11
7. University of Vermont —7

### Summary Comments

The information, charts, and graphs included in this section focus primarily on high school students and, especially, graduating seniors. Clearly, the success of any graduate is a function of their PreK-12 education. To that end, **all Shrewsbury educators across the district are responsible for contributing to the aforementioned success story of student performance** on standardized testing and college admissions.

It is equally important to note that our students enjoy success outside the classroom in a wide variety of co-curricular programs, from athletics to music and performing arts, speech and debate, and a variety of clubs, community service, or work experiences. These programs are a vital part of student growth and success. As a district, we need to maintain these programs as much as we do our core academic programs. We will continue to do this with a combination of funding from our operating budget and student fees.

## FINANCIAL INDICATORS

This section of our budget document includes a variety of municipal and school financial indicators. Individually and collectively, the indicators point to cost-efficient operations and a comparatively low to moderate tax responsibility to the residents.

### Average Single-Family Tax Bill: FY12-FY20

The average single-family dwelling tax bill is an often used benchmark to measure and compare the affordability and value proposition of a community. While some may question certain school or municipal costs or characterize them as too high, the average tax bill is an “equalizer” at the end of the discussion. Shrewsbury has long been recognized as a community with a comparatively low tax burden and this has been a driver for continued residential growth.

The following chart depicts an eight-year history of single-family assessed values, tax rates, and tax bills. The state rank high to low [1 being the highest tax burden] consistently places Shrewsbury near the middle of the 351 towns included in the ranking.

Fiscal Year	Single Family Assessed Values	Single Family Parcels	Single Family Average Value	Residential Tax Rate	Average Single Family Tax Bill	Rank - High to Low*
2012	\$3,389,541,500	9,098	\$ 372,559	\$ 11.11	\$ 4,139	156
2013	\$3,387,789,755	9,148	\$ 370,331	\$ 11.67	\$ 4,322	151
2014	\$3,385,300,300	9,190	\$ 368,368	\$ 12.17	\$ 4,483	152
2015	\$3,518,931,500	9,235	\$ 381,043	\$ 13.20	\$ 5,030	123
2016	\$3,691,375,869	9,267	\$ 398,336	\$ 13.00	\$ 5,178	128
2017	\$3,821,907,838	9,298	\$ 411,046	\$ 12.83	\$ 5,274	133
2018	\$4,094,807,258	9,323	\$ 439,216	\$ 12.66	\$ 5,560	131
2019	\$4,238,824,160	9,350	\$ 453,350	\$ 12.57	\$ 5,699	134
2020	\$4,481,636,842	9,364	\$ 478,603	\$ 12.47	\$ 5,968	NA

\* Massachusetts Department of Revenue

### FY20 Property Tax Rate and Average Single Family Home Tax Bill

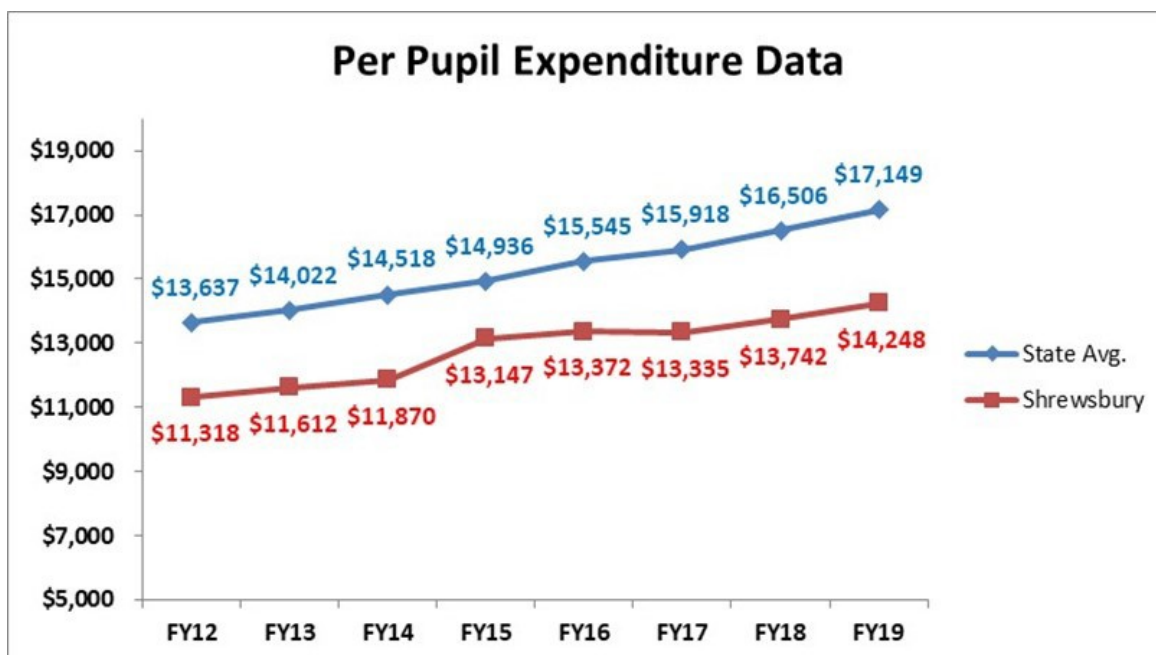
The next chart displays both the FY20 average single-family tax bill and the residential tax rate per \$1,000 of value. Listed in the chart are all the communities that belong to Assabet Valley Collaborative. Amongst this group, Shrewsbury ranks third from the bottom in average tax bill and is the lowest tax rate at \$12.47.



\*Massachusetts Department of Revenue FY20 data.

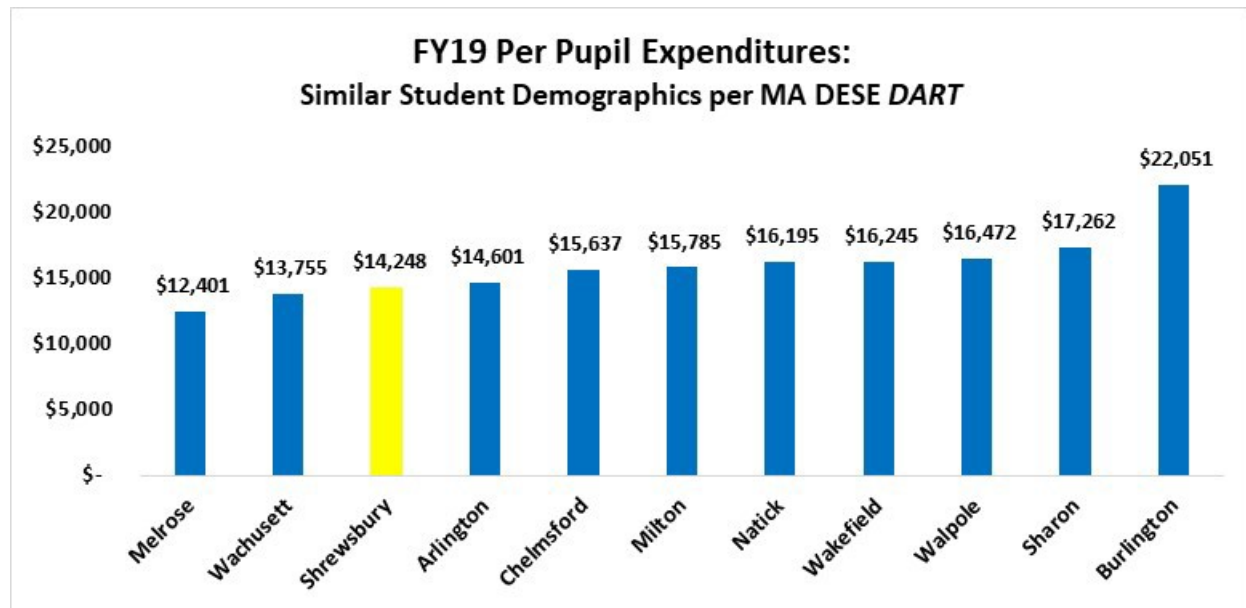
## Average Cost Per Pupil

The average cost per pupil is also an often-used comparative statistic to measure relative spending across school districts. The following charts use this statistic in a variety of ways to compare Shrewsbury over time and amongst two different peer groups. In all three comparisons, Shrewsbury's average cost per pupil consistently ranks below the statewide average and near the bottom when comparing amongst communities of similar size or members of the Assabet Valley Collaborative. For more information on public school state spending comparisons, click [here](#).



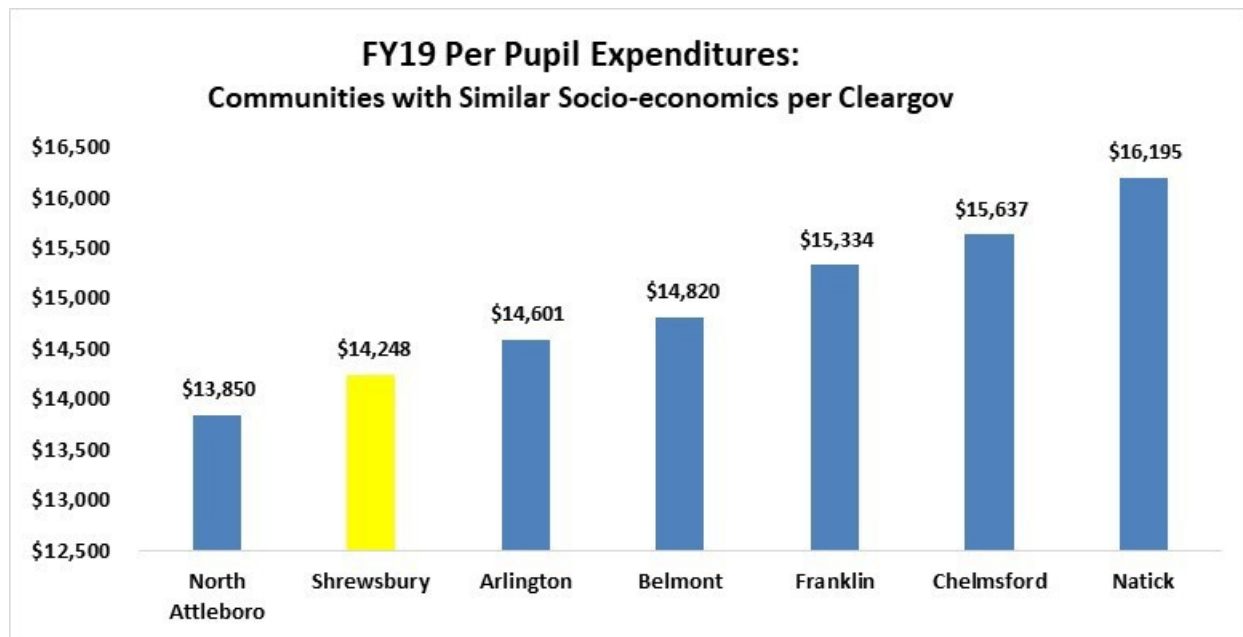
\*Massachusetts Department of Elementary and Secondary Education





*\*Massachusetts Department of Elementary and Secondary Education*

The following chart provides a comparison of the school districts in the comparison of communities with similar socio- economic factors per *Massachusetts Department of Elementary and Secondary Education*.

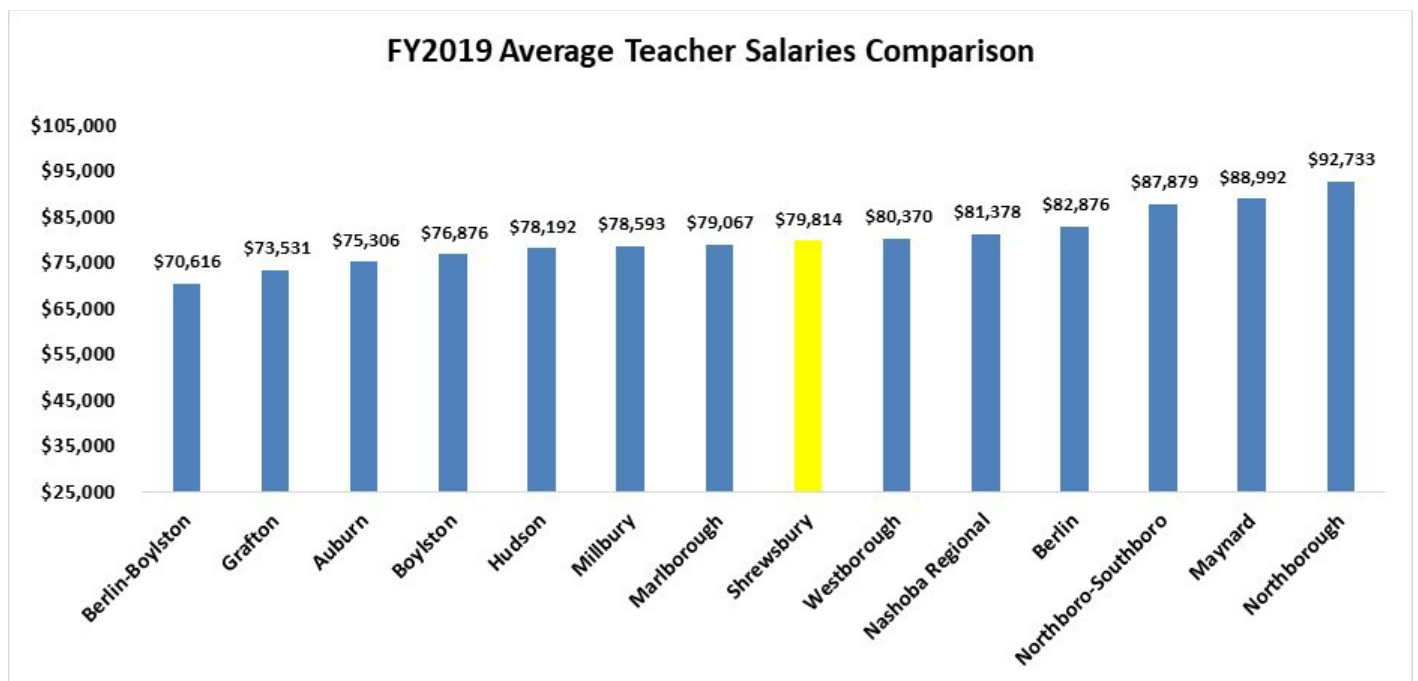


*\* Massachusetts Department of Elementary and Secondary Education*

## Teacher Salaries and Staffing Chart

It is the philosophy of the School Committee to provide a fair and regionally competitive salary and benefits package to attract and retain high-quality educators. At the same time, the School Committee is cognizant of the fiscal limitations and pressures that exist in our community. The chart below shows the FY20 salary grid for members of the S.E.A. The current collective bargaining agreement covers fiscal years 2020-2022.

	FY21 [+2.9%]							
Step	B	B-15	M	M-15	M-30	M-45	M-60	
1	\$ 50,067	\$ 52,402	\$ 55,526	\$ 57,597	\$ 59,857	\$ 62,429	\$ 64,186	
2	\$ 51,762	\$ 53,927	\$ 57,409	\$ 59,481	\$ 61,737	\$ 63,810	\$ 66,066	
3	\$ 53,456	\$ 55,715	\$ 58,540	\$ 61,175	\$ 63,433	\$ 65,692	\$ 67,572	
4	\$ 55,151	\$ 57,409	\$ 60,421	\$ 62,867	\$ 65,128	\$ 67,197	\$ 69,080	
5	\$ 56,845	\$ 59,101	\$ 62,114	\$ 64,375	\$ 66,632	\$ 68,892	\$ 70,773	
6	\$ 59,291	\$ 61,737	\$ 64,750	\$ 67,008	\$ 69,266	\$ 71,340	\$ 73,407	
7	\$ 63,620	\$ 65,501	\$ 68,702	\$ 70,472	\$ 73,220	\$ 75,479	\$ 77,361	
8	\$ 66,066	\$ 68,139	\$ 70,961	\$ 73,786	\$ 76,044	\$ 77,924	\$ 79,996	
9	\$ 68,514	\$ 70,584	\$ 73,972	\$ 76,232	\$ 78,491	\$ 80,562	\$ 82,443	
10	\$ 73,033	\$ 74,914	\$ 78,865	\$ 80,749	\$ 82,820	\$ 84,327	\$ 86,585	
11	\$ 77,796	\$ 79,866	\$ 83,254	\$ 85,326	\$ 87,773	\$ 89,842	\$ 92,291	
12	\$ 81,577	\$ 83,882	\$ 86,745	\$ 89,641	\$ 92,905	\$ 94,059	\$ 96,362	
13	\$ 86,210	\$ 88,515	\$ 91,379	\$ 94,275	\$ 97,539	\$ 98,691	\$ 100,995	



As previously noted, eighty-four percent of the district's operating budget is allocated towards salaries and wages for staff. Shown below is the District's full-time equivalency [FTE] staff chart by major employee group. As one can see, there is only one new position budgeted for FY21 which is an Applied Behavior Analysis Technician position that we anticipate needing due to required service needs for special education students.

Group	FY19	Group	FY20	Group	FY21
Administrators	7	Administrators	8	Administrators	7
Clerical Support	32.5	Clerical Support	32.5	Clerical Support	32.5
Principals	9	Principals	9	Principals	9
Asst. Principals/Athletic Director	10	Asst. Principals/Athletic Director	10	Asst. Principals/Athletic Director	10
Teachers, Nurses, Counselors	498.6	Teachers, Nurses, Counselors	509.8	Teachers, Nurses, Counselors	496.0
Paraprofessionals	279.9	Paraprofessionals	278.8	Paraprofessionals	266.5
Technology Support	10	Technology Support	10	Technology Support	10
Unclassified Staff/Coordinators	9.7	Unclassified Staff/Coordinators	13.3	Unclassified Staff/Coordinators	11.8
<b>Totals</b>	<b>856.7</b>	<b>Totals</b>	<b>871.4</b>	<b>Totals</b>	<b>842.8</b>

The following chart displays the staff FTE distribution by both major employee group and school.

Group	Parker	Beal	Coolidge	Floral	Paton	Spring	Sherwood	Oak	High School	District	Total
Administrators										7	7.0
Clerical Support	1	1	1	2	1	1	2	3	8.5	12	32.5
Principals	1	1	1	1	1	1	1	1	1		9.0
Asst. Principals/Athletic Director				1			2	2	5		10.0
Teachers, Nurses, Counselors	20.0	23.5	34.5	53.3	29.5	29.3	76.1	80.3	146.5	3	496.0
Paraprofessionals	27.9	28.5	23.8	38.7	23.3	20.9	36.7	28.7	38.0		266.5
Technology Support		0.5	1	0.5	0.5	0.5	1	1	3	2	10.0
Unclassified Staff/Coordinators			0.3	0.3	0.3	0	1.35	3.05	2.5	4	11.80
	<b>49.9</b>	<b>54.5</b>	<b>61.6</b>	<b>96.8</b>	<b>55.6</b>	<b>52.7</b>	<b>120.2</b>	<b>119.1</b>	<b>204.5</b>	<b>28.0</b>	<b>842.8</b>



## SHREWSBURY PUBLIC SCHOOLS

100 Maple Avenue, Shrewsbury, MA 01545

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

[schools.shrewsburyma.gov](http://schools.shrewsburyma.gov)



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

Margaret M. Belsito  
Assistant Superintendent  
Student Services

Amy B. Clouter  
Assistant Superintendent  
Curriculum, Instruction, & Assessment

Patrick C. Collins  
Assistant Superintendent  
Finance & Operations

Jane O. Lizotte, Ed.D.  
Assistant Superintendent  
Community Partnerships & Well-Being

Barbara A. Malone  
Executive Director  
Human Resources

June 23, 2020

To: School Committee

From: Joe Sawyer

Re: Recommendation to authorize "Phase I" budget reductions for Fiscal Year 2021

Dear School Committee:

At your June 17 meeting, you heard a report outlining \$1.95 million in recommended cost reductions for Fiscal Year 2021. These represented cuts that were recommended in early March as well as newer developments, such as the determination to freeze the compensation of all non-union administrators and support staff at current year levels.

Because the Annual Town Meeting has been delayed until later this summer due to the Coronavirus pandemic, a final budget has not yet been established for the School Department's appropriation. In order to bring more certainty to our planning for next year, I am recommending that you vote to authorize the "Phase I" reductions of \$1.95 million that were presented to you in order to bring certainty to this element of next year's budget so that we can continue planning for next year with more confidence.

Unfortunately, due to the projected loss of state and local revenue and additional costs related to COVID-19, a projected budget gap of approximately \$3.3 to \$3.9 million remains to be closed for the FY21 Budget, even after this \$1.95 million is accounted for.

These “Phase I” cost reductions will compromise our schools’ ability to provide the expected level of education to our town’s young people by reducing educational programming, cutting teaching and support personnel, decreasing investments in curriculum materials and staff professional development, and reducing operational capacity.

As a reminder, when creating this plan, the school district’s administrative leadership team considered various cost reduction measures, with the following guidelines in mind:

- 1) Focus on efficiencies in operations first
- 2) Maintain class sizes within School Committee guidelines wherever possible
- 3) Avoid reductions that would compromise the district’s strategic priorities and goals
- 4) Minimize layoffs of staff (such as by using attrition where possible)

The recommended Phase I reductions are:

<b>Recommended cost reduction</b>	<b>Amount</b>	<b>Additional information/potential impact</b>
<b>Operations</b>		
Operational efficiencies	\$16,000	Revised copier lease, vendor change for custodial supplies, etc. No negative impact.
Changes in personnel projections for next school year	\$153,145	Replace known maternity leave with long-term substitute; reduce allowance for salary rate for teacher hires to replace vacancies, which means less flexibility in hiring educators with more experience.
Site-based discretionary funding reduced by 3.2%	\$10,000	Less discretionary funding for principals and department directors to utilize for supplies, materials, staff conferences, etc.
Reduce one bus from transportation program	\$72,000	Examine routing for further efficiencies to reduce the need for one bus. May require longer travel times for students on certain routes.
Reduce funding for technology hardware &	\$98,000	Defer purchases of some networking equipment and other infrastructure items; end subscription

software		to ThoughtExchange community survey service.
Reduce funding for textbooks & curriculum materials	\$25,000	Some purchases will be deferred instead of acquiring updated books and materials.
Reduce funding for staff professional development	\$100,000	Reduces ability to provide trainers, attend conferences, or provide substitute coverage to free up educators for training; compromises ability to implement new programming; will seek grants and other alternative funding to offset reduction where possible.
<b>Operations reductions subtotal</b>	<b>\$474,145</b>	
<b>Program &amp; Personnel</b>		
Reduce funding available for compensation increases for non-represented administrators (Central Office administrators & principals) and non-represented support staff	\$134,954	All compensation frozen at the current year's level for all non-union administrators and support staff.
Reduce overtime for Central Office & Information Technology support staff	\$15,000	Some overtime necessary to maintain for school year start up phase; otherwise, timelines for certain reports and services will need to be expanded.
Eliminate position for assistive technology teacher (1.0 FTE)	\$20,000	Teacher resigned prior to start of current year, and district has successfully used a contracted services model to address needs; represents net savings for removing teaching position for FY21 and using contracted services instead.
Reduce summer curriculum per diem work at elementary level	\$11,700	Less availability of curriculum coordinators/instructional coaches to support planning for upcoming school year.
Eliminate remaining elementary level door monitors (1.0 FTE)	\$19,000	Part-time door monitors at Coolidge and Spring Street to be eliminated. Reliance internal coverage for secretaries to monitor doors during school day.
Reduce Transportation,	\$30,000	Change work year from year-round to school

Safety, & Security Coordinator position by 50% (0.5 FTE)		year schedule, mostly half days except for opening phase of school year; less administrative capacity to respond to needs in these areas, some responsibility shifted to district administrators or other support staff.
Reduce literacy tutor program in grades K-6 by 40% (4.0 FTE)	\$90,000	Reduce positions and/or hours of part-time literacy tutors to save 40% of cost of these supports; will reduce ability to support students who are reading below benchmarks; program will be revamped to serve students with greatest identified needs, regardless of school site, and shift support over the course of the year as needs change. Reductions may be a combination of attrition, reduced hours, and eliminating part time positions.
Reduce instructional aide support at elementary level by 60 hours (20 hours at Floral Street School, 10 hours each at Beal, Coolidge, Paton, & Spring Street Schools (2.0 FTE)	\$50,000	These same 60 hours were added back to the program in FY16. Will result in less adult academic support for students in grades K-4 and less capacity for day-to-day operational support in those schools. Reductions may be a combination of attrition, reduced hours, and eliminating part time positions.
Eliminate academic tutor position at Oak Middle School (1.0 FTE)	\$25,000	Reduces academic support for students in grades 7 & 8. Another position for staff member will be available through attrition elsewhere.
Do not fill open position due to leave of absence for Grade 3 teacher at Floral Street School (1.0 FTE)	\$61,981	Class size increases but remains within School Committee guidelines (projected average of 23.3 students per class); does not affect a specific staff member due to leave of absence
Do not fill open positions due to retirement of math teacher, physics teacher, and Spanish teacher at SHS (3.0 FTE)	\$194,250	Five fewer class sections, resulting in slightly higher class sizes and/or fewer course offerings (depending on ongoing course selection process). Does not affect specific staff members due to attrition. Note: Savings between veteran educator salary and replacement salary was already reflected in initial budget projection, further reduction

		eliminates replacement cost.
Do not fill open position due to resignation of drama teacher at Oak Middle School (1.0 FTE)	\$91,379	Drama will not be part of allied arts programming at Oak next year; position currently filled by long-term substitute.
Reduce size of preschool program by closing Wesleyan Terrace site & reduce aide allotment per classroom (7.3 FTE)	\$162,735	Reduce number of classrooms for Parker Road Preschool from 8 to 7, which reduces 1.0 FTE teacher and 2.0 FTE aides (requires reconfiguration of 1 space at Parker Road currently used for occupational & physical therapy); reduction of aide/classroom ratio from 1.5 FTE to 1.0 FTE per class, resulting in an additional 4.3 FTE reduction of aide positions. Given level of turnover/attrition in paraprofessional positions, hope is that no aide layoffs will be necessary. Transfer opportunity available for teacher affected.
Eliminate one Grade 5 two-teacher team at Sherwood Middle School (2.0 FTE)	\$115,159	Projection will increase class size to average of 25.5 students (1.5 above guidelines), similar to Grade 6 next year. Transfer opportunities available to teachers affected subject to licensure.
Eliminate advanced math coach positions at Sherwood Middle School & Oak Middle School (2.0 FTE)	\$152,762	Reduces opportunities for students with advanced math performance and for support for classroom math teachers to provide enrichment. Transfer opportunities available to teachers affected subject to licensure.
Eliminate Grade 6 foreign language program at Sherwood Middle School (2.8 FTE)	\$184,658	Delays students' study of Spanish, French, & Mandarin by one year. Requires revamping of schedule at Sherwood that affects educator collaboration periods. Eliminates 2.5 FTE teaching positions and reduces a 1.0 FTE position to 0.7 FTE. Transfer opportunities currently not available.
Leave Paton principal position	\$119,756	Assistant Superintendent for Community



vacant for the 2020-2021 school year (1.0 FTE)		Partnerships & Well-Being will serve as acting principal at Paton for the 2020-2021 school year
<b>Program &amp; Personnel reductions subtotal</b>	<b>\$1,478,334</b>	
<b>Total FTE eliminated from budget plan</b>	<b>29.6 FTE</b>	
<b>Total Recommended Cost Reductions</b>	<b>\$1,952,479</b>	

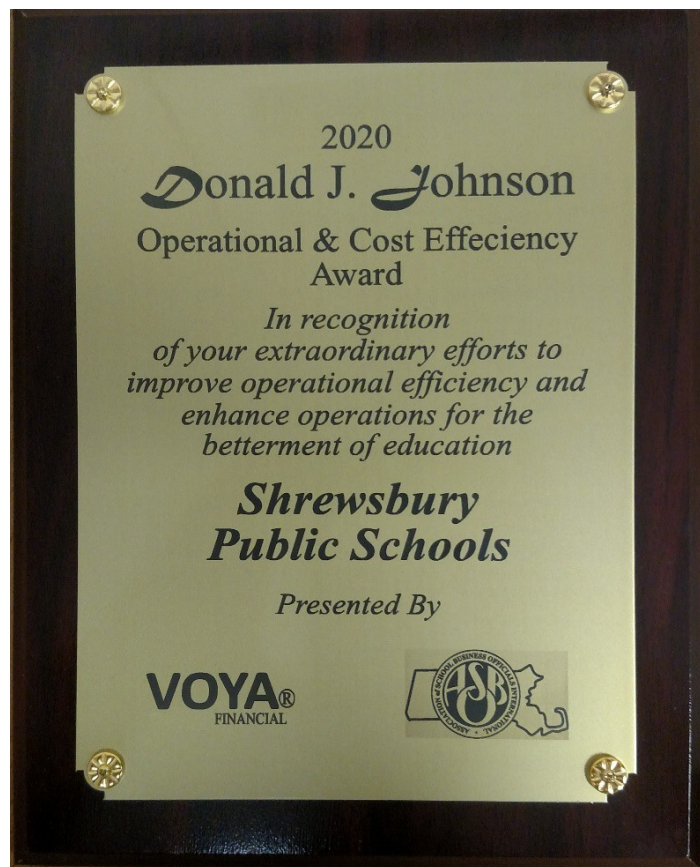
I look forward to answering any questions you have regarding this recommendation at your meeting this evening.



## MOST RECENT RECOGNITION OF SUCCESS

**The Massachusetts Association of School Business Officials recently announced that it conferred its annual**

**Donald J. Johnson Operational and Cost Efficiency Award to  
Shrewsbury Public Schools!**



*The award specifically recognized the great success the school district has achieved in creating a variety of innovative ways to generate alternative revenue streams to fund its operations beyond local appropriations and state aid.*