

**School Committee
Meeting Book**

**January 19, 2022
7:00 pm**

**Town Hall -100 Maple Avenue
Selectmen's Meeting Room**



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

AGENDA

**January 19, 2022 7:00pm
Town Hall—Selectmen’s Meeting Room
100 Maple Avenue**

Items

Suggested time allotments

I.	Public Participation	7:00 – 7:05
II.	Chairperson’s Report & Members’ Reports	
III.	Superintendent’s Report	
IV.	Time Scheduled Appointments:	
	A. Student Spotlight: Sherwood Middle School Presentation	7:05 – 7:25
	B. District Response to the Pandemic: Report	7:25 – 7:50
	C. Disproportionality in Special Education: Report	7:50 – 8:15
V.	Curriculum	
	A. SHS Program of Studies for 2022-2023: Vote	8:15 – 8:20
VI.	Policy	
VII.	Finance & Operations	
VIII.	Old Business	
IX.	New Business	
	A. Assabet Valley Collaborative: Update	8:20 – 8:30
X.	Approval of Minutes	8:30 – 8:35
XI.	Executive Session	8:35 – 9:00
	A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes	
	B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”)	



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

- the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association

- C. For the purpose of addressing G.L. c. 30A, § 21(a)(2) “to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel” (“Purpose 2”)

XII. Adjournment

9:00

Next regular meeting: February 2, 2022



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: 01/19/22

SPECIFIC STATEMENT OR QUESTION:

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

BACKGROUND INFORMATION:

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

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

SPECIFIC STATEMENT OR QUESTION:

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

BACKGROUND INFORMATION:

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

STAFF AVAILABLE FOR PRESENTATION:

School Committee Members
Mr. Jon Wensky, Chairperson
Ms Sandra Fryc, Vice Chairperson
Ms. Lynsey Heffernan, Secretary
Dr. B. Dale Magee, Committee Member
Mr. Jason Palitsch, Committee Member

ITEM NO: III. Superintendent's Report

SPECIFIC STATEMENT OR QUESTION:

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

BACKGROUND INFORMATION:

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

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

ACTION RECOMMENDED FOR ITEMS I, II, & III:

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IV. Time Scheduled Appointments:** MEETING DATE: **01/19/22**
A. Student Spotlight: Sherwood Middle School Presentation

BACKGROUND INFORMATION:

This year, our schools are focused on building a strong sense of belonging among our students as they transitioned from a year of hybrid or remote learning back to full-time, in-person school. To provide information to the School Committee and public regarding ways in which our students are learning and acting in ways that connect with our district's core values during this school year, we will be spotlighting various practices happening in different schools. At the meeting Principal Jonathan Kelly and staff and student representatives from Sherwood Middle School will present information to the Committee on how they are living out Sherwood's Core Values of Respect, Responsibility, Compassion, & Kindness, by describing their Red Cross Tornado Relief Effort fundraiser.

ACTION RECOMMENDED:

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

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

Mr. Jonathan Kelly, Sherwood Middle School Principal
Ms. Beth Jones, Special Education Teacher
Ms. Gail Merloni, Paraprofessional, Child Specific Aide

Students:

Isaam Amir
Abrar Haq
Brayden Kent
Khloe Lothrop



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: IV. Time Scheduled Appointments: MEETING DATE: 01/19/22
B. District Response to the Pandemic: Report

BACKGROUND INFORMATION:

Dr. Sawyer and other SPS administrators will provide an update on the district's response to the ongoing COVID-19 pandemic.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools
Other SPS administrators as necessary



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: IV. Time Scheduled Appointments: MEETING DATE: 01/19/22
C. Disproportionality in Special Education: Report

BACKGROUND INFORMATION:

Each year, the Special Education Department performs a review of some aspect of its program. Since the district was found in 2020 to have what is deemed a finding of “disproportionality,” where a certain group is identified for special education services out of proportion to its population (in our case, White students being over-identified with emotional disabilities), this fall the review focused on this issue. Walker Therapeutic and Educational Programs was engaged as an outside expert to conduct the review, and their report is enclosed. Ms. Belsito will summarize the report’s findings at the meeting.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Ms. Meg Belsito, Assistant Superintendent for Student Services



SHREWSBURY PUBLIC SCHOOLS

100 Maple Avenue, Shrewsbury, MA 01545

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

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

Barbara A. Malone
Executive Director
Human Resources

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

To: Shrewsbury School Committee Members

From: Meg Belsito, Assistant Superintendent for Student Services

Re: A Report on Disproportionality in Special Education

Date: January 12, 2022

On November 17, 2020, the Shrewsbury Public Schools received notice from the Massachusetts Department of Elementary and Secondary Education (DESE) that it was cited for significant disproportionality. The letter noted:

“The Department **has determined that your LEA is identified for the 2020-2021 school year as having significant disproportionality** with regard to **white students identified with emotional disabilities**. This determination was made following a review of data reported by the LEA through the Student Information Management System (SIMS) and the Student Safety and Discipline Reports (SSDR) for the prior three years of available data. In making this determination, the Department determined that the LEA’s calculated risk ratio **for white students identified with emotional disabilities** exceeded the threshold rate established by the state this year of 3.0 in each year reviewed. Additionally, the data did not show reasonable progress has been made to lower the risk ratio in each year of the analysis. This determination is documented in the enclosed data sheet, available here for your review. Please also review your data sheet for possible areas of future identification.”

As a result of this finding, Shrewsbury Public Schools was required to take action to address the significant disproportionality in the following way:

1. “Review and, if appropriate, revise policies, practices, and procedures (PPPs) to ensure compliance with the requirements of IDEA (Individuals with Disabilities Education Act);

2. Report on any revision of PPPs; and
3. Set aside 15 percent of its total IDEA Part B allocation (Fund Code 240 and Fund Code 262) and spend those funds on providing comprehensive coordinated early intervening services (CCEIS) to address factors contributing to the significant disproportionality.”

Walker Therapeutic and Educational Programs was contracted to serve as outside reviewers to gather data, observe, assess, and provide a report regarding significant disproportionality in special education in the Shrewsbury Public Schools.

The purpose of the report:

- Identify and describe the potential factors contributing to disproportionality in Shrewsbury Public Schools;
- Investigate the impact of this disproportionality on students;
- Develop recommendations to address these factors and reduce disproportionality; and
- Complete the required annual program evaluation in one area of Special Education per the Department of Elementary and Secondary Education.

In response to the required corrective action, as well as a sincere commitment to more fully address the issue of disproportionality, the report addressed key findings of strengths upon which the District can build, as well as areas in need of improvement or further investigation. These findings draw from an analysis of multiple data sources including focus groups, interviews, observations, and document review.

Data collected:

- Interviews and focus groups with 48 District staff members, specifically around the identification and education of students with emotional disabilities;
- Observations of instructional and support services for students with emotional disabilities;
- Review of special education records for 11 students with emotional disabilities, encompassing eight students placed in District schools and three students placed in out of district settings; and
- Review of relevant district policies, procedures, and guidelines related to students with emotional disabilities.

Strengths identified:

1. Robust and inclusive programming for students with social, emotional, and behavioral needs is available within the district.
2. Students from racial/ethnic groups who are frequently overidentified for special education services are NOT overidentified in Shrewsbury.

Areas of Improvement identified:

1. The overrepresentation of White students in the category of emotional disability may be reflective of an underrepresentation of Asian students in the category.
2. The district's MTSS framework is implemented unevenly across buildings.
3. Provide professional development in supporting students with social, emotional, and behavioral needs through a systematic approach.
4. Several of the district's school policies have not been reviewed in recent years.

Recommendations:

1. More fully explore the root causes of underrepresentation of Asian students in special education, which potentially skews data and may cause an overrepresentation of White students.
2. Convene a team to make recommendations to the MTSS process for more consistent and even implementation.
3. Provide professional development in the MTSS framework and on strategies to support students with social, emotional, and behavioral needs.
4. Review policies and procedures relevant to special education identification processes that have not been recently updated.

Conclusion:

As stated in the report prepared by Walker Therapeutic and Educational Programs, "Shrewsbury Public Schools is well-positioned to address the challenges associated with the finding of significant disproportionality of White students in the emotional disability category. Its competent, caring, and dedicated staff, robust array of social-emotional programming, and commitment to equity and inclusion are all assets. Further, students from racial groups that are consistently overidentified for special education services throughout the country are not experiencing disproportionality in Shrewsbury - this is to be commended.

Additional investigation into the potential contributing factor of underrepresentation of Asian students in special education in Shrewsbury will be necessary to fully address the disproportionality finding. This is a complicated phenomenon with multiple potential root causes in need of exploration.

Finally, the implementation of an MTSS framework with consistency across buildings, a review of policies and procedures, as well as professional development on MTSS and supporting students with social-emotional challenges will further assist in remedying the problem of disproportionality moving forward."

We look forward to presenting more detailed information about this report and answering your questions at your meeting on January 19, 2022.



A Report on Disproportionality in Special Education

Prepared by Walker Therapeutic & Educational Programs

For Shrewsbury Public Schools

October 2021

Walker Therapeutic & Educational Programs developed this report for Shrewsbury Public Schools based on activities and an initial report completed by Consulting Associates for Children and Youth LLC and additional research and report writing by Dr. Jenna Rufo of EmpowerEd. This report is a culmination of efforts from each of these entities.

For information about this report, please contact Shannon Lee, Ed.M., LCSW, Vice President of Communications & Strategic Initiatives, at Walker Therapeutic & Educational Programs (E: slee@walkercares.org; P: 781-292-2158).

Table of Contents

Purpose of the Report	3
Organization of the Report	4
Background	4
Methodology	5
Key Findings	6
Strengths	7
• Strength 1 : The district is well-positioned to address the challenge of disproportionality.....	7
• Strength 2 : Robust and inclusive programming for students with social, emotional, and behavioral needs is available within the District.....	7
• Strength 3 : Students from racial/ethnic groups who are frequently overidentified for special education services are <u>not</u> overidentified in Shrewsbury.....	8
Areas for Improvement/Future Investigation	8
• Improvement/Investigation Area 1 : The overrepresentation of White students in the category of emotional disability may be reflective of an underrepresentation of Asian students in in the category.....	8
• Improvement/Investigation Area 2 : The District’s Multi-Tiered System of Support (MTSS) Framework is implemented unevenly across buildings.....	9
• Improvement/Investigation Area 3 : Professional development may be needed in supporting students with social, emotional, and behavioral needs through a systematic approach.....	9
• Improvement/Investigation Area 4 : Several of the District’s School Board policies have not been reviewed in recent years.....	10
Recommendations	10
• Recommendation 1 : More fully explore the root causes of underrepresentation of Asian students in special education, which potentially skews data and may cause an overrepresentation of White students.....	10
• Recommendation 2 : Convene a team to make recommendations to the MTSS process for more consistent and even implementation.....	12
• Recommendation 3 : Provide professional development in supporting students with social, emotional, and behavioral needs through a systematic approach.....	12
• Recommendation 4 : Review policies and procedures relevant to special education identification processes that have not been recently updated.....	12
Conclusion	13
References	14

Purpose of the Report

On November 17, 2020, the Shrewsbury Public Schools received notice from the Massachusetts Department of Elementary and Secondary Education (DESE) that it was cited for significant disproportionality. The letter noted:

“The Department **has determined that your LEA is identified for the 2020-2021 school year as having significant disproportionality** with regard to **white students identified with emotional disabilities**. This determination was made following a review of data reported by the LEA through the Student Information Management System (SIMS) and the Student Safety and Discipline Reports (SSDR) for the prior three years of available data. In making this determination, the Department determined that the LEA’s calculated risk ratio **for white students identified with emotional disabilities** exceeded the threshold rate established by the state this year of 3.0 in each year reviewed. Additionally, the data did not show reasonable progress has been made to lower the risk ratio in each year of the analysis. This determination is documented in the enclosed data sheet, available here for your review. Please also review your data sheet for possible areas of future identification.”

As a result of this finding, Shrewsbury Public Schools is required to take action to address the significant disproportionality. The Shrewsbury Public Schools (also referred to throughout this report as “the District”) have been directed to:

1. “Review and, if appropriate, revise policies, practices, and procedures (PPPs) to ensure compliance with the requirements of IDEA (Individuals with Disabilities Education Act);
2. Publicly report on any revision of PPPs; and
3. Set aside 15 percent of its total IDEA Part B allocation (Fund Code 240 and Fund Code 262) and spend those funds on providing comprehensive coordinated early intervening services (CCEIS) to address factors contributing to the significant disproportionality.”

In response to the required corrective action, as well as a sincere commitment to more fully address the issue of disproportionality, Walker Therapeutic and Educational Programs was requested to serve as outside reviewers to gather data, observe, assess, and provide an expert opinion regarding significant disproportionality in special education in the Shrewsbury Public Schools. Walker is a leading provider of special education and clinical programming for youth and families in Massachusetts.

The purpose of this report is to:

- Identify and describe the potential factors contributing to disproportionality in Shrewsbury Public Schools;
- Investigate the impact of this disproportionality on students; and
- Develop recommendations to address these factors and reduce disproportionality.

ORGANIZATION OF THIS REPORT

To guide the reader through this service delivery report, it is organized as follows. First, background information on disproportionality and the reason for the report is discussed. Next, the methodology used in this review is outlined. This includes reviewing the data collected and the data analysis procedures utilized. Next, findings from the review are detailed. Findings are organized into key strengths upon which the District can build, as well as key areas of improvement or further investigation. Following the summary of findings, there are specific recommendations to address the areas of need identified. NOTE: The review was conducted by Consulting Associates for Children and Youth LLC, specifically John Verre and several of his consultants. Consulting Associates for Children and Youth LLC provided an initial report with key findings. Dr. Jenna Rufo of EmpowerED enhanced the report through the expansion of key findings and a summary of related research and literature.

BACKGROUND

The term ‘disproportionality’ refers to the overrepresentation or underrepresentation of a racial group’s presence in an educational category, program, or service (Rufo & Causton, 2022). Under the Individuals with Disabilities Education Act (IDEA), each state is monitored for significant disproportionality with respect to: (1) identification of students in special education; (2) placement of children with disabilities in restrictive education settings; and 3) disciplinary actions including the incidence, duration, and type, includes both suspensions and expulsions.

Shrewsbury Public Schools was cited for overrepresentation of White students in the category of emotional disability. Massachusetts has adopted the federal definition of “emotional disturbance” and defines an “emotional disability” as follows:

“As defined under federal law at 34 CFR §300.7, the student exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. The determination of disability shall not be made solely because the student's behavior violates the school's discipline code, because the student is involved with a state court or social service agency, or because the student is socially maladjusted, unless the Team determines that the student has a serious emotional disturbance.”

As of July 2021, Shrewsbury Public Schools had a total enrollment of 6,325 students. The relevant special education enrollment within the District as it pertains to the cited significant disproportionality is as follows:

- 939 students (15%) are identified as eligible for special education services;
- Of the 939 students, 46 (5%) are identified as having an emotional disability; and

- Of the 46 students identified as having an emotional disability, 39 (85%) are educated within the district and 7 (15%) receive services in an out-of-district placement.

METHODOLOGY

Data Collected

This report was created through the triangulation of multiple data sources. Again, it should be noted that the data collection reflected in this report was completed by Consulting Associates for Children and Youth LLC. Furthermore, the data collected includes the following data sources:

- Interviews and focus groups with 48 District staff members, specifically around the identification and education of students with emotional disabilities (see Table 1 for more information);
- Observations of instructional and support services for students with emotional disabilities (see Table 2 for more information);
- Review of special education records for 11 students with emotional disabilities, encompassing eight students placed in District schools and three students placed in out of district settings; and
- Review of relevant district policies, procedures, and guidelines related to students with emotional disabilities, including:
 - Equity Audit, “Equity & Inclusion for All Learners through Partnership and Collaboration”
 - District Curriculum Accommodation Plan
 - Special Education Program Descriptions
 - Philosophy and Purposes, last amended 1/3/01
 - Progress and Evaluation of Students, with references to laws and regulations
 - Student Truancy, adopted 12/4/85
 - Administration of Medication, last amended 5/4/16, with references to laws and regulations
 - Local Wellness Policy, last amended 6/8/13
 - Home-School Communication, adopted 6/1/94
 - Anti-Harassment and Title IX Policy, last revised 2/10/21
 - Student Support Services in Schools, an attachment to the Sexual Harassment Policy
 - Student Emergency Cards, adopted 3/5/80
 - Administration of Psychotropic Drugs, adopted 3/5/79
 - Homeless Students: Enrollment Rights and Services, adopted 11/17/04
 - Regulations for Conduct of Students, adopted 4/2/80
 - Bullying Prevention and Intervention, amended 4/24/19
 - Disciplinary Measures, with references to laws and regulations
 - Difficult Problems, with references to laws and regulations
 - Signs of Suicide Facilitator Training
 - Emergency Mental Health Services Procedures
 - Social Emotional Learning in Shrewsbury (Current Description)

- Understanding Social-Emotional Learning Results with Panorama, January 3, 2018
- Social Emotional Learning in Shrewsbury, An Update from the District Steering Committee, June 2019
- Social Emotional Learning Implementation Plan, A Presentation to the School Committee, December 2019

Table 1: Interviews Conducted by Role

Interviewee Role	Number of Interviews
District Administrator (includes Assistant Superintendents, Assistant Director, Special Education Directors, and Coordinators)	13
School Administrator (includes Principals, Assistant Principals, Team Chairs, and Program Coordinators)	13
General Education Teachers	7
Special Education Teachers	5
Support Staff	10

Table 2: Observations by Setting

Setting	Number of Observations
Program Classes <i>Including Educational Learning Center (ELC) and Bridge for Resilient Youth in Transition (BRYT)</i>	5
Integrated general education classrooms	4

KEY FINDINGS

This section addresses key findings of strengths upon which the District can build, as well as areas in need of improvement or further investigation. As discussed in the methodology section above, these findings draw from an analysis of multiple data sources including focus groups, interviews, observations, and document review.

STRENGTHS

Key Strength #1: The district is well-positioned to address the challenge of disproportionality.

The District's mission, philosophy, core values, and current priorities are aligned with the goal of reducing disproportionality. A focus on community, collaboration, equity, and high standards for all students were evident both in the review of documents and in focus groups and interviews. In 2018, the District adopted a framework for Social-Emotional Learning (SEL). This effort continues to the present. A focus on social-emotional learning and strong, universal, tier one supports reduce the need for secondary and tertiary interventions (CASEL, 2019).

A commitment to racial, ethnic, and cultural equity, and inclusion was evident. During the 2019-2020 School year, an equity audit was conducted by the Assabet Valley Collaborative. Shrewsbury participates in this collaborative, which seeks to support school districts in program development, student assessments, and student interventions.

Finally, it was overwhelmingly evident to the observer that the staff of the District was caring, competent, and willing to engage in work that supports continuous growth and improvement.

Shrewsbury's mission, vision, focus on SEL, commitment to equity and inclusion, and talented staff members uniquely position it to address the challenges associated with the significant disproportionality finding.

Key Strength #2: Robust and inclusive programming for students with social, emotional, and behavioral needs is available within the District.

Shrewsbury Public Schools have made a substantial commitment to supporting students with social, emotional, and behavioral needs. This commitment is demonstrated through the District's respectful and positive perspectives on students, as well as the robust infrastructure available to students. The following teams are in place to support students with social, emotional, or behavioral needs: Early Intervening Teams (EIT), Student Support Teams (SST), Clinical Rounds Teams, and Emergency Crisis Teams.

SEL approaches and programs are guided by research-based and evidence-based programs. The *Responsive Classroom* program is utilized in the six Pre-K through Grade 4 schools. A *Responsive Advisory* program is implemented at Sherwood Middle School and Advisory at Oak Middle School, while *Advisory* and *Character Strong* programs are in place at Shrewsbury High School. The *Safety Care* program is implemented in all district schools.

Social-emotional-behavioral (SEB) interventions, supports, and services are now available for all students, or are currently in development. These include:

- *Signs of Suicide* curriculum at the Middle Schools and the High School
- Emergency Mental Health Services available to all schools

- *Bridge for Resilient Youth in Transition (BRYT)*, currently at Sherwood Middle School and High School, and in development at Oak Middle School
- Psychological and Counseling Services in all schools
 - Psychologists in all schools
 - Adjustment Counselors – 3 shared by the 6 elementary schools, 3 at each middle school at 1 for middle school BRYT, 1 at the high school and 1 for high school BRYT
 - Clinical Coordinator/BCBA – 2 for the district
- Psychiatric Consultation available to all schools
- Child Psychiatry Fellowship Partnership with UMass Psychiatry Program
- Social Work Partnership with Shrewsbury Youth and Family Services

A strong emphasis on preventive supports and tier one social, emotional, and behavioral strategies reduces the risk of students being inappropriately identified for special education.

Key Strength #3: Students from racial/ethnic groups who are frequently overidentified for special education services are not overidentified in Shrewsbury.

Nationally, Black and Hispanic students have been identified as having disabilities at greater rates than the overall student population (Hussar et al., 2020). Additionally, Black and Hispanic students in special education programs are less likely than their peers in other racial groups to graduate from high school. Finally, the percentage of Black students labeled “emotionally disturbed” is higher than the overall population.

However, the disproportionate representation of Black and Hispanic students is not present in Shrewsbury’s special education program. This is a significant and positive finding because it departs from a disturbing national trend.

AREAS FOR IMPROVEMENT/FUTURE INVESTIGATION

Key Improvement/Investigation Area #1: The overrepresentation of White students in the category of emotional disability may be reflective of an underrepresentation of Asian students in the category.

According to many administrators and staff, some parents, particularly those from East Asian cultures, are reluctant to access special education services. Data from interviews and focus groups revealed speculation that a resistance in special education identification may be grounded in families’ preferences for maintaining their family’s privacy concerning the needs of their children. School staff also indicated that some Asian parents express a hesitancy toward testing and other evaluation activities for their child.

The underrepresentation of a racial group in special education can skew data and create an appearance of overrepresentation of another group. This may be what is occurring with the disproportionality of White students in the emotional disability category. More exploration is needed to determine if underrepresentation of Asian students is contributing to disproportionality of White students. Detailed recommendations are included in the subsequent section of this report.

Key Improvement/Investigation Area #2: The District's Multi-Tiered System of Support (MTSS) Framework is implemented unevenly across buildings.

MTSS is a framework that consists of three tiers. In tier one, high quality, evidence-based academic and behavioral strategies are implemented for all students. Students are screened for difficulties and then progress through increasingly intense interventions in subsequent tiers if they do not respond to interventions. A robust MTSS framework should reduce the need for inappropriate special education referrals because there is a systematic method in place of addressing student needs.

The MTSS framework in Shrewsbury has been in development for a number of years. Interviews and focus groups revealed varying levels of implementation across schools. Staff members interviewed were in consensus that the highest level of implementation has been accomplished at the elementary level, with significant progress at the middle schools, and initial steps in place at the high school.

A lack of fidelity and consistency of MTSS implementation weaken its effectiveness. When a strong prevention and intervention system is not in place, identification for special education services may rely more heavily on teacher judgment rather than data, which can potentially contribute to overrepresentation of students in certain disability categories. “Softer” disability categories such as emotional disturbance and specific learning disabilities are frequently diagnosed through subjective rating scales, interviews, and checklists (Rufo & Causton, 2022). Thus, without a strong MTSS framework in place, identification decisions such as those made when considering students for the category of “emotional disability” may not always be grounded in data.

Key Improvement/Investigation Area #3: Provide professional development in supporting students with social, emotional, and behavioral needs through a systematic approach.

The District has an incredibly strong infrastructure in place to support students with social, emotional, and behavioral needs. This includes the staffing of skilled experts and the implementation of research-based programs. However, the significant disproportionality finding may be indicative of professionals relying on the many experts utilized by the district rather than attempting to resolve the issue at a classroom or tier one level first.

This finding goes hand in hand with inconsistent MTSS implementation. When professionals do not feel skilled in their ability to handle a situation or if a clear process does not exist to address concerns, special education referrals may be viewed as the only prescription for support. Targeted, effective professional development can increase teachers’ senses of self-efficacy. Teachers with

lower levels of self-efficacy are more likely to refer students to special education (Chu, 2011; Dunn et al., 2009; Podell & Soodak, 1993). Further, teachers who lack self-efficacy are more likely to attribute school challenges to factors internal to the child, rather than to the environment or instruction (Woolfson et al., 2007).

Key Improvement/Investigation Area #4: Several of the District's School Board policies have not been reviewed in recent years.

A number of District policies relevant to understanding and addressing the intersection of emotional disabilities and race have not been updated or revised in recent history. Examples of these policies include: (1) Philosophy and Purpose (2001); (2) Student Truancy (1985); (3) Home-School Communication (1994); (4) Administration of Psychotropic Drugs (1979); and (5) Regulations for Conduct of Students (1980).

It is unclear as to the impact of the lack of policy review on special education identification practices. However, a consistent review of policies can support the most up to date and research-based approach.

RECOMMENDATIONS

Recommendation #1: More fully explore the root causes of underrepresentation of Asian students in special education, which potentially skews data and may cause an overrepresentation of White students.

It is possible that a cause for concern which is greater than the overrepresentation of White students in the emotional disability category is the underrepresentation of Asian students. While the exact reason for this phenomenon in Shrewsbury requires additional investigation, a review of relevant research is provided in this section to provide deeper understanding and guide future work. The research cited in this report should not be interpreted as endorsing the belief expressed by some school staff that Asian families are resistant to special education identification, but rather, as information that can support the District in its efforts to more deeply explore the root cause for underrepresentation of Asian students in special education.

Theories on Underrepresentation of Asian Students Identified in the Research

While certain racial and ethnic groups tend to be overrepresented in special education programs, Asian students are significantly underrepresented, less likely than all other racial groups to be identified for special education (Kulkarni, 2017). Research supports the idea that cultural acceptance and understanding of disability impacts willingness to access special education services. A stigma associated with classification among cultural groups has been found to prevent Asian families from agreeing to participation in special education services (Morgan et al., 2008). This stigma may be linked to cultural beliefs that disability is shameful (Hanson et al., 1990) or that disability is a consequence of the sins of ancestors (Chan & Chen, 2011).

Research has also found that Asian American families may perceive special education referrals as based on a prejudice within the school system (Yeh et al., 2004). This finding may additionally be linked to a cultural mismatch between the student being referred to special education and the cultural identification of the school personnel making the referral (Tincani et al., 2009).

Yet, the underrepresentation of Asian American students in special education is a complex phenomenon and one that should not be oversimplified. Family resistance to identification is only one theory explaining this occurrence.

Another explanation for the underrepresentation of Asian Americans in special education cited in research is that Asian students are often viewed as “model minorities” and seen by teachers as consistently outperforming other racial groups due to their hard work and family values that prioritize education (Kulkarni, 2017; Lee, 1994). Teachers who hold this belief, either knowingly or unknowingly, may be less apt to refer struggling Asian students to special education when it is warranted.

However, the model minority stereotype operates on the false assumption that all Asian students come from similar experiences. Research has found that while Asian students in the country as a whole are generally successful academically, Southeast Asian students may be disproportionately struggling (NCLD, 2020). Nguyen et al. (2019) found that Cambodian and Laotian students experience more barriers in school and are less likely to receive high school diplomas. The U.S. Department of Education (2019) further found that Vietnamese and Laotian students tend to be overrepresented nationally for suspensions.

Kulkarni (2017) contends that, “The existing literature on the disproportionate representation of Asian American students in special education leaves several important questions unanswered” (p. 31). Thus, it will be critical for Shrewsbury Public Schools to investigate further the reasons why Asian American students are underrepresented in special education within their specific context.

Suggested Action Steps to Address Recommendation

First and foremost, dialogue with the Asian community will be critical to understanding if family reluctance to special education identification contributes to underrepresentation. A deeper understanding of Asian American students’ and families’ experiences in the Shrewsbury Public Schools will guide additional action steps. This may be achieved through outreach to affinity groups, religious organizations, and informal focus groups and interviews.

If it is found that family resistance to identification contributes to the underidentification of Asian students, thus leading to the overrepresentation of White students in the emotional disability category, the following recommendations are made:

- Provide information on the available special education services, how those services are structured in schools (which tends to be in a highly inclusive manner in Shrewsbury), and steps the District takes to reduce stigma or embarrassment of students with disabilities.
- Assure families that confidentiality and privacy of students with disabilities is taken seriously and supported by law.

- Engage in information-sharing with community and faith-based organizations.

If family reluctance to identification is ruled out as a cause for underrepresentation of Asian students, the following recommendations are made:

- Provide outside expertise and training on disability identification that includes culturally-responsive evaluation practices and consideration for linguistic and cultural differences
- Provide training on child find - the district's obligation to identify all children suspected of having a disability
- Complete a thorough data analysis of identification patterns across the district by school, grade, referral sources, and intersecting demographic variables to better understand under- and over representation by race.

Recommendation #2: Convene a team to make recommendations to the MTSS process for more consistent and even implementation.

The development of a consistent MTSS process is critical to eliminating bias in special education referrals. This team should review the existing processes at each school and level, with a focus on social, emotional, and behavioral needs. The team should review the specific referral patterns by school and grade to determine if there are particular classrooms or grade levels where referrals are particularly high. Coaching support or professional development should then be targeted to those specific grades and/or buildings.

It is also recommended that the team develop a flowchart of available, time-based interventions for tiers two and three as well as strategies to be implemented prior to making a special education referral for emotional disability. A flowchart of available services and placements may also be helpful.

While intervention at tiers two and three is important, core prevention strategies in tier one are equally critical. If students are overidentified for services in tiers two and three, or over referred to special education, this is often indicative of a weakness in tier one. A close examination of the SEL strategies implemented for students with social, emotional, and behavioral needs in tier one should be conducted. This could be achieved through non-evaluative classroom walkthroughs focused on social-emotional learning.

Recommendation #3: Provide professional development on the MTSS framework and on strategies to support students with social, emotional, and behavioral needs.

Professional development on supporting students with social, emotional, and behavioral needs could be implemented immediately. Refresher trainings for the evidence-based programs currently in place should occur. Additionally, professional development on building relationships, reducing and preventing challenging behavior through tier one classroom management, and the explicit

teaching of social and emotional skills will all be supportive of reducing disproportionality in the category of emotional disability.

Subsequent to recommendation two, training on the District's MTSS framework should also occur. This training should begin with administrators and build a solid understanding of any revisions/adjustments made to the process for consistent implementation. Staff can then be trained on the new processes, procedures, and rationale for the changes. A strong MTSS process is helpful in reducing overreliance on teacher judgment or feeling rather than data.

Recommendation #4: Review policies and procedures relevant to special education identification processes that have not been recently updated.

Policies and procedures relevant to identification practices should be reviewed as soon as possible and placed on a cycle of review (i.e., every three years). A facilitated work group including leaders and representatives from various racial and ethnic groups should be part of the process. The review should be centered around the District's commitment to diversity, equity, and inclusion. Following the review and revision of policies and procedures, updates must be communicated to staff and other constituents.

CONCLUSION

Shrewsbury Public Schools is well-positioned to address the challenges associated with the finding of significant disproportionality of White students in the emotional disability category. Its competent, caring, and dedicated staff, robust array of social-emotional programming, and commitment to equity and inclusion are all assets. Further, students from racial groups that are consistently overidentified for special education services throughout the country are not experiencing disproportionality in Shrewsbury - this is to be commended.

Additional investigation into the potential contributing factor of underrepresentation of Asian students in special education in Shrewsbury will be necessary to fully address the disproportionality finding. This is a complicated phenomenon with multiple potential root causes in need of exploration.

Finally, the implementation of an MTSS framework with consistency across buildings, a review of policies and procedures, as well as professional development on MTSS and supporting students with social-emotional challenges will further assist in remedying the problem of disproportionality moving forward.

REFERENCES

- Center for Advancing Social Emotional Learning (CASEL) (2018). *Connecting schoolwide SEL with other school-based frameworks*. https://schoolguide.casel.org/uploads/2019/01/SEL_MTSS-and-PBIS.pdf
- Chan, S., & Chen, D. (2011). Families with Asian roots. In E. W. Lynch & M. J. Hanson (Eds.), *Developing cross-cultural competence: A guide for working with children and their families* (4th ed., pp. 234–318). Baltimore, MD: Brookes.
- Chu, S.Y. (2011). Teacher perceptions of self-efficacy for special education referral of students from culturally and linguistically diverse backgrounds. *Education*, 132(1), 3-14.
- Dunn, M.W., Cole, C.M., & Estrada, A. (2009). Referral criteria for special education: General education teachers' perspectives in Canada and the United States of America. *Rural Special Education Quarterly*, 28(1), 28-37.
- Hanson, M., Lynch, E., & Wayman, K. (1990). Honoring the cultural diversity of families when gathering data. *Topics in Early Childhood Special Education*, 10, 112– 131.
- Hussar, B., Zhang, J., Hein, S., Wang, K., Roberts, A., Cui, J., & Purcell, S. (2020). *The condition of education 2020*. U.S. Department of Education. National Center for Education Statistics.
- Individuals with Disabilities Education Improvement Act of 2004 (PL 108-446).
- Morgan, P. L., Frisco, M. L., Farkas, G., & Hibell, J. (2008). A propensity score matching analysis of the effects of special education services. *Journal of Special Education*, 43, 236–254.
- Nguyen, B. M. D., Noguera, P., Adkins, N., & Teranishi, R. T. (2019). Ethnic discipline gap: Unseen dimensions of racial disproportionality in school discipline. *American Educational Research Journal*, 56(5), 1973–2003.
- Podell, D.M., & Soodak, L.C. (1993). Teacher efficacy and bias in special education referrals. *Journal of Educational Research*, 86(4), 247-253,
- Rufo, J.M., & Causton, J. (2022). *Reimagining special education: Using inclusion as a framework to build equity and support all students*. Brookes Publishing.
- Tincani, M., Travers, J., & Boutot, A. (2009). Race, culture, and autism spectrum disorder: Understanding the role of diversity in successful educational interventions. *Research and Practice for Persons with Severe Disabilities*, 34, 81–90.
- U.S. Department of Education. (2019). 41st Annual Report to Congress on the Implementation of the IDEA Act. p. 87.

Woolfson, L., Grant, E., & Campbell, L. (2007). A comparison of special, general, and support teachers' controllability and stability attributions for children's difficulties in learning. *Educational Psychology, 27*(2), 295-306.

Yeh, M., Forness, S. R., Ho, J., & McCabe, K. (2004). Parental etiological explanations and disproportionate racial/ethnic representation in special education services for youths with emotional disturbance. *Behavioral Disorders, 29*, 348–358.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **01/19/22**

A. SHS Program of Studies for 2022-2023: Vote

BACKGROUND INFORMATION:

The School Committee heard a presentation of proposed changes to the Program of Studies (POS) at its January 5, 2022 meeting. At that time, a memorandum from Mr. Bazydlo outlining proposed changes was provided for the Committee's review. The complete Program Of Studies is enclosed.

ACTION RECOMMENDED:

That the School Committee vote to approve the Shrewsbury High School 2022-2023 Program of Studies as presented.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

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

**Shrewsbury High School
Shrewsbury, Massachusetts**

Program of Studies

2022-2023



SHREWSBURY HIGH SCHOOL MISSION STATEMENT

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

TABLE OF CONTENTS

Principal's Message. . .	2
Shrewsbury High School's Mission, Core Values, & 21 st Century Learning Expectations. . .	3
Shrewsbury Public Schools Non-Discrimination Policy. . .	4
General Information. . .	7
Information on Health and Sexuality Education. . .	15
Special Programs. . .	17
English. . .	21
English Language Learners. . .	26
Family and Consumer Science. . .	29
Health and Physical Education. . .	33
Instructional Technology, Television & Media Service. . .	38
Mathematics. . .	44
Performing Arts. . .	55
Science and Engineering. . .	64
Social Sciences. . .	77
Visual Arts . . .	85
World Languages. . .	90

***Shrewsbury High School
64 Holden Street
Shrewsbury, Massachusetts
508-841-8800***

Message from the Principal

Dear Students and Parents:

I am pleased to present the 2022-2023 *Shrewsbury High School Program of Studies*. Choosing a challenging and appropriate course of study is a very important piece of your high school experience. As you will see, Shrewsbury High School has a wide variety of courses for you to select from. While many are required for graduation, there are electives that you may select based on personal interest and future goals. Please take the time to review this booklet and then seek additional information and clarification from your teachers, counselors, and department directors.

The academic and elective programs at Shrewsbury High School have been carefully developed to integrate the *Massachusetts Curriculum Frameworks*, which the *Massachusetts Comprehensive Assessment System (MCAS)* is built on. This is particularly important, as all students must pass the MCAS in addition to completing all Shrewsbury High School course requirements to earn a diploma. You will also notice that all courses reflect our *21st Century Learning Expectations*, which you will find on page 3 of this book. These *Expectations*, which are divided into three categories: academic, civic, and social, outline what we expect every Shrewsbury High School student to be able to demonstrate by the time they graduate.

We look forward to working with you as you plan your future at Shrewsbury High School and beyond. If you consider your selections carefully and challenge yourself appropriately your high school experience will be both rewarding and memorable.

Sincerely,

Todd H. Bazydlo
Principal

Shrewsbury High School Mission Statement

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

Shrewsbury High School's Core Values

The Shrewsbury High School community has worked to identify our school's core values and beliefs. A committee of students, staff and parents utilized current educational research to identify and highlight the core values, beliefs and 21st-century learning expectations that help drive our educational programming. The work of the committee and faculty resulted in the identification of our Core Values and Beliefs which are: Life-Long/Reflective Learners, Equity, Advocacy, Dedication, Empathy, Responsibility/Respect and identified the 21st-century skills that all Shrewsbury High School students will demonstrate upon graduation. We have shared our values in an acronym L.E.A.D.E.R to help ensure that all students can easily identify our school community's values and beliefs regarding their education.

Life-Long/Reflective Learners

Equity

Advocacy

Dedication

Empathy

Responsibility/Respect

21st Century Learning Expectations

Academic Expectations: Students at Shrewsbury High School will:

1. Apply critical thinking to solve problems.
2. Apply creativity to formulate work and express themselves in a variety of ways.
3. Exhibit effective communication skills.
4. Access, analyze and demonstrate an appropriate and varied use of information literacy and technology skills.
5. Develop and maintain health, wellness, fitness, and self-advocacy.

Social Expectations: Students at Shrewsbury High School will:

6. Demonstrate personal responsibility.
7. Show respect for all individuals through collaborative and cooperative opportunities.

Civic Expectations: Students at Shrewsbury High School will:

8. Exhibit a commitment to community involvement.

Shrewsbury Public Schools Statement of Non-Discrimination

The Shrewsbury Public Schools are required by the Massachusetts Department of Education to publish an annual statement of non-discrimination. This notice serves to meet that requirement.

The Massachusetts Equal Educational Opportunity statute, General Laws Chapter 76, § 5, ensures that all students have the right to equal educational opportunities in public schools. The Shrewsbury Public School District is committed to ensuring equal educational opportunities for all students and does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation or disability.

The Shrewsbury Public Schools are in compliance with state and federal laws prohibiting discrimination and harassment. The following laws apply:

Massachusetts General Law Chapter 76, § 5, which states, "No person shall be excluded from or discriminated against in the admission to a public school or in obtaining the advantages, privileges, and course of study of such public school on account of race, color, sex, religion, national origin or sexual orientation."

Title IX of the Educational Amendments of 1972, is a federal statute which states, in part, "No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program receiving federal assistance." This requirement not to discriminate in educational programs and activities also extends to employment. Ms. Barb Malone is the Title IX Coordinator and Director of Human Resources and she can be reached at (508) 841-8400.

Title VI of the Civil Rights Act of 1964, provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity receiving federal financial assistance. Title VI provides for equal access and prohibits discrimination in the assignment of students to classes. It also prohibits discrimination in ability grouping or tracking students.

The Shrewsbury School Committee Policies #316 and #645 deal directly with the issues of harassment. Copies of these policies are available in the principal's office at each school or through the Superintendent's Office, located at 100 Maple Avenue, Shrewsbury, MA 01545. Further information may be obtained by contacting Ms. Barb Malone, Director of Human Resources at (508) 841-8400.

The following grievance procedure which was approved by the Shrewsbury School Committee is to be used for all issues relating to harassment or discrimination involving students and/or staff:

- The Shrewsbury Public Schools does not and will not knowingly discriminate against any student or employee on the basis of race, color, sex, religion, national origin, sexual orientation or disability. All reports of harassment or discrimination will be taken seriously and investigated in a timely fashion. Reports will be held in the utmost confidence.
- Any individual who believes he/she has been the subject of harassment or discrimination should immediately report the incident, either verbally or in writing to an administrator, adjustment counselor, guidance counselor, or teacher. The principal must be notified in all cases of harassment or discrimination. All cases of harassment involving a staff member will be reported to the Director of Human Resources.
 - An administrator will first meet with the parties involved in an attempt to resolve the issue informally.
 - If the complainant is unable to meet with the alleged harasser, the administrator, teacher, or counselor may assist the complainant in drafting a letter clearly describing the incident (behavior, where and when it occurred), how the complainant felt, and a request that the behavior stop immediately.
 - Any letter should be signed by the complainant, sent to the alleged harasser and is kept on file by the school administrator.
 - The alleged harasser may be encouraged to apologize, personally or by letter or to write a letter refuting the allegations.
- In cases of alleged harassment requiring formal investigations, the following shall be implemented.
 - The complainant shall have the support of a staff member of his/her choice and the alleged harasser will also have the opportunity to select representation (union representative, attorney, teacher, etc). An administrator from the appropriate level will complete an investigation promptly and make a decision regarding the allegations.
- In serious cases where alleged harassment does not stop following a warning, appropriate disciplinary sanction may be imposed, up to and including suspension or dismissal.
 - If the conduct violates the law the incident will be reported to the appropriate authorities by the school administration.
 - Retaliation or threats of retaliation are unlawful and will not be tolerated.
 - In all cases of harassment or discrimination, the investigating administrator will make a final disposition and issue a written report, which will be maintained in the school's files.
- If the complainant cannot utilize the procedure detailed above because the alleged harasser is involved in the procedure, the complainant should contact the Superintendent of Schools. Complaints about the Superintendent of Schools should be made to the Chairperson of the School Committee.

Section 504 of the Rehabilitation Act of 1973 is a federal statute which states, in part, "No otherwise qualified individual shall solely on the basis of handicap, be excluded from participation in, be denied benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance." This requirement not to discriminate in educational

programs and activities also extends to employment. Each school has a designated Section 504 Coordinator. Initial inquiries relating to Section 504 should be directed to the building-based Section 504 Coordinator who can be contacted through the principal's office. Further information may be requested by contacting the Asst. Superintendent for Student Services at (508) 841-8660.

The following grievance procedure should be used to report discrimination under Section 504 of the Rehabilitation Acts of 1973:

- To fulfill its obligation under Section 504, the Shrewsbury Public Schools recognizes a responsibility to avoid discrimination in policies and practices regarding personnel and students. No discrimination against a person with a disability will knowingly be permitted in any of the programs or activities of the Shrewsbury Public Schools.
- The school district has a specific requirement under the Rehabilitation Act of 1973, which includes the responsibility to identify, evaluate and if the child is determined to be eligible under Section 504, to afford access to free and appropriate educational services. Questions about eligibility or services should be first directed to the building-based coordinator.
- If a parent or guardian disagrees with the determination made by the professional staff of the school, he/she has a right to a hearing, first with the district's Section 504 Coordinator, and secondly with an impartial hearing officer. The district's Section 504 Coordinator can be reached at 15 Parker Road, Shrewsbury, MA 01545 or by phone at (508) 841-8660.
- All grievances will be heard in a timely manner by the district's Section 504 Coordinator, who will provide a written report of the district's findings. If a parent or guardian is unsatisfied with the results of the review they may appeal to the Superintendent of Schools.
- For grievances not resolved at the Superintendent's level, a review by an impartial hearing officer may be scheduled.

Individuals with grievances are not required to use the Shrewsbury Public School's grievance procedure. Written complaints may be filed with the following agencies:

Massachusetts Department of Education
75 Pleasant Street
Malden, MA 02148-5023 (781) 338-3000

United States Department of Education
Region 1 – Office of Civil Rights
John W. McCormack Post Office and Courthouse – Room 222
Boston, MA 02109-4557 (617) 223-9662

Equal Employment Opportunity Commission
One Congress Street
Boston, MA 02114 (617) 565-3200

Massachusetts Commission Against Discrimination
One Ashburton Place, Room 601
Boston, MA 02108 (617) 727-3990

General Information

Demographic Profile

Shrewsbury is principally a residential town with a population of 37,000; however, there is a significant amount of industry and business in the community. The public school system includes a pre-school, five elementary schools, two middle schools (grades 5/6 and 7/8) and one high school (grades 9 through 12). Shrewsbury is located in central Massachusetts, five miles east of Worcester and thirty-five miles west of Boston. Shrewsbury High is a four-year comprehensive high school housing approximately 1850 students. The school is accredited by the New England Association of Schools and Colleges (NEASC).

How to Plan a Program

Planning an educational program is an ongoing process and should involve the student, parents, teachers and school counselors. Course selection marks the beginning of responsible decision-making for many students. Parents should be involved in giving both help and direction as a student works through his/her decision. A major part of the process of course selection involves the gathering of information. Classroom teachers and school counselors are valuable resources at this stage.

The Program of Studies has been prepared with students in mind. Read it first to obtain information on the entire high school curriculum and then read the booklet a second time, more carefully, to obtain specific information on those courses which are either required for next year or those in which you have a particular interest and will elect.

Classroom teachers have in-depth knowledge of the content of various courses taught within their department. In addition, they are usually aware of the level of expectation within each course. Because they know students well and the kind of work individuals are capable of, teachers can make valid recommendations as to which courses to take within the department.

School counselors have a broad overview of the entire curriculum. Besides having a strong sense of the student's performance and ability level, counselors are very aware of the courses necessary to fulfill graduation requirements. In addition, counselors are able to provide advice about the kind of program and courses, which will be helpful to students as they prepare to pursue post-high school plans. Final placement can be discussed with the appropriate counselor and department director. **Not all student choices can be accommodated within scheduling constraints and school placement policies. The principal will make final decisions on placement.**

Graduation Requirements

To earn a diploma from Shrewsbury High School, a student must earn a minimum of 105 credits and pass the Massachusetts Comprehensive Assessment System (MCAS). Specific distribution requirements must be fulfilled for graduation.

All students must earn at least the following credits:

20 credits in English	10 credits in Physical Education
15 credits in Social Sciences	3.75 credits in Health
15 credits in Math	2.5 credits in Fine or Performing Arts
15 credits in Science	23.75 credits in Electives

Within the stated credits, students must earn a specific number of credits in the following courses:

Subject Area	Total # of Credits Required for Graduation	Specific Courses Required for Graduation
English	20	English 9—5 credits
		English 10—5 credits
		English 11—5 credits
		English 12—5 credits
Social Sciences	15	U.S. History I—5 credits
		U.S. History II—5 credits
Math	15	---
Science	15	---
Health	3.75	Health 9: Wellness - 1.25 credits Health 10: Healthy Living - 1.25 credits Health 11: Lifelong Health - 1.25 credits
Physical Education	10	Grade 9 PE—2.5 credits
		Grade 10 PE—2.5 credits
		Grade 11 PE—2.5 credits
		Grade 12 PE—2.5 credits
Fine or Performing Arts	2.5	---
Electives	23.75	---

A semester of work in a course that meets daily earns 2.5 credits; a full year’s work in a course that meets every day earns 5 credits. Freshmen and sophomores must carry a minimum of 31.25 credits. Juniors must carry a minimum of 28.75 credits and seniors must carry a minimum of 30 credits.

Only credits earned in grades 9-12 may be applied to graduation requirements. In order to participate in graduation, **ALL** requirements must be met. In addition, a senior must remain in good standing throughout senior year and pass four full credit courses (2.5 credits per semester) for the second semester. Courses that are graded on a Pass/Fail basis are not included toward the four

unless stipulated on an IEP or by prior administrative agreement. Seniors who do not successfully complete the requirements for a diploma are not allowed to participate in the graduation ceremony.

Promotion Policy

In order to continue with the class, students must earn the following credit

To be considered a sophomore	A student must earn 21 credits
To be considered a junior	A student must earn 45 credits
To be considered a senior	A student must earn 73 credits

Students repeating freshman year may be promoted to the sophomore year at the end of the first semester if they have earned 33 credits. Those students repeating sophomore year may be promoted to the junior year at the end of the first semester if they have earned 59 credits. Students repeating junior year may be promoted to the senior year by earning 89 credits by the end of the first semester.

Repeating Courses

Students may repeat courses for the following reasons:

- Failures
 - Both grades (the failing grade as well as the new grade) will appear on the transcript and will be counted towards GPA.
- Poor Grades
 - Both grades (the lower grade as well as the new grade) will appear on the transcript, and both grades will count towards GPA.

Summer School/Credit Recovery

Summer School/Credit Recovery may be offered to provide students with the opportunity to make up failed courses.

- Students must attain a minimum grade of C- in the summer school/credit recovery course in order to receive credit.
- All summer school/credit recovery courses will be considered equivalent to one semester of work (worth 2.5 credits).
- Make-up should be done during the summer school session following the academic year in which the course was taken. No sequential courses may be taken prior to passing the prerequisite. Students failing one semester of English must make it up during summer school (if teacher approved) or during the academic year immediately following the failure. Whenever two semesters of English credit are outstanding, the student may *not* go on to the next year of English. He/she must make up both semesters of English at that point.
- A student must have the approval of the counselor and administrator to attend summer school/credit recovery program. He/she must maintain good attendance, make a reasonable

effort, and exhibit acceptable behavior in the failed class. Administrators will review cases on appeal with the department director.

To discuss course offerings and the selection process, please make an appointment with your school counselor:

Lee Diamantopoulos	508-841-8852	Email: ldiamantopoulos@shrewsbury.k12.ma.us
Susan Eriole	508-841-8830	Email: serieole@shrewsbury.k12.ma.us
Angie Flynn	508-841-8824	Email: aflynn@shrewsbury.k12.ma.us
Frank Flynn	508-841-8851	Email: fflynn@shrewsbury.k12.ma.us
Jammie Lussier	508-841-8827	Email: jlussier@shrewsbury.k12.ma.us
Jessica Rice	508-841-8834	Email: jrice@shrewsbury.k12.ma.us
Sean Russell	508-841-8829	Email: srussell@shrewsbury.k12.ma.us
Tiffany Vega	508-841-8715	Email: tvega@shrewsbury.k12.ma.us
Tammy Yeung	508-841-8818	Email: tyeung@shrewsbury.k12.ma.us

Course Levels

All placements are designed to provide the maximum intellectual challenge for each student. The school makes placement decisions on the basis of aptitude as determined by standardized testing, past academic performance, and teacher recommendations. Placement assumes that ability will allow success, but normal student effort is also assumed; low grades are not automatically a basis for dropping levels. It is also assumed that students and teachers will anticipate upward movements in level placements based on intellectual growth over years of schooling. Placement levels may vary in different subject areas.

Advanced Placement (AP):

AP courses are college-level classes that follow a specific, College Board approved curriculum taught by Shrewsbury High School staff. Courses are designed for the maximum challenge of the most intellectually curious students. Very substantial initiative and independent work is the norm. Students are expected to take the AP examination.

Honors:

Where Advanced Placement is not available, honors is the highest level in intellectual challenge. Substantial initiative and independent work is the norm.

A Level:

The largest grouping of students in the high school is A Level. Courses require a moderate to extensive intellectual development and outside preparation. These courses are designed to prepare students for college and the world of work.

Grade Point Average/Class Rank

Grade point average is calculated from the total number of quality points a student earns. The grades received in the course taken and the level of the courses determines quality points. Shrewsbury High School does not report class rank to colleges and universities. Students' weighted grade point average is reported on the transcript and to colleges/universities.

Calculation of the valedictorian and salutatorian is based on the top two highest weighted grade point averages. In order to be considered for Valedictorian and/or Salutatorian, students must be enrolled as a Shrewsbury High School student for 8 consecutive semesters. Final determination of these distinctions will be made at the conclusion of quarter 3 of students' senior year.

Course Levels/Quality Points

Grade	AP	Honors	A Level
A+	5.7	5.2	4.7
A	5.3	4.8	4.3
A-	5.0	4.5	4.0
B+	4.7	4.2	3.7
B	4.3	3.8	3.3
B-	4.0	3.5	3.0
C+	3.7	3.2	2.7
C	3.3	2.8	2.3
C-	3.0	2.5	2.0
D+	2.7	2.2	1.7
D	2.3	1.8	1.3
D-	2.0	1.5	1.0
F	0	0	0

The semester grade is an average of the two-term grades added to the semester exam. The weight of the semester exam may range from 10% to 20% of the semester grade.

Course Commitment

Allocation of staff, rooms, and the number of sections offered are determined by the number of student requests received for a specific course; therefore, students selecting full-year courses are committed to remaining in the course for the entire year. Exceptions are permitted under certain circumstances. Also, students selecting semester courses are committed to remaining in these courses for the semester scheduled.

Recommended Program

The “best” schedule is the one that includes a comprehensive educational plan linked with career awareness and exploration. SHS offers students’ applied academic courses, workplace, and school-based learning, occupational and technical courses, field trips and internships. Our curriculum will effectively prepare students to live and work in a highly technical society through meaningful educational and career preparation.

College Preparatory Program

As suggested earlier, school counselors can provide sound advice about an appropriate college preparatory program. Generally speaking, students should enroll for the most rigorous level of classes that they can handle. Each year students should be taking “major” courses in the liberal arts: English, mathematics, languages, social studies and science. In addition to these solid academic courses, students should also take the opportunity to broaden their scope and satisfy their interests by taking electives in the areas of family and consumer science, art, music, engineering, technology, and media.

College preparatory academic courses should include:

- **English:** courses in composition and literature that will include the development of reading, writing and comprehension skills.
- **Mathematics:** courses in algebra, geometry, advanced math. Students considering attending a Massachusetts state university are required to take four years of math as prescribed by the Massachusetts Board of Higher Education. Additionally, students who plan to major in math, science or engineering, should take a fourth year of math, including calculus.
- **Science:** courses in biology, chemistry or physics.
- **History/Social Sciences:** challenging advanced electives in human and social development.
- **World Language:** two to three years of the same foreign language are the minimum language requirements. More are strongly recommended. Highly selective colleges look favorably upon four or five years.
- **Related Electives:** to broaden the depth and scope of a student’s educational background. Examples of these courses include child development, art, music, T.V. or technology.

Two-Year Technical/Junior/Community College

Students planning post-high school education at a two-year college should follow the same prescribed program as for the four-year college.

School-to-Career

Students planning to join the workforce full-time immediately upon graduation, in an entry-level position, should plan their high school program not only to satisfy graduation requirements but also to take advantage of courses that will provide marketable work-based competencies. Courses from Family & Consumer Science, Technology Education, Media/TV production, music/art departments, Cooperative Work Study such as Job Shadowing, are strongly recommended.

Computer Access

Shrewsbury High School fully embraces the guiding principle that technology enhances teaching and learning. In support of this belief, SHS has increased access to technology by providing each student an iPad and maintaining several computing areas. Access to computers can be found in the media center, computer labs and teachers have access to department laptop carts. These labs are scheduled by teachers and/or departments in order to teach entire classes a particular application or to hold workshops. Daily after-school access is available in the computer labs until 2:30 pm & in the media center until 3:00 pm.

Tutoring Services

Peer tutoring is designed for students who need extra help in a subject. Tutors help support 9th and 10th graders with content, organization, and study skills. Peer tutors are National Honor Society members or students in grades 11-12 who have been recommended by their teachers. Tutoring sessions take place in departmental areas or media center during the student's study period; tutoring continues for as long as needed. Students are referred by a teacher, counselor, administrator, or parent. Please contact the school counseling office for more information about the program.

School Psychologists

School Psychologist Counseling Services are available to all students in order to help them cope better with personal issues that may jeopardize healthy adolescent development. Students may make appointments directly with the school psychologists or through school administrators, teachers, school nurses, parents, or counseling staff.

School Psychologists:

Mrs. Michelle LeMay (508-841-8800 x2025) - Ms. Jazmin Santos (508-841-8775)

School Counseling Department

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

Seminars

School counselors design, plan, and deliver a developmental school counseling curriculum through group seminars. Counselors will use a career and college program to help students in every step of their post-secondary planning.

Grade 9

Students participate in a three-day curriculum that assists students through the transition of high school by addressing the culture of SHS through its Core Values and understanding how to navigate SHS academically and personally to achieve success. Students are also introduced to our career and college search program.

Grade 10

Students participate in a three-day curriculum understanding personal academic goals and school resources available to support their goals. In addition, students will develop a personal in-depth career exploration. Students complete a financial planning activity and are also introduced to Test Prep for access to SAT and ACT preparation.

Grade 11

Students participate in a three-day junior planning seminar. Juniors begin the post-secondary planning research process by utilizing our career and college program in preparation for Junior Planning Night for students and parents/guardians. During semester two, counselors will meet with juniors to discuss post-high school planning and the college search process.

Grade 12

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

Special Education Services

Shrewsbury High School is committed to providing comprehensive programs for students with disabilities. The high school subscribes to the philosophy that all students can learn and that the purpose of special education is to minimize the impact of disability and maximize student ability to achieve success in the least restrictive environment with the greatest access to the general curriculum.

A teacher, parent, social worker, and/or physician may refer students for evaluation. Following a referral, students are determined to be eligible for special education services when all three of the following conditions are met:

1. A student has a documented disability
2. A student is not making effective progress as a result of that disability
3. A student requires specialized instruction or related services in order to access the general curriculum

For further information regarding procedures and programs, please contact the Special Education Department Director.

Director of Special Education:

Mrs. Meghan deLeon (508-841-8828)

Library Media Services

The Library Media Program at Shrewsbury High School provides experiences which help students become independent, self-sufficient learners and researchers by offering instruction and guidance in the use of our extensive reference collection, both in print and electronic media. The program also fosters an enjoyment of literature and an appreciation of varied literary genres.

Research activities are embedded into the curriculum where the media specialist and the teacher work collaboratively to assist the students. Students also visit the media center during directed study periods to work independently or in small groups. The media center and multimedia function presentation room are available for students' daily use. The Media Center is open daily until 3:00 p.m.

Media Center Staff:

Emily Bredberg, Media Specialist (508-841-8821)

School Nurses

The school nurses strengthen and facilitate the educational process by improving and protecting the health of children. The major focus of school nursing services is the prevention of illness and disability, and the early detection and correction of health problems.

School Nurses:

Brenda Filiere (508-841-8768)

Pam Johnson (508-841-8822)

Michelle Rogers (508-841-8822)

Information on Health & Sexuality Education

There are a variety of courses offered at Shrewsbury High School that include information with reference to sexuality and human growth and development. These programs have been developed by our professional staff and endorsed by the Health Education Advisory Council. The overall goal is to promote the health and well being of our students and to help them make wise and informed decisions during their teenage years and beyond.

Sexuality education is a component within the Health, Science, Social Studies, and Family and Consumer Science Departments. Topics such as puberty; dating; relationships and communication skills; pregnancy; birth control; abortion; sexual orientation; prevention of HIV/AIDS and other sexually transmitted diseases; and prevention of sexual abuse are included. The specific courses that include these topics are listed below. Parents are welcome to review the materials for these curricula. Please contact the appropriate dept director to arrange a convenient time and location.

During the instruction, students will be able to ask questions, which will be answered factually and in an age-appropriate manner. Each student’s privacy will be respected, and no one will be put on the spot to ask or answer questions or reveal personal information. Material will be presented in a balanced, factual way that makes clear that people may have strong religious and moral beliefs about issues such as birth control and abortion, and that these beliefs must be respected.

Under Massachusetts law MA G.L. C. 71 §32A and School Committee policy, a parent may exempt a child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. To receive an exemption, simply send a letter requesting an exemption for your child to the principal. No student who is exempted from this portion of the curriculum will be penalized. The school will provide an alternative assignment to students who are exempted.

Courses including sexuality education and human sexuality issues are as follows:

Health Education	Human Reproduction; Conception; Contraception; Sexually Transmitted Diseases; HIV/AIDS; Sexual Orientation; Relationships; Abuse
Bioethics	Introduction to Bioethics; Population Control and Birth Control; Abortion; HIV/AIDS
Biology (All levels)	Human Reproduction
Psychology	Development; Motivation (four main areas: sexuality, hunger, Achievement, and the need to belong)
AP Psychology	Biological Bases of Behavior; Motivation and Emotion; Physical and Cognitive Development; Social Development; Social Psychology; Psychological Disorders
Child Development	Teen Pregnancy and Parenthood; Prenatal Development; Preparing for Birth; The Baby’s Arrival; Special Challenges for Children; Understanding the Behaviors of Children
Early Childhood Education	Guiding Children’s Safety; Understanding Four and Five - Year - Olds; Guiding Storytelling Experiences

Special Programs

Shrewsbury High School is a comprehensive public high school and as such its curricular offerings are designed to meet the needs of most students. There are times, however, when a student needs special programs or courses. Shrewsbury High School has several programs that may meet the needs of these students. For more specific information, it is important that students discuss these options with their guidance counselors to find out about enrolling in these special programs.

Course Offerings:

Academic Support	Job Shadowing Program
Accounting	SHS Capstone Exhibition Honors
Cooperative Work-Study Program	Virtual High School
Learning Skills	Vocational Exploration
World of Work	Mobile On-Site Vocational Education (MOVE)

Academic Support (9507) Grade (s): 9-12

Prerequisite: Permission of Instructor

Academic Support is a supportive academic environment designed to assist students to succeed in a regular education program. Support is provided to enhance organizational skills, study skills, and expectations of the academic classroom and teachers. The goal of this course is to help students to develop the necessary skills for continued achievement in high school. This course meets for 6 days during the 7-day cycle.

Accounting (2024)

Elective Full Year Grade (s): 12 A Level

This course stresses the basic principles necessary for an intelligent understanding of the books and records used in business: debits and credits; opening and closing books; classification and analysis of accounts; controlling accounts; trial balance; working papers, and the preparation of financial statements. As concepts are learned, students will use a computer application that provides the opportunity to use automated accounting software to record their work. This course cannot be used to fulfill the three-year graduation requirement in Mathematics.

SHS Capstone Exhibition Honors (9504)

Elective Full Year Grade (s): Grade 11 Semester 2 continuing through Grade 12, Semester 1

Prerequisite: Permission from the coordinator

The intent of this program is to allow a select number of juniors and seniors to engage in Project-Based Learning in an area of personal interest. Students will pursue an independent project over the course of the spring of their junior year and the fall of their senior year. The project may center around any of the major academic disciplines, art, music, technology, exercise/fitness, mindfulness, writing, or performance, to name a few. Students may also consider an internship or paid employment as part of their project. The required public exhibition will be evidence of a

student's learning over the course of the year; it will celebrate that learning and showcase a final product that enables students to share their experience with a larger audience. Additionally, students will demonstrate their ability to problem solve, organize time and resources, communicate effectively and reflect on themselves as a learner. Students will be required to demonstrate competence through the creation of a portfolio, exhibition, and reflective journal. Students will be required to meet performance benchmarks to remain in the program. Benchmark assessments will be made by a faculty mentor. Removal from the program is at the discretion of the faculty coordinator; decisions may be appealed to the principal. Students must apply by the end of sophomore year to be considered for this program.

Virtual High School

Elective Semester or Full Year Grade(s) 11-12 A Level, Honors or AP

Virtual High School is a worldwide leader in offering high school courses in an online format. At Shrewsbury High School students can choose from over 200-semester courses and 7 full-year Advanced Placement courses. Some of the more popular courses include Criminology, Investing in the Stock Market, Business & Personal Law, Forensic Science, Art History, and Pre-Veterinary Medicine. Popular Advanced Placement courses include AP Economics (Micro & Macro), AP Government & Politics, AP Art History, and AP Computer Science. VHS students should be motivated, independent learners who can budget their time effectively, enjoy working independently, and want to use current information and communication technologies. Students have a designated class time as they would with any other elective. Check out Virtual High School by visiting the website at www.govhs.org where you can follow the academic link to the course catalog and a demo net course.

Job Shadowing Program (9974)

Elective Grade(s): 10-12

The Job Shadowing Program provides students with opportunities to explore occupations of interest to them. On an individual basis, students visit an adult at work for one day to gain first-hand familiarity with careers of interest to them. Students may identify their own sponsor for this program. Each job shadowing student may visit one work site per semester. Each participating student is required to research the occupation to be observed before the visit and to write a reflection after the experience. Students may sign up for Job Shadowing as part of the scheduling process, or at the beginning of the school year. This course will be graded as Pass/Fail. Students may earn up to 0.5 credits for each experience.

Cooperative Work Study Program (9988/5 credits), (9989/10 credits), (9990/15 credits)

Elective Grade(s): 11-12

Prerequisite: Permission of Program Coordinator, Administration, School Counselor

Cooperative Work-Study Program is occupation-oriented paid work experience. It gives students an opportunity to integrate on-the-job experience with their chosen career pathway. Students will work to improve industry-based skills and knowledge with skills already developed in school. This program allows students to attend school in the morning and work in a related business in the afternoon and evening. Students are required to complete an application process that will include

the program coordinator, administration, and school counselor approval to enroll. Students will be required to meet with the program coordinator quarterly to develop a portfolio of vocational materials, comply with program guidelines, and act in a responsible manner to be successful in this program. Credit will be based on a period (s) assigned and grading is Pass/Fail.

Learning Skills (9/10, 11/12) (9901)

Prerequisite: Permission of Instructor

The Learning Skills course is designed to provide students with skills that are necessary to be successful in high school, as well as to prepare students to transition to post-secondary settings (work, college, adult living, etc). Students receive instruction individually and/or in small groups according to students' individual learning styles. Learning Skills lessons are designed to teach executive functioning, study techniques, career planning, self-advocacy, and self-determination skills. In addition, students will be provided with instruction to develop compensatory strategies skills that will assist them in becoming independent learners. Students complete a minimum of four activities in the following domains each academic school year as determined by teacher assessment: goal setting and planning, academics and career skills, and self-determination.

Vocational Exploration (9914)

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences, is designed to improve the student's functional job experience within the Shrewsbury High School environment, with explicit teacher instruction and feedback. Skills targeted include initiating communication, appropriately asking for help, accepting feedback professionally, independent problem solving, and building task acquisition skills. Job tasks have included distributing copied worksheets to teacher mailboxes, organizing and delivering supplies throughout the school, cleaning glasses and measuring them in a lensometer, and window cleaning all of which are meaningful skills that students can bring to other job positions and add to their resume. In addition, this course includes an online component to complete a number of vocation-related lessons related to job-related skills such as communication and problem solving, etc.

World of Work (9916)

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences, is designed to improve the student's completion of a variety of vocational routines or tasks. These activities include but are not limited to: reading recipes, preparing food items, stocking items, laundry, loading and unloading the dishwasher. In addition, students will complete a variety of interest inventories to then explore preferences for tasks and settings. In addition, when appropriate students will attend community-based learning activities within the structure of the school day that focuses on money skills, communication skills, interpersonal skills, and foundational math skills.

Mobile On-Site Vocational Education (MOVE) (9920)

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences, is

designed to provide functional job experience in community settings with support. It operates each school day during the last 2 class periods and lunch, although each student's schedule is individualized to allow for work/academic balance. Students may have the opportunity to participate in vocational opportunities at area hotels, where they will travel to and complete a variety of skills including but not limited to sweeping, dusting, and general maintenance of tables and walkways in the hotel lobby, outside and inside plant trimming and maintenance, laundry folding in housekeeping, cleaning the exercise room, clerical tasks in the office, basic food prep kitchen, and organizing food products and organizing in snack concessions. All students rotate through each work area on a weekly basis, with a range of short-term activities combined with regular long-term projects throughout the year designed to bring back their work to SHS; this might include staffing staff and/or student events throughout the year. Students work with a combination of a SHS site supervisor, instructional aides, a business partner, and community natural supports. Skills targeted are individualized and potentially include, but are not limited to, communication with support staff and customers, appropriately asking for help, accepting feedback professionally, independent problem solving, following a list of professional rules, building task acquisition skills, and maintenance of a (mandated) work outfit.

English Department

Mrs. Liza Trombley, Director

Phone: 508-841-8831, Email: ltrombley@shrewsbury.k12.ma.us

The English program is designed to meet students' individual needs and to help them acquire effective communication skills. Students are enrolled in an English class each year and must successfully complete four years in order to meet graduation requirements. Each year's course offerings build upon skills acquired during previous years. Listening, reading, speaking, thinking, research and writing skills are emphasized each year; thus, students are challenged to support their opinions with specific details from their reading and observations. There are three levels of English at each grade level. Students are placed at a level most appropriate for them based on teacher recommendation, past and present academic performance, and future goals.

The English Department's curriculum is developed and continually refined in accordance with the Common Core State Standards' *Ten Guiding Principles for English Language Arts Programs in Massachusetts*. The *Guiding Principles* dictate that an effective English Language Arts and literacy curriculum: draws on literature in order to develop students' understanding of their literary heritage; draws on informational texts and multimedia in order to build academic vocabulary and strong content knowledge; develops students' oral language and literacy through appropriately challenging learning; emphasizes writing arguments, explanatory/informative texts, and narratives; holds high expectations for all students; provides explicit skill instruction in reading and writing; builds on language, experiences, knowledge, and interests that students bring to school; nurtures students' sense of their common ground as present or future American citizens and prepares them to participate responsibly in our schools and civic life; reaches out to families and communities in order to sustain a literate society. Throughout the four years of English, the Department collectively strives to meet these goals.

Course Offerings:

English 9	Advanced Placement English (Literature)
English 10	Advanced Placement English (Language)
English 11 or English 11: American Studies	Introduction to World Mythology
English 12	Creative Writing

English 9 (9A-1204, 9B-1202, 9 Honors-1207)

Meets Expectations for Student Learning: 1,2,3,4,6,7

Required Full Year Grade: 9 A, B and Honors

Prerequisite: Past academic performance and teacher recommendation

Ninth grade English is a college preparatory course in which students read, discuss, and write about various literary genres, including such works as Shakespeare's *Romeo and Juliet*, Steinbeck's *Of Mice and Men* or *The Pearl*, and Cisneros' *The House on Mango Street*. In addition to these canonical texts,

students are also introduced to BIPOC authors and contemporary titles that address the issues facing our world. Students complete a research unit; acquire new vocabulary; in the study of grammar, students focus on parts of speech, parts of a sentence, and phrases. Writing encompasses the requirements of the State Frameworks, including analytical writing, persuasive writing, narrative writing, and expository writing. There is an emphasis on providing apt textual references to support ideas in both writing and discussion. Honors level students will be required to produce some lengthier writing assignments. Emphasis will also be placed on non-written communication skills such as speaking and listening.

English 10 (10A-1205, 10B-1203, 10 Honors-1208)

Meets Expectations for Student Learning: 1,2,3,4,6,7

Required Full Year Grade: 10 A, B and Honors

Prerequisite: Past academic performance and teacher recommendation

Tenth grade English is a college preparatory course which reviews and strengthens previously acquired language skills while introducing more sophisticated concepts. Students analyze the elements of fiction in such works as Shakespeare's *Julius Caesar* or *Twelfth Night* and Lee's *To Kill a Mockingbird*. The study of multicultural literature continues with numerous poems and nonfiction pieces, as well as novels. Students continue to be exposed to BIPOC authors, and contemporary titles that address the issues facing our world. Extensive work on writing effective strategies continues, and there is an emphasis on framing and writing long compositions, which include specific references to literature students have already read. The focus in grammar is on the clause and intensive study of mechanics. Writing focuses on diction (effective, appropriate, rich vocabulary), coherency, organization, and thoughtful commentary about textual evidence.

English 11 (11A-1235, 11 Honors-1236)

Meets Expectations for Student Learning: 1,2,3,4,6,7

Required Full Year Grade: 11 A Level or Honors

Eleventh grade English is a college preparatory course that applies previously learned skills to the study of American Literature. Particular attention will be paid to the historical context in which the work was written and/or set. Students will read and analyze seminal works such as *Their Eyes Were Watching God*, *The Great Gatsby*, *The Catcher in the Rye*, and *The Crucible*. Students will also read and analyze short stories, poetry, and non-fiction from the American literary canon. In addition to these canonical texts, students continue their study of diverse authors, and contemporary titles that address the issues facing our country and the world. Each student will learn the techniques of doing research using both traditional and technological methods and will produce several short research papers and projects. Students will develop critical reading, vocabulary, and writing skills as they prepare for the SAT exam in May. The college essay is introduced in a unit on narrative writing.

English 11: American Studies (11A-1224, 11 Honors-1225)

Meets Expectations for Student Learning: 1,2,3,4,6,7

Required Full Year Grade: 11 A Level or Honors

Prerequisite: Teacher recommendation

American Studies combines all of the traditional aspects of eleventh grade English and U. S. History, but emphasizes the relationship between the two courses by studying them together with two teachers. Classes are scheduled during consecutive periods, providing flexibility in grouping students into different combinations. This course provides students with insight into the relationships among our literary, cultural, artistic, philosophical and scientific traditions that have created a diverse but common American heritage since the Civil War. In addition, students will examine themes such as gender roles, racial identity, technological progress, war, and social progress. Class activities will emphasize collaboration, the use of technology, field studies and guest speakers. Each student will learn the techniques of doing research using both traditional and technological methods and will produce several short research papers and projects. The English component will also emphasize developing skills in critical reading, vocabulary development, and writing skills including the argumentative essay as they prepare for the SAT exam in May. Honors level students will be required to complete additional independent assignments and assessments. Students who register for this course must also register for U.S. History II: American Studies at the same level.

Advanced Placement English Language (1212)

Meets Expectations for Student Learning: 1,2,3,4,6,7

Required Full Year Grade: 11 Advanced Placement

Prerequisite: Teacher recommendation; past academic performance; writing sample; practice test

Advanced Placement Language and Composition (11th grade) is a college-level course in effective writing and critical reading. Writing skills are analyzed in a systematic way by studying a variety of nonfiction prose. Students assess prose writing by examining an author's use of diction, syntax, tone, structure, purpose, and meaning. Attention will be centered on developing a personal rhetorical style that cultivates strong persuasive writing skills. Students will analyze writings through close reading drills, and the lessons learned will be transferred to their own writing. Emphasis will be focused on knowing how to select and use appropriate modes of writing. Successful completion of summer work is required. Students are expected to take the Advanced Placement Exam in May.

English 12 (12A-1206, 12H-209)

Meets Expectations for Student Learning: 1,2,3,4,6,7

Required Full Year Grade: 12 A Level or Honors

Prerequisite: Past academic performance and teacher recommendation

Twelfth grade English is a college preparatory course that focuses on elements of British Literature as well as high-interest texts from the Americas and beyond. Literature is analyzed through many lenses, allowing teachers to highlight their areas of expertise, interest, and past teaching experiences. Students are afforded a wide array of focused instruction, and are exposed to literature, (and related writings, art pieces, journalism, and film), focused on the humanities, social issues, women's studies, and drama, to name a few. The curriculum includes the literary analysis of either Shakespeare's *Macbeth* or *Hamlet*, among other typically anthologized works; it also includes more contemporary pieces; we strive to highlight a diverse authorship and selection of literature.. The interpretive aspects of symbolism, theme, figurative language, and style are emphasized.

Students are encouraged to make connections to their own lives and the world they live in today. In writing, students produce progressively longer and more sophisticated expository writing, with explicit instruction around transitions, tone, and rhetorical strategies such as repetition, understatement, and varied syntax. Work on the research paper and research project is continued. During the first semester, the personal narrative is an area of focus. Vocabulary study continues, and the study of grammar culminates with a focus on usage.

Advanced Placement English Literature (1211)

Meets Expectations for Student Learning: 1,2,3,4,6,7

Required Full Year Grade: 12 Advanced Placement

Prerequisite: Teacher recommendation; past academic performance; writing sample; practice test

This is a college-level course for students in their last year of high school who have an interest in English and are recommended by their Grade 11 English teachers. The course combines lectures, seminars, and critical papers based on readings from major American, British, and world authors. Emphasis is placed on critical reading, class discussion, and analytical writing with the goal of increasing students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. Successful completion of summer work is required. Students are expected to take the Advanced Placement Exam in May.

Introduction to World Mythology (1258)

Meets Expectations for Student Learning: 1,2,3,4,6,7

Elective Semester Grades 10-12 A Level or Honors

This introduction to world mythology course will examine the beliefs, cultural norms, and historical context behind various ancient myths and legends, emphasizing the ways in which these ancient myths and legends continue to give insight into human relationships, the human condition, the nature and perception of reality. As a survey course, students will analyze and explore the basic origins of Greek, Norse, Egyptian, and Celtic myths and legends, reinforcing an understanding of common and notable gods and goddesses, analyzing the purpose, function, and cross-cultural connections of mythology, as well as the various themes, narratives, and mythical elements that provide a lasting impact to the modern world. Open to grades 10-12, Honor or A level credit options.

Creative Writing (1213)

Meets Expectations for Student Learning: 1,2,3,4,6,7

Elective Semester Grades 10-12 A Level or Honors

The purpose of this course is to expose students to various types of non-technical writing, such as poetry, drama, and short fictional and nonfictional narratives. We will study famous pieces, and students will also practice their own creative writing skills through daily journal prompts, specific technique exercises, and writing workshops that walk them through pre-writing activities, drafting, editing, and feedback. Grades will be based on completion of imitation assignments, progress made between drafts, participation, and self-reflective pieces. The semester will culminate in a portfolio submission, which will include the full process of several major works as well as a reflection of the student's writing experiences. Open to grades 10-12, Honor or A level credit options.

Essential English 9/10 (9903)

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences, is designed to improve the student's reading comprehension and writing skills through the analysis of novels, short stories, poems, nonfiction, and plays. Students will build upon previously acquired skills to enhance their use of grammar and vocabulary. Writing assignments will focus on thematic development, sentence and paragraph structure, use of supporting details and word choice. In addition, some assignments will include group and individual presentations designed to enhance students' presentation skills as well as their ability to collaborate and communicate effectively with classmates.

Essential English 11/12 (9903)

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences is designed to further develop the students ability to read, discuss, and write about various literary genres. Students will participate in a study of diverse authors, and contemporary titles that address the issues facing our country and the world. Students will develop an understanding of the connection between historical events and literature of the time. Through a variety of methodologies, students will learn new vocabulary words from their readings, and consistent review of the conventions of writing will be provided. Each student will learn the techniques of doing research using both traditional and technological methods. Students will demonstrate mastery in subject matter by producing several research papers and projects.

English Language Education Department

Ms. Christina Manos, Interim Director

Phone: 508-841-6563 Email: cmanos@shrewsbury.k12.ma.us

The English Language Education (ELE) Department is a district department administering programs for English learners (ELs) in Grades K-12. The department's goal is to enable students to develop English language proficiency and achieve content-area standards, while simultaneously valuing their native languages and cultural backgrounds. At Shrewsbury High School, ELE course offerings are determined by the student's English language proficiency level. Courses align with the five performance levels, determined by the state English Language Development Standards. Instruction is designed to improve English language development in the four language domains, listening, speaking, reading, and writing, as well as enable students to learn grade-appropriate content. The ELE department also offers an internship elective for students, in grades 10-12, to work collaboratively with their peers who are learning English. Foreign language skills or bilingual skills are not required, but are certainly useful. Former ELs are eligible for this internship.

Course Offerings:

ELE English I	ELE U.S. Culture & History I
ELE English II	ELE U.S. Culture & History II
ELE English III	ELE Academic Support
ELE English IV	ELE Internship for non-ELs

ELE English I A/B (9516A/9516B)

Meets Expectations for Student Learning: 1,2,3, 4, 6, 7

Required Full Year Grade: 9-12 English Proficiency: level 1

This course is designed for students who have minimal English literacy skills. Students needing this course have not yet developed simple written and spoken communication in English. Instruction focuses on increasing English vocabulary, so students will begin to be able to read and write in English.

ELE English II A/B (9517A/9517B)

Meets Expectations for Student Learning: 1,2, 3,4, 6, 7

Required Full Year Grade: 9-12 English Proficiency: level 2

This course is designed for students who have developed simple written and spoken English. Students in this course are able to read and comprehend below grade-level text. Students will read, discuss, and write about various literary genres, such as short stories, nonfiction, myths, folktales, poetry, and dramatic literature. Students will also read a novel.

ELE English III A/B (9518A/9518B)

Meets Expectations for Student Learning: 1,2,3,4 6,7

Required Full Year Grade: 9-12 English Proficiency: level 3

This course is designed for students who are able to communicate in English, but have not yet acquired the academic language needed for success in mainstream English classes. Students in this course are able to read and comprehend texts of limited linguistic complexity, as well as write short, simple paragraphs with limited detail and linguistic complexity relative to their native English-speaking peers. Students will read, discuss, and write about various literary genres, such as short stories, nonfiction, poetry, and legends, myths, & fables. Students will also read a drama and a novel.

ELE English IVA/B (9522A/9522B)

Meets Expectations for Student Learning: 1,2 3,4,6,7

Required Full Year Grade: 9-12 English Proficiency: level 4

This course is designed for students who are able to communicate in English and have begun utilizing grade-level academic language. Students in this course are able to read and comprehend texts almost at grade level, as well as write short, detailed compositions. Students are also able to edit their writing. Students will read, discuss, and write about various literary genres, such as short stories, narrative nonfiction, and poetry. Students will read a drama, as well as one to two novels.

ELE U.S. History & Culture I A/B (9519TA/9519TB)

Meets Expectations for Student Learning: 1,2, 3,4, 6, 7

Elective Full Year Grade: 9-12 English Proficiency: level 1 and 2

This course is designed for students who have developed simple written and spoken English. Newcomer English students will also benefit from literacy instruction exploring American History. Students will learn about the pre-Colonial Era, settling the English colonies, the War for Independence, and life in America during the 1800s. Students will also learn about American holidays and customs, the democratic tradition, and civic responsibilities.

ELE U.S. History & Culture II A/B (9520TA/9520TB)

Meets Expectations for Student Learning: 1,2, 3, 4, 6, 7

Elective Full Year Grade: 9-12 English Proficiency: level 3 and 4

This course is designed for students who have developed written and spoken English, with some academic language proficiency. The goal of the course is to develop students' understanding of important events in American History and provide background schema for Social Sciences courses required for graduation. Students will learn about pre-colonial exploration, the English colonies, the American Revolution, the Constitution, the newly formed United States, the Industrial Revolution, the Civil War, and Reconstruction.

ELE Academic Support (9508)

Meets Expectations for Student Learning: 1,3,6, 7, 8

Elective Full Year Grade: 9-12 English Proficiency: all levels

This class gives students an opportunity to achieve success in their content area classes, as well as master academic English skills. This class offers students time and support to navigate the linguistic demands and cultural differences of required content class textbooks and assignments.

Students are expected to use the class to conduct research, work collaboratively with peers or work independently on assignments, and/or receive instruction from the ESL teacher.

ELE Internship (9525)

Meets Expectations for Student Learning: 1, 3,6, 7, 8

Elective Semester Grade: 10-12 **Students who are not learning English**

Students will be assigned by the department director to work in ELE Academic Support as an assistant to the ESL teacher. Interns will assist in their assigned classes by helping English language learners as directed by the ESL teacher. The ESL teacher may also ask interns to create study guides or review materials with or for ELLs. Students who participate in this program will meet with their cooperating ESL teacher and will complete monthly feedback forms. The P/F grade for this internship will be determined by attendance and the feedback forms completed by both the ESL teacher and the intern. Foreign language skills or bilingual skills are not required, but are certainly useful.

Family and Consumer Sciences Department

Dr. Erica Pratt, Director

Phone: 508-841-8856 Email: epratt@shrewsbury.k12.ma.us

The Family and Consumer Science Program strives to encourage the development of each individual student to his/her fullest potential. There is no greater way to improve society than to improve each family's home life. This is especially pertinent as the basis of our curriculum reflects the core of daily living. By offering courses in child growth and development, consumer education, food and nutrition and personal growth, we attempt to give each student self-esteem, confidence, and awareness of others, in order to become a responsible contributor to society.

Family and Consumer Sciences is one of three disciplines within the Health Frameworks. Each of the Comprehensive Health content areas clearly relates to the discipline of Family and Consumer Sciences. Resource Management expands personal advocacy beyond consumer health. It includes managing home, consumer, workplace and environmental resources, which is the consumer education connection with topics such as child development, food science, nutrition and sports nutrition.

Course Offerings:

Focus on Foods	Interior Design
Culinary Methods for Nutritious Foods	Child Development I
Foods of the World	Child Development II
Baking and Pastry Arts	Child Development II Honors
Mediterranean Cuisine	Early Childhood Education
Foundations of Cooking	Early Childhood Education Honors

Focus on Foods (5410)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Semester Grades: 9-12 A Level Prerequisite: None

Students will learn the basic technology of food preparation and be able to identify, understand, analyze, and evaluate food choices. Emphasis will be placed on safety and sanitation in food preparation. Units covered will include quick breads, yeast breads, eggs, pies/pastry, and fruits and vegetables. The basic principles of the USDA's MyPlate will be studied.

Culinary Methods for Nutritious Foods (5426T)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Semester Grades: 9-12 A Level Prerequisite: Focus on Foods

This course will concentrate on the principles of good nutrition based on the USDA's MyPlate guidelines. Through a more in-depth understanding of the six key nutrients and dietary guidelines, students will understand the importance of making sound food choices and how one's choices can have an effect on an individual's lifestyle. Students will be introduced to "new" foods and a variety of culinary methods used to prepare healthy foods. Units of study will include proteins, carbohydrates,

fats, vitamins, minerals, water, and nutritional labeling. **(This course will not be offered during the 2022-2023 school year).**

Foods of the World (5425T)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Semester Grades: 9-12 A Level Prerequisite: Focus on Foods
Students will explore the cuisines and cultures of Latin America and Asian countries. Influences of geography, climate, and culture will be studied. Additional food preparation and techniques will be explored. Students should be open to sampling ethnic foods. **(This course will be offered during the 2022-2023 school year in place of Mediterranean Cuisine).**

Baking and Pastry Arts (5428)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Semester Grades: 9-12 A Level Prerequisite: Focus on Foods
Students will explore advanced techniques of baking and pastry arts. Delicious breads, confections, pastries, cakes and cake decorating skills, cookies, and plated desserts will be made. Students will gain an understanding of ingredients and methods used to create these products. **(This course will be offered during the 2022-2023 school year in place of Culinary Methods for Nutritious Foods).**

Mediterranean Cuisine (5427)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Semester Grades: 9-12 A Level Prerequisite: Focus on Foods
Students will explore the cuisines and cultures of European and Mediterranean countries. Influence of geography, climate, and culture will be studied. Additional food preparation and techniques will be explored. Students should be open to sampling ethnic foods. **(This course will not be offered during the 2022-2023 school year.)**

Foundations of Cooking (5411)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Semester Grades 10-12 A Level Prerequisite: *Director's approval, signature required*

This course is open to students who would like to explore the strategies and skills in jobs (education or human services) that prepares students for independent living. Students under the direction of the teacher will serve as peer partners in an inclusive setting. One aspect of this is teaching students to feed and care for themselves and others. Skills taught will include basic cooking, nutrition, self-care, safety in a kitchen, and nurturing. **(This course will meet the opposite of Foundations of Art and Foundations of Music and is offered Semester 1 only.)**

Interior Design (5430T)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Semester Grades: 9-12 A Level Prerequisite: None

This course will expose students to the elements, principles, and goals of interior design, as well as concepts related to types of housing styles, and locations. In addition to gaining exposure to this career field, students will complete projects to demonstrate their understanding of concepts related to the course.

Child Development I (5440)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Semester Grades: 10-11 A Level Prerequisite: None

The course presents a fundamental knowledge of human growth and development to help one understand oneself and others. The focus is on gaining an understanding of children and the role that family plays in their lives. Emphasis is on skills essential to establishing a positive environment for maximizing a child's development physically, intellectually, emotionally and socially. Participation with the children in our Little Colonials Preschool supports our classroom learning.

Child Development II (5450)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Semester Grades: 10-11 A Level Prerequisite: Child Development I

This course focuses on the early stages of development from conception through early childhood. An in-depth study of the four areas of development helps students understand what needs to be considered to maximize a child's potential. Consideration is also given to the responsibilities of caregivers, issues related to health and safety of the young child, and the special challenges that may be faced. Participation in both the Little Colonials' Preschool and Baby Think It Over Project offer experiences that help to connect academic and life skills.

Child Development II Honors (5482)

Meets Expectations for Student Learning: 1,3,7,8

Elective Semester Grades: 10-12 Honors Prerequisite: Child Development I

Students will be expected to incorporate service credits to their Child Development II course work. The service credits are assignments with programs in our elementary schools and in our preschools involving after school time. Four experiences of approximately 2 hours each are required. Two must be completed each quarter. Students will write a reflection about their experience including where they did their service, how many children were present, the ages of the children and a description of the activities that took place. Reflections must be passed in with a signed service verification sheet. Students will also complete one research project. Honors placement will be based on the teacher's recommendation and past academic performance.

Early Childhood Education (5460)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grades: 11-12 A Level Prerequisite: Child Development I and II

Students will coordinate their study of Early Childhood Education by participating in an on-site preschool lab. The students will focus on the entire operation of the preschool, including such topics as developing an appropriate environment, safety, health, routines and nutrition for children. The course will offer in-depth information on planning and implementing activities for children

along with providing students with foundational work skills, techniques for guiding the behavior of children and guidelines for developing effective observation skills.

Early Childhood Education Honors (5481)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grades: 11-12 Honors Prerequisite: Child Development I and II

Students will coordinate their study of early childhood education by participating in an onsite preschool lab. Students will be required to complete four service experiences in our elementary schools. Honors students will also submit three research projects. The students will assist with the facilitation of the entire operation of the preschool. The course will require in-depth planning and implementing activities for children along with providing students with foundational work skills, techniques for guiding the behavior of children and guidelines for developing effective observation skills. For honors credit, the student must execute a written agreement with the instructor for additional independent outside work. Honors placement will be based on the teacher's recommendation and the student's past academic performance.

Health and Physical Education Department

Dr. Erica Pratt, Director

Phone: 508-841-8856 Email: epratt@shrewsbury.k12.ma.us

The Massachusetts Comprehensive Health Curriculum Frameworks focuses on building resilience that promotes the ability to thrive, persevere and maintain a positive attitude. **Health Literacy** is the capacity to obtain, understand and evaluate basic information. **Health Self-Management** enables students to integrate and apply essential knowledge and skills with respect to their own health-related decisions and behaviors. **Health Promotion and Advocacy** enables students to recognize and fulfill personal, social and civic responsibilities. The purpose of comprehensive school health is to provide each student with ongoing learning opportunities designed to maximize the prospect that each student will make positive decisions throughout life. The course of study will enable students to examine the options available to today's youth and identify components that are high risk and to be avoided. Our focus is on the promotion of wellness, not merely to prevent disease and disability.

Health Education at SHS incorporates standards and content outlined in the MA Comprehensive Health Curriculum Frameworks and provides opportunities for all students to develop and demonstrate health-related knowledge, attitudes, and practices. Lessons integrate the physical, mental, emotional, and social dimensions of health. This instruction is part of a sequential program designed to reinforce knowledge & positive attitudes to contribute to optimum health and wellness. Physical education is an integral part of the total education of the student, contributing to the physical development of the individual through promotion and appreciation of physical fitness and activity. Lessons are developed as a planned sequence of learning experiences designed to fulfill the growth, development, and behavior needs of each student. We recognize the unique opportunity physical education has to contribute to social and emotional development, opportunities for positive peer group interaction, good sportsmanship, and proper self-discipline and control.

Course Offerings:

Health 9: Wellness	Team I Strand
Health 10: Healthy Living	Adventure II
Health 11: Lifelong Health	Lifetime II
Global Health	Personal Fitness and Conditioning
Adventure I Strand	Team II
Creative Movement Strand	Foundations of Physical Education
Lifetime I Strand	

Health 9: Wellness (9016T)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Required Semester Grade: 9 A Level Prerequisite: None

The Wellness course is a graduation requirement for all freshmen. Emphasis is placed on health-related skills of analyzing influences, interpersonal communication, and decision making.

The core content includes: Mental/emotional health including anti-bullying, substance abuse prevention focusing on addiction and current drug trends, sexuality focusing on reproduction and contraception. This course meets for 3 days during the 7-day rotation.

Health 10: Healthy Living (9017T)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Required Semester Grade 10

Prerequisite: Health 9

The Healthy Living course is a graduation requirement for all sophomores. Emphasis is placed on health-related skills of analyzing influences, goal setting, advocacy, and self-management. The core content includes: CPR/AED and first aid training, nutrition including personal diet analysis and healthy choices, and anti-bullying. This course meets for 3 days during the 7-day rotation.

Health 11: Lifelong Health (9018TT)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Required Semester Grade: 11 A Level

Prerequisite: Health 10

The Lifelong Health course is a graduation requirement for all juniors. Emphasis is placed on the health-related skills of accessing information, advocacy, interpersonal communication. The core content includes: Lifestyle and infectious disease prevention, bullying prevention, and lifelong health skills. This course meets for 3 days during the 7-day rotation.

Global Health (9120)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Semester Grade: 12

Prerequisite: Health 9,10, and 11

Students interested in fields of medicine, environmental, and influencing public policy would benefit greatly from this course. Global Health is a multidisciplinary field that involves a blend of health and social sciences, such as biology, medicine, epidemiology, environmental science, anthropology, economics, and sociology. Students will have the opportunity to examine infectious diseases, lifestyle diseases, and mental illness while considering how society and culture influence our health. They will investigate barriers to solving global health issues, as well as explore solutions for improved global health. Potential topics include CVD, diabetes, and the obesity epidemic; HIV/AIDS, malaria, influenza, and tuberculosis; stress, depression, and anxiety; food supply, safety, and nutrition; and environmental and societal factors, such as climate change, big industry, economic disparities, and water availability. Students will analyze the relative importance of issues and practicality of solutions with discussion, debate, and position papers. Students who want to take this course for honors credit must execute a written agreement with the teacher for additional work. This course meets for 3 days of the 7-day rotation.

Physical Education 9-12

Physical Education is required for all students in every grade and must be passed each semester for graduation. Students in grades 9 and 10 are scheduled into four strands of Adventure I, Creative Movement, Lifetime I and Team Sports. Orientation to the fitness center is presented to all students.

The physical fitness levels of students are assessed and recorded each year in a pre-test and post-test format. Skill competencies, written assignments and class evaluations are incorporated into the units. Each grade level is expected to show proficiency in the activities that are important for their personal development at the appropriate stage.

Adventure I (9108)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Required Semester Grade(s): 9-10 A Level Prerequisite: None

Adventure I is a required course for 9th or 10th grade students and satisfies, in part, the physical education requirement for graduation. This course will allow students to progress through an experientially-based program that emphasizes interpersonal skills and individual growth. Throughout the semester, students will be encouraged to develop greater self-confidence while acquiring a sense of trust and commitment in their classmates. This course meets for 3 days during a 7-day rotation. *The Adventure Education strand includes: Icebreakers, Trust Activities, Low Outdoor Adventure Elements, Selected High Outdoor Adventure Elements, Indoor Rockwall*

Creative Movement (9109)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Required Semester Grade(s): 9-10 A Level Prerequisite: None

Creative Movement (CM) is a required course for 9th or 10th grade students and satisfies, in part, the physical education requirement for graduation. CM Introduces the fundamentals of movement through the development of basic dance techniques and comprehension of rhythm. Elements of dance composition are introduced and provide students with the opportunity to create individual and group work. The integration of basic yoga practices allows students to learn skills including relaxation, postures, breathing, concentration, meditation, and positive thinking. This course meets for 3 days during the 7-day rotation. *The Creative Movement strand includes: Ice breakers, Swing, Waltz, Line Dancing, Hip Hop, Yoga, and Cardio Kickboxing.*

Lifetime I (9107)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Required Semester Grade(s): 9-10 A Level Prerequisite: None

Lifetime I is a required course for 9th or 10th grade students and satisfies, in part, the physical education requirement for graduation. Lifetime leisure and recreational activities are purposefully designed to offer students experiences that will provide a foundation for leading a healthy, physically active lifestyle. The activities selected for this course are designed to teach skills associated with the enjoyment of individual and dual lifelong activity. This course meets for 3 days during the 7-day rotation. *The Lifetime I strand includes: Icebreakers, Heart Rate Monitors, Fitness Orientation, Frisbee Activities, Golf, Tennis, Badminton*

Team I (9106)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Required Semester Grade(s): 9-10 A Level Prerequisite: None

Team I is a required course for 9th or 10th grade students and satisfies, in part, the physical education requirement for graduation. Introduction to basic rules and individual/ team skill development with practical application through game competition. This course meets for 3 days during the 7-day rotation. *The Team Sports strand includes: Icebreakers, Group Initiative Activities, Lacrosse, Field Hockey, Floor Hockey, Multicultural Games*

Adventure II Physical Education (9115)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Semester Grade(s): 11 and 12 A Level Prerequisite: Adventure I

Adventure II is an elective course for 11th or 12th grade students and may be taken to meet, in part, a student's minimal physical education requirement or as an additional elective course. The purpose of this course is to enable students to develop teamwork and problem solving and goal-setting strategies while experiencing risk-taking challenges through the engagement of experiential education, cooperative games and upper-level challenge course activities. *Students participate in the following activities: Icebreakers, Trust Activities, Low Outdoors Adventure Elements, High Outdoors Adventure Elements.* This course meets for 3 days during the 7-day rotation.

Lifetime II Physical Education (9114)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Semester Grade(s): 11 and 12 A Level Prerequisite: Lifetime I

Lifetime II is an elective course for 11th or 12th grade students and may be taken to meet, in part, a student's minimal physical education requirement or as an additional elective course. The purpose of this course is to enable students to reach the recommended 60 minutes of physical activity per day and encourage students to engage in these lifetime activities outside of the school day and beyond high school. Students will participate in a variety of activities such as Icebreakers, Heart Rate Monitors, Orienteering/Geocaching, Mountain Biking, Lawn Games, Pickleball, and Snowshoeing and Cross Country Skiing -weather permitting. This course meets for 3 days during the 7-day rotation.

Personal Fitness and Conditioning (9113)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Semester Grade(s): 11 and 12 A Level Prerequisite: None

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

Team Sports II (9116)

Meets expectations for Student Learning 1,2,3,4,5,6,7

Elective Semester Grade(s) 11 and 12 A Level Prerequisite: Team Sports I

Team II is an elective course for 11th or 12th grade students and may be taken to meet, in part, a student's minimal physical education requirement or as an additional elective course. Students will learn each game's skills and techniques, and put them to the test in tournament play run by the students, through the Sport Education Model teaching system. Students will rotate through different role-playing assignments, including, but not limited to, captains/coaches, fitness trainers, equipment managers, statisticians/scorekeepers, referees, and player perspectives. Through their experience in these positions of responsibility for running their team, the students will have a chance to ultimately gain valuable insight and lifetime carryover skills for supervision and management, along with information on each sport. *Team II strand includes activities such as Icebreakers, Flag Football, Soccer, Team Handball, Basketball*

Foundations of Physical Education (9118)

Elective Semester Grade(s): 11 and 12 Prerequisite: *Director's Approval*

This elective course may be taken to meet, in part, a student's minimal physical education requirement or as an additional elective course. Students under the direction of the adaptive PE teaching staff, serve as peer partners in a unified physical education setting. Students have the opportunity to develop knowledge & skills that promote PE, wellness, sports & recreation activities for all abilities that can be incorporated into a physically active lifestyle. Students will gain valuable physical activity experiences while working in a diverse setting that fosters leadership & teamwork in a safe and supportive environment. Course meets 3 days during the 7-day rotation.

Instructional Technology, Television, & Media Services

Ms. Shawna Powers, Director

Phone: 508-841-8756 Email: smpowers@shrewsbury.k12.ma.us

The Instructional Technology and Media Services department focuses on developing skills to enable students to gather, understand, manipulate, create, and present information to enhance their learning experiences while at Shrewsbury High School and beyond. These technologies are integrated into all curriculum areas, fully embracing the guiding principle that technology enhances teaching and learning. To assist in accomplishing these tasks, the Shrewsbury Public schools fully embrace the Department of Education’s technology standards for all students:

- Demonstrate proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity.
- Demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media.
- Demonstrate ability to use technology for research, problem-solving, and communication. Students locate, evaluate, collect, and process information from a variety of electronic sources. Students use telecommunications and other media to interact or collaborate with peers, experts, and other audiences.

For those students who have an interest in developing skills beyond what they receive in their regular programs, SHS offers several courses that range from introductory to advanced topics. Several of our course offerings require after school and evening time, which is an integral part of our program.

Course Offerings:

Web Design (semester)	Student Innovation Team (semester)
Multimedia Applications (semester)	Advanced Multimedia Design (semester)
Intro to Television Production & Film (semester)	Television Production & Film II (semester)
Television Production & Film III (semester)	Advanced Television & Film Production (full year)
Cybersecurity (full year)	Introduction to Business (semester)
Computer Programming with Java (semester)	Financial Literacy (semester)
Computers Science 1 Honors (full year)	Marketing (semester)
Computer Science 2 Honors (full year)	ITAMS Internship (semester)

Web Design (7314)

Meets Expectations for Student Learning: 1,3,4,5,6,7,8

Elective Semester Grades: 9-12 A Level

Have you ever thought about being a Web Designer or Web Developer? Are you creative? Would you like to learn how to code? This course blends creativity with coding. In this course, you will gain an in-depth understanding of web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining websites. If you are interested in Internet technologies, visual design, and digital communications, this course is for you! You will learn to create web page content, plan a website, and incorporate creative design principles to bring personal web pages to life. Throughout the course you will work both individually and in groups to create a website with multiple pages and functions. You will learn to code in HTML, CSS, and JavaScript for your webpages. No previous coding experience is required. This course satisfies the arts graduation requirement.

Multimedia Applications (7311)

Meets Expectations for Student Learning: 1,3,4,5,6,7,8

Elective Semester Grades: 9-12 A Level

This course explores animation and related multimedia topics. In this course, you will learn to create digital drawings and animations guided by best design practices. You will learn to enhance your animations with sound and interactivity up to and including building simple games when class pacing permits. This course is project based & will involve individual and collaborative projects. No previous experience is required.

Advanced Multimedia Design (7312)

Meets Expectations for Student Learning: 1,3,4,5,6,7,8

Elective Semester Grades: 9-12 A Level

Prerequisite: Multimedia Applications

Computers have become a critically important tool for design professionals as an aid in the communication of ideas. In this course, you will learn to use a variety of graphic visualization software. You will be provided with a comprehensive introduction to the multimedia concepts required to transform your ideas into models and animations. You will come to understand the full potential these tools offer them to facilitate communication of complex ideas. Special emphasis will be given to the development of project planning and group work skills. This course satisfies the arts graduation requirement.

Computer Programming with Java (7320)

Meets Expectations for Student Learning: 1,3,4,5,6,7,8

Elective Semester Grades: 10-12 A Level or Honors

Prerequisites: Successful completion of Algebra and Geometry II Honors or Advanced Math I

Understanding programming is becoming an increasingly valuable skill for success in our digital world, one that requires both creativity and logic. This course is an introductory course that explores programming concepts through the hands-on creation of small applications. This course

benefits both aspiring programmers and students who are not planning to pursue technical careers. Honors credit requires a contract with the instructor for additional independent work.

Student Innovation Team (Semester - 7415)

Meets Expectations for Student Learning: 1, 3, 4, 6, 7, 8

Elective Semester Grades: 10-12 A Level

Do you like to help people? Do you like to solve problems? Do you like technology? If so, the Student Innovation Team (SIT) is a course for you! SIT students gain real world experience working at our student run help desk by using a ticketing system and providing technology support. Members of the Student Innovation Team (SIT) serve as the first level of technology support for teachers and students, providing customer service to help assess problems and to help identify solutions. As part of the course, you will pursue a project in a topic you choose, with the approval of the instructor. You will also research new technology and apps for the iPad, and you will create training tutorials for the school community. You will be expected to demonstrate the ability to work independently and direct your own learning. Students can take this course for up to 4 semesters. No previous experience is required.

Cybersecurity (7417)

Meets Expectations for Student Learning: 1,2,3,4,7,8

Elective Full Year Grades: 10-12 A Level

The digital world continues to grow along with information online. Would you like to gain skills that are valuable as a digital citizen in any field? This course will expose students to the rapidly growing and far-reaching field of cybersecurity. You will learn foundational cybersecurity topics such as personal security, system security, network fundamentals and cryptography. You will engage in problem-based learning, where you will act as a cybersecurity expert and examine the ways computers, networks and people can be exploited by hackers. You will identify cybersecurity threats and learn how to protect against them, and you will learn how to detect and respond to intrusions. You will learn how organizations protect themselves, and you will learn about the range of careers that exist in this high demand field. Whether exploring a career in this growing field or wanting to gain digital skills to protect one's own personal information, you will gain valuable skills for our ever evolving digital world. No previous experience required.

Computer Science 1 Honors (7333)

Meets Expectations for Student Learning: 1,2,3,4,6,7

Elective Full Year Grades: 10-12 Honors Level

This is an introductory course designed to develop computational thinking and introduce you to professional coding tools that foster creativity and collaboration. You will use Python as a primary tool. You will create programs that make drawings and graphical user interfaces (GUIs) using Python and two different graphic modules. You will also learn to uncover patterns in data, protect data, and explore how the Internet connects the world in which we live. No previous experience required.

Computer Science 2 Honors (7340)

Meets Expectations for Student Learning: 1,2,3,4,7,8

Elective Full Year Grades: 10-12 Honors Level

Prerequisite: Instructor Approval

This course will enable you to cultivate your understanding of coding through analyzing, writing, and testing code as you explore concepts like modularity, variables, and control structures. Fundamental topics in the course include the design and development of solutions that use control-structures, data structures, and object-oriented programming using the Java programming language, the analysis of potential solutions, and the ethical and social implications of computing systems.

Introduction to Television Production and Film (7401)

Meets Expectations for Student Learning: 1,3,4,5,6,7,8

Elective Semester Grades: 9-12 A Level

Have you ever wanted to learn how to edit film? Or use a video camera? Write a script? Direct? Produce? Put on a live TV Show? Then this semester course is for you! This is an introductory course that explores the industry of TV Production and Film in our very own TV studio here at SHS. Students will learn the basic fundamentals of camera skills, storyboarding, script writing, video producing, and computer editing. The class is hands-on and enables students to participate in a variety of video projects as well as live studio productions. No previous experience is required.

Television Production and Film II (7403)

Meets Expectations for Student Learning: 1,3,4,5,6,7,8

Elective Semester Grades: 9-12 A Level or Honors

Prerequisite: Introduction to Television Production

Did you take Intro TV Production and Film? Then you are ready to further develop your skills by taking this semester course in our live TV studio at SHS. Students will continue to learn, practice and master the basic fundamentals of TV and film production, including writing, camera work, producing, and computer editing skills. Cooperative teamwork and strong organizational skills are essential. After-school and live productions continue to be an integral part of the program. This course satisfies the arts graduation requirement.

Television Production and Film III (7422)

Meets Expectations for Student Learning: 1,3,4,5,6,7,8

Elective Semester Grades: 10-12 A Level or Honors

Prerequisite: Television and Production II

Lights, camera, action! This course is designed for students who want to further their skills and education in TV and film production. You will continue to work on producing live TV shows in our studio as well as creating your own original video ideas. In this class, you will refine already acquired skills such as filming, directing, script writing, storyboarding, and editing. After-school and live productions continue to be an integral part of the program. This course satisfies the arts graduation requirement.

Advanced Television Production and Film (A-7409, H-7405T)

Meets Expectations for Student Learning: 1,3,4,5,6,7,8

Elective Full Year Grades: 11-12 A Level or Honors

Prerequisite: Introduction to Television Production and Film, Television Production and Film II, Television Production and Film III, or Instructor Approval

This full year course is designed for students who want to take their TV and film production skills to the next level and possibly pursue the field in college. The class builds on the fundamental skills acquired in Intro to TV and Film, TV and Film Production II, and TV and Film Production III, and it provides a predominately hands-on learning experience. Students have a great deal of freedom in deciding the focus of their projects and are empowered to become independent thinkers and creators. Students will participate in endeavors such as live TV productions, making school-related videos, producing short films, and entering video film contests. Many of the projects in this class are student-led with the teacher acting as a mentor. This course satisfies the arts graduation requirement.

Introduction to Business

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Semester Grades: 10-12 A Level

Do you want to learn more about business principles to become a more educated consumer or to become a future business owner? Do you have an interest in business but don't know what field of business to pursue? If so, this course is for you! This course will provide a basic introduction to the business world and the various areas in this field. In this course, you will learn about various business concentrations including business ownership and management, finance, accounting, digital marketing, e-commerce, business ethics, entrepreneurship, branding, and business ethics. This course will focus on the practical application of business techniques. This course will provide students with a solid foundation to pursue other business classes in high school and beyond.

Marketing

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Semester Grades: 10-12 A Level Prerequisite: Introduction to Business

Are you interested in learning more about the diverse world of marketing? Marketing continually evolves to capture the attention of consumers so organizations can deliver on their business plans. This course will dive deeper into various marketing strategies including promotional strategies, marketing research, brand management, merchandising, and influencer marketing. You will learn about primary marketing concepts including the marketing environment, consumer behavior, social responsibility, global considerations, ethics and the impact of technology and social media platforms. You will analyze marketing strategies and utilize your learnings to develop your own marketing plans.

Financial Literacy (7421)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Semester Grades: 10-12 A Level

Do you want to feel more confident about managing money and learn how to plan for your financial success? Financial Literacy will provide you with an overview of financial concepts, focusing on

skills and information needed to manage your own finances. This course will enable you to make informed personal financial decisions by learning about topics such as budgeting and money management, savings and investment strategies, consumer credit, and types of loans. You will develop and analyze financial plans and scenarios, enabling you to understand how to achieve short and long term financial goals. The understanding of financial literacy that you develop in this course will help you to become a financially responsible individual.

ITAMS Internship (9972)

Meets Expectations for Student Learning: 1,2,3,4,7,8

Elective Semester Grades: 10-12

Prerequisites: Teacher Recommendation and Director Approval

Interns will work with teachers in the TV Studio, Media Center, and/or Student Innovation Team Help Desk. Students who participate in this program will meet with their cooperating teacher and/or the director regularly. Interns will also complete a written reflection at the end of each quarter. The grade for this class will be a pass/fail grade and it will be determined by attendance, written reflections, and contributions to the department.

Mathematics Department

Ms. Jean-Marie Johnson, Director

Phone: 508-841-8806 Email: jmjohnson@shrewsbury.k12.ma.us

An understanding of mathematics is vitally important to developing critical thinking and problem-solving skills and, therefore, students are encouraged to take a rigorous course of high school math. Algebra and Geometry are the foundation for all other mathematics studies, so it is important for students to work diligently to achieve a sound understanding of these subjects. Our program is designed to meet the diverse needs of the learners at SHS to provide all students with the opportunity for success. All of the math courses in our programs are college preparatory courses based on the standards set forth by the *Massachusetts Frameworks* and will ensure students an opportunity to be successful on statewide assessments. Senior electives include advanced placement courses in Calculus (AB and BC) and Statistics. Other electives for seniors include Mathematical Modeling Honors, Advanced Quantitative Reasoning (A-level & Honors), Calculus Honors, and Functions & Trigonometry. We also offer an enrichment opportunity in the Math Internship for advanced juniors and seniors to work as teacher assistants in underclassmen classes.

The SHS Mathematics Department curriculum connects the Standards for Mathematical Practice to the Standards for Mathematical Content as set by the Massachusetts Frameworks. Reading, writing & speaking in mathematical terms are important aspects of all courses. Students are taught to read mathematical explanations and are encouraged to communicate in mathematical terms, both orally and in writing, to justify & explain solutions. Problem-solving is the central focus and is discussed in real-world context. This involves posing and defining problems, considering different strategies and finding appropriate mathematical models that make sense in the situation. Skills are taught through applications and connections to other curriculum areas, as well as through the integration of mathematical topics. Technology is incorporated into all courses through the use of various software applications & graphing calculators. Our goal is to empower students to develop as practitioners of math through thinking, reasoning, persevering, collaborating, & making connections when solving problems.

Course Offerings:

Foundations of Algebra & Geometry I	PreCalculus
Algebra and Geometry I	PreCalculus Honors
Algebra and Geometry II	Research Methods & PreCalculus Honors
Algebra & Geometry IIB	Advanced Quantitative Reasoning
Algebra and Geometry II Honors	Advanced Quantitative Reasoning Honors
Research Methods and Algebra & Geometry II Honors	Calculus Honors
Advanced Math I	Advanced Placement Statistics
Advanced Math IB	Advanced Placement Calculus AB
Advanced Math I Honors	Advanced Placement Calculus BC
Research Methods and Advanced Math I Honors	Math Internship
Functions & Trigonometry	Mathematical Modeling Honors

Foundations of Algebra and Geometry I (2010T)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grades: 9-12 A Level

Prerequisite: Teacher recommendation

This course will investigate and build upon the basic foundations of Algebra and Geometry in an approach that will enable students to make the connections necessary to apply their skills in a variety of application-based problems. The units of study will include patterns in data, patterns of change, linear functions, patterns in shape, and exponential functions. Important ideas are continually revisited for students to make connections and develop a lasting understanding of the mathematics they are studying. Students who are successful in this course will be expected to enroll in Algebra & Geometry I in their next course. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

Algebra and Geometry I (2010)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grades: 9-12 A Level

Prerequisite: Teacher recommendation

This course will continue to investigate and build upon the basic foundations of Algebra and Geometry in an approach that will enable students to make the connections necessary to apply their skills in a variety of application-based problems. The units of study will include patterns in data, patterns of change, linear functions, patterns in shape, and exponential functions. Important ideas are continually revisited for students to make connections and develop a lasting understanding of the mathematics they are studying. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

Algebra and Geometry II (2011)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grades: 9-12 A Level

Prerequisite: Past academic performance in Honors Algebra, Algebra I or Algebra & Geometry I and teacher recommendation.

This course is a continuation of the Algebra and Geometry I course. The units of study will include The Real Number System, Functions, Equations and Systems, Coordinate Methods, Regression and Correlation, Quadratic and other Non-Linear Functions and Equations, Probability and Trigonometry. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A graphing calculator (TI-83 or TI-84) is recommended

because it is used extensively. Students who have completed Algebra and Geometry I or a full year Algebra I course must complete this course before continuing on to Advanced Math I.

Algebra and Geometry IIB (2011B)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grades: 10-12 B Level

Prerequisite: Past academic performance in Algebra or Algebra & Geometry I and teacher recommendation.

This course is a continuation of the Algebra and Geometry I course. The units of study will include The Real Number System, Functions, Equations and Systems, Coordinate Methods, Regression and Correlation, Quadratic and other Non-Linear Functions and Equations, Probability, Trigonometry. The students in this course will be a part of an Algebra and Geometry II class, however, the standards within the curriculum to be completed for mastery have been modified. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively. Students who have completed Algebra and Geometry I or a full year Algebra I course must complete this course before continuing on to Adv Math IB.

Algebra and Geometry II Honors (2032)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grades: 9-12 Honors

Prerequisite: Past academic performance in Honors Algebra, Algebra I or Algebra & Geometry I and teacher recommendation. A placement test may be used.

This course will investigate and build upon topics in Advanced Algebra and Geometry. The units of study will include Functions, Equations and Systems, Coordinate Methods, Regression and Correlation, Quadratic and other Non-Linear Functions and Equations, Probability, and Trigonometry. Students who have completed Algebra and Geometry I or a full year Algebra I course must complete this course before continuing on to Advanced Math I Honors. The students in the Honors level course are expected to develop independent thinking skills as they approach new situations and investigate topics in depth. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

Research Methods and Algebra & Geometry II Honors (2035)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grade: 9 Honors

Prerequisite: Teacher recommendation. Must also be enrolled in Research Methods and Introductory Physics Honors or Research Methods and Biology Honors.

This course will investigate and build upon topics in Advanced Algebra and Geometry. The units of study will include Functions, Equations and Systems, Coordinate Methods, Regression and Correlation, Quadratic and other Non-Linear Functions and Equations, Probability and Trigonometry. Students who have completed Algebra and Geometry I or a full year Algebra I course must complete this course before continuing on to Advanced Math I Honors. Students in the Honors level course are expected to develop independent thinking skills as they approach new situations and investigate topics in depth. This course will also incorporate research methods in Math and Science. Students will be required to complete a yearlong research project in the field of Math and/or Science under the guidance of their teachers. Students who sign up for this course must also sign up for Research Topics & Honors Biology. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

Advanced Math I (2014)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grades: 10-12 A Level

Prerequisite: Algebra & Geometry I and II and teacher recommendation.

This higher-level mathematics course will further the study of topics in Advanced Algebra, Geometry and Trigonometry to prepare students for the study of Pre-calculus and Calculus. The units of study will include Reasoning and Proof, Inequalities and Linear Programming, Similarity and Congruence, Polynomial and Rational Functions, Circles and Circular Functions, Modeling Sequential Change, and Inverse functions. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

Advanced Math IB (2014B)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grades: 10-12 B Level

Prerequisite: Algebra & Geometry I and II or IIB and teacher recommendation.

This higher-level mathematics course will further the study of topics in Advanced Algebra, Geometry and Trigonometry to prepare students for the study of Pre-calculus and Calculus. The units of study will include Reasoning and Proof, Inequalities and Linear Programming, Similarity and Congruence, Polynomial and Rational Functions, Circles and Circular Functions, Modeling Sequential Change, and Inverse functions. The students in this course will be a part of an Advanced Math I class, however, the standards within the curriculum to be completed for mastery have been modified. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand

their knowledge of the course content. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

Advanced Math I Honors (2028)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grades: 10-12 Honors

Prerequisite: Past academic performance in Honors Algebra & Geometry II or Algebra & Geometry II and teacher recommendation. A placement test may be used

This higher-level mathematics course will further the study of topics in Advanced Algebra, Geometry and Trigonometry to prepare students for the study of pre-calculus and Calculus. The units of study will include Reasoning and Proof, Inequalities and Linear Programming, Similarity and Congruence, Polynomial and Rational Functions, Circles and Circular Functions, Modeling Sequential Change, and Inverse functions. Students in the Honors level course are expected to develop independent thinking skills as they approach new situations and investigate topics in depth. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. Graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

Research Methods and Advanced Math I Honors (2031)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grades: 10-12 Honors

Prerequisite: Past academic performance in Honors Algebra & Geometry II and teacher recommendation. Must also be enrolled in Research Topics and Honors Chemistry. A placement test may be used.

This higher-level mathematics course will further the study of topics in Advanced Algebra, Geometry and Trigonometry to prepare students for the study of PreCalculus and Calculus. The units of study will include Reasoning and Proof, Inequalities and Linear Programming, Similarity and Congruence, Polynomial and Rational Functions, Circles and Circular Functions, Modeling Sequential Change, and Inverse functions. Students in the Honors level course are expected to develop independent thinking skills as they approach new situations and investigate topics in depth. This course will also incorporate research methods in Math and Science. Students will be required to complete a yearlong research project in the field of Math and/or Science under the guidance of their teachers. Students who sign up for this course must also sign up for Research Topics & Honors Chemistry. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. Graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

Functions & Trigonometry (2036)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grades: 11-12 A Level

Prerequisite: Past academic performance in Algebra & Geometry II and Advanced Math I or Algebra & Geometry IIB and Advanced Math IB and teacher recommendation.

This course in higher-level mathematics will continue to explore multivariable models, formalization of the concept of functions, function notation, domain and range. Students will use linear, exponential, quadratic and other polynomial functions to model situations. Trigonometric and logarithmic models will also be studied. This course will prepare students for Pre-Calculus or college level mathematics courses. Additionally, the curriculum topics will be supplemented by web-based practice of skills necessary for college placement exams. Graphing calculator (TI-83 or TI-84) is highly recommended because it is used extensively.

Research Methods & Pre-Calculus Honors (2045)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grades: 11-12 Honors

Prerequisite: Past academic performance in Honors Advanced Math I or Advanced Math I and teacher recommendation. Must also be enrolled in Research Topics and Honors Chemistry. A placement test may be used.

This Pre-Calculus course formalizes and extends important mathematical ideas drawn from the four strands of Algebra and Functions, Geometry and Trigonometry, Statistics and Probability and Discrete Mathematics. The focus will be on the Mathematics needed to be successful in college mathematics, Statistics, or Calculus courses. Topics studied will include the fundamental concepts underlying calculus and their applications including: rate of change, modeling motion, logarithmic, polynomial, and rational functions, conic sections. Emphasis will also be placed on manipulating symbolic representations of polynomial, rational, exponential, logarithmic, and trigonometric functions. Students who successfully complete this rigorous course are ready for Advanced Placement Calculus AB, Advanced Placement Calculus BC, or Advanced Placement Statistics. This course will also incorporate research methods in Math and Science. Students will be required to complete a yearlong research project in the field of Math and/or Science under the guidance of their teachers. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

PreCalculus (2017T)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grades: 11-12 A Level

Prerequisite: Past academic performance in Advanced Math I, Honors Advanced Math I, or Advanced Math IB & Functions & Trigonometry and teacher recommendation.

This Pre-Calculus course formalizes and extends important mathematical ideas drawn from the four strands of Algebra and Functions, Geometry and Trigonometry, Statistics and Probability and Discrete Mathematics. Focus will be on the Mathematics needed to be successful in college mathematics, Statistics, or Calculus courses. Topics will include the fundamental concepts underlying calculus and their applications including: rate of change, modeling motion, logarithmic, polynomial, and rational functions, conic sections. Emphasis will also be placed on manipulating

symbolic representations of polynomial, rational, exponential, logarithmic, & trigonometric functions. Graphing calculator (TI-83 or TI-84) is highly recommended because it is used extensively.

PreCalculus Honors (2018TT)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grades: 11-12 Honors

Prerequisite: Past academic performance in Algebra & Geometry II/Advanced Math I Honors, Advanced Math I Honors or Advanced Math I and teacher recommendation. A placement test may be used.

This Pre-Calculus course formalizes and extends important mathematical ideas drawn from the four strands of Algebra and Functions, Geometry and Trigonometry, Statistics and Probability and Discrete Mathematics. The focus will be on the Mathematics needed to be successful in college mathematics, Statistics, or Calculus courses. Topics studied will include the fundamental concepts underlying calculus and their applications including: rate of change, modeling motion, logarithmic, polynomial, and rational functions, conic sections. Emphasis will also be placed on manipulating symbolic representations of polynomial, rational, exponential, logarithmic, and trigonometric functions. Students who successfully complete this rigorous course are ready for Advanced Placement Calculus AB, Advanced Placement Calculus BC, or Advanced Placement Statistics. A graphing calculator (TI-83 or TI-84) is highly recommended because it is used extensively.

Advanced Quantitative Reasoning (2037T)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grade: 12 A-level

Prerequisite: Advanced Math I and PreCalculus or Advanced Math I and Functions & Trigonometry and teacher recommendation.

This course offers a problem-based curriculum using a range of applied contexts while helping students develop college and career readiness skills such as collaborating, conducting research, and making presentations. We will build on, reinforce, and extend what students have learned in previous math courses, as well as cover a range of new mathematics topics, including probability, data science and statistical studies, finance, functions, and numerical analysis. Additionally, the curriculum topics will be supplemented by web-based practice of skills necessary for college placement exams. The TI83 or TI84 graphing calculator is highly recommended.

Advanced Quantitative Reasoning Honors (2038T)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grade: 12 Honors

Prerequisite: PreCalculus or Pre-Calculus Honors and teacher recommendation.

This course offers a project-based curriculum using a range of applied contexts while helping students develop college and career readiness skills such as collaborating, conducting research, and making presentations. This course is for advanced seniors who are interested in exploring how to analyze, think critically about and reason with data. There are a lot of careers that students will study in college that require them to manage and make interpretations about data. This course will support students to make models, interpretations and predictions for problems that are relevant in

a wide variety of applications. Additionally, the curriculum topics will be supplemented by web-based practice of skills necessary for college placement exams. The TI83 or TI84 graphing calculator is highly recommended.

Calculus Honors (2021)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grade: 12 Honors

Prerequisite: Past academic performance in PreCalculus or PreCalculus Honors and teacher recommendation. A placement test may be used.

A firm foundation in calculus is necessary for pursuing careers in science, mathematics, business, and some social sciences. This course is designed for advanced seniors who want to continue their studies along the Calculus pathway, but are not interested in taking an Advanced Placement Exam. The student must have a strong background in trigonometry, coordinates, graphs, lines, functions, and algebraic manipulations. Topics include: functions and limits, differentiation, applications of differentiation, integration, applications of the definite integral, logarithmic and exponential functions, inverse and hyperbolic functions, and techniques of integration. Graphing calculator (TI-83 or TI-84) is highly recommended because it is used extensively. Summer work to review prerequisite material may be assigned (recommended but not required).

Advanced Placement Statistics (2023)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grade: 11-12 Advanced Placement

Prerequisite: Past academic performance in Advanced Math I Honors, PreCalculus Honors or PreCalculus, strong teacher recommendation, successful completion of summer work.

This course will investigate the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The four major conceptual themes are: 1) Exploring Data: Interpreting and analyzing graphical displays and descriptive statistics, 2) Sampling & Experimentation: Planning and conducting observational studies and experiments, 3) Probability and Simulation: Exploring random phenomena, and 4) Statistical Inference: Estimating population parameters and testing hypotheses. Summer work and an end-of-year project are required. Students are expected to take the AP exam in the spring. The focus throughout the year will be on preparation for the AP exam, with the goal of completing the curriculum with the rigor of a college level course. The TI-83/84 graphing calculator will be used extensively.

Advanced Placement Calculus AB (2022)

Meets Expectations for Student Learning: 1,2,3,4,7,8

Elective Full Year Grade: 12 Advanced Placement

Prerequisite: Past academic performance in PreCalculus Honors, strong teacher recommendation, and successful completion of summer work. A placement test may be used.

A firm foundation in calculus is necessary for pursuing careers in science, mathematics, business, and some social sciences. AP Calculus should provide the building materials for success on the advanced placement exam, thus enabling those students who successfully complete this course to begin their college careers on firm footing. In order to have a successful year students must

understand that calculus will involve a great deal of their time and energy during the year and in preparation for the AP exam. Topics to be studied include polynomial, trigonometric, logarithmic, and exponential functions and their graphs; limits; differentiation; integration; applications of each of these; definite integrals; and techniques of integration. A TI83 or TI84 graphing calculator is required. Summer reading and/or a special project may be required. Students are expected to take the Advanced Placement Exam in May.

Advanced Placement Calculus BC (2025)

Meets Expectations for Student Learning: 1,2,3,4,7,8

Elective Full Year Grade: 12 Advanced Placement

Prerequisite: Past academic performance in PreCalculus Honors, strong teacher recommendation, and successful completion of summer work. A placement test may be used.

A firm foundation in calculus is necessary for pursuing careers in science, mathematics, business, and some social sciences. AP Calculus BC should provide the building materials for success on the advanced placement exam, thus enabling those students who successfully complete this course to begin their college careers on firm footing. In order to have a successful year, students must understand that calculus will involve a great deal of their time and energy during the year and in preparation for the AP exam. Topics to be studied include polynomial, trigonometric, logarithmic, and exponential functions and their graphs; polar and parametric curves; limits; differentiation; integration; applications of each of these; definite integrals; basic and advanced techniques of integration; series. Summer reading and/or a special project may be required. Students are expected to take the Advanced Placement Exam in May. A graphing calculator (TI-83 or TI-84) is highly recommended because it is used extensively.

Mathematical Modeling Honors (2039)

Meets Expectations for Student Learning: 1,2,3,4,5,6,7

Elective Full Year Grade: 12 Honors

Prerequisite: Completed or currently taking an AP Calculus course.

This course will introduce topics typically studied in undergraduate mathematics courses, such as Advanced Problem Solving, Number Theory and Linear Algebra. The course will be centered around problem-based learning where students will collaborate about and investigate topics through open-ended problem solving and computer simulations (using a software program such as Mathematica). Students will develop and use mathematical models to approach real-world problems across discipline areas. This course is meant for students who enjoy solving **challenging** mathematical problems and who are interested in learning strategies and background information for solving these problems. This course is for seniors who are currently enrolled in an AP Calculus course or for students who have already completed an AP Calculus course.

Math Internship (2026)

Meets Expectations for Student Learning: 1,2,3,4,7,8

Elective Semester Grades: 10-12 A Level

Prerequisite: Past academic performance in Advanced Math I, Advanced Math I Honors, PreCalculus or PreCalculus Honors and strong teacher recommendation.

Students will be assigned by the department director to work in an underclassmen class as an assistant to the teacher in that class. Interns will assist in their assigned class by helping students as needed with their questions on class work. The teacher may ask interns to facilitate work with small groups of students or create study guides and review materials with or for students. The intern may also assist students with the creation and organization of their notebooks and mathematics toolkits. Students who participate in this program will meet with their cooperating teacher and will complete monthly feedback forms. The grade for this class will be a pass/fail grade determined by attendance and the feedback forms completed by both the teacher and student.

Essential Math 9/10 (9902)

Prerequisite: Permission of Instructor

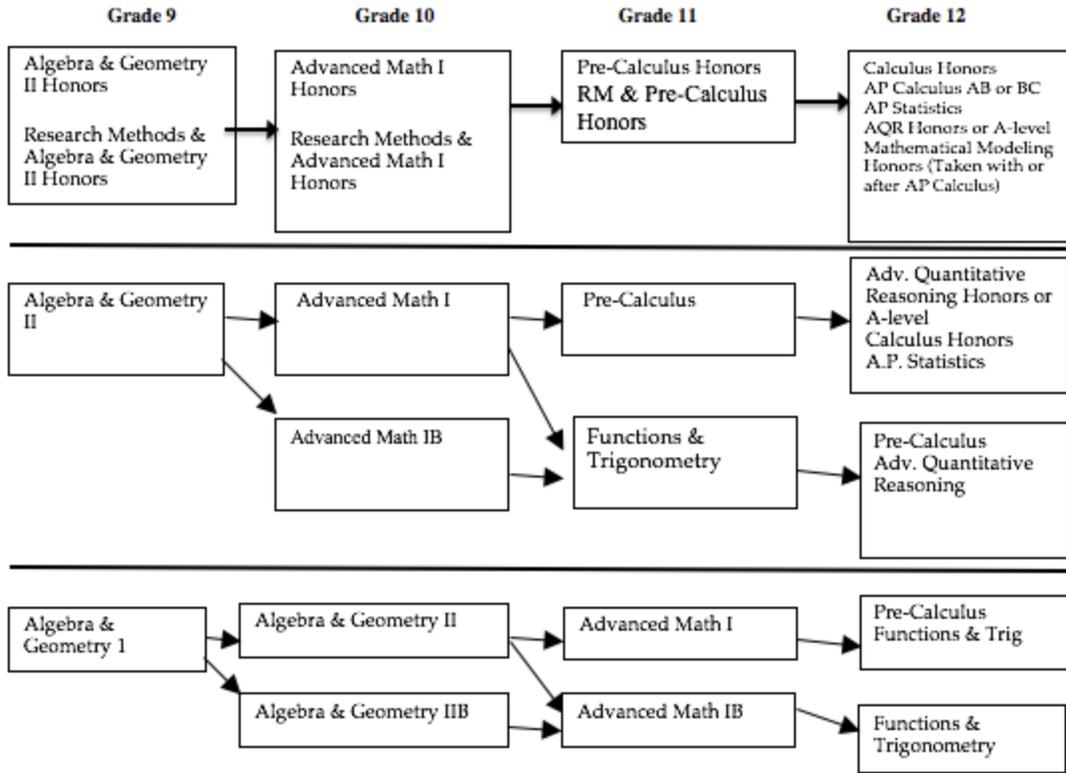
This course, which features smaller class sizes and more individualized learning experiences, is designed to improve the student's critical thinking and reasoning skills to master a variety of concepts and independent life skills related to practical math applications. Students will demonstrate acquisition of skills by applying their knowledge to varied practical math and consumer math concepts including rational numbers, percents, decimals, and word problems. Important ideas are regularly reviewed and include Patterns of Change, Linear Models, Patterns in Data and Geometry.

Essential Math 11/12 (9902)

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences, is designed to improve the student's critical thinking and reasoning skills to master a variety of concepts and independent life skills related to practical math applications. Students will apply their knowledge to varied practical math and consumer math concepts including whole numbers, percents, decimals, and word problems. Students will be introduced and exposed to areas that include banking, budgeting, money application and salary, job exploration, career development, job attainment, basic skills needed on the job, and skills related to self-development and other necessary life skills.

Mathematics Course Offerings and Possible Sequences



Note : If a student is not achieving in the honors program, their teacher can recommend a move to the equivalent course in the A-level program **for the following year** and they can subsequently progress through the A-Level program. Alternately, if a student is excelling in the A-level program, their teacher can recommend a move to the equivalent course in the honors program **for the following year**, and they can subsequently progress through the honors program.

Performing Arts Department

Mr. Tom O'Toole, Director

Phone: 508-841-8826 Email: totoole@shrewsbury.k12.ma.us

The vision of the Shrewsbury High School Performing Arts Department is to instill in our students and community a life-long passion for the performing arts that promotes personal and professional artistic interests beyond high school graduation.

The mission of the Shrewsbury High School Performing Arts Department is to provide a creative curriculum with engaging, collaborative and inclusive opportunities that will inspire critical artistic thought and a personal passion for every student enrolled in a performing arts course.

Course Offerings:

Grade 9	Grade 10	Grade 11	Grade 12
* needs teacher/director approval (S) = Semester Course			
Performance Courses			
Freshman Choir Concert Band Concert Orchestra	Mixed Choir Mixed Choir Honors* Treble Choir* Chamber Choir* Concert Band Wind Ensemble* Jazz Band* Concert Orchestra Chamber Orchestra*	Mixed Choir Mixed Choir Honors* Treble Choir* Chamber Choir* Concert Band Wind Ensemble* Jazz Band* Concert Orchestra Chamber Orchestra*	Mixed Choir Mixed Choir Honors* Treble Choir* Chamber Choir* Concert Band Wind Ensemble* Jazz Band* Concert Orchestra Chamber Orchestra*
Non-Performance Courses			
World Drumming (S) Introduction to Guitar* (S) Guitar Ensemble* (S) Techniques of Music Theory I (S) Music Technology (S) History of Rock and Roll (S) Theater Arts I (S) Voice in Acting (S) Theatrical Design (S) Songwriting	World Drumming (S) Introduction to Guitar (S) Guitar Ensemble* (S) Techniques of Music Theory I (S) Music Technology (S) History of Rock and Roll (S) Theater Arts I (S) Theater Arts II (S) Voice in Acting (S) Theatrical Design (S) Songwriting	World Drumming (S) Introduction to Guitar (S) Guitar Ensemble* (S) Techniques of Music Theory I (S) Music Technology (S) History of Rock and Roll (S) Theater Arts I (S) Theater Arts II (S) Voice in Acting (S) Theatrical Design (S) AP Music Theory* Songwriting (S) Foundations of Music*(S)	World Drumming (S) Introduction to Guitar (S) Guitar Ensemble* (S) Techniques of Music Theory I (S) Music Technology (S) History of Rock and Roll (S) Theater Arts I (S) Theater Arts II (S) Voice in Acting (S) Theatrical Design (S) AP Music Theory* Songwriting (S) Foundations of Music*(S)

Possible Four-Year Performing Arts Experience Examples. There are many more combinations.

Path	Grade 9	Grade 10	Grade 11	Grade 12
Ensembles	Recommended Ensemble (band, chorus or orchestra)	Recommended Ensemble	Recommended Ensemble, Semester Electives, AP Music	Recommended Ensemble, Semester Electives, AP Music
Theatre	Theatre Arts 1	Theater Arts 2	Theatrical Design	Voice in Acting
Non-Performing	World Drumming Intro to Guitar	Guitar Ensemble Tech. of Music Theory 1	History of Rock and Roll, Music Technology	Theatrical Design, Songwriting

Concert Orchestra (A-6000)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective Full Year Grades: 9-12 A Level

Prerequisite: This course is available for all students who have had experience with a middle school or high school orchestra or equivalent, private instruction, or by special permission of the instructor. Concert Orchestra is a performance course available for violinists, violists, cellists, and bassists. This class explores concepts in musicianship, ear training, theory, music literacy, musical terminology, and music history as well as leadership qualities. String-specific skills such as bow management, shifting, vibrato, tone production will also be explored. Students in Concert Orchestra will rehearse and perform quality orchestra literature from a variety of genres. Concert Orchestra performs for school concerts throughout the year. Students are encouraged to audition for MMEA festivals. Performances are an important component of this course and students are required to participate as part of their commitment to this group and part of their evaluation.

Chamber Orchestra Honors (H-6026)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective Full Year Grades: 10-12 Honors

Prerequisite: Placement by audition. A student must have taken Concert Orchestra to be eligible for Chamber Orchestra Honors, have had previous experience with a high school honors orchestra, or been given special permission from the instructor. Chamber Orchestra Honors is designed to develop a student's highest musical potential through performing advanced quality orchestra literature from a variety of genres. Students are selected for participation by audition held in the previous spring to ensure a well-balanced ensemble. Advanced concepts in ear training, theory, music literacy, musical terminology, music history, and leadership will be explored. Advanced

string-specific skills such as bow management, shifting, vibrato, tone production will also be explored. The organization performs for school concerts throughout the year and often prepares for other venues. Students are encouraged to audition for MMEA festivals. Performances are an important component of this course and students are required to participate as part of their commitment to this group and part of their evaluation. Additional performances/rehearsals and assignments are important components of this course level and students are required to participate as part of their commitment to this group and part of their evaluation.

Concert Band (6001)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective Full Year Grades: 9-12 A Level

Prerequisite: This course is available for all students who have had experience with a middle school or high school band or equivalent, private instruction, or by special permission of the instructor.

Concert Band is a performance course available for percussionists, brass, and woodwind players. This class explores concepts in musicianship, ear training, theory, music literacy, musical terminology, and music history as well as teaching leadership qualities. Students in Concert Band will rehearse and perform quality wind band literature. Students are encouraged to audition for MMEA Festivals. Performances are an important component of this course and students are required to participate as part of their commitment to this group and part of their evaluation.

Wind Ensemble Honors (6002)

Meets Expectations for Student Learning 1,2,3,4,5,6,7

Elective Full Year Grades: 10-12 Honors

Prerequisite: Placement by audition. A student must have taken Concert Band to be eligible for Wind Ensemble Honors, have had previous experience with a high school honors band, or been given special permission from the instructor.

Honors Wind Ensemble is designed to develop a student's highest musical potential through performing advanced quality literature in the wind band repertoire. Students are selected for participation by audition held the previous spring to ensure a well-balanced ensemble. Advanced concepts in ear training, theory, music literacy, musical terminology and music history will be explored. The organization performs for school concerts throughout the year, and often prepares for other venues. Students are encouraged to audition for Central District and All-State Music Festivals. This course meets four days per cycle. Additional performances/rehearsals and assignments are important components of this course level and students are required to participate as part of their commitment to this group and part of their evaluation.

Jazz Band Rhythm Section Honors (6003T)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective Full Year Grades: 9-12 Honors

Placement by audition. A student must have had previous experience with a jazz band or been given special permission from the instructor.

This section of Jazz Band Honors is for guitarists, pianists, bassists, vibraphonists, and jazz drummers only (all wind players should choose between Jazz Band Honors/Wind Ensemble Honors

and Jazz Band Honors/Concert Band Honors). Students participating in Jazz Band will play the music of studio, dance, jazz and rock bands. Pop-ballads, Latin, jazz, and rock concert arrangements are rehearsed and performed. Activities include reading from sheet music, analyzing melodic lines, jazz rhythms and chord progressions, and improvisation. This is a course intended primarily for band members. Any interested guitar, bass and keyboard players must audition for the instructor prior to acceptance. All rhythm, (including percussion), are limited to two per instrument. The organization performs for school concerts throughout the year, and often prepares for other venues- Students are encouraged to audition for MMEA Festivals. Additional performances/rehearsals and assignments are important components of this course level and students are required to participate as part of their commitment to this group and part of their evaluation. This course meets two days per cycle.

Jazz Band Honors/Wind Ensemble Honors (6035)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective Full Year Grades: 10-12 Honors

Placement by audition. A student must have taken Concert Band to be eligible for Jazz Band Honors/Wind Ensemble Honors, have had previous experience with a high school honors band or jazz band, or been given special permission from the instructor.

This section of Jazz Band Honors/Wind Ensemble Honors is for wind players only (all rhythm section players should choose Jazz Band Rhythm Section Honors). Students participating in this accelerated course will rehearse and prepare quality literature for the full year, meeting 6 days per cycle. *All content and requirements previously described for Honors Jazz Band and Honors Wind Ensemble apply.

Jazz Band Honors/Concert Band Honors (6036)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective Full Year Grades: 10-12 Honors

Placement by audition. This course is available for all students who have had experience with a middle school or high school band and/or jazz band or equivalent, private instruction, or by special permission of the instructor. This section of Jazz Band Honors/Concert Band Honors is for wind players only (all rhythm section players should choose Jazz Band Rhythm Section Honors). Students participating in this accelerated course will rehearse and play quality literature for the full year, meeting 6 days per cycle. *All content and requirements previously described for Honors Jazz Band and Concert Band apply. Independent work will be monitored and assessed.

World Drumming (6055)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective Semester Grade: 9-12 A Level

World drumming is the exploration of percussion instruments and traditions from a variety of cultures from around the world. This is a course where students use hands-on participation to communicate through percussion instruments, perform in drum circles, compose their own drum grooves and provide accompaniment for other arts. A majority of the activities will focus on the West African ensemble drumming, Caribbean drum ensembles and the songs that are sung along

Mixed Choir Honors (6059)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective Full Year Grades: 10 -12 Honors

Prerequisite: Placement by audition. A student must have taken Freshman choir to be eligible for sophomore year, one year of an SHS choir, or by special permission of the instructor. All are accepted to a vocal ensemble. Students are selected for participation by audition to ensure a well-balanced ensemble. The music is of an advanced level for SATB harmony and will include both accompanied and unaccompanied music. Advanced concepts of tone, ear training, and a cappella skills will be explored. Students encounter music of many styles and genres. This group performs for school concerts throughout the year. Students are encouraged to audition for MMEA ~~musical~~ festivals. Additional performances/rehearsals, small group assessments, and classwork/assignments are important components of this course level and students are required to participate as part of their commitment to this group and part of their evaluation.

Treble Choir Honors (6037)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective Full Year Grades: 10-12 Honors

Prerequisite: Placement by audition. A student must have taken Freshman choir to be eligible for sophomore year, one year of an SHS choir, or by special permission of the instructor. All are accepted to a vocal ensemble.–Students are selected for participation by audition to ensure a well-balanced ensemble. The music is of an advanced level for treble harmony and will include both accompanied and unaccompanied music. Advanced concepts of tone, ear training, and a cappella skills will be explored. Students encounter music of many styles from early as well as modern composers. This group performs for school concerts throughout the year, and often prepares for other venues. Students are encouraged to audition for MMEA ~~music~~ festivals. Additional performances/rehearsals, small group assessments, and classwork/assignments are important components of this course level and students are required to participate as part of their commitment to this group and part of their evaluation.

Chamber Choir Honors (6006)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective Full Year Grades: 10-12 Honors

Prerequisite: Placement by audition. A student must have taken Freshman choir to be eligible for sophomore year, one year of an SHS choir, or by special permission of the instructor. All are accepted to a vocal ensemble. Students are selected for participation by audition to ensure a well-balanced ensemble. The music is of an advanced level for SATB and divisi harmony and will include both accompanied and unaccompanied music. Advanced concepts of tone, ear training, and a cappella skills will be explored. Students encounter music of many styles from early as well as modern composers, including vocal jazz. This group performs for numerous community events throughout the school year, in addition to scheduled concerts and home football games. Students are encouraged to audition for MMEA ~~music~~ festivals. Additional performances/rehearsals, small group assessments, and classwork/assignments are important components of this course level and

students are required to participate as part of their commitment to this group and part of their evaluation.

Techniques of Music Theory I (6007) NOT OFFERED IN 2022-23

Meets Expectations for Student Learning 1,2,6,7,8

Elective Semester Grades: 9-12 A Level

Prerequisite: Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.

Techniques of Music Theory is designed to introduce and improve skills of rhythmic and melodic sight-reading, ear training, and solfege, (sight singing). Additionally, this course will introduce the tools and vocabulary necessary for composing and analyzing music, and students will be taught basic piano skills. Students will be exposed to the realm of electronic music and composition through the use of the computer and synthesizer at the MIDI (musical instrument digital interface) workstation. This is a valuable course for any student who wishes to continue studying music after high school.

Songwriting

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective Semester Grades: 9-12 A Level

Prerequisite: None.

This course, for beginning songwriters, focuses on basic songwriting styles and techniques. Over the course of the semester different songwriting basic methods will be presented and students will be shown easy to understand methods to develop the necessary skills to compose well-crafted lyrics and music. Students will focus on melody and lyric structure as well as analyzing popular songs from many different time periods. Students will work with the songwriting and recording features of Logic software to help realize their work. Students will complete song writing projects and will perform or arrange a performance of their songs.

Advanced Placement Music Theory (6042) NOT OFFERED IN 2022-23

Meets Expectations for Student Learning 1,2,6,7,8

Elective Full Year Grades: 10-12 Advanced Placement

Prerequisite: Prerequisite: Course placement is based on the teacher's recommendation and past academic performance. Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.

The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process, with students learning to accurately sing short melodies from printed

music. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Students will also be able to write and analyze four-part vocal works in the style of the Common Practice period. Notational skills, speed, and fluency with basic materials are emphasized. Students are expected to take the Advanced Placement Exam in May.

History of Rock and Roll (6063T)

Meets Expectations for Student Learning 1,2,3,4,5,6,7

Elective Semester Grades: 9-12 A Level

Prerequisite: None

History of American Music: Rock and Roll is designed to explore one of our country's most powerful art forms. From its roots in blues, country, gospel, and R&B, Rock and Roll and its successor forms have touched all facets of our lives, private and public for over five decades. Rock and Roll is experienced not simply as a culture or sound, but also in cinematic and television culture, as well as literature, fashion, politics, dance, and more.

Music Technology (6008T)

Meets Expectations for Student Learning 2,3,4,6,7

Elective Semester Grades: 9-12 A Level

Music Technology is a fine arts-science course that will familiarize students with the principles and practices used in manipulating sound and music production. A variety of technology including the latest version of Apple's Logic Pro professional music production software, microphones, iPads, and MIDI controllers will be explored and utilized throughout the course. The process of mastering multi-tracked recordings will be developed, as will skills of sequencing and music composition through use of the MIDI workstation. Students will create an online portfolio of recorded works.

Theatre Arts I (6011)

Meets Expectation for Student Learning 1,2,3,4,5,6,7

Elective Semester Grades: 9-12 A Level

Theatre Arts is a one semester elective that is activity-based. Participants will learn basic performance skills incrementally, beginning with exercises in stage movement and improvisation. Although the exercise format continues through the semester, the focus shifts toward more formal acting skills. Character development and motivation are explored through small group scene study. This course culminates with a final one-act theatre presentation.

Theatre Arts II (6040) NOT OFFERED IN 2022-23

Meets Expectations for Student Learning 1,2,3, 4, 5,6,7

Elective Semester Grades: 10-12 A Level

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance.

This course is for serious drama students, and is a continuation of Theatre Arts Level I. Greater academic challenge will be provided through a variety of practical activities and projects that will include styles of dramatic literature, styles of acting, playwriting, voice, movement, and stage directing. Students will also work on projects that investigate the nature & drama of social issues as they continue to advance their stage skills. Opportunities for public performance will be provided.

Voice in Acting (6056) NOT OFFERED IN 2022-23

Meets Expectations for Student Learning 1,2,3,4,5,6,7

Elective Semester Grades: 9-12 A Level

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

Theatrical Design (6034T)

Meets Expectation for Student Learning 1,2,3,4,6,7,8

Elective Semester Grades: 9-12 A Level

Theatrical Design will explore the design process of a show including set design, lighting design, costume/make-up design. Students will learn how to read and analyze a play for specific design elements. Students will design for two classroom productions selected by the instructor. No prior theatre knowledge is needed to register for this course. Students will be introduced to professional resources in the theatrical field.

Foundations of Music (6066)

Meets Expectations for Student Learning 1,2,3,4,5,6,7,8

Elective Semester 1 only Grade(s): 11 and 12

Prerequisite: Director's Approval, signature required

This is an elective course for 11th or 12th-grade students who have an interest in pursuing careers in education or human services. This course may be taken to meet, in part, a student's music elective requirement or as an additional elective course. Students under the direction of the teaching staff, serve as peer partners in a unified music education setting. All students will have the opportunity to research, prepare and explore educational, music-based lessons, fostering creativity, communication, collaboration and critical thinking in a diverse setting. Previous music skill is not a requirement. This class will meet two times per 7 day cycle, opposite of Foundations of Cooking and Foundations of Art.

Science & Engineering Department

Mr. Dave Hruskoci, Director

Phone: 508-841-8836 Email: dhruskoci@shrewsbury.k12.ma.us

Science

In this academic area, students learn more than the basic knowledge about specific sciences; students learn the lifelong skill of approaching a problem in a scientific manner. In our technology-based society with its rapid rate of change, having a solid science background will be an essential asset for students to make informed decisions.

Using the *Massachusetts Science and Technology/Engineering High School Standards, Next Generation Standards, and Common Core Standards* as guides for teaching practices, the Science & Engineering Department: (1) Builds on students' curiosity and existing knowledge by modeling questioning along with making connections between the present science course and ideas carried over from earlier studies and experiences. (2) Expands the inquiry approach to laboratory investigations. Often, investigations are open-ended, allowing students to move in directions that develop as students generate questions and find ways to answer their own questions. (3) Develops habits of mind that emphasize respect for evidence, persistence, open-mindedness and awareness of the effects of our actions on the surroundings in which we live. (4) Integrates technology, science, mathematics and human affairs to investigate complex problems faced in today's world. (5) Emphasizes the applications of all areas of science to our students' lives.

Students in ninth grade will take a discipline-specific Massachusetts Comprehensive Assessment System (MCAS) exam based on their enrollment in either Introductory Physics or Biology. Passing a science MCAS exam is a graduation requirement of the Commonwealth of Massachusetts.

General Full Year Course Offerings

Intro Physics – Lab Level	Chemistry – Lab Level
Intro Physics – A Level	Chemistry – A Level
Intro Physics – Honors Level	Chemistry – Honors Level
Biology – Lab Level	Chemistry – Honors Research Methods
Biology – A Level	Physics – A Level
Biology – Honors Level	Physics – Honors level
Biology – Honors Research Methods	Environmental Science – A Level / Honors
Human Anatomy & Physiology – Honors level	Principles of Biomedical Science - A level
	Human Body Systems - A level

Advanced Placement (AP) and Semester Electives

<i>Advanced Placement – prerequisite(s)</i>	<i>Semester Electives (12th grade Only)</i>
AP Chemistry – Honors chemistry	Bio Ethics – A level / Honors
AP Biology – Hon. Bio & Hon. Chem	Astronomy – A level / Honors
AP Environmental – Hon. Bio & Chem	Oceanography – A level / Honors
AP Physics I – Hon physics or AP Science & Hon Pre-Calc	
AP Physics C - Hon physics & co-enroll in AP Calc AB or higher	

Lab Introductory Physics (3010TT)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 9-10 B Level

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance.

This course is a study of the essential, fundamental physical laws that govern our universe. Skills in laboratory procedures, quantitative manipulations, graphical interpretations, and scientific habits of mind are developed. Students learn the practical applications of major concepts in forces and motion, energy and momentum, heat, waves and electromagnetism. Teachers emphasize the close association between science and technologies and integrate appropriate technology applications. This course is considered a lab science.

Introductory Physics (3011)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 9-10 A Level

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance.

Introductory Physics is a conceptual and mathematical study of fundamental physical laws that govern our universe. Skills in laboratory procedures, quantitative manipulations, graphical interpretations, and scientific habits of mind are developed. Course topics include forces and motion, energy and momentum, heat, waves and electromagnetism. Teachers emphasize the close association between science and technologies and integrate appropriate technology applications. This course is considered a lab science.

Introductory Physics Honors (3012)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 9-10 Honors

Prerequisite: Algebra I or Algebra/Geometry I - Course placement is based on the teacher's recommendation and past academic performance.

This course is for students who are recommended for an Honors level science course in grade 9, but will not be concurrently enrolled in Honors Algebra & Geometry II (or a higher level math course). Honors Introductory Physics is a study of the fundamental physical laws that govern our universe,

stressing both concept and mathematical interpretation. Skills in laboratory procedures, quantitative manipulations, graphical interpretations, and scientific habits of mind are developed and applied. Course topics include forces and motion, energy and momentum, heat, waves and electromagnetism. Teachers emphasize the relationship between evidence and models, and integrate appropriate technology applications. Students are expected to complete additional projects or conduct additional research that compliments their work in class. This course is considered a lab science.

Lab Biology (3018T)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 10-12 B Level

Prerequisite: Introductory Physics and teacher recommendation.

This course is designed to give students an introduction to the most essential concepts related to ecology, chemistry of life, cell structure and function, genetics, evolution and biodiversity, as well as selected topics in anatomy and physiology. Practical laboratory exercises following the scientific method will provide students with experiences in biological problem solving. These exercises are designed to reinforce the material taught & discussed in class. Course is considered a lab science.

Biology (3019)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 10-12 A Level

Prerequisite: Introductory Physics and teacher recommendation.

Biology is designed to give students an introduction to ecology, chemistry of life, cell structure and function, genetics, evolution and biodiversity, as well as selected topics in anatomy and physiology. Practical laboratory exercises following the scientific method will provide the student with experiences in biological problem solving. These exercises are designed to reinforce the material taught and discussed in class. This course is considered a lab science.

Biology Honors (3020)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 9-11 Honors

For Grade 9 students: Co-requisite = Honors Algebra & Geometry II (or higher level math course), teacher recommendation and past academic performance. For grades 10-12 students: prerequisite = teacher recommendation and past academic performance. Honors Biology is a course designed for students who demonstrate high academic achievement and motivation in science and mathematics. Students will be expected to complete a significant amount of reading and writing assignments, as well as quantitative and qualitative analysis of laboratory work. Topics emphasized include ecology, chemistry of life, cell structure and function, genetics, evolution and biodiversity, as well as selected topics in anatomy and physiology. An independent or team research project will be completed. This course is considered a lab science.

Research Methods and Biology Honors (3058)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 9 Honors

Co-requisite: Research Methods Honors Algebra and Geometry II. Course placement is based on the teacher's recommendation and past academic performance.

Students will be required to complete a year-long independent research project in the field of science and/or math under the guidance of their teachers. Students who sign up for this course must also sign up for Research Methods & Honors Algebra and Geometry II. This course covers the same curriculum content as Honors Biology with an added emphasis on integrating concepts from Honors Algebra and Geometry II with scientific data developed in and out of the classroom. Note: this course meets for an extra period two days out of the 7-day cycle only during first semester. All research methods students are expected to participate in the school science fair which takes place in February. This course is considered a lab science.

Lab Chemistry (3024)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 B Level

Prerequisite: Teacher recommendation.

This class is designed to give students an introduction to the most essential concepts related to the structure and composition of substances and the changes the substances undergo. Topics include properties of matter, atomic structure, bonding, reactions, basic stoichiometry, gases, solutions, and acids and bases. Emphasis is placed on experimentation, use of scientific method and applications of chemistry to the world. Daily assignments and activities engage students in the application of chemistry, making attendance imperative.

Chemistry (3025)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 10-12 A Level

Prerequisite: A level Algebra & Geometry II (or higher) and Teacher recommendation.

Chemistry is the science dealing with the structure and composition of substances and the mechanisms by which changes in composition occur. Topics include properties of matter, atomic structure, periodicity, chemical bonding, reactions and stoichiometry, behavior of gases, solutions, acids and bases, and selected topics in equilibrium, kinetics, thermochemistry, and electrochemistry. Emphasis is placed on experimentation, use of the scientific method, problem solving and the applications of chemistry to the world. Daily assignments and activities engage students in the applications of chemistry. This course is considered a lab science.

Chemistry Honors (3026)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 10-12 Honors

For grade 10 students: prerequisite = Honors Algebra/Geometry II or co-enrollment in Honors Advanced Math 1 (or higher), and teacher recommendation. For grade 11-12 students: Prerequisite = Honors Adv. Math 1 or co-enrollment in Honors Pre-Calc (or higher).

Honors Chemistry is designed to prepare students for AP Chemistry. This course addresses the structure and composition of substances and the mechanisms by which changes in composition occur. Content focuses on similar topics as those addressed in A level Chemistry, but coverage is in greater depth, and at a faster pace compared to the A level course. Topics include properties of matter; atomic structure, periodicity, chemical bonding, reactions and stoichiometry, behavior of gases, solutions, acids and bases, equilibrium, kinetics, thermochemistry, and electrochemistry. Emphasis is placed on experimentation, use of the scientific method, problem solving and the applications of chemistry to the world. A high level of self-discipline is required for the completion of independent assignments. Strong mathematical reasoning is essential for success in this course. This course is a lab science.

Research Methods and Chemistry Honors (3038)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 10-11 Honors

Co-requisite: Research Methods Honors Advanced Math 1, and teacher recommendation.

Students will be required to complete a yearlong research project in the fields of science, engineering or math under the guidance of their teachers. Students who sign up for this course must also sign up for Research Methods & Honors Advanced Math I. This course covers the same content as Honors Chemistry. Note: this course meets for an extra period two days out of the 7-day cycle only during 1st semester. All research methods students are expected to participate in the school science fair which takes place in February. This course is considered a lab science.

This course is considered a lab science.

Physics (3015)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 A Level

Prerequisite: A level Advanced Math I and teacher recommendation.

Physics is a course that builds students' conceptual understanding of physical principles and complements this understanding with mathematical applications. Students considering a career in any scientific field will benefit from having physics at the high school level prior to encountering it for the first time in college. Topics include forces and motion, energy and momentum, waves, light and sound, and electricity. This course includes training in reasoning, as well as instruction in the concepts of physics. There will be project-based experiences as well as traditional laboratory work requiring both traditional methods and computer-assisted data acquisition and analysis techniques. This course is considered a lab science.

Physics Honors (3016)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 Honors

Prerequisite: Honors Advanced Math I OR Co-requisite: Honors Pre-Calculus (or higher honors math course) and teacher recommendation.

Honors Physics is a course that builds students' conceptual understanding of physical principles and complements this understanding with mathematical applications. Areas covered in this course

are: vectors vs. scalars, graphical analysis of motion, mechanics: kinematics and dynamics, conservation of momentum, conservation of energy, circular motion, the universal law of gravitation, planetary motion, waves: light and sound, electrostatics, basic DC electricity, and magnetism. An inquiry approach is taken with laboratory work. Laboratory experiences will include traditional and computer-assisted data acquisition and analysis techniques. A high level of self-discipline is required for the completion of independent assignments. Strong mathematical reasoning is essential for success in this course. This course is considered a lab science.

Environmental Science (A-3041F, H-3048F)

Meets Expectations for Student Learning: 1-7

Elective Full Year Grades: 11-12 A Level

Prerequisite: Biology and Chemistry and teacher recommendation.

In this course students study the connection between the human population and the use of the Earth's resources. Topics include fresh water sources and pollution, air quality and climate change, land use and agriculture, renewable and non-renewable resources, waste, recycling and governmental policy (both domestic and internationally). Students will participate in and complete selected research projects and laboratory investigations that require a basic understanding of chemistry (the periodic table and reactions) and ecology (biomes and diversity). Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats. This course is considered a lab science.

Human Anatomy and Physiology Honors (3022T)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 Honors

Prerequisite: Honors Biology and Chemistry (A level or Honors) and teacher recommendation.

This is a rigorous course for students interested in any healthcare field, scientific research or biology in general. Learning experiences are designed to explore the anatomy (structure) and physiology (function) of each of the systems in the human body, as well as topics such as nutrition and exercise as they relate to physiology. The laboratory component of this course includes a significant amount of animal dissection in order to model the anatomy of the human body. These dissections are important as they provide hands-on learning experiences that allow students to practice the skill of applying content to the real world. Students who may be uncomfortable with the graphic nature of studying organ tissues up close should strongly consider whether or not this is an appropriate course selection. This course is considered a lab science.

Advanced Placement Physics 1 (3071)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 12 Advanced Placement

Prerequisite: Honors Physics or AP Chemistry or AP Biology or AP Environmental. Co-requisite: AP Calculus AB or higher. And teacher recommendation.

Advanced Placement Physics 1 is an algebra-based, introductory college-level physics course. The course covers Newtonian mechanics (including rotational dynamics and angular momentum), work,

energy, power, mechanical waves, sound and an introduction to electric circuits. See <http://apcentral.collegeboard.com> for more information. Students need to be proficient with algebra and trigonometry for this course. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students are expected to take the AP Physics 1 version of the Advanced Placement Exam in May. A summer assignment is required. This course is considered a lab science.

Advanced Placement Physics C (3017T)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grade: 12 Advanced Placement

Prerequisite: Honors Physics or AP Chemistry or AP Biology or AP Environmental. Co-requisite: AP Calculus BC or higher. And teacher recommendation

This course in mechanics is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation. Topics include: kinematics, Newton's laws, work, energy, power, systems of particles and linear momentum, rotation, oscillations, and gravitation. Students are expected to take the AP Physics C - Mechanics version of the Advanced Placement Exam in May. Course is considered a Lab science.

Advanced Placement Biology (3021)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 Advanced Placement

Prerequisite: Honors Biology and Honors Chemistry and teacher recommendation.

This course is designed to be the equivalent of a first year college biology course given to science majors (see <http://apcentral.collegeboard.com>). By achieving a certain proficiency on the Advanced Placement examination given in May, credit may be granted at a number of colleges. Using a college textbook, the course is a fast-paced and in-depth study of the fundamentals of biology and focuses on the requirements established by the College Board. A minimum of eight inquiry-based laboratory experiments will be completed during the year. Each lab involves considerable analysis of data. Summer reading and/or a special project are required. Students are expected to take the Advanced Placement Exam in May. This course is an excellent review for material on the SAT II. This course is considered a lab science.

Advanced Placement Chemistry (3027)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 Advanced Placement

Prerequisite: Honors Chemistry and Honors Advanced Math 1 (or higher math course), teacher recommendation and past academic performance.

Advanced Placement Chemistry is designed to be the equivalent of a rigorous college general chemistry course and focuses on the requirements established by the College Board

(See <<http://apcentral.collegeboard.com>>). Emphasis will be on the quantitative reasoning and problem-solving skills necessary to explain chemical phenomena and enable predictions. Topics include: solution and gas stoichiometry, modern atomic theory, chemical bonding, colligative properties, chemical kinetics, thermochemistry and thermodynamics, chemical equilibrium, reaction prediction and electrochemistry. Laboratory work largely focuses on structured, guided and open inquiry-based experiments. AP Students will be expected to write explanations to non-quantitative questions based on their developed knowledge of chemical principles, and to conduct mathematical manipulations in preparation for the AP Chemistry exam given in May. Summer work and/or a special project may be required. The course can be taken in either the junior or senior year. Students are expected to take the Advanced Placement Exam in May. Note: this course meets for an extra period two-days out of a 7-day cycle. This course is considered a lab science.

Advanced Placement Environmental Science (3030)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 Advanced Placement

Prerequisite: Honors Biology and Chemistry and teacher recommendation.

This course is designed to be the equivalent of a one semester, introductory college course in environmental science. (see <http://apcentral.collegeboard.com>). By achieving a certain proficiency on the Advanced Placement examination given in May, credit may be granted at a number of colleges. The course is a fast-paced and in-depth study of Environmental Science and focuses on the requirements established by the College Board. Topics include: Earth systems and resources, the living world, populations, land & water use, energy resources & consumption, pollution, and global changes. This course includes field lab investigations. Summer work and/or a special project may be required. Students are expected to take the Advanced Placement Exam in May. This course is considered a lab science.

Principles of Biomedical Science (3075)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 A Level

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance.

This course incorporates a significant amount of self-directed independent work and research with a project-based learning approach. In this Project Lead The Way course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems.

Human Body Systems (3076)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 A Level

Prerequisite: Biology, teacher recommendation, and past academic performance.

In this *Project Lead The Way* course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through real world cases, and act as biomedical professionals to solve medical mysteries. This course is considered a lab science.

Oceanography (A-3068, H-3070)

Meets Expectations for Student-Learning: 1-7

Elective Semester Grades: 11-12 A Level or Honors

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance.

In this course students explore the physical and biological features of Earth's oceans. Topics include the ecology of various aquatic ecosystems, ocean chemistry, tidal mechanics, marine life, threats to our oceans, and conservation of the oceans. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats. This course is considered a semester lab science.

Astronomy (A-3013T, H-3049)

Meets Expectations for Student-Learning: 1-7

Elective Semester Grades: 11-12 A Level or Honors

A level Prerequisite: Teacher recommendation.

Honors level Prerequisite: Functions and Trig. or Pre-Calculus and teacher recommendation

In this course students study the structure of our solar system, galaxy and the universe. Students research the various contributions that ancient civilizations have made to the field of astronomy and how increased technology throughout history has helped our knowledge and understanding of the origins and structures of planets, stars, galaxies and the universe. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats. Honors students are also required to attend 2 evening observations at the high school and complete 1 long-term independent observation experiment per quarter. This course is considered a semester lab science.

Bioethics (A-3023, Honors-3028)

Meets Expectations for Student-Learning: 1-7

Elective Semester Grade: 12 A Level or Honors

Prerequisite: Biology and teacher recommendation.

Please note the topics discussed in the description below. Students who may be uncomfortable with the graphic nature of studying these topics should strongly consider whether or not this is an appropriate course selection.

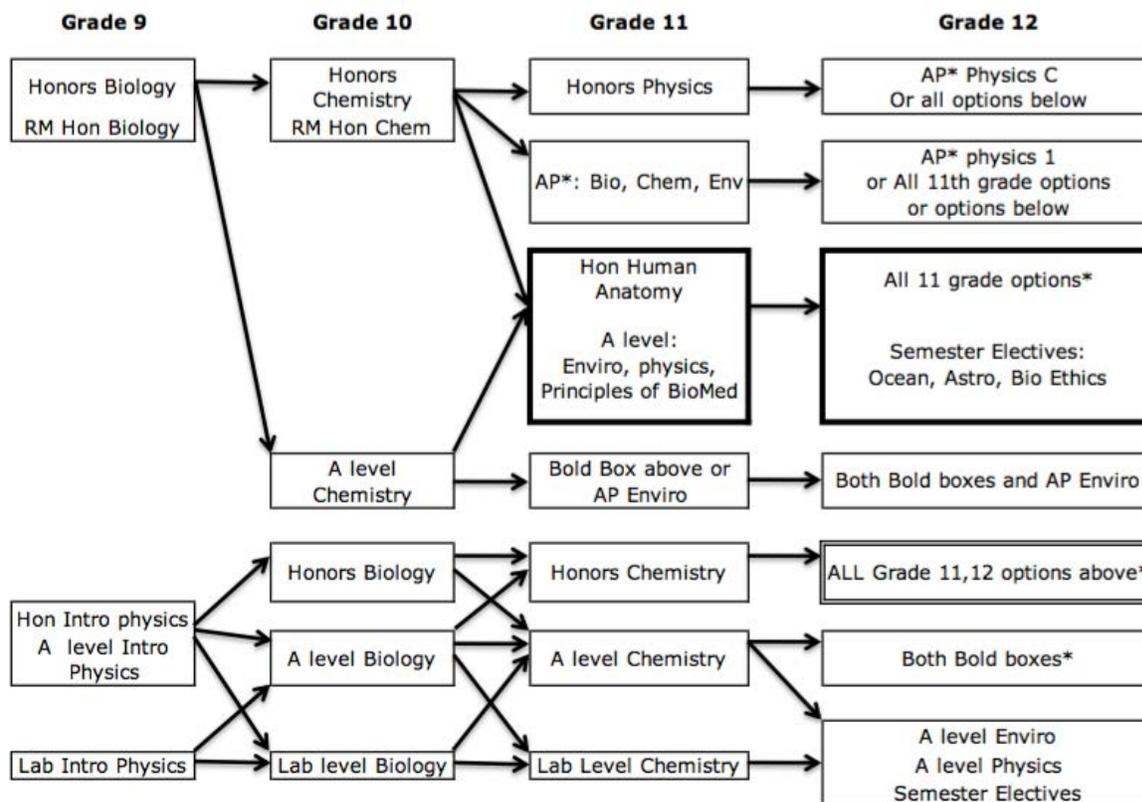
Bioethics provides students with an opportunity to examine and discuss the social, ethical and legal dilemmas that arise from advances in medicine and biotechnology. Topics include organ donation and transplantation, abortion, assisted reproduction, euthanasia and assisted suicide, death and dying, environmental ethics, medical ethics, animal research and genetic technologies. Position papers on selected topics are assigned as part of the curriculum. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Exploration of Science Concepts 11/12 (9926)

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences is designed to develop a student's appreciation and understanding of the study of life. Through one-on-one, small group, and discussion-based instruction, the class will explore concepts in the areas of physical, biological and chemical sciences (e.g. cellular structure and function, molecular genetics, heredity, taxonomy, and evolution) through application of concepts to everyday life experiences.

Science Course Offerings and the Most Common Sequences



* Please refer to specific course Descriptions for pre-requisite and co-requisite information

Engineering

Students in engineering classes learn how technology draws from science and mathematics to fashion products that solve practical problems encountered in our lives. Whether the student is learning about established processes or developing new technological processes, the engineering protocol becomes evident in each technology education course. This protocol entails:

- Identifying a need that can be addressed by technological inventions or innovations.
- Using mathematical and scientific background along with creativity to fashion solutions that address the need.
- Visualizing solutions in graphical form in two and three dimensions.
- Building prototypes to test and redesign based on the outcome of preliminary testing results.
- Making engineering presentations of the solution.
- Considering the societal impacts and tradeoffs of the new technology.

The varied course selections offered in Engineering provide all students with opportunities to explore technology, solve problems, develop effective and safe work habits, gain an appreciation for the engineering design process, work cooperatively with others and apply knowledge in a practical manner. Four important areas of Engineering are emphasized: 1) communication, 2) design 3)/manufacturing and 4) power/energy/transportation.

In addition to semester electives, the Engineering department offers three courses from the national *Project Lead the Way* curriculum. These courses offer a rigorous introduction to, and exploration of, the field of engineering.

Course Offerings:

Exploring Technology (1 semester)	*Introduction to Engineering Design (IED)
Robotics/Electronics (1 semester)	*Principles of Engineering (POE) grade 10-12
Engineering the Future (Full Year)	

* *Project Lead the Way* course

Exploring Technology (5202)

Meets Expectations for Students Learning: 1-7

Elective Semester Grades: 9 -12 A Level

This course runs during the first semester. It is designed to offer the student an exploratory experience in general technology. Students rotate through ten different modular workstations where they gain technological knowledge by performing hands-on activities in the fields of: construction, basic electricity, electronic communications, hydraulics, pneumatics, materials and processes, mechanisms, research and design, aerodynamics, and alternative energy. Students will also use the engineering design process to identify a design problem within constraints, evaluate ideas, build and test prototypes. This course can fulfill part of the science credit requirement for graduation.

Robotics/Electronics (5210)

Meets Expectations for Students Learning: 1-7

Elective Semester Grades: 9-12 A Level

This course runs during the second semester. Robots are devices that have the intelligence to interpret information, make decisions, and then affect their environment. The fundamentals of electrical circuits (i.e. components and configurations) will be examined through class-work and hands-on activities, including circuit construction. Students in this class will also explore the relationship between humans, computers, and machines by utilizing the engineering design process to design and fabricate robotic devices. No previous background is required.

Engineering the Future (5221TT)

Meets Expectations for Students Learning: 1-7

Elective Full Year Grades: 9-12 A Level

This course is a year-long implementation of the *Engineering the Future* curriculum developed by the Boston Museum of Science and provides students with an introduction to engineering and technology through hands-on activities, cooperative learning and problem-solving. Students will use the engineering design process to design and build projects in the following units: design and manufacturing, thermal and fluid systems, electricity and communications, and construction and integrated systems. This course can fulfill part of the science credit requirement for graduation.

Introduction to Engineering Design (IED) (5229T)

Meets Expectation for Students Learning: 1-7

Elective Full Year Grades: 9-12 A Level

Prerequisite: Algebra I or Algebra/Geometry I

Using the nationally recognized *Project Lead the Way* hands-on curriculum, students will explore the Engineering Design Cycle in problem-based projects. They will also learn to use sophisticated three-dimensional modeling software to create and communicate the details of their products. Emphasis is placed on analyzing potential solutions and communicating ideas to others. This engineering course is designed to enable students to explore the field as a career choice and provides the rigorous, relevant training required to excel in any related post-secondary program. This course is recommended as the first course in the *Project Lead the Way* engineering sequence and can fulfill part of the science credit requirement for graduation.

Principles of Engineering Honors (POE) (5228)

Meets Expectation for Students Learning: 1-7

Elective Full Year Grades: 10-12 Honors

Prerequisite: Algebra/Geometry II

Using the nationally recognized *Project Lead the Way* hands-on curriculum, students explore the wide variety of engineering and technology principles in the areas such as mechanisms, thermodynamics, electrical systems and materials testing. Using activities, projects and problem solving, students investigate the integration of math, science, and technology in engineering applications. This engineering course is designed to enable students to explore the field as a career choice and provides the rigorous, relevant training required to excel in any related post-secondary program. This course can fulfill part of the science credit requirement for graduation.

Social Sciences Department

Ms. Jennifer DiFrancesca, Director

Phone: 508-841-8823 Email: jdifrancesca@shrewsbury.k12.ma.us

The Social Sciences are rooted in a diverse but common heritage, and together they offer insights into the nature and causes of political affairs, social and economic patterns, and human behavior. Critical inquiry about man, society, and history generates a broad awareness and deeper understanding of the human experience. The social sciences encourage students to develop an interdisciplinary perspective of the world around them through the study of history, literature, economics, society, philosophy, and psychology.

In all of the courses offered by the SHS Social Sciences Department, students are provided with challenging and diverse learning opportunities, which encourage them to explore their role in and relationship to their local community, country and the world. Students also examine issues of individualism, socio-economic class, race, nationalism and globalization. In addition, students will develop their ability to research effectively, think critically and to express their ideas in written, visual and oral formats. Our goal as Social Science teachers is to empower students to be active, capable and caring contributors to the world in which they live.

World Civilizations, United States History I and United States History II are aligned with the content, Standards of Practice and Guiding Principles outlined in the *Massachusetts History and Social Science Frameworks*. The elective courses offered by the Social Sciences Department are also aligned with the Standards of Practice and Guiding Principles of the *Massachusetts History and Social Science Frameworks*.

Course Offerings:

World Civilizations	American Government
U.S. History I	Economics
U.S. History II	Law
U.S. History II: American Studies	Local & Global Studies
Advanced Placement United States History	Pop Culture
Advanced Placement Comparative Government & Politics	Psychology
Advanced Placement Human Geography	Sociology
Advanced Placement Psychology	Sports in America
Social Science Internship	World Religions
	The World at War

World Civilizations (4019)

Meets Expectations for Student-Learning: 1,2,3,4,6,7

Required Full Year Grade: 9 A Level

In the first semester, students will investigate world history from 1500 until 1900 through the following units of study: World Religions, Power & Wealth, Revolution, Nationalism, Industrialization, and Imperialism. The second semester will include an examination of world events from the 1900s through the late 20th century through the following units of study: the Great War and its aftermath, Rise of Facism and World War II, the Cold War, and the Global Age. Politics and diplomacy will be studied as well as the social, economic, religious, scientific and technological factors that have shaped world history. Students will develop skills in working with primary sources, research, discussion, reading, and writing. Throughout the year, students will connect their learning to current events. Assessment strategies will include written and oral presentations, objective questions, open-response questions, and research projects.

U.S. History I (A-4036, Honors-4018)

Meets Expectations for Student-Learning: 1,2,3,4,6,7

Required Full Year Grade: 10 A Level or Honors

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance.

This is the first year of a two-year course in American history. Following a chronological approach, the course will begin with Native American societies and conclude with the Gilded Age. Students will study the causes and consequences of the American Revolution, as well as the development of the U.S. Constitution. Other units of study will include Federal vs. State power, Economic & Social Change, Civil War, Reconstruction, and the West. The core content is the same for both the Honors and A-level courses, however, the pace and focus on skills will be different. Honors level students will read more in-depth primary and secondary source documents, as well as participate in more independent learning. All students will continue to develop their skills working with primary sources, research, discussion, reading, and writing. Throughout the year, all students will connect their learning to current events. Assessment strategies for all students will include written and oral presentations, objective questions, open-response questions, and research projects.

Essential History 9/10 (9906)

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences is designed to align with the curriculum of US History I. The goal of this class is to teach students the fundamentals needed in order to be successful in a social sciences class. In this course, students cover the topics of the American Revolution, as well as the development of the Constitution. Other topics of study include the reform movements of the 1800's, Westward Expansion, the Civil War, and Reconstruction. The pace and focus on skills will be adapted to meet the specific needs of each student.

U.S. History II (A-4021T, H-4017T)

Meets Expectations for Student-Learning: 1,2,3,4,6,7

Required Full Year Grade: 11 A Level or Honors

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance.

This is the second year of a two-year course in American history. Following a chronological approach, the course will begin with the Progressive Era and conclude with America in the 21st century. Units of study will include US foreign policy, the 1920s and 1930s, the World War II Era, Cold War Abroad, Rebellion & Reaction including the Civil Rights Movement and Modern America. During the second semester of the course, students will engage in the six stages of a Civics Action Project as identified by the Massachusetts Department of Elementary & Secondary Education. The core content is the same for both the Honors and A-level courses, however, the pace and focus on skills will be different. Honors level students will read more in-depth primary and secondary source documents, as well as participate in more independent learning. All students will continue to develop their skills working with primary sources, research, discussion, reading, and writing. Throughout the year, all students will connect their learning to current events. Assessment strategies for all students will include written and oral reports, objective questions, open-response questions, and research projects questions.

U.S. History II: American Studies (A-4034, H-4035)

Meets Expectations for Student-Learning: 1,2,3,4,6,7

Required Full Year Grade: 11 A Level or Honors

Prerequisite: Course placement is based on the teacher's recommendation.

American Studies includes the core content of eleventh grade English and U. S. History II, but focuses on the relationship between the two by studying them together in an environment that emphasizes collaborative and independent learning. Classes are scheduled during consecutive periods, providing flexibility in grouping and allowing for some common assessments. Students will examine themes such as gender roles, racial identity, and war as well as technological and social developments. During the second semester of the course, students will engage in the six stages of a Civics Action Project as identified by the Massachusetts Department of Elementary & Secondary Education. Throughout the year, students will be expected to demonstrate growth as critical thinkers, readers, and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats. *Students who register for this course must also register for English 11: American Studies at the same level.*

Essential History 11/12 (9906)

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences is designed to align with the curriculum of US History II. In this class, students cover the topics of The Second Industrial Revolution, World War 1, The Great Depression, World War II, and The Vietnam

War. The pace and focus on skills will be adapted to meet the specific needs of each student.

Advanced Placement United States History (4013)

Meets Expectations for Student-Learning: 1,2,3,4,6,7

Elective Full Year Grade: 11 Advanced Placement

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance.

AP US History is designed to provide students with the analytical skills and factual knowledge necessary to deal with issues in United States history from the age of discovery to the present. It is also designed to prepare students for college by making demands upon them equivalent to those made by full-year introductory college courses. Solid reasoning and writing skills, along with a willingness to devote considerable time to studying, are necessary to succeed. A variety of approaches will be used to analyze American politics, society, economics, and history. Students will use a college-level textbook, read extensive primary and secondary sources, and demonstrate their ability to learn independently. This course meets the College Board's expectations for an AP US History course. This course fulfills the US History II requirement for eleventh graders and will include the Civics Action Project identified by the Massachusetts Department of Elementary & Secondary Education. Students are expected to successfully complete the summer work and take the Advanced Placement Exam in May.

American Government (A-4035, H-4041)

Meets Expectations for Student-Learning: 1,2,3,4,6,7

Elective Semester Grades: 10-12 A Level or Honors

This course is designed to provide students with an understanding of the structure, purpose, principles, and practices of American government at the local, state and national levels. Students will investigate their rights and responsibilities as American citizens and how they can exercise these rights and responsibilities at different levels through current issues, class discussions, and guest speakers. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning including student choice. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats

Economics (A-4026, Honors-4071)

Meets Expectations for Student-Learning: 1,2,3,4,6,7

Elective Semester Grades: 10-12 A Level or Honors

This course is designed to provide students with an introduction to economics. Students will examine topics such as scarcity, supply and demand, market structures, the role of government, personal finance, and the role of financial institutions. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning including student choice. Honors students will be expected to do extensive and sustained

independent research and analysis outside of class and present their findings in written, visual and oral formats.

Law (4094AT, 4094HT)

Meets Expectations for Student-Learning: 1,2,3,4,6,7

Elective Semester Grades: 10-12 A Level or Honors

This course will introduce students to the United States justice system through an examination of Constitutional, civil and criminal law. Students will gain a deeper understanding of the law through an examination of case studies, current issues, participation in mock trials as well as discussions with guest speakers. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers, and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Local & Global Studies (A-4031T, H-4073T)

Meets Expectations for Student-Learning: 1,2,3,4,6,7

Elective Full Year or Semester Grades: 10-12 A Level or Honors

This course will provide students opportunities to explore their role in as well as issues facing local, national and global communities. Some topics students will research and propose action steps for are the experiences of indigenous peoples, the process of urbanization, the impact of climate change as well as issues related to poverty and inequality. As part of their learning, students will engage with StoryCorps, the UNSDG, elected officials, as well as the Beal History Wall. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning especially student choice and a public product. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Pop Culture (4093A, 4093H)

Meets Expectations for Student-Learning: 1,2,3,4,6,7

Elective Semester Grades: 10-12 A Level or Honors

This course will provide students an opportunity to examine how popular culture has both shaped and been shaped by American politics, economics, society and technology in the 20th and 21st centuries. Students will also examine the role of individuals, including themselves, as creators and consumers of pop culture, including TV, movies, fashion, comics, art, and music. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers, and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Psychology (A-4011, H-4023)

Meets Expectations for Student-Learning: 1,2,3,4,6,7

Elective Semester Grades: 11-12 A Level or Honors

Students who have taken a semester of Psychology are not eligible to take AP Psychology.

Psychology students will explore human behavior and the mind including social psychology, adolescence, methods of research, consciousness, learning, neuroscience, personality, abnormal behavior and therapy. Classes will include a combination of discussions, lectures, films, and presentations. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Sociology (A-4010, H-4069)

Meets Expectations for Student-Learning: 1,2,3,4,6,7

Elective Semester Grades: 11-12 A Level or Honors

Students will explore human society in a variety of ways. This will involve the investigation of social institutions as well as social group dynamics and organization. Sociological research will be used throughout the course to conduct surveys, interviews, and studies. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Sports in America (4042A, 4042H)

Meets Expectations for Student-Learning: 1,2,3,4,6,7

Elective Semester Grades: 10-12 A Level or Honors

This course will provide students an opportunity to do an in-depth analysis of the role of sports in America including the evolution of sports and how they have both reflected and responded to developments in United States history. Students will also investigate the psychology of sports including leadership, team dynamics, and individual competition. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning including a public product. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

World Religions (A-4060, H-4061)

Meets Expectations for Student-Learning: 1,2,3,4,6,7

Elective Semester Grades: 10-12 A Level or Honors

Students will explore the history, structure, beliefs, and traditions of a variety of religions including but not limited to Judaism, Christianity, Islam, Hinduism, Buddhism, Daoism, Confucianism, and Shintoism. Throughout the semester, students will be expected to demonstrate growth as critical

thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning including student choice. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

The World at War (A-4087, H-4091)

Meets Expectations for Student-Learning: 1,2,3,4,6,7

Elective Semester Grades: 10-12 A Level or Honors

This course will provide students an opportunity to investigate the causes, courses, and consequences of military conflicts from World War I to the present. Class discussions, guest speakers and research will provide students the opportunity to explore and analyze not only the events of the wars but also on the governments, economies, and societies that created and were created by these conflicts. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning including student choice. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Advanced Placement Comparative Government & Politics

Meets Expectations for Student-Learning: 1,2,3,4,6,7

Elective Full Year Grade: 12 Advanced Placement

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance.

AP Comparative Government & Politics will introduce students to the diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. Students will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence based arguments. The reading, writing, and discussions are aligned with those of a college Social Science course. Students will read extensively and take responsibility for their own learning. Students are expected to successfully complete the summer work and take the AP exam in May.

Advanced Placement Human Geography (4072)

Meets Expectations for Student-Learning: 1,2,3,4,6,7

Elective Full Year Grade: 12 Advanced Placement

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance.

AP Human Geography will introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students will investigate geographic concepts, population trends,

cultural patterns and processes, political organization of spaces, agricultural and rural land use, industrialization and economic development, cities, and urban land use. Throughout the course, students will develop and refine their ability to understand how cultural landscapes and regions emerge; use maps and other spatial data to pose and solve problems; identify and analyze the local, regional, national and global factors that influence a phenomena; and understand the ways in which events and processes operating in one place influence those operating at other places. The reading, writing, and discussions are aligned with those of a college Social Science course. Students will read extensively and take responsibility for their own learning. Students are expected to successfully complete the summer work and take the AP exam in May.

Advanced Placement Psychology (4012)

Meets Expectations for Student-Learning: 1,2,3,4,6,7

Elective Full Year Grade: 12 Advanced Placement

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance.

AP Psychology is the equivalent of a college introductory psychology course. It will explore human behavior and the mind by addressing such questions as: "What makes us who we are? What are the biological bases of behavior? How do we learn? What are sensation and perception? What is adolescence? What is mental illness and how is it treated? What motivates people?" Classes will include a combination of discussions, lectures, films, and presentations. A variety of theories will be examined including Freud, Skinner, Piaget, and Kagan. Students will develop a better understanding of themselves and the forces acting upon them, as well as improve their critical thinking and writing skills. This course meets the College Board's expectations for an AP Psychology course. The reading, writing, and discussions are aligned with those of a college Psychology course. Students will read extensively in a college level textbook and take responsibility for their own learning. Students are expected to successfully complete the summer work and take the Advanced Placement Exam in May.

Social Science Internship (4030)

Meets Expectations for Student-Learning: 3,4,6,7,8

Elective Semester Grades: 11-12 A Level

Prerequisites: Teacher Recommendation and director approval

Students will be assigned by the department director to work in a World Civilizations or US History I class as an assistant to the teacher in that class. Interns will help students with class work, including projects, in-class activities and other assignments. Interns will be expected to facilitate work with small groups of students or create study guides and review materials with or for students. Interns will also assist students with the organization of their notebooks, test preparation, projects and long-term planning. Students who participate in this program will meet with their cooperating teacher and/or the director on a weekly basis. Interns will also complete a written reflection at the end of each quarter. The grade for this class will be a pass/fail grade and determined by attendance, written reflections, weekly meetings and contributions to the class.

Visual Arts Department

Ms. Pamela LeBlanc, Director

Phone: 508-841-8841 Email: pleblanc@shrewsbury.k12.ma.us

The Visual Arts Program provides students with the opportunity to work with a wide variety of materials in order to develop their skills, perceptions, and creativity. Each course is designed to introduce or master skills from earlier training, as well as to develop a knowledge base of various artists and art movements. Some courses require a prerequisite. Students looking to take the Studio I course are required to take one *semester of Art Intro or Creative Sketchbooks*. All Studio level courses provide students with concepts and skills to build a portfolio for college.

For the serious art student, we recommend following the 4-year Art Experience track.

	Grade 9	Grade 10	Grade 11	Grade 12
4-year Art Experience	* Art Intro (semester) ~ OR ~ *Creative Sketchbooks Studio I (Semester 2)	Studio I (Semester) <i>Choice to take other art electives that offer variety of skill building</i>	Studio II (Full Year)	AP Studio Art: Drawing
Semester and Full Year offerings	Art Intro Studio I (Semester 2) Ceramics I Ceramics II Creative Sketchbooks Digital Art & Design Mixed Media Sculpture & Installation	Art Appreciation Art Intro Studio I Ceramics I Ceramics II Ceramics III Creative Sketchbooks Darkroom Photography II Digital Art & Design Mixed Media Sculpture & Installation Traditional & Digital Photography	Art Appreciation Art Intro Studio I Studio II (FY) Ceramics I Ceramics II Ceramics III Creative Sketchbooks Darkroom Photography II Digital Art & Design Foundations of Art Mixed Media Sculpture & Installation Traditional & Digital Photography	Art Appreciation Art Intro Studio I Studio II AP Drawing Ceramics I Ceramics II Ceramics III Creative Sketchbooks Darkroom Photography II Digital Art & Design Foundations of Art Mixed Media Sculpture & Installation Traditional & Digital Photography

All courses offered in the Visual Arts Department incorporate standards-based instruction and learning that meet the Massachusetts Creative Arts Curriculum Frameworks. "Learning in, about and through the arts develops each learner's capacity to make meaning from experience, to respond, creatively and to contribute to society."

Course Offerings:

Art Appreciation	Creative Sketchbooks	Sculpture & Installation
Art Intro	Darkroom Photography II	Studio I
Ceramics I	Digital Art & Design	Studio II: Honors Portfolio
Ceramics II	Foundations of Art	AP Drawing
Ceramics III	Mixed Media	Traditional & Digital Photography

Art Appreciation (6532T)

Meets Expectations for Student Learning: 1,2,3,4,6,7,8

Elective Semester Grades: 10-12 A Level

Do you wonder how Michelangelo painted the Sistine Chapel or why Van Gogh cut off his ear? *Art Appreciation* covers the basics of art history and the how and why art is an important tool for understanding history. We cover art making mediums, discuss art from prehistoric times to the present and all of the various art movements that have shaped art into what we see in museums and galleries. The point of this class is to get students familiar with various terms and concepts so that they can confidently develop their own thoughts on the art they are seeing. *Students have the potential to earn 3 credits as a Pass/Fall grade through Quinsigamond Community College.*

Art Intro (6500)

Meets Expectations for Student Learning: 1,2,3,4,6,7,8

Elective Semester Grades: 9-12 A Level

Maybe you are intimidated by drawing and/or painting or maybe you are looking to improve your drawing/painting skills. Either way, Art Intro is for you! In this course you will cover the basics with step by step instruction, understand the importance of observing and studying, drafting and revising, while exploring a variety of art materials. End result, students will understand how to create the illusion of three-dimensional imagery through shading, color and perspective. This is the prerequisite course for *Studio I*.

Ceramics I (6506)

Meets Expectations for Student Learning: 1,2,3,4,6,7,8

Elective Semester Grades: 9-12 A Level

Come explore the world of clay in Ceramics I! This is an introductory class which goes over the basics of working with clay and glaze, handbuilding techniques and how to use the potters wheel. Some of the projects created will include tiles, slab boxes, teapots and functional objects such as

bowls and cups. Whether you are new to clay or have been to Claytime, *Ceramics I* will get you feeling confident about making and glazing clay objects. *A materials fee of \$15.00 is assessed.*

Ceramics II (6528T)

Meets Expectations for Student Learning: 1,2,3,4,6,7,8

Elective Semester Grades: 9-12 A Level

*Prerequisite: Ceramics I *Teacher signature required*

Ceramics II builds on the knowledge you gain in Ceramics I, improves your clay skills and pushes the boundaries with your ideas. Some of the projects include both wheel thrown and handbuilt components, creating sculptures from clay forms made on the wheel and working on expanding your glazing and design skills. If you like Ceramics II & Sculpture why not try Ceramics III where you can spend more time on independent work.

Ceramics III (6529)

Meets Expectations for Student Learning: 1,2,3,4,6,7,8

Elective Semester Grades: 10-12 A Level

*Prerequisite: Ceramics II *Teacher signature required*

Did Ceramics I and II inspire you to want more clay? In Ceramics III we explore creating large handbuilt ceramic sculptures and expand our wheel working skills. Students work independently researching and developing their projects, drafting ideas and creating mock-up designs. Attention to detail and pushing your limits will be required.

Creative Sketchbooks (6518T)

Meets Expectations for Student Learning: 1,2,3,4,6,7,8

Elective Semester Grades: 9-12 A Level

Do you like to doodle, journal, and draw? Do you want to explore new materials? Then this is a class for you! This class is a mix of abstract and realistic projects done in a sketchbook, using all kinds of materials, such as drawing, painting, and collaging. Projects will be quicker and more experimental however, students will still learn the foundational drawing techniques and understand the importance of observation. While most projects stay within the sketchbook, some projects may expand beyond. This is the prerequisite course for *Studio I*.

Darkroom Photography II (6535)

Meets Expectations for Student Learning: 1,3,4,6,7,8,9

Elective Semester Grades: 10-12 A Level

*Prerequisite: Traditional & Digital Photography *Teacher signature required*

Do you love to take photos and want to learn even more about film photography? This class will expand on your use of the 35mm film camera. Students will be using the darkroom to create traditional black and white prints and will be experimenting with a variety of techniques to enhance images. Students will shoot a variety of subjects including portraits, landscapes, still life, candid, close-ups and will work towards developing a cohesive body of work in their own distinct style. Students will continue to learn about composition and the history of photography.

Digital Art & Design (6504T)

Meets Expectations for Student Learning: 1,2,3,4,6,7,8

Elective Semester Grades: 9-12 A Level

Do you love technology? Would you like to learn how to use Adobe Photoshop and get your art requirement at the same time? No need for any prior drawing experience. This is an art course that uses technology as a medium. Students learn the basics of Adobe Photoshop while learning artistic concepts. Students in Digital Art & Design learn about famous artists, art techniques, as well as basic layout and design. Some of the lessons are modeled after artists like Andy Warhol, Picasso or Ben Heine. Adobe Photoshop does more than manipulate photos, it is also a program with drawing, painting and typographic capabilities.

Foundations of Art (6534)

Meets Expectations for Student Learning: 1,2,3,4,6,7,8

Elective Semester Grades: 11-12 A Level

Prerequisite: ***Director's approval, signature required***

This course would be open to students in grades 11 and 12 as an elective and would meet two times per cycle opposite Foundations of Cooking and Foundations of Music. This course is designed for juniors and seniors interested in pursuing careers in education or human services. Students under the direction of the teacher will serve as peer partners in an inclusive setting. Students will research and prepare educational, art-based lesson plans based on physical, developmental, and emotional needs of pre-vocational students.

Mixed Media (6524)

Meets Expectations for Student Learning: 1,2,3,4,6,7,8

Elective Semester Grades: 9-12 A Level

Do you feel intimidated when it comes to a traditional art class? Do you want to try working more experimentally? Take risks, try new techniques and embrace the happy accidents! In Mixed Media you will use traditional drawing, painting and printmaking materials in combination with collage & assemblage methods, allowing you to experiment & explore the process of creating a finished piece.

Sculpture & Installation (6533)

Meets Expectations for Student Learning: 1,2,3,4,6,7,8

Elective Semester Grade: 9-12 A Level

Do you like working with your hands and using tools? Do you like art that doesn't just hang on the wall? Sculpture and installation will explore a variety of mediums including plaster, wire, wood, cardboard and found objects. We explore relief sculpture, free standing work, planning out installations and how to display works. Students will work independently and collaboratively with peers to produce work.

Studio I (6511T)

Meets Expectations for Student Learning: 1,2,3,4,6,7,8

Elective Semester Grades: 9-12 A Level

Prerequisite: *Art Intro or Creative Sketchbooks *Teacher signature required*

Are you looking to delve a little deeper with materials and techniques? Are you looking to start building a portfolio? Studio I is the course for that! During the semester, students will continue to build on concepts and skills, while being challenged to think more independently and creatively.

Studio II: Honors (6516)

Meets Expectations for Student Learning: 1,2,3,4,6,7,8

Elective Full Year Grades: 11-12 Honors

Prerequisite: *Studio I *Teacher signature required*

Looking to build a portfolio? Studio II is where you want to be. This class explores a variety of media and subject matter in drawing and painting that will be looked for when applying to college. Artists will create works that are both guided and open-ended, showing one's individual style, creativity and self-expression.

Advanced Placement Art/Drawing (6514T)

Meets Expectations for Student Learning: 1,2,3,4,6,7,8

Elective Full Year Grade: 12 Advanced Placement

Prerequisite: *Studio II and portfolio assessment by faculty and director. Summer assignments required. *Teacher signature required.*

This class is for the serious art student who can work independently with some guidance from the instructor to refine and apply skills and ideas to produce high quality art. The AP portfolio will contain 15 pieces of art that demonstrate investigation, experimentation and revision. Students will also submit typed responses to prompts, providing information about the process for which they created their work. Students are to complete the summer work and keep up with the pace and deadlines of the course to successfully complete the AP Drawing Exam in May.

A materials fee may be applied for portfolio preparation.

Traditional & Digital Photography (6507TT)

Meets Expectations for Student Learning: 1,3,4,6,7,8,9

Elective Semester Grades: 10-12 A Level

Do you love to take photos and want to learn more about photography? This class covers the ins and outs of using both digital and 35mm film cameras. Students will be using a darkroom to print traditional black and white prints as well as learning Adobe Photoshop to manipulate and enhance their photos. This course is co-taught with two art teachers. Each student will be spending an equal amount of time in the darkroom and the computer lab. Students shoot a variety of subjects including portraits, landscapes, still life, candid, close-ups and experiment with their film negatives and computer files to create captivating images. We learn about composition, using a tripod and the history of photography.

World Languages Department

Mr. Kenneth A. Almeida, Director

Phone: 508-841-8838 Email: kalmeida@shrewsbury.k12.ma.us

The World Language Program at Shrewsbury High School believes that all students are capable of learning a language. Our goals are to move students along the proficiency ladder in Modern Languages, and for our Classical Languages, students will be provided with the skills to interpret and develop an understanding and appreciation of Latin Literature while learning how Latin connects to Modern English.

Course Offerings:

Introductory French I	Advanced Placement Spanish
Introductory French II	Heritage Portuguese I
Intermediate French II	Heritage Portuguese II
Intermediate French II Honors	Latin I
Intermediate French III	Latin II
Intermediate French III Honors	Latin II Honors
Intermediate French IV	Latin III
Intermediate French IV Honors	Latin III Honors
Intermediate French V	Latin IV Honors
Intermediate French V Honors	Advanced Placement Latin: Vergil and Caesar
Advanced Placement French	Introductory Mandarin Chinese I
Introductory Spanish I	Intermediate Mandarin Chinese II
Heritage Spanish I	Intermediate Mandarin Chinese II Honors
Heritage Spanish II	Intermediate Mandarin Chinese III
Introductory Spanish II	Intermediate Mandarin Chinese III Honors
Intermediate Spanish II	Intermediate Mandarin Chinese IV
Intermediate Spanish II Honors	Intermediate Mandarin Chinese IV Honors
Intermediate Spanish III	Intermediate Mandarin Chinese V
Intermediate Spanish III Honors	Intermediate Mandarin Chinese V Honors
Intermediate Spanish IV	Advanced Placement Mandarin Chinese
Intermediate Spanish IV Honors	Introduction to Linguistics I
Intermediate Spanish V	Introduction to Linguistics II
Intermediate Spanish V Honors	

Introductory French I (8010T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 9-12 A Level

This course is designed for students at the novice level of language proficiency. Focus will be on the acquisition of thematic vocabulary and the incorporation of appropriate grammatical structures essential for basic communicative skills at the novice level. Students will learn to speak, read, and write at a beginning level on topics such as school, family, hobbies, etc. They will be able to produce and understand simple conversations. The target for this course is novice mid. The course will be taught 50-75% in the target language.

Introductory French II (8011TT)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 9-12 A Level

Prerequisite: Introductory French 1 or Prior Course at Novice Level

This course is the second year of the two year novice sequence and satisfies the second year of language study for college entry. It is designed specifically for students who need a modified pace but wish to complete two years of French. Focus will be on thematic vocabulary and reinforcement of novice grammatical structures. Students will continue to learn to speak, read, and write about topics pertinent to their lives and will reinforce their knowledge of the present tense from Intro 1 (or equivalent) and build on those skills. The target for this course is novice high. The Course will be taught 50-75% of the target language.

Intermediate French II (8012T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 9-12 A Level

Prerequisite: Successful completion of Introductory 2 or equivalent novice course and teacher recommendation.

This course is designed for those students whose skills are meeting/approaching the ACTFL intermediate low proficiency benchmark. Students will continue to hone listening, speaking, writing and reading skills. Culture is woven into the curriculum via textbook readings, class discussions, videos, and language lab activities. The target for this course is intermediate low. This course will be conducted 90% in the target language.

Intermediate French II Honors (8045T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 9-12 Honors

Prerequisite: Demonstrated some Intermediate language skills at the novice level and teacher recommendation.

This course is designed for students who have been successful in the study of French I and have acquired the necessary skills to move up to the next level. Students will continue to develop the skills of speaking, listening, writing and reading. Emphasis will be placed on accuracy in the present tense, the past tense and an introduction to the imperfect tense. In preparation for the AP program, students will begin to do cultural comparisons and write informal emails. Students will use a

reader to encourage conversation. France will be the francophone region highlighted for cultural comparisons. The target for this course is intermediate low. This course will be conducted 90% in the target language.

Intermediate French III (8013T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 10-12 A Level

Prerequisite: Demonstrated competency with Intermediate II language skills and teacher recommendation.

This course is intended for students who wish to continue studying French in order to achieve better competency with the language. Emphasis will be placed on extending grammar and vocabulary in order to improve the students' ability to communicate, for example, how and when to use the *imparfait* and *passé composé*. Various French-speaking countries will also be explored. The target for this course is intermediate mid. This course will be conducted 90% in the target language.

Intermediate French III Honors (8015T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 10-12 Honors

Prerequisite: Demonstrated advanced competency with Intermediate II Honors language skills and teacher recommendation.

This course is designed for students who have been successful in the study of French II and have acquired the necessary skills to be in the honors level. Students will continue to increase self-expression and hone the skills of listening, speaking, reading and writing through compositions and oral presentations. Emphasis will be placed on extending grammar and vocabulary in order to improve the students' ability to communicate at the intermediate level, for example, how and when to use the *imparfait* and *passé composé*. Students will explore various French-speaking countries and also read authentic short stories. The target for this course is intermediate mid. This course will be conducted entirely in the target language.

Intermediate French IV (8014T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 11-12 A Level

Prerequisite: Demonstrated competency with Intermediate III language skills and teacher recommendation.

This course extends the students' ability for proficiency in communication in the target language as more sophisticated expressions are learned. Students will continue to improve upon listening comprehension and oral expression, and they will hone their reading skills by reading and discussing French novels. The target for this course is intermediate mid. This course will be conducted 90% in the target language.

Intermediate French IV Honors (8016T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 11-12 Honors

Prerequisite: Demonstrated advanced competency with Intermediate III language skills and teacher recommendation.

This course is intended for those students who are preparing for entry into Advanced Placement French the following year. Emphasis is placed on developing accuracy in both oral and written expression with more complex and finite grammar. Students will read authentic literature including 'Le Petit Prince.' Students will begin learning the skills required for success on the AP French language and culture exam offered by College Board. The target for this course is intermediate mid. This course is conducted entirely in the target language.

Intermediate French V (8017T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grade: 12 A Level

Prerequisite: Demonstrated competency with Intermediate IV language skills and teacher recommendation.

This course is intended for those advanced students who enjoy learning French and wish to continue to practice their oral and written skills. It is primarily a literature and culture course with a review of all grammar. Contemporary literature and short readings will be read and discussed. The cultural focus will be on French-speaking countries around the globe. The target for this course is intermediate high. This course will be conducted entirely in the target language.

Intermediate French V Honors (8044T)

Meets expectations for Student Learning: 1, 2,3,4,7

Elective Full Year Grade 12 Honors

Prerequisite: Demonstrated advanced competency with Intermediate IV language skills and teacher recommendation.

This course is designed for honors students who wish to continue the study of French but opt not to take the French AP exam. Students will continue to practice their oral and written skills. Emphasis in this course is placed on accuracy in both oral and written expression, as more complex grammar is introduced. Contemporary literature and short readings will be read and discussed in seminar style. The cultural focus will be on French-speaking countries around the globe. The class is conducted entirely in French.

Advanced Placement French (8018)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 11 -12 Advanced Placement

Prerequisite: Demonstrated excellence in Intermediate IV Honors level and strong teacher recommendation.

This course is intended for students who have attained a high degree of proficiency in French and who are interested in completing studies comparable in content and difficulty to a full-year college-level course. This course is designed to provide students with a communicative ability in the French language. The course objectives are to develop the ability to understand spoken French in various contexts, and to develop French vocabulary sufficient for reading newspapers and

magazine articles, literary texts and other non-technical writings without dependence on a dictionary. Students will also develop the ability to express themselves in French, both orally and in writing, with reasonable fluency, coherence, and accuracy. Students are expected to take the Advanced Placement Exam in May. This course is conducted entirely in French.

Heritage Spanish I (8069)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 9-12 A Level

Prerequisite: Director Approval. This course is designed specifically for students whose first language may be Spanish or who are bilingual. The course will focus on contemporary issues in the US and Hispanic worlds and how one's language forms one's identity. Students will be assessed on points of view in spoken and written Spanish.

Heritage Spanish II (8072)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 10-12 A Level

Prerequisite: Successful completion of Heritage Spanish I. This course is designed specifically for students whose first language may be Spanish or who are bilingual. The course will explore literature, history, and art through a Hispanic lens. Students will be assessed on points of view in spoken and written Spanish.

Introductory Spanish I (8020T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 9-12 A Level

This course is designed for students at the novice level of language proficiency. Focus will be on the acquisition of thematic vocabulary and the incorporation of appropriate grammatical structures essential for basic communicative skills at the novice level. Students will learn to speak, read, and write at a beginning level on topics such as school, family, hobbies, etc. They will be able to produce and understand simple conversations. The target for this course is novice mid. The course will be taught 50-75% in the target language.

Introductory Spanish II (8025T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 9-12 A Level

Prerequisite: Introductory Spanish 1 or Prior Course at Novice Level and teacher recommendation. This course is the second year of the two year novice sequence and satisfies the second year of language study for college entry. It is designed specifically for students who need a modified pace but wish to complete two years of Spanish. Focus will be on thematic vocabulary and reinforcement of novice grammatical structures. Students will continue to learn to speak, read, and write about topics pertinent to their lives and will reinforce their knowledge of the present tense from Intro 1 (or equivalent) and build on those skills. The target for this course is novice high. The Course will be taught 50-75% of the target language.

Intermediate Spanish II (8022T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 9-12 A Level

Prerequisite: Successful completion of Introductory 2 or equivalent novice course and teacher recommendation.

This course is designed for those students whose skills are meeting/approaching the ACTFL intermediate low proficiency benchmark. Students will continue to hone listening, speaking, writing and reading skills. Hispanic culture is woven into the curriculum via textbook readings, class discussions, videos, and language lab activities. The target for this course is intermediate low. This course will be taught 90% in target language.

Intermediate Spanish II Honors (8046T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 9-12 Honors

Prerequisite: Exceeding all academic expectations in Novice Level course and teacher recommendation

This course is designed for those students whose skills are meeting/approaching the ACTFL intermediate low proficiency benchmark. Students will continue to develop the skills of speaking, listening, writing and reading. Students will be expected to focus on grammar accuracy while meeting the appropriate proficiency targets. Hispanic culture is woven into the curriculum via textbook readings, class discussions, videos, and language lab activities. The target for this course is intermediate low. This course will be taught 90% in the target language.

Intermediate Spanish III (8023T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 10-12 A Level

Prerequisite: Demonstrated competency with Intermediate II language skills and teacher recommendation.

This course is designed for students who are meeting/approaching the ACTFL Intermediate Mid proficiency benchmark. Students will be exploring topics outside of their personal lives and honing on communication skills using those themes. The ability to narrate and manipulate various time frames will be practiced. The target for this course is intermediate mid. This course will be taught 90% in the target language.

Intermediate Spanish III Honors (8026T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 10-12 Honors

Prerequisite: Demonstrated advanced competency with Intermediate II language skills and teacher recommendation.

This course is designed for students who meet the ACTFL Intermediate Mid proficiency benchmark. This course will prepare students to approach the advanced low ACTFL proficiency benchmark by the use of historical and contemporary themes. This course is conducted primarily in Spanish and

is intended for students who wish to pursue AP Spanish. The target for the course is intermediate mid. The class will be conducted entirely in the target language.

Intermediate Spanish IV (8024T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 11-12 A Level

Prerequisite: Demonstrated competency with Intermediate III language skills and teacher recommendation.

This course begins to push students towards the ACTFL Intermediate High proficiency level. Advanced grammatical structures will be presented through real world and cultural topics. Students will communicate perspectives in art, health, immigration and folktales. The target for this class is intermediate mid. This class is conducted 90% in the target language.

Intermediate Spanish IV Honors (8027T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 11-12 Honors

Prerequisite: Demonstrated advanced competency with Intermediate Honors Level III language skills and teacher recommendation.

This course is designed for those students who enjoy speaking, writing, listening and reading in Spanish and are preparing for entry into Advanced Placement Spanish. Emphasis is on the use of proper grammar, but instruction is through active language. Students will engage in conversations, presentations, readings, aural/listening activities and writing assignments that are generated from personal and current themes. Authentic literature and visual materials are used to teach cultural, historical and current events which are also included to enhance the curriculum. The target for this class is intermediate mid. The class is taught entirely in the target language.

Intermediate Spanish V (8038T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grade: 12 A Level

Prerequisite: Demonstrated competency with Intermediate Level IV language skills and teacher recommendation.

This course is intended for those advanced students who enjoy learning Spanish and wish to continue to practice their oral and written skills. This course reviews grammar and incorporates authentic literature and culture from the Hispanic world. Written and speaking assignments will focus on themes from the readings as well as on personal topics and current issues. The culture and the history of Spain will be explored with projects related to aspects of Spanish life. Class discussions, oral presentations, and conversations will improve speaking proficiency in the target language. The target for this class is intermediate high. The class is conducted entirely in the target language.

Intermediate Spanish V Honors (8028T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 12 Honors

Prerequisite: Demonstrated advanced competency with Intermediate Level IV language skills and teacher recommendation.

This course is designed for advanced students who wish to continue the study of Spanish but opt not to take the Spanish AP exam. Authentic literature is used including short stories, short novels, plays, and poetry. Films and videos that parallel the curriculum are shown. The cultural focus is on Spanish-speaking countries and includes music, dance and current news events. The target for this class is intermediate high. This class is conducted entirely in the target language.

Advanced Placement Spanish Language and Culture (8029)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 11-12 Advanced Placement

Prerequisite: Demonstrated excellence in Intermediate Honors IV level and strong teacher recommendation.

This course is designed for those students who have attained a high degree of proficiency in Spanish and who are interested in completing studies comparable in content and difficulty to a full-year college-level course. The goal of the course is to prepare the student for the Spanish AP Language examination by emphasizing the basic objectives of proficiency in listening, speaking, reading and writing. All forms of writing and speaking are emphasized (interpersonal and presentational), especially the directed and the open-ended question. Students hone listening and speaking skills through repeated practice in the form of dialogues, interviews, and directed questions. Interpretive reading is also used to practice for the exam, and grammar is reviewed, fine-tuned and applied in authentic communicative situations. Students are expected to take the Advanced Placement Exam in May. This class is conducted entirely in Spanish.

Heritage Portuguese I (8070)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 9-12 A Level

Prerequisite: Director Approval. This course is designed specifically for students whose first language is Portuguese or who are bilingual. The course will focus on contemporary issues in the US and Lusophone worlds and how one's language forms one's identity. Students will be assessed on points of view in spoken and written Portuguese.

Heritage Portuguese II (8071)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 10-12 A Level

Prerequisite: Successful completion of Heritage Portuguese I. This course is designed specifically for students whose first language is Portuguese or who are bilingual. The course will explore literature, history, and art through a Lusophone lens. Students will be assessed on points of view in spoken and written Portuguese.

Latin I (8039)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 9-12 A Level

Latin I is a beginning course with emphasis on pronunciation, vocabulary, grammar, and reading skills. Emphasis is also placed on Roman life and culture, the permanent value of the Latin language, and the social values of the classical period. The study of English derivatives from Latin roots will increase the student's working vocabulary. A deeper understanding of English grammar is a logical outcome of this course.

Latin II (8031)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 9-12 A Level

Prerequisite: Demonstrated competency with Level I language skills and teacher recommendation. The content of Latin II has been selected and arranged in such a way as to further the student's grasp of linguistic concepts and cultural phenomena of ancient Rome. After a review of the vocabulary, forms, and grammar constructions from Latin I, students study significant cultural practices of the Romans and more complex aspects of the language. Students will further develop reading and translating skills with special attention given to word order and sentence structure. The continued study of English derivatives from Latin roots will increase the student's working vocabulary.

Latin II Honors (8034)

Meets Expectations for Student Learning 1,2,3,4,7

Elective: Full year Grades: 10-12 Honors

Prerequisite: Demonstrated advanced competency with Level I language skills and teacher recommendation.

This course is designed to mirror the curriculum of Latin II at a faster pace. After a review of the vocabulary, forms and grammar constructions from Latin I, students study significant events in Roman history and more complex aspects of the language. Students will further develop reading and translating skills with special attention given to word order and sentence structure. Honors students also will have additional independent or collaborative assignments. The continued study of English derivatives from Latin roots will increase the student's working vocabulary.

Latin III (8041)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 10-12 A Level

Prerequisite: Demonstrated competency with Level II language skills and teacher recommendation. This course provides adapted readings from classical literature as well as more complex grammar patterns. Students will read selections from authors of the first century B.C.E., including Cicero and Petronius, with special emphasis on the historical prose of Caesar

Latin III Honors (8032)

Meets Expectations for Student Learning 1,2,3,4,7

Elective: Full year Grades: 10-12 `Honors

Prerequisite: Demonstrated advanced competency with Level II language skills and teacher recommendation.

This course is designed to mirror the curriculum of Latin III at a faster pace. Students will hone reading and writing skills through more challenging translations, oral presentations, and collaborative projects. Literature selections emphasize prose from authors of the first century B.C.E.

Latin IV Honors (8033)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 11-12 Honors

Prerequisite: Demonstrated advanced competency with Level III Honors language skills and teacher recommendation.

The focus of this course will be on learning to read, translate and critique Latin poetry. Works of Ovid and Catullus will be studied along with an introduction to the “Aeneid” of Vergil. By the end of the year, students will have an understanding of Latin poetry, both “Elegiac and Epic” and will have been exposed to the ‘golden age’ of Latin poetry.

Advanced Placement Latin: Vergil and Caesar (8042)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 11-12 Advanced Placement

Prerequisite: Demonstrated excellence in Honors IV level and strong teacher recommendation.

This course is designed for those students who have attained a high degree of mastery in translating Latin literature. The goal is to prepare the student for the Advanced Placement Latin Vergil and Caesar exam by emphasizing the literal translation of Latin epic poetry and prose. In addition, a major emphasis will be placed on analyzing, discussing and writing critical essays on Latin poetry and Caesar’s *De Bello Gallico*. Fundamentals of Latin grammar will be reviewed in conjunction with a thorough exploration of the history of the Early Empire. Summer reading and/or a special project may be required. Students are expected to take the Advanced Placement exam in May.

Mandarin Chinese I (8050)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full year Grades: 9-12 A Level

The Mandarin Chinese I course is designed to focus on communication through the development of the four language skills: listening, speaking, reading and writing. Emphasis will be placed on accurate pronunciation, correct usage of grammar structures and the ability to listen, respond, and ask questions. At the end of the year, successful students will be able to participate in simple conversations and respond appropriately to basic conversational prompts as well as to generate language incorporating basic vocabulary and sentence patterns. The target for this course is novice high.

Intermediate Mandarin Chinese II (8051T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full year Grades: 9-12 A Level

Prerequisite: Demonstrated competency with Level I language skills and teacher recommendation.

This course is a continuation of the middle school program of Mandarin Chinese. Students will continue to work to hone speaking, listening and writing skills as they acquire more characters and more sophisticated patterns of expression. Students will also learn about the history, geography and cultural differences of the Chinese people. The target of this course is intermediate low. This course will be taught 90% in the target language.

Intermediate Mandarin Chinese II Honors (8060T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full year Grades: 9-12 Honors

Prerequisite: Demonstrated advanced competency with Level I language skills and teacher recommendation.

This course is a continuation of the middle school program and is designed to mirror the curriculum of Mandarin Chinese II at a faster pace. Students will continue to work to hone speaking, listening and writing skills as they acquire more characters and more sophisticated patterns of expression. Students will also learn about the history, geography and cultural differences of the Chinese people. Additional assignments and projects will be required. The target of this course is intermediate low. This course will be taught 90% in the target language.

Intermediate Mandarin Chinese III (8053T)

Meets Expectations for Student Learning: 1, 2,3,4,7

Elective Full year Grades: 10-12 A Level

Prerequisite: Demonstrated competency with Level II language skills and teacher recommendation.

This course is designed for those students who have demonstrated an interest in the language and have acquired communicative competency with the fundamental skills. Oral, aural and written skills will continue to be emphasized. The class will consist of higher-level listening, reading, speaking, and writing exercises as well as using advanced grammatical structures and higher-level vocabulary lists. The target of this course is intermediate mid. This course will be taught 90% in the target language.

Intermediate Mandarin Chinese III Honors (8054T)

Meets Expectations for Student Learning: 1, 2,3,4,7

Elective Full year Grades: 10-12 Honors

Prerequisite: Demonstrated advanced competency with Level II language skills and teacher recommendation.

This course is designed to further prepare the student for real-life interactions using the Chinese language. Oral, aural and written skills will continue to be emphasized. The class will consist of higher-level listening, reading, speaking, and writing exercises as well as using advanced grammatical structures and higher-level vocabulary lists. Students are strongly encouraged to speak Chinese in the classroom as much as possible when dealing with each other or with the teacher. Additional assignments and projects will be required. The target of this course is intermediate mid. This course will be taught 90% in the target language.

Intermediate Mandarin Chinese IV (8055T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 11-12 A Level

Prerequisite: Demonstrated competency with Level III language skills and teacher recommendation.

This course extends the student's ability for proficiency in communication as more sophisticated expressions and additional characters are introduced. Students will continue to hone listening, speaking, reading and writing skills. Students learn how to communicate in a variety of real-life situations and acquire further tools for self-expression. The target of this course is intermediate mid. This course will be taught entirely in the target language.

Intermediate Mandarin Chinese IV Honors (8056T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 11-12 Honors

Prerequisite: Demonstrated advanced competency with Level III language skills and teacher recommendation.

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

Intermediate Mandarin Chinese V (8057T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grade 12 A Level

Prerequisite: Demonstrated competency with Level IV language skills and teacher recommendation.

This course is intended for those students who wish to advance their speaking, listening, reading and writing skills to the next level. Students expand their repertoire of characters and acquire further tools for nuanced communication. The target of this course is intermediate high. This course will be taught entirely in the target language.

Intermediate Mandarin Chinese V Honors (8059T)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grade 12 Honors

Prerequisite: Demonstrated advanced competency with Level IV language skills and teacher recommendation.

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

Advanced Placement Mandarin Chinese Language and Culture (8066)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full Year Grades: 11-12 Advanced Placement

Prerequisite: Demonstrated excellence in Honors IV level and strong teacher recommendation.

This course is designed for those students who have attained a high degree of proficiency in Mandarin Chinese and who are interested in completing studies comparable in content and difficulty to a full-year college-level course. The goal of the course is to prepare the student for the Mandarin Chinese AP Language examination by emphasizing the basic objectives of proficiency in listening, speaking, reading and writing. All forms of writing are emphasized, especially the directed and the open-ended question. Weekly journals and critical writing pieces are included. Students hone listening and speaking skills through repeated practice in the form of dialogues, skits, interviews, and directed questions. Picture sequences are also used to practice for the exam, and grammar is reviewed, fine-tuned and applied in authentic communicative situations. Students are expected to take the Advanced Placement Exam in May. This class is conducted entirely in Mandarin Chinese.

Introduction to Linguistics I (8068)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full year Grades: 9-12 A Level

Prerequisite: Director approval. This course will explore the methods and findings in the field of modern linguistics, the study of language. The curriculum will address each branch of linguistics: phonology, morphology, syntax, and semantics. Students will gain and demonstrate knowledge of the precepts of each of these disciplines, read and explore the relevant body of research in each field, and design and complete a project or experiment that demonstrates an understanding of the material and its relevance.

Introduction to Linguistics II (8073)

Meets Expectations for Student Learning: 1,2,3,4,7

Elective Full year Grades: 10-12 A Level

Prerequisite: Successful completion of Introduction to Linguistics I and teacher recommendation. This course will continue to explore the methods and findings in the field of modern linguistics, the study of language. The curriculum will address further aspects of linguistics, particularly morphosyntax, syntax, and semantics. Students will gain and demonstrate knowledge in each of these disciplines, read and explore the relevant body of research in each field, and design and complete a project or experiment that demonstrates an understanding of the material and its relevance.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **01/19/22**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **01/19/22**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **01/19/22**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **01/19/22**

A. Assabet Valley Collaborative: Update

BACKGROUND INFORMATION:

The state law governing educational collaboratives requires periodic updates each year to member school districts. This update includes the Assabet Valley Collaborative's FY21 Annual Report, Audit Report, and Financial Statements. All of these documents are enclosed.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



28 LORD ROAD, SUITE 125; MARLBOROUGH, MA 01752

www.avcollaborative.org

2021 ANNUAL REPORT

December 17, 2021

Message from Executive Director

Dear Assabet Valley Collaborative Community Members,

As per M.G.L. c. 40, § 4E and CMR 603 CMR 50.00, AVC is required to publish an annual report that includes the following:

- Information on the programs and services provided by the collaborative.
- Discussion of the cost-effectiveness of all programs and services.
- Progress made toward achieving the objectives/purposes set forth in the collaborative agreement.

This annual report covers the period July 1, 2020 to June 30, 2021. Below are some of the highlights of the priorities addressed during that period:

COVID-Context Challenges & Opportunities

- Operating virtual summer school
- Reopening schools safely - hybrid Fall/Winter; fully in-person Spring
 - Personal Protective Equipment (PPE), Distancing, Protocols, Control Plans, Cleaning, Contact Tracing, Testing, COVID-leave Policies, Staffing shortages
- Continued financial stability in face of financial setbacks
 - Covid-related grants and supplies
 - Overall sustained enrollment in REACH, Evolution, OSA, FSP and Consultation Services
- Loss of revenue
 - PD and facilities rentals closed
 - Transportation closed, reduced ridership, hybrid till Spring 2021; contract challenges led to significant loss of revenue
 - Enrollment down

MISSION

The Mission of the Assabet Valley Collaborative is to provide effective and efficient services to meet the current and evolving needs of member communities to promote student success and community integration. It is also the mission of the Assabet Valley Collaborative to jointly conduct programs and/or services in a cost-effective manner which shall complement and strengthen those provided by member school committees and to increase equitable and inclusive educational opportunities for children and young adults.

FOCUS

The focus of AVC is the development and delivery of high quality programs and services to member districts which shall complement and strengthen those provided by member school committees. .

Board of Directors	Member Districts	MEMBER SINCE
Ernie Houle	Assabet Valley Regional Vocational	1976
Casey Handfield	Auburn Public Schools	2018
Jeffrey Zanghi	Public Schools of Berlin and Boylston	1976
James Cummings, Chair	Grafton Public Schools	2015
Marco Rodrigues	Hudson Public Schools	1976
Michael Bergeron	Marlborough Public Schools	1976
Brian Haas	Maynard Public Schools	1976
Gregory Myers	Millbury Public Schools	2011
Brooke Clenchy	Nashoba Regional School District	1976
Gregory Martineau	Public Schools of Northborough and Southborough	1976
Joseph Sawyer	Shrewsbury Public Schools	1976
Amber Bock, Vice Chair	Westborough Public Schools	1976

BENEFITS OF MEMBERSHIP

1. Receive member discounts

All AVC programs and services are provided to members at membership rates. Nonmember districts may access AVC programs and services at a 12-15% surcharge.

2. Influence and guide decision making

Member districts influence and guide decision-making regarding existing and new programming, improving the quality of services and pooling resources with neighboring districts. In the last decade, member district influence resulted in the opening of SOAR Assessment Center, Evolution, Family Success Partnership, and the expansion of OSA to include grades 5-8 and the addition of music therapy, equity-centered consulting, and a consulting child psychiatrist.

3. Obtain cooperative/volume purchasing advantages

Members have access to Cooperative/Volume Purchasing through collective procurement activities. AVC procures goods and services on behalf of member communities, resulting in more competitive pricing for goods districts need to purchase. In FY21 AVC contracts included office supplies, copy paper, school supplies, and transportation services.

4. Gain access to grant-funded initiatives

Members have access to grant-funded initiatives through collective, collaborative stakeholder groups. AVC seeks to identify areas of need and determine grant funding or other sources of revenue to support the launch of new initiatives.

5. Network and Collaborate with Colleagues

Members have access to Job-Alikes and joint initiatives for district faculty. Through joint initiatives, member districts share expertise, pool resources to increase capacity, collaborate on new regulations and mandates, and launch innovations and projects to improve public education in our region.

Orchard Street Academy (OSA) and SOAR Assessment Center

57 Orchard Street; Marlborough, MA 01752

Orchard Street Academy offers academic and clinical services to students in grades five through twelve. Programming includes:

- Small instructional groups
- Integration of academics, expressive therapy and transition skills
- Positive Behavior Intervention and Support (PBIS)
- Dialectical Behavior Therapy (DBT) & Trauma-Informed Care (TIC)

Within OSA, SOAR Assessment Center is a short-term stabilization and diagnostic assessment program for middle and high school students (grades 5-12). Our team collaborates closely with parents and districts to identify appropriate academic and clinical supports for students with social/emotional difficulties. Program features include:

- Customized educational and clinical assessments
- Individualized academic and clinical services
- Comprehensive reports and recommendations

Value

OSA's expressive therapy programs and high-interest electives add value to our comprehensive academic and therapeutic setting. Our educators, clinicians, school psychologists support the academic and clinical needs of a wide range of students.

2020-2021 Highlights

- Safe reopening of schools during COVID
- COVID protocols - including distancing, pooled testing, contact tracing
- Student/Family involvement in hybrid learning models
- SOAR Assessment referrals down; OSA referrals up
- Art, Music and Theater Arts
- Community service projects
- One-to-one technology provided
- School work and supplies delivered to students as needed
- No in-school transmission

	FY21 Member Tuition	FY21 NonMember Tuition	Membership Savings
Middle School	\$64,148	\$70,503	\$6,355
High School	\$56,270	\$61,898	\$5,628

Evolution

- Shrewsbury High School; Shrewsbury, MA
- AVC Main Office; Marlborough, MA

Evolution is located in Shrewsbury and Marlborough. This transition program is designed for students ages 18-22, who continue to be eligible for educational services as they transition to adulthood. Evolution blends educational opportunities within real-world settings in the community. Our programming includes:

- Transition assessment, job development and job coaching
- Community-based instruction – Travel training, fitness: YMCA, college coursework, shopping, and recreation
- School-based instruction – healthy relationships, cooking, finance, laundry, and hygiene
- Work experiences in a variety of locations based on student interests

Value

The transition to adulthood looks different for each Evolution student. The team at Evolution works with each student and their team to support the development of rigorous and attainable transition goals and plans. Students have access to a wide range of opportunities to prepare for their transition to adulthood.

2020-2021 Highlights:

- Safe reopening of schools during COVID - 4 days per week November 2020
- COVID protocols - including distancing, pooled testing, contact tracing
- Student/Family involvement in hybrid learning models
- Virtual job-shadowing
- Enrollment continued to grow
- One-to-one technology provided
- School work and supplies and equipment delivered to students as needed
- Home-based services
- No in-school transmission

	FY21 Member Tuition	FY21 NonMember Tuition	Membership Savings
Tier 1	\$36,230	\$41,303	\$5,073
Tier 2	\$53,743	\$61,270	\$7,527
Tier 3	\$82,261	\$93,782	\$11,521

Family Success Partnership (FSP)
28 Lord Road; Suite 125; Marlborough, MA 01752

Family Success Partnership (FSP) is a family-centered wraparound program designed to support students and their families who have needs that fall outside of school that have not yet been met by community or state agency services. Family Support Counselors help each family develop goals and identify resources needed to achieve those goals. FSP helps families navigate the intricate process of health care insurance, state agency applications and waitlists – assisting schools in addressing the non-academic needs of students that impact student outcomes.

Value

FSP wraparound is a strengths-based, student-centered, collaborative support that assists schools in addressing barriers to learning. In collaboration with district administration and school counselors, FSP supported over 100 families to access:

- Medical care
- Counseling
- Housing and essential resources
- Insurance

2020-2021 Highlights.

- Services provide virtually, hybrid and in-person
- 2nd year of new contract with nonmember district - Acton Boxborough
- READS Collaborative continued to partner with AVC on replication project.
- Marlborough Coalition Monthly Meetings
- CBHI-System of Care Meetings
- Assist families with navigating pandemic-related needs
- Pivot to remote services due to COVID-19 closures;

Service	FY21 member rates	FY21 Non-member rates	Membership Savings
10 cases	\$34,055	\$38,823	\$4,768



FRITZ DEGUGLIELMO LLC
CERTIFIED PUBLIC ACCOUNTANTS
& BUSINESS ADVISORS

December 17, 2021

To the Board of Directors of
Assabet Valley Collaborative
28 Lord Rd, Suite 130
Marlborough, MA 01752

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Assabet Valley Collaborative for the year ended June 30, 2021. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated July 15, 2021. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Assabet Valley Collaborative are described in Note B to the financial statements. No new accounting policies were adopted, and the application of existing policies was not changed during fiscal 2021. We noted no transactions entered into by the Collaborative during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were:

Management's estimate of depreciation expense is based on guidelines established by the Commonwealth of Massachusetts for contracting purposes. Management's estimate of the post-retirement health benefit obligation is based on an actuarial valuation, which included actuarial assumptions of returns on investments, inflation, and annual compensation increase rates. Management's estimate of pension on-behalf payments is based on audited plan financial statements issued by the retirement systems. We evaluated the key factors and assumptions used to develop these estimates in determining that it is reasonable in relation to the financial statements taken as a whole.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated December 17, 2021.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Collaborative's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Collaborative's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

We did identify two findings reported in the Schedule of Findings and Responses. We refer you to that report for more detail.

Other Matters

We noted during the audit that the Collaborative's warrant process was still delayed during fiscal 2021. The processing of checks and approvals from appropriate levels of management were not impacted. However, we recommend the board of directors and management continue to develop its warrant procedure to obtain appropriate signatures.

We applied certain limited procedures to management's discussion and analysis, budgetary comparison information, OPEB Plan – Required Supplementary Information and pension schedules, which are required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

We were engaged to report other supplementary information which accompany the financial statements but are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Restriction on Use

This information is intended solely for the use of the Board of Directors and management of Assabet Valley Collaborative and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,


Fritz DeGuglielmo LLC

Assabet Valley Collaborative

Financial Statements

For the Year Ended June 30, 2021

Assabet Valley Collaborative
Contents
For the Year Ended June 30, 2021

	<u>Page</u>
Independent Auditor's Report	1-2
Management's Discussion and Analysis	3-7
Financial Statements:	
Government-Wide Financial Statements:	
Statement of Net Position	8
Statement of Activities	9
Fund Financial Statements:	
Governmental Funds:	
Balance Sheet	10
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position	11
Statement of Revenues, Expenditures and Changes in Fund Balances	12
Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balances of Governmental Funds to the Statement of Activities	13
Other Postemployment Benefits Trust (Fiduciary Fund)	
Statement of Fiduciary Net Position	14
Statement of Changes in Fiduciary Net Position	15
Notes to Financial Statements	16-28
Required Supplementary Information:	
Statement of Revenues, Expenditures and Changes in Fund Balances of the General Fund – Budget to Actual – Budgetary Basis	30
OPEB Plan – Required Supplementary Information	31-34
Schedule of the Collaborative's Proportionate Share of Net Pension Liability	35
Schedule of Pension Contributions	36
Other Supplementary Information:	
Statement of Revenues and Expenditures and Changes in Fund Balance by Program	38
Schedule of Treasurer's Cash	39
Information Required by MGL Chapter 40	40-41
Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With Government Auditing Standards	42-43
Schedule of Findings and Responses	44-45



FRITZ DEGUGLIELMO LLC
*CERTIFIED PUBLIC ACCOUNTANTS
& BUSINESS ADVISORS*

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Assabet Valley Collaborative
Marlborough, Massachusetts

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Assabet Valley Collaborative (a collaborative organized under the Laws of the Commonwealth of Massachusetts), as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise Assabet Valley Collaborative's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Assabet Valley Collaborative, as of June 30, 2021, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, OPEB Plan – Required Supplementary Information and pension schedules on pages 3-7 and 30-36 be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Assabet Valley Collaborative's basic financial statements. The supplementary information on pages 38-41 is presented for the purpose of additional analysis and is not a required part of the basic financial statements.

Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 17, 2021, on our consideration of Assabet Valley Collaborative's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Assabet Valley Collaborative's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Assabet Valley Collaborative's internal control over financial reporting and compliance.



Certified Public Accountants
Newburyport, Massachusetts
December 17, 2021

Assabet Valley Collaborative
Management's Discussion & Analysis
(unaudited)
June 30, 2021

The following discussion and analysis of Assabet Valley Collaborative's (the Collaborative) financial performance provides an overview of the Collaborative's financial activities for the fiscal year ended June 30, 2021 and summarized comparative information for 2020. Please read it in conjunction with the Collaborative's financial statements, which follow.

THE COLLABORATIVE AS A WHOLE

The Collaborative was established for the purpose of conducting educational programs and/or services, which meet low-incidence special needs children for whom its member school committees are responsible. The Collaborative also provides clinical services as requested by its member districts. Non-member school districts may contract for program and clinical services as capacity allows. The Collaborative is supported through program tuition and fees for clinical services from contracting municipalities. The Collaborative is governed by a twelve-member Board of Directors consisting of one representative from each district.

During fiscal year 2021, the Collaborative continued to lease a 17-classroom building in Marlborough where its therapeutic middle and high school program is based as part of a 25-year lease agreement with the City of Marlborough. Highlights of the agreement include: exclusive use of the facility, responsibility for building improvements, repair and landscaping. The Collaborative also owns administrative offices and professional development space located at 28 Lord Road, Marlborough, Massachusetts. Their Marlborough Evolution post graduate program and Family Success Partnership are also located there.

The Collaborative's Orchard Street Academy (OSA) - a tuition based therapeutic middle and high school program that includes an extended evaluation option (SOAR), served 74 students, equating to 57.88 full time equivalent (FTE) students. Enrollment in AVC's REACH program - a tuition-based program serving students with multiple and severe disabilities totaled 21 students equating to 16.49 FTE students. REACH program classrooms are located in member district schools. AVC's Evolution program - a tuition-based post-graduate program for students 18-22 years of age is in its 12th year of programming with locations in FY21 at Shrewsbury High School and at AVC headquarters in Marlborough. Evolution served 28 young adult students equating to 21.29 FTE students.

Fiscal year 2021 marked the ninth year of a transportation contract with VanPool Inc. Therapeutic and consultation services were provided to 11 member districts, 1 collaborative, 1 private special education school, and 1 independent school in the following disciplines: transition, child psychiatry, occupational, physical, and music therapies. The Family Success Partnership is in its 14th year of providing wrap-around and served 142 families; districts also received 17 consultations from FSP faculty. The 142 families receiving service during this fiscal year totaled 531 individuals served.

The Collaborative had a general fund balance of \$2,854,273 as of June 30, 2021.

Assabet Valley Collaborative
Management's Discussion & Analysis
(unaudited)
June 30, 2021

OVERVIEW OF THE FINANCIAL REPORTS

This discussion and analysis is intended to serve as an introduction to the Collaborative's financial statements. The Collaborative's financial statements comprise three components: 1) government-wide financial statements; 2) fund financial statements; and 3) notes to the financial statements. This report also contains other supplementary information in addition to the basic financial statements themselves.

Government-wide Statements:

The government-wide financial statements report information about the Collaborative as a whole using accounting methods similar to those used by private sector companies.

- The **Statement of Net Position** presents information on all of the Collaborative's assets and liabilities with the difference between the two reported as net position. It is one way of measuring the Collaborative's financial health or position.
- The **Statement of Activities** presents information showing how the Collaborative's net position changed during the most recent fiscal year. All of the current year's revenues and expenses are accounted for in the Statement of Activities regardless of when cash is received or paid.

Over time, increases or decreases in the Collaborative's net position is an indicator of whether its financial position is improving or deteriorating. The reader will also need to consider other non-financial factors such as changes in economic conditions when evaluating the overall financial health of the Collaborative.

Fund Financial Statements:

Funds are accounting devices used to keep track of specific sources of funding and spending in particular categories: governmental funds, proprietary funds, and fiduciary funds. Presently, the Collaborative has only governmental and fiduciary funds.

- **Governmental funds** – The Collaborative's basic services are included in governmental funds, which generally focus on: 1) how cash and other financial assets that can readily be converted to cash flow in and out, and 2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps to determine whether there are more or fewer financial resources that can be spent in the near future to finance the Collaborative's programs. Because this information does not encompass the additional long-term focus of the government-wide statements, additional information (reconciliation schedules) is provided following the governmental funds statements that explains the relationship (or differences) between these two types of financial statement presentations.
- **Fiduciary fund** – Fiduciary funds are used to account for resources held for the benefit of parties outside the government. Fiduciary funds are not reflected in the government-wide financial statements because the resources of those funds are not available to support the Collaborative's own programs.

Notes to the Financial Statements:

The Notes to the Financial Statements provide additional information that is essential to a full understanding of the information provided in the Collaborative's financial statements.

Assabet Valley Collaborative
Management's Discussion & Analysis
(unaudited)
June 30, 2021

Supplementary information:

In addition to the basic financial statements and accompanying notes, this report also presents certain required supplementary information which is required to be disclosed by accounting principles generally accepted in the United States of America. This report also includes other supplementary information, which provides more detail supporting the financial statements and information required by the Massachusetts Department of Elementary and Secondary Education.

GOVERNMENT-WIDE FINANCIAL HIGHLIGHTS

The following summarized Statement of Net Position is for the fiscal year 2020 with comparative information from fiscal year 2019:

	<u>June 30, 2021</u>	<u>June 30, 2020</u>
Current assets, i.e. cash, accounts receivable and prepaid expenses	\$ 3,517,000	\$ 4,645,000
Capital assets	1,698,000	1,093,000
Deferred outflows related to OPEB	<u>2,605,000</u>	<u>2,661,000</u>
	<u>\$ 7,820,000</u>	<u>\$ 8,399,000</u>
Current liabilities, i.e. accounts payable, accrued expenses, current portion of long-term debt and unearned revenue	\$ 666,000	\$ 683,000
Non-current liabilities	<u>10,396,000</u>	<u>8,660,000</u>
Total Liabilities	<u>\$ 11,062,000</u>	<u>\$ 9,343,000</u>
Deferred inflows related to OPEB	<u>\$ 1,417,000</u>	<u>\$ 1,582,000</u>
Net Position:		
Invested in capital assets	\$ 884,000	\$ 499,000
Restricted	50,000	50,000
Unrestricted	<u>(5,593,000)</u>	<u>(3,075,000)</u>
Total Net Position	<u>\$ (4,659,000)</u>	<u>\$ (2,526,000)</u>

During fiscal year 2021, net position decreased by approximately \$518,000 primarily due to operations, before recording member credits and increases in the net retirement health benefit obligations required by GASB Statement No. 75 of approximately \$1,422,000. The net effect resulted in a decrease of approximately \$2,133,000 in net position for the year ended June 30, 2021.

Current assets decreased approximately \$1,128,000 due primarily to the deficit in operations, member credits and capital outlay of approximately \$439,000, net of debt, for the purchase of facilities. The Collaborative made no transfers into its OPEB trust during fiscal year 2021 and no contributions into its Capital Reserve Fund.

Assabet Valley Collaborative
Management's Discussion & Analysis
(unaudited)
June 30, 2021

As indicated in the following summarized Statement of Activities, total revenue decreased by approximately \$2,322,000 and expenses decreased approximately \$409,000 during fiscal year 2021. Approximately \$454,000 of the increases in revenue and expenses are related to intergovernmental revenue related to the state retirement systems. Charges for services decreased approximately \$2,905,000 from fiscal year 2021 primarily due to significant declines in transportation and other services caused by the COVID-19 pandemic. There was an increase in member assessment income of \$24,000. Other postemployment benefits expense increased approximately \$513,000 over fiscal year 2020. Education and other services expenses decreased by approximately \$1,619,000, primarily due to necessary reductions in expenditures due to decreases in revenues. Administration expenses increased by approximately \$224,000 primarily due to new collaborative-wide staffing positions.

	<u>Year ended</u> <u>June 30, 2021</u>	<u>Year ended</u> <u>June 30, 2020</u>	<u>% Change</u>
Revenues:			
Assessments to member towns	\$ 156,000	\$ 132,000	
Charges for services	12,635,000	15,540,000	
Intergovernmental revenue	2,586,000	2,132,000	
Grants and contributions	122,000	1,000	
Interest income	12,000	22,000	
Other	14,000	20,000	
Total Revenues	<u>15,525,000</u>	<u>17,847,000</u>	-13%
Expenses:			
Administration	1,070,000	846,000	
Education and other services	12,248,000	13,867,000	
Intergovernmental expense	2,586,000	2,132,000	
Other postemployment benefits	1,422,000	909,000	
Interest expense	36,000	30,000	
Depreciation and amortization	102,000	89,000	
Total Expenses	<u>17,464,000</u>	<u>17,873,000</u>	-2%
Change in net position before member credits	(1,939,000)	(26,000)	
Member credits	(194,000)	-	
Net position - beginning of year	<u>(2,526,000)</u>	<u>(2,500,000)</u>	
Net position - end of year	<u>\$ (4,659,000)</u>	<u>\$ (2,526,000)</u>	

CAPITAL ASSETS AND DEBT ADMINISTRATION

During 2021, the Collaborative incurred approximately \$707,000 of capital asset expenditures and received approximately \$269,000 in debt financing to pay for those capital expenditures. The Collaborative's debt consists of two mortgages to finance the purchase of real estate. As of June 30, 2021, and 2020, the remaining principal balance of the loans was \$814,483 and \$593,898, respectively. During fiscal 2021 and 2020, the principal of the loans was paid down by \$47,915 and \$39,693, respectively.

Assabet Valley Collaborative
Management's Discussion & Analysis
(unaudited)
June 30, 2021

Additional information on the Collaborative's capital assets and loans can be found in Note D in the notes to the financial statements.

GENERAL FUND BUDGETARY HIGHLIGHTS

The final amended budget for fiscal year 2021 provided for a surplus of approximately \$104,000. In fiscal year 2021 actual revenues, excluding intergovernmental revenue, were lower than budgeted amounts by approximately \$2,825,000, primarily due to lower than expected transportation and services revenues from the disruption caused by the COVID-19 pandemic. Total expenditures, excluding intergovernmental expense, were lower than budgeted amounts by approximately \$2,257,000, primarily due to lower than expected transportation and services costs, primarily related to the disruption caused by the COVID-19 pandemic.

REQUEST FOR INFORMATION

This financial report is designed to provide a general overview of the Collaborative's finances for all those with an interest in the Collaborative's finances. Questions concerning any of the information provided in this report or requests for additional information should be addressed to the Business Office of the Collaborative.

Assabet Valley Collaborative
Statement of Net Position
June 30, 2021

	Governmental Activities
ASSETS	
Current Assets	
Cash and cash equivalents	\$ 1,735,862
Accounts receivable, net	1,780,905
Total Current Assets	3,516,767
Non-current Assets	
Capital assets	2,472,442
Accumulated depreciation	(774,515)
Total Non-current Assets	1,697,927
DEFERRED OUTFLOWS OF RESOURCES	
Deferred Outflows of Resources Related to OPEB	2,604,736
Total Deferred Outflows of Resources	2,604,736
Total Assets and Deferred Outflows of Resources	\$ 7,819,430
LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND NET POSITION	
LIABILITIES	
Current Liabilities	
Current portion of long-term debt	\$ 53,510
Accounts payable and accrued expenses	612,494
Total Current Liabilities	666,004
Non-current Liabilities:	
Long-term debt	760,973
Other postemployment benefits	9,634,637
Total Long Term Liabilities	10,395,610
Total Liabilities	11,061,614
DEFERRED INFLOWS OF RESOURCES	
Deferred Inflows of Resources Related to OPEB	1,417,122
Total Deferred Inflows of Resources	1,417,122
Net Position	
Invested in capital assets, net of related debt	883,444
Restricted - capital reserve fund	50,000
Unrestricted	(5,592,750)
Total Net Position	(4,659,306)
Total Liabilities, Deferred Inflows of Resources and Net Position	\$ 7,819,430

See accompanying notes to financial statements and independent auditor's report.

Assabet Valley Collaborative
Statement of Activities
For the Year Ended June 30, 2021

Functions/ Programs	Program Revenues			Net (Expense) Revenue and Changes in Net Position
	Expenses	Charges for Services	Operating Grants and Contributions	
Governmental Activities:				
Administration	\$ 1,070,410	\$ -	\$ -	\$ (1,070,410)
Education and related	7,338,199	7,613,499	121,526	396,826
Transportation	4,909,339	5,021,592	-	112,253
Intergovernmental revenue and expense	2,585,851	-	2,585,851	-
Other postemployment benefits	1,421,715	-	-	(1,421,715)
Interest expense	36,287	-	-	(36,287)
Depreciation and amortization	101,858	-	-	(101,858)
Total Governmental Activities	\$ 17,463,659	\$ 12,635,091	\$ 2,707,377	(2,121,191)
General Revenues and Credits:				
Assessments to member districts				156,000
Interest				12,116
Other				13,798
Credits to member districts				(193,827)
Total General Revenues and Credits				(11,913)
Change in Net Position				(2,133,104)
Net Position, Beginning of Year				(2,526,202)
Net Position, End of Year				\$ (4,659,306)

See accompanying notes to financial statements and independent auditor's report.

Assabet Valley Collaborative
 Balance Sheet
 Governmental Funds
 June 30, 2021

	<u>General Fund</u>	<u>Capital Reserve Fund</u>	<u>Capital Project Fund</u>	<u>Total Governmental Funds</u>
ASSETS				
Cash and cash equivalents	\$ 1,685,862	\$ 50,000	\$ -	\$ 1,735,862
Accounts receivable, net	<u>1,780,905</u>	<u>-</u>	<u>-</u>	<u>1,780,905</u>
Total Assets	<u>\$ 3,466,767</u>	<u>\$ 50,000</u>	<u>\$ -</u>	<u>\$ 3,516,767</u>
LIABILITIES AND FUND BALANCES				
Liabilities:				
Accounts payable and accrued liabilities	<u>\$ 612,494</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 612,494</u>
Total Liabilities	<u>612,494</u>	<u>-</u>	<u>-</u>	<u>612,494</u>
Fund Balances:				
Nonspendable	-	-	-	-
Restricted	-	50,000	-	50,000
Committed	-	-	-	-
Assigned	-	-	-	-
Unassigned	<u>2,854,273</u>	<u>-</u>	<u>-</u>	<u>2,854,273</u>
Total Fund Balances	<u>2,854,273</u>	<u>50,000</u>	<u>-</u>	<u>2,904,273</u>
Total Liabilities and Fund Balances	<u>\$ 3,466,767</u>	<u>\$ 50,000</u>	<u>\$ -</u>	<u>\$ 3,516,767</u>

See accompanying notes to financial statements and independent auditor's report.

Assabet Valley Collaborative
 Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position
 June 30, 2021

Total fund balances, governmental funds \$ 2,904,273

Amounts reported for governmental activities in the Statement of Net Position are different because:

Capital assets, net of related debt, used in governmental activities are not current financial resources and therefore are not reported in this fund financial statement, but are reported in the governmental activities of the Statement of Net Position 883,444

Deferred outflows relating to the other postemployment benefit obligations are not a current financial resource and therefore are not reported in this fund financial statement, but are reported in the governmental activities of the Statement of Net Position 2,604,736

The Other postemployment benefit (OPEB) liability is not a current obligation and therefore is not reported in this fund financial statement, but is reported in the governmental activities of the Statement of Net Position. (9,634,637)

Deferred inflows relating to the other postemployment benefit obligations are not a current obligation and therefore are not reported in this fund financial statement, but are reported in the governmental activities of the Statement of Net Position (1,417,122)

Net Position of Governmental Activities \$ (4,659,306)

Assabet Valley Collaborative
Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds
For the Year Ended June 30, 2021

	General Fund	Capital Reserve Fund	Capital Project Fund	Total Governmental Funds
Revenues and Credits:				
Member assessments	\$ 156,000	\$ -	\$ -	\$ 156,000
Program revenues	12,635,091	-	-	12,635,091
Federal and state grants	121,526	-	-	121,526
Intergovernmental revenue	2,585,851	-	-	2,585,851
Interest	12,116	-	-	12,116
Other	13,798	-	-	13,798
Credits to member districts	(193,827)	-	-	(193,827)
Total Revenues and Credits	15,330,555	-	-	15,330,555
Expenditures:				
Administration	1,070,410	-	-	1,070,410
Professional development	20,707	-	-	20,707
REACH/Crossroads	1,381,481	-	-	1,381,481
OT/PT/Therapies/Contract services	361,056	-	-	361,056
Transportation	4,909,339	-	-	4,909,339
Alternative programs (OSA/SOAR)	3,436,523	-	-	3,436,523
Vocational program (Evolution)	1,421,208	-	-	1,421,208
Family success partnership (FSP)	595,698	-	-	595,698
Other	121,526	-	-	121,526
Intergovernmental expense	2,585,851	-	-	2,585,851
Capital outlay	-	-	707,212	707,212
Debt Service:				
Debt principal	47,915	-	-	47,915
Debt interest	36,287	-	-	36,287
Total Expenditures	15,988,001	-	707,212	16,695,213
Excess of Expenditures Over Revenues	(657,446)	-	(707,212)	(1,364,658)
Other Financing Sources:				
Transfer to Capital Project Fund	(438,712)	-	438,712	-
Debt Financing Proceeds	-	-	268,500	268,500
Net Change in Fund Balances	(1,096,158)	-	-	(1,096,158)
Fund Balances, Beginning of Year	3,950,431	50,000	-	4,000,431
Fund Balances, End of Year	\$ 2,854,273	\$ 50,000	\$ -	\$ 2,904,273

See accompanying notes to financial statements and independent auditor's report.

Assabet Valley Collaborative
 Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balances of
 Governmental Funds to the Statement of Activities
 For the Year Ended June 30, 2021

Net change in fund balances - total governmental funds \$ (1,096,158)

Amounts reported for governmental activities in the Statement of Activities are different because:

Governmental funds report outlays and related financing inflows for capital assets as expenditures because such outlays use current financial resources. In contrast, the Statement of Activities reports only a portion of the outlay as expense. The outlay is allocated over the assets' estimated useful lives as depreciation expense for the period.

Capital outlay purchases	707,212
Debt financing proceeds	(268,500)
Depreciation	(101,858)

Governmental funds report debt service payments as expenditures because such outlays use current financial resources. In contrast, the Statement of Activities reports only the current year interest accrued on the debt as expense.

Debt principal payments	47,915
-------------------------	--------

Other postemployment benefits reported in the Statement of Activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds.

Net change in other postemployment benefits (OPEB) accrual	<u>(1,421,715)</u>
--	--------------------

Change in net position of governmental activities	<u><u>\$ (2,133,104)</u></u>
--	------------------------------

Assabet Valley Collaborative
Statement of Fiduciary Net Position
Other Postemployment Benefits Trust
June 30, 2021

ASSETS

Cash and cash equivalents	\$ 202,335
Total Assets	\$ 202,335

NET POSITION

Net position held in trust for other postemployment benefits	\$ 202,335
Total Net Position	\$ 202,335

See accompanying notes to financial statements and independent auditor's report.

Assabet Valley Collaborative
Statement of Changes in Fiduciary Net Position
Other Postemployment Benefits Trust
For the year ended June 30, 2021

Additions:

Contributions	\$ -
Interest and dividend income	294
	294
Total Additions	294

Deductions:

Retiree health insurance expense	-
	-
Total Deductions	-
Change in Net Position	294
Net Position - Beginning of Year	202,041
Net Position - End of Year	\$ 202,335

See accompanying notes to financial statements and independent auditor's report.

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2021

NOTE A - NATURE OF ORGANIZATION AND REPORTING ENTITY

Organization

The Assabet Valley Collaborative (the Collaborative) was established and operates under provisions of Massachusetts General Law Chapter 40, Section 4E, as amended by Chapter 43 of the Acts of 2012. The Collaborative includes the school districts of the City of Marlborough and towns of Auburn, Berlin, Bolton, Boylston, Hudson, Maynard, Northborough, Southborough, Westborough, Stow and Shrewsbury, Massachusetts and Algonquin Regional High School, Nashoba Regional High School, Tahanto Regional High School and Assabet Valley Regional Vocational High School, which are separate legal entities with their own governing bodies. Their operations are not part of the Collaborative's financial statements.

Assessments: According to the Collaborative Agreement, each member of the community is annually assessed a membership fee which is determined annually by the Board of Directors. The fiscal year 2021 membership fee was \$13,000 per district. Revenue for assessments was \$156,000 for fiscal year 2021 as approved by the Board of Directors.

The Collaborative provides services to special education students in grades 6 through 12 whose Individual Education Plan (IEP) Teams have identified a need for separate therapeutic settings. The Collaborative also provides vocational transition support into the community for post high school up to age 22. These services are provided to member communities on a tuition basis to cover direct operation expenditures. Non-member districts may access programs and services as capacity allows at the non-member rate.

Reporting Entity

As required by accounting principles generally accepted in the United States of America (GAAP) and in accordance with the Governmental Accounting Standards Board, the accompanying financial statements present the Assabet Valley Education Collaborative and its component units. Component units are included in the reporting entity if their operational and financial relationships with the Collaborative are significant. Pursuant to these criteria, the Collaborative did not identify any component units requiring inclusion in the accompanying financial statements.

NOTE B - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

The Collaborative's basic financial statements include both government-wide (reporting the Collaborative as a whole) and fund financial statements (reporting the Collaborative's major funds). Both the government-wide and fund financial statements categorize primary activities as either governmental or business type. Governmental activities are generally financed through intergovernmental assessments or other non-exchange transactions. The Collaborative does not have any activities classified as business type activities.

Government-wide Financial Statements

In the government-wide Statement of Net Position, governmental columns are presented on a consolidated basis and are reported on a full accrual, economic resource basis, which recognizes all long-term assets, receivables and deferred outflows of resources, as well as long-term liabilities, deferred inflows of resources and other liabilities reported on a full accrual basis. The Collaborative's net position is reported in three parts—net investment in capital assets; restricted; and unrestricted. The Collaborative first utilizes restricted resources to finance qualifying activities.

The government-wide Statement of Activities demonstrates the degree to which the direct expenses of a given function or segment are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. The Collaborative does not allocate indirect expenses to functions in the statement of Activities.

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2021

NOTE B - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Program revenues included charges to customers or applicants who purchase, use or directly benefit from goods, services or privileges provided by a given function or segment and grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Assessments and other items not properly included among program revenues are reported instead as general revenues.

The government-wide focus is more on the sustainability of the Collaborative as an entity and the change in the Collaborative's net position resulting from the current year's activities.

Fund Financial Statements

Fund financial statements of the reporting entity are organized into funds each of which are considered to be separate accounting entities. Each fund is accounted for by providing a separate set of self-balancing accounts, which constitute its assets, liabilities, fund balance, revenues and expenditures.

The emphasis in fund financial statements is on the major funds in the governmental activities categories. GASB pronouncements set forth minimum criteria (percentage of the assets and deferred outflows of resources, liabilities and deferred inflows of resources, revenues or expenditures/expenses of either fund category or the governmental and enterprise combined) for the determination of major funds. The Collaborative may electively add funds, as major funds, which have specific community focus. The nonmajor funds are combined in a column in the fund financial statements.

The Collaborative's fiduciary funds are presented in the fiduciary fund financial statements by type. Since by definition these assets are being held for the benefit of a third party (retirees) and cannot be used to address activities or obligations of the government, these funds are not incorporated into the government-wide statements.

The following governmental fund types are used by the Collaborative - the Collaborative does not use proprietary funds:

Governmental Funds:

The focus of the governmental funds' measurement (in the fund statements) is upon determination of financial position and changes in financial position (sources, uses, and balances of financial resources) rather than upon net income. The following is a description of the governmental funds of the Collaborative:

General fund - is the general operating fund of the Collaborative. It is used to account for all financial resources not accounted for and reported in another fund.

Capital reserve fund – used to account for and report financial resources that are restricted, committed, or assigned to be used for the acquisition, construction, or renovation of major capital facilities or equipment.

Capital project fund – used to account for the capital outlay and debt financing related to the purchase of additional facility space in Marlborough, Massachusetts.

Non-major governmental funds - consist of other special revenue and permanent funds that are aggregated and presented in the non-major governmental funds column on the government funds financial statements.

Fiduciary Funds:

Fiduciary Funds are used to report assets held in a trustee or agency capacity for others and therefore are not available to support Collaborative programs. The reporting focus is on net position and changes in net position presented in fiduciary fund financial statements.

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2021

NOTE B - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Since by definition these assets are being held for the benefit of a third party (retiree health insurance participants) and cannot be used to address activities or obligations of the Collaborative, these funds are reported separately from that of the Collaborative's government-wide activities.

Basis of Accounting and Measurement Focus

The Collaborative's government-wide and fiduciary fund financial statements are presented using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis of accounting, revenues are recognized when earned and expenses are recorded when the liability is incurred or economic asset used. Revenues, expenses, gain, losses, assets, and liabilities resulting from exchange and exchange-like transactions are recognized when the exchange takes place.

The Collaborative's governmental funds financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual, i.e., both measurable and available. Available means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. Expenditures are recorded when the related fund liability is incurred, except for unmatured interest on long-term debt, judgments, compensated absences and pension expenditures, which are recorded as a fund liability when expected to be paid with expendable available financial resources.

Revenues

Expenditure-driven programs currently reimbursable are recognized as revenue when the qualifying expenditures have been incurred and the amounts are available. Charges for services provided to other education agencies and private parties are recognized as revenue when services are provided. Amounts owed to the Collaborative for services already performed, which are not available are recorded as receivables. Amounts received prior to the entitlement period are recorded as unearned revenue. Revenues susceptible to accrual include expenditure-driven programs and interest income.

Accounts Receivable

Accounts receivable represent amounts due from Collaborative members and communities participating in the various programs offered by the Collaborative. There is no allowance for doubtful accounts as all receivables were considered collectible at June 30, 2021.

Capital Assets

Government-wide Statements

In the Collaborative's financial statements, capital assets (with an asset cost greater than \$5,000) are accounted for as capital assets. All capital assets are valued at historical cost or estimated historical cost if actual is unavailable, except for donated capital assets, which are recorded at their estimated fair value at the date of donation.

Depreciation of all exhaustible assets is recorded as an expense in the Statement of Activities, with accumulated depreciation reflected in the Statement of Net Position. Depreciation is provided over the assets' estimated useful lives using the straight-line method of depreciation. The range of estimated useful lives by type is as follows:

Building and improvements	40 years
Leasehold improvements	10 years
Furniture and equipment	5 – 15 years

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2021

NOTE B - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Fund Financial Statements

In the fund financial statements, capital assets used in governmental fund operations are accounted for as capital outlay expenditures of the governmental fund upon acquisition. Capital assets are not capitalized and related depreciation is not reported in the governmental fund financial statements.

Budgets

Budgetary information is derived from the annual operating budget and is presented using the same basis of accounting as the General Fund.

Compensated Absences and Other Employee Benefits amounts

The Collaborative's policies were changed during fiscal year 2021 and no longer allow carry over of compensated absence days from the preceding fiscal year. The vacation liability carryover at June 30, 2021 was \$0.

Claims and Judgments

Claims and judgments are recorded as liabilities if all the conditions of Governmental Accounting Standards Board pronouncements are met. Claims and judgments that would normally be liquidated with expendable available financial resources are recorded during the year as expenditures in the governmental funds. If they are not to be liquidated with expendable available financial resources, no liability is recognized in the governmental fund statements. The related expenditure is recognized when the liability is liquidated. Claims and judgments are recorded in the Collaborative's financial statements as expense when the liabilities are incurred. There were no claims or judgments at the year-end that require reporting in the financial statements.

Equity Classifications

Government-wide Statements

Equity is classified as net position and displayed in three components:

Net investment in capital assets – Consists of capital assets including restricted capital assets net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes or other borrowings that are attributed to the acquisition, construction or improvement of those assets. If there are significant unspent related debt proceeds at year-end the portion of the debt attributable to the unspent proceeds are not included in the calculation or invested in capital assets. The Collaborative has no bonded debt on Capital assets at June 30, 2021.

Restricted net position – Consists of net position with constraints placed on the use either by (1) external groups such as creditors, grantors, contributors or laws or regulations of other government or, (2) law through constitutional provisions or enabling legislation.

Unrestricted net position – All other net position that do not meet the definition of “restricted” or “invested in capital assets, net of related debt.”

Fund Financial Statements

Governmental fund equity is classified as fund balance. Fund balance in the fund financial statements is classified as nonspendable, restricted, committed, assigned or unassigned as described below:

Nonspendable: consists of amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact.

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2021

NOTE B - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Restricted: Amounts that can be used only for specific purposes because of (a) constitutional provisions or enabling legislation or (b) externally imposed constraints. (External constraints might be imposed by creditors, grantors, contributors, or even the laws or regulations of other governments.)

Committed: Amounts that can be used only for specific purposes because of a formal action by the government's highest level of decision-making authority (Board of Directors). This classification might also include contractual obligations if existing resources have been committed for use in satisfying those contractual requirements.

Assigned: Amounts intended to be used for specific purposes but that do not meet the criteria to be classified as restricted or committed. Intent can be stipulated by the governing body, another body (such as a finance committee), or by an official to whom authority has been given.

Unassigned: This is residual classification for the General Fund – that is, everything that is not in another classification or in another fund. The General Fund is the only governmental fund that can report a positive unassigned fund balance. Other governmental funds might have a negative unassigned fund balance as a result of overspending for specific purposes for which amounts have been restricted, committed, or assigned.

The Collaborative's spending policy is to spend restricted fund balance first, followed by committed, assigned and unassigned fund balance.

Allocation of Costs

Directly identifiable costs are charged to student services or general and administrative functions as applicable. Costs related to more than one function are allocated based on criteria intended to associate the cost with whichever function benefits.

Use of Estimates

Management uses estimates and assumptions in preparing the financial statements. These estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent liabilities, and the reported revenues and expenses. Accordingly, actual results may differ from those estimates.

NOTE C – CASH AND CASH EQUIVALENTS

Cash and investments of Collaborative funds is restricted by state statues. Massachusetts General Law authorizes the Collaborative to invest in term deposits, Certificates of Deposit, in trust companies, national banks, savings banks or in obligations issued by the U.S. Government or one of its agencies.

The carrying amount of the Collaborative's deposits is separately displayed on the balance sheet as cash.

	<u>June 30, 2021</u>	
	Carrying Amount	Bank Balance
Insured (FDIC) and (DIF)	<u>\$1,938,197</u>	<u>\$3,040,319</u>
Total Cash	<u>\$1,938,197</u>	<u>\$3,040,319</u>

Deposits are insured by the Federal Deposit Insurance Corporation up to \$250,000 and deposits, including Certificates of Deposits in Massachusetts-chartered savings banks are insured in full above the FDIC limit from Depositors Insurance Fund (DIF) of Massachusetts

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2021

NOTE C – CASH AND CASH EQUIVALENTS (continued)

Cash is reported in financial statements as follows:

Governmental Activities	\$1,735,862
Fiduciary Funds	<u>202,335</u>
Total	<u>\$1,938,197</u>

NOTE D - CAPITAL ASSETS AND LOANS

Capital asset activity for the year ended June 30, 2021 was as follows:

	Balance <u>6/30/20</u>	<u>Additions</u>	Balance <u>6/30/21</u>
Capital assets being depreciated:			
Leasehold improvements	\$ 448,247	\$ -	\$ 448,247
Building and improvements	1,012,549	707,212	1,719,761
Furniture and equipment	172,349	-	172,349
Vehicles	<u>132,085</u>	<u>-</u>	<u>132,085</u>
 Total Capital Assets Being Depreciated	 <u>1,765,230</u>	 <u>707,212</u>	 <u>2,472,442</u>
 Less: Accumulated depreciation for:			
Leasehold improvements	405,439	29,807	435,246
Building and improvements	88,101	40,042	128,143
Furniture and equipment	54,915	26,096	81,011
Vehicle	<u>124,202</u>	<u>5,913</u>	<u>130,115</u>
Total Accumulated Depreciation	<u>672,657</u>	<u>101,858</u>	<u>774,515</u>
 Net Capital Assets	 <u>\$1,092,573</u>	 <u>\$605,354</u>	 <u>\$1,697,927</u>

Included in Buildings and improvements above is the remaining purchase of additional units at the Collaborative's Lord Road, Marlborough location. The purchase was completed in fiscal year 2021 and was partially financed with a mortgage of \$268,500. This activity is recorded in the fund financial statements in a capital project fund, which had no remaining fund balance at June 30, 2021.

Depreciation expense was not charged to various functions but was shown as a separate line item in the statement of activities.

The Collaborative has financed the purchase of property at 28 Lord Road in Marlborough, Massachusetts using a local bank over the years with interest payable at 4.25% to 4.75%. As of June 30, 2021, the remaining balance on the loans were \$814,483. The mortgages mature in fiscal 2032 and 2036 and are payable monthly including principal and interest at \$5,496 and \$2,028.

The following summarizes long-term debt activity of the Collaborative for the year ended June 30, 2021:

	Balance <u>6/30/2020</u>	New Borrowing	Repayments	Balance <u>6/30/2021</u>
Mortgages- Lord Road	\$ 593,898	\$ 268,500	\$ (47,915)	\$ 814,483
Current Portion	<u>(38,180)</u>			<u>(53,510)</u>
Long-Term Portion	<u>\$ 555,718</u>			<u>\$ 760,973</u>

Interest paid during the year ended June 30, 2021 totaled \$36,287 on all debt.

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2021

NOTE D - CAPITAL ASSETS AND LOANS (continued)

Future maturities of debt payable as of June 30, 2021 are as follows:

Fiscal Year End	Principal	Interest	Total
June 30:			
2022	\$ 53,510	\$ 36,777	\$ 90,287
2023	56,074	34,213	90,287
2024	58,675	31,612	90,287
2025	61,572	28,715	90,287
2026	64,523	25,764	90,287
2027-2031	372,019	79,413	451,432
2032-2036	148,110	10,284	158,394
Thereafter	-	-	-
	<u>\$814,483</u>	<u>\$246,778</u>	<u>\$1,061,261</u>

NOTE E - CUMULATIVE SURPLUS

In accordance with Massachusetts regulation 603 C.M.R. 50.07, the Collaborative has determined that its Cumulative Surplus as of June 30, 2021 is equal to the cumulative General Fund Balance of \$2,854,273. The Collaborative Agreement stipulates that the Board will retain no more than 25 percent of the previous year's (i.e. audited year's) general fund expenditures, which is equal to \$3,350,538, in cumulative surplus. The cumulative General Fund Balance did not exceed the allowable surplus as of June 30, 2021.

NOTE F - MASSACHUSETTS TEACHERS' AND STATE EMPLOYEES' RETIREE SYSTEMS

Plan Descriptions

The Collaborative's employees participate in the Massachusetts Teachers' (MTRS) or State Employee' Retirement System (MSERS), statewide cost-sharing multi-employer defined benefit plans public employee retirement systems (PERS) covering all employees of local school districts within the Commonwealth of Massachusetts. The retirement systems issue publicly available annual reports that includes financial statements and required supplementary information, which may be obtained by writing to Public Employee Retirement Administration Commission (PERAC), 5 Middlesex Avenue, Suite 304, Somerville, Massachusetts, 02145.

Benefits Provided

MSERS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws (MGL) establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member's highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated on the basis of the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member's age, length of creditable service, and group creditable service, and group classification. The authority for amending these provisions rests with the Legislature.

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of creditable service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65; for certain hazardous duty and public safety positions, normal retirement is at age 55. Most employees who joined the system after April 1, 2012 cannot retire prior to age 60.

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2021

NOTE F - MASSACHUSETTS TEACHERS' AND STATE EMPLOYEES' RETIREE SYSTEMS (continued)

The MSERS' funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the MSERS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

MTRS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws (MGL) establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member's highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated on the basis of the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member's age, length of creditable service, and group creditable service, and group classification. The authority for amending these provisions rests with the Legislature.

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of creditable service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65. Most employees who joined the system after April 1, 2012 cannot retire prior to age 60.

The MTRS' funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the MTRS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

Contributions

Member contributions for MSERS vary depending on the most recent date of membership:

<u>Hire Date</u>	<u>% of Compensation</u>
Prior to 1975.....	5% of regular compensation
1975 - 1983.....	7% of regular compensation
1984 to 6/30/1996.....	8% of regular compensation
7/1/1996 to present.....	9% of regular compensation
1979 to present.....	An additional 2% of regular compensation in excess of \$30,000

Educational Collaboratives contribute amounts equal to the normal cost of employees' benefits participating in MSERS at a rate established by the Public Employees' Retirement Administration Commission (PERAC), currently 6.1% of covered payroll. Legally, the Collaboratives are only responsible for contributing the annual normal cost of their employees' benefits (i.e., the present value of the benefits earned by those employees in any given year) and are not legally responsible for the past service cost attributable to those employees or previously retired employees of the Collaboratives. During fiscal year 2021, the Collaborative's contributions on behalf of employees totaled \$110,446.

Member contributions for MTRS vary depending on the most recent date of membership:

<u>Hire Date</u>	<u>% of Compensation</u>
Prior to 1975.....	5% of regular compensation
1975 - 1983.....	7% of regular compensation
1984 to 6/30/1996.....	8% of regular compensation
7/1/1996 to present.....	9% of regular compensation
7/1/2001 to present.....	11% of regular compensation (for teachers hired after 7/1/01 and those accepting provisions of Chapter 114 of the Acts of 2000)
1979 to present.....	An additional 2% of regular compensation in excess of \$30,000

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2021

NOTE F - MASSACHUSETTS TEACHERS' AND STATE EMPLOYEES' RETIREE SYSTEMS (continued)

The Commonwealth is a nonemployer contributor in MTRS and is required by statute to make all actuarially determined employer contributions on behalf of the member employers participating in MTRS.

The Collaborative is considered to be in a 100% special funding situation as defined by GASB Statement No. 68, *Accounting and Financial Reporting for Pensions* and the Commonwealth is a nonemployer contributing entity under both MSERS and MTRS. Since the employers do not contribute directly to each system beyond the MSERS annual normal cost, there is no net pension liability to recognize. However, the notes to the financial statements must disclose the portion of the nonemployer contributing entities' share of the collective net pension liability that is associated with the employer. In addition, the Collaborative must recognize its portion of the collective pension expense as both a revenue and pension expense.

The nonemployer contributing entities' share of the collective net pension liability that is associated with the Collaborative was measured as of June 30, 2020 and was \$4,655,414 and \$15,308,931 under MSERS and MTRS, respectively. In fiscal year 2021, the Collaborative recognized revenue and related expense of \$694,979 (under GASB Statement No. 68) for its portion of the collective pension expense under MSERS. In fiscal year 2021, the Collaborative recognized revenue and related expense of \$1,890,872, (under GASB Statement No. 68) for its portion of the collective pension expense under MTRS. These amounts are recorded as Intergovernmental revenue and expense in the financial statements.

NOTE G - LEASE DISCLOSURES

The Collaborative rents classrooms and office space from several of its member communities. The following summarizes rent by these locations:

Location	Rental Space	Annual Rent
Marlborough – Bigelow School	AVCAS School Building	\$160,816
Shrewsbury – High School	Evolution Program	\$ 42,504
Algonquin Regional High School	REACH Classroom	\$ 8,000
Woodward Elementary School	REACH Classroom	\$ 4,000
Southborough – Trottier Middle School	REACH Classroom	\$ 4,000

Rent expense for real property leases totaled \$219,320 for the fiscal year ended June 30, 2021.

Future minimum payments, by year, for the next five years and in the aggregate, under non-cancellable real property operating leases consisted of the following at June 30, 2021:

Fiscal year-end	Amount
2022	\$ 176,032
2023	167,313
2024	170,659
2025	174,072
2026	177,554
2027-2031	942,477
2032-2036	1,040,571
2037-2041	<u>445,947</u>
Total	<u>\$3,294,625</u>

In addition, the Collaborative leases copy and postage equipment. Rent expense for operating equipment leases for fiscal 2021 totaled \$9,661.

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2021

NOTE G - LEASE DISCLOSURES (continued)

Future minimum payments, by year, for the next five years and in the aggregate, under non-cancellable equipment leases consisted of the following at June 30, 2021:

Fiscal year-end	Amount
2022	\$ 8,302
2023	720
2024	720
2025	720
2026 and thereafter	-
Total	<u>\$10,462</u>

NOTE H – POSTEMPLOYMENT HEALTHCARE PLAN

Description

The Collaborative, per its contracts with employees, generally will pay 50 percent of health care benefits for retirees and their spouses. This agreement can be amended by action of the Collaborative subject to applicable policy changes and employment agreements. The Plan does not issue a stand-alone financial report since there are no assets legally segregated for the sole purposes of paying benefits under the plan. Employees of the Collaborative and dependents are eligible for postemployment medical insurance based on eligibility requirements under the Massachusetts State Employees and Massachusetts Teachers Retirement Systems. Any member who is unable to perform his or her duties due to a non-occupational disability and has ten or more years of creditable service or who is unable to perform his or her duties due to a job-related disability are eligible.

An employee hired before April 2, 2012 shall become eligible to retire under these programs upon meeting the following conditions:

- i. Completion of 10 years of creditable service at the Collaborative
- ii. And attainment of age 55 as an active member
- iii. Or completion of 20 years of service at the Collaborative, regardless of age

An employee hired after April 2, 2012 shall become eligible to retire under these programs upon meeting the following conditions:

- i. Completion of 10 years of creditable service at the Collaborative
- ii. And attainment of age 60 as an active member

Funding Policy

The Collaborative has not established a formal funding policy.

Investment Policy

The long-term rate of return on assets developed based on the Collaborative Investment Policy is 2.6% and a municipal bond rate of 3.5%. Long-term investment return rate is based on expected long-term investment return rates provided by the Collaborative.

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2021

NOTE H – POSTEMPLOYMENT HEALTHCARE PLAN (continued)

Actuarially Determined Contribution (ADC)

The Collaborative's Actuarially Determined Contribution (ADC) is an amount actuarially determined in accordance with the parameters of GASB Statement No. 74/75 which is composed of the service cost and an amortization of the unfunded liability. We have used a 30-year flat dollar amortization of the Collaborative's unfunded liability for the purpose of calculating ADC. The following table shows the components of the Collaborative's annual ADC for the fiscal year and the amount actually contributed to the plan:

Actuarially Determined Contribution - Deficiency / (Excess)		June 30, 2021
I.	Service Cost	\$1,123,040
II.	30-year level dollar amortization of NOL and interest	253,650
III.	Actuarial Determined Contribution [I. + II.]	1,376,690
IV.	Contributions in relation to the actuarially determined contribution	(34,086)
V.	Contribution deficiency / (excess) [III. + IV.]	<u>\$1,342,604</u>
	Covered employee payroll	\$5,853,226
	Contribution as a % of covered employee payroll	0.58%
	Discount Rate	2.16%
	Money Weighted Rate of Return	0.15%

OPEB Liability and OPEB Expense

	Fiscal Year Ended June 30, 2021	
	Collaborative Employees and Retirees	Total
I. Total OPEB Liability	\$ 9,836,972	\$ 9,836,972
II. Fiduciary Net Position as of June 30, 2021	202,335	202,335
III. Net OPEB Liability (Asset) [I.-II.]	9,634,637	9,634,637
IV. Service cost	1,123,040	1,123,040
V. Interest	208,019	208,019
VI. Changes of benefit terms	-	-
VII. Differences between expected and actual	(134,850)	(134,850)
VIII. Changes of assumptions	259,592	259,592
IX. Benefit payments	<u>(34,086)</u>	<u>(34,086)</u>
X. Net OPEB Expense	\$ 1,421,715	\$ 1,421,715

Effect of 1% Change in Discount Rates

As of the June 30, 2021 Measurement Date, if the discount rate were 1% higher than what was used in this valuation, the Total OPEB Liability would decrease to \$7,685,672 and the Net OPEB Liability would decrease to \$7,483,337. If the discount rate were 1% lower than was used in this valuation, the Total OPEB Liability would increase to \$12,764,752 and the Net OPEB Liability would increase to \$12,562,417.

Effect of 1% Change in Healthcare Trend

In the event that healthcare trend rates were 1% higher than forecast and employee contributions were to increase at the forecast rates, the Total OPEB Liability as of the June 30, 2021 Measurement Date would increase to \$13,592,899 and Net OPEB Liability would increase to \$13,390,564. If such healthcare trend rates were 1% less than forecast and employee contributions were to increase at the forecast rate, the Total OPEB Liability would decrease to \$7,246,765 and the Net OPEB Liability would decrease to \$7,044,430.

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2021

NOTE H – POSTEMPLOYMENT HEALTHCARE PLAN (continued)

Actuarial Methods and Assumptions

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefits costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.

Actuarial Cost Method:	Entry Age Normal
Discount Rate:	2.16% per annum (previously 3.50%)
General Inflation Assumption:	2.20% per annum
Annual Compensation Increases:	3.50% per annum
Actuarial Value of Assets:	Market Value

Recognition of OPEB Trust Assets

The state of Massachusetts has passed legislation allowing municipal entities to establish a Trust for Other Postemployment Benefits (“OPEB”) under M.G.L. Chapter 32B, Section 20 for purposes of accumulating assets to pre-fund the liabilities under GASB 75. This legislation was amended effective November 9, 2016 to clarify who may adopt such a Trust and provide guidance on the ongoing operation of such a Trust. To the best of our knowledge, the Collaborative has established an irrevocable trust for the purposes of prefunding liabilities under GASB 74/75.

Impact of Patient Protection and Affordable Care Act (“PPACA”) Excise Tax

The Patient Protection and Affordable Care Act (“PPACA”) applies a 40% excise tax to the cost of plan benefits in excess of statutory thresholds beginning after December 31, 2021. This tax was repealed in December 2019.

Deferred Outflows and Deferred Inflows of Resources

Deferred (Inflows)/Outflows in OPEB Expense arising from the recognition of differences between expected & actual experience											
Fiscal	Differences between actual & expected experience	Recognitio n Period (years)	2021 Amortization	6/30/2021 Remaining Balance	2022	2023	2024	2025	2026	2027 and Thereafter	
2018	-	11.43	-	-	-	-	-	-	-	-	
2019	-	11.43	-	-	-	-	-	-	-	-	
2020	(1,445,326)	10.92	(132,356)	(1,180,614)	(132,356)	(132,356)	(132,356)	(132,356)	(132,356)	(518,834)	
2021	-	10.92	-	-	-	-	-	-	-	-	
Total Remaining Balance				(1,180,614)							
Net increase (decrease) in OPEB Expense			(132,356)			(132,356)	(132,356)	(132,356)	(132,356)	(132,356)	(518,834)

Deferred (Inflows)/Outflows in OPEB Expense arising from the recognition of the effects of changes in assumption											
Fiscal	Changes of Assumptions	Recognition Period (years)	2021 Amortization	6/30/2021 Remaining Balance	2022	2023	2024	2025	2026	2027 and Thereafter	
2018	(363,836)	11.43	(31,832)	(236,508)	(31,832)	(31,832)	(31,832)	(31,832)	(31,832)	(77,348)	
2019	539,758	11.43	47,223	398,089	47,223	47,223	47,223	47,223	47,223	161,974	
2020	2,433,289	10.92	222,829	1,987,631	222,829	222,829	222,829	222,829	222,829	873,486	
2021	233,379	10.92	21,372	212,007	21,372	21,372	21,372	21,372	21,372	105,147	
Total Remaining Balance				2,361,219							
Net increase (decrease) in OPEB Expense			259,592			259,592	259,592	259,592	259,592	259,592	1,063,259

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2021

NOTE H – POSTEMPLOYMENT HEALTHCARE PLAN (continued)

Deferred (Inflows)/Outflows in OPEB Expense arising from the recognition of differences between projected & actual earnings on OPEB plan investments									
Fiscal	Differences between projected & actual earnings	Recognition Period (years)	2021 Amortization	6/30/2021 Remaining Balance	2022	2023	2024	2025	2026
2018	1,518	5.00	303	303	303	-	-	-	-
2019	1,795	5.00	359	718	359	359	-	-	-
2020	3,908	5.00	782	2,344	782	781	781	-	-
2021	4,555	5.00	911	3,644	911	911	911	911	-
Total Remaining Balance				7,009					
Net increase (decrease) in OPEB Expense			2,355		2,355	2,051	1,692	911	-

NOTE I - RISK MANAGEMENT

The Collaborative is exposed to various risks of loss related to torts: theft of, damage to, or destruction of assets; errors and omissions; workers' compensation and health care of its employees. All of these risks are covered through the purchase of commercial insurance, with minimal deductibles. Settled claims have not exceeded insurance coverage. There were no significant changes in coverage compared to the prior year.

Beginning in March 2020, the COVID-19 pandemic in the United States has caused disruption and a reduction in overall economic activity. While the disruption was expected to be temporary, there is still considerable uncertainty around the duration and the impact it will have on the Collaborative's operations and financial position. Any financial impact to the Collaborative, if any, cannot be reasonably estimated at this time. Management and the Collaborative's board of directors constantly monitor the financial and operational situation in relation to the pandemic.

NOTE J - COMMITMENTS AND CONTINGENCIES

From time to time, the Collaborative may be party to various pending claims and legal proceedings. Although the outcomes of such matters cannot be forecast with certainty, it is the opinion of management and the Collaborative's legal counsel that the likelihood is remote that any such claims or proceedings will have a material adverse effect on the Collaborative's financial position or results of operations.

The Collaborative has received federal and state grants for specific purposes that are subject to review and audit by the grantor agencies. Such audits could lead to requests for reimbursements to the grantor agency for expenditures disallowed under terms of the grants. Management believes such disallowances, if any, would be immaterial.

The Collaborative has employment contracts with members of management. The contracts expire on various dates from June 30, 2021 to June 30, 2022.

NOTE K –RESTRICTED FUND BALANCE

The Collaborative's Board of Directors has approved a capital budget plan in accordance with state regulations not to exceed \$722,500. During the year ended June 30, 2021, the Collaborative made no transfers to the capital reserve fund. The remaining balance in the capital reserve fund at June 30, 2021 was \$50,000.

NOTE L - SUBSEQUENT EVENTS

The Collaborative evaluated subsequent events through December 17, 2021, which is the date the financial statements were available to be issued.

Assabet Valley Collaborative

Required Supplementary Information

June 30, 2021

Assabet Valley Collaborative
Statement of Revenues, Expenditures and Changes in Fund Balances
of the General Fund - Budget to Actual - Budgetary Basis
For the Year Ended June 30, 2021

	Original/ Final Budget	Actual	Variance with Final Budget Favorable (Unfavorable)
Revenues:			
Member assessments	\$ 156,000	\$ 156,000	\$ -
Professional development	-	18,325	18,325
Multiple handicapped (REACH/Crossroads)	1,264,830	1,406,830	142,000
OT/PT/Therapies/Contract services	445,000	435,492	(9,508)
Transportation	7,702,500	5,021,592	(2,680,908)
Alternative programs (OSA/SOAR)	3,795,823	3,863,636	67,813
Vocational program (Evolution)	1,608,325	1,297,187	(311,138)
Family success partnership (FSP)	595,000	592,029	(2,971)
Grants	-	121,526	121,526
Intergovernmental revenue*	-	2,585,851	2,585,851
Interest	-	12,116	12,116
Other	196,054	13,798	(182,256)
Credits to member districts	-	(193,827)	(193,827)
Total Revenues	15,763,532	15,330,555	(432,977)
Expenditures:			
Administration	1,357,284	1,070,410	286,874
Professional development	-	20,707	(20,707)
REACH/Crossroads	1,403,010	1,381,481	21,529
OT/PT/Therapies/Contract services	418,116	361,056	57,060
Transportation	6,708,135	4,909,339	1,798,796
Alternative programs (OSA/SOAR)	3,587,919	3,436,523	151,396
Vocational program (Evolution)	1,561,075	1,421,208	139,867
Family success partnership (FSP)	623,664	595,698	27,966
Grant related expenses	-	121,526	(121,526)
Intergovernmental expense*	-	2,585,851	(2,585,851)
Capital outlay, net of debt incurred	-	-	-
Debt Service:			
Debt principal	-	47,915	(47,915)
Debt interest	-	36,287	(36,287)
Total Expenditures	15,659,203	15,988,001	(328,798)
Excess (Deficiency) of Revenues Over (Under) Expenditures	104,329	(657,446)	(761,775)
Other Financing Sources			
Transfer to capital project fund	-	(438,712)	(438,712)
Excess (Deficiency) of Revenue and Other Financing Sources Over (Under) Expenditures	\$ 104,329	\$ (1,096,158)	\$ (1,200,487)

*Intergovernmental revenue and expense is not budgeted by the Collaborative because it is actuarially determined annually and does not require actual expenditure by the Collaborative.

Note: The schedule above is presented on the same basis used by the Collaborative to present its internal budget to actual comparison and account groupings are not necessarily consistent with the Statement of Revenue, Expenditures and Changes in Fund Balances presented on page 12.

Assabet Valley Collaborative
OPEB Plan - Required Supplementary Information
June 30, 2021

Year	Actuarial Determined Contribution	Contributions in relation to the actuarially determined contribution	Contribution deficiency (excess)	Covered employee payroll	Contributions as a percentage of covered employee payroll
June 30, 2018	\$ 845,507	\$ (93,455)	\$ 752,052	\$ 4,590,180	2.04%
June 30, 2019	\$ 834,799	\$ (17,544)	\$ 817,255	\$ 5,082,892	0.35%
June 30, 2020	\$ 970,268	\$ (96,497)	\$ 873,771	\$ 5,758,341	1.68%
June 30, 2021	\$ 1,376,690	\$ (34,086)	\$ 1,342,604	\$ 5,853,226	0.58%

Schedule Presentation

This schedule is intended to present information for 10 years. Until a 10-year trend is compiled, information is presented for those years for which information is available.

Assabet Valley Collaborative
OPEB Plan - Required Supplementary Information
As of the June 30, 2021 Measurement Date

Schedule of Changes in the Collaborative's Net OPEB Liability and Related Ratios				
Valuation Date	July 1, 2019	July 1, 2019	July 1, 2018	July 1, 2017
For the Reporting Period & Fiscal Year ending on:	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018
Total OPEB Liability				
I. Service Cost	1,123,040	724,580	627,760	660,550
II. Interest on Total OPEB Liability, Service Cost, and Benefit Payments	208,019	252,916	222,854	190,530
III. Changes in Benefit terms	-	(149,695)	-	-
IV. Difference between Expected & Actual Plan Experience	-	(1,445,326)	-	-
V. Changes of Assumption	233,379	2,433,289	539,758	(363,836)
VI. Benefit Payments Excluding Implicit Cost	(34,086)	(21,497)	(17,544)	(18,455)
VII. Implicit Cost Amount	-	-	-	-
VIII. Total Benefit payments including Implicit Cost [VI.+VII.]	(34,086)	(21,497)	(17,544)	(18,455)
IX. Net Change in OPEB liability [I.+II.+III.+IV.+V.+VIII.]	1,530,352	1,794,267	1,372,828	468,789
X. Total OPEB liability - beginning of period	8,306,620	6,512,353	5,139,525	4,670,736
XI. Prior Period Adjustment for Retirees not Previously Reflected	-	-	-	-
XII. Total OPEB Liability - end of period [IX.+X.+XI.]	9,836,972	8,306,620	6,512,353	5,139,525
Plan Fiduciary Net Position				
XIII. Earning from Plan Investments	294	991	712	234
XIV. Employer Contribution to trust	34,086	96,497	17,544	93,455
XV. Benefit payments from trust, including refunds of member contributions	(34,086)	(21,497)	(17,544)	(18,455)
XVI. Administrative expense	-	-	-	-
XVII. Other	-	-	-	-
XVIII. Net change in plan fiduciary net position [XIII.+XIV.+XV.+XVI.+XVII.]	294	75,991	712	75,234
XIX. Plan fiduciary net position - beginning of period	202,041	126,050	125,338	50,104
XX. Plan fiduciary net position - end of period [XVIII.+XIX.]	202,335	202,041	126,050	125,338
XXI. Net OPEB Liability [XII.-XX.]	9,634,637	8,104,579	6,386,303	5,014,187
XXII. Plan fiduciary net position as a % of total OPEB liability [XX./XII.]	2.06%	2.43%	1.94%	2.44%
XXIII. Covered employee payroll	5,853,226	5,758,341	5,082,892	4,590,180
XXIV. Plan NOL as % of covered employee payroll [XXI./XXIII]	164.60%	140.75%	125.64%	109.24%
Single Discount Rate to calculate Plan Liabilities	2.16%	2.21%	3.50%	3.87%

Schedule Presentation

This schedule is intended to present information for 10 years. Until a 10-year trend is compiled, information is presented for those years for which information is available.

Assabet Valley Collaborative
OPEB Plan - Required Supplementary Information
As of the June 30, 2021 Measurement Date

Notes to Required Supplementary Information:

Valuation Date: Actuarially Determined Contribution was valued as of July 1, 2019.

Actuarial Cost Method: Entry Age Normal

Asset-Valuation Method: Market Value

Actuarial Assumptions:

Investment Rate of Return: 2.2% compounded annually, net of fees

Municipal Bond Rate: 2.16%, based on the Bond Buyer 20-Bond GO Index published on June 30, 2021

Single Equivalent Discount Rate: 2.16%, compounded annually

Inflation: 2.2% per year, based on current economic data, analyses from economists and other experts, and professional judgement

Salary Increases: 3.5% per year

Cost of Living Adjustment: Not Applicable

Pre-Retirement Mortality: Pre-Retirement mortality rates for General employees are based on the RP-2014 Employees Blue Collar Mortality Table, base year 2014, projected with generational mortality improvement using scale MP-2016 and set forward one year for females

Pre-Retirement mortality rates for Teachers are based on the RP-2014 White Collar Mortality Table, base year 2014, projected with generational mortality improvement using scale MP-2016

Assabet Valley Collaborative
OPEB Plan - Required Supplementary Information
As of the June 30, 2021 Measurement Date

Notes to Required Supplementary Information (Continued):

Actuarial Assumptions:

Post-Retirement Mortality: Pre-Retirement mortality rates for General employees are based on the RP-2014 Healthy Annuitant Blue Collar Mortality Table, base year 2014, projected with generational mortality improvement using scale MP-2016 and set forward one year for females.

Pre-Retirement mortality rates for Teachers are based on the RP-2014 White Collar Mortality Table, base year 2014, projected with generational mortality improvement using scale MP-2016.

Plan Membership

Plan Membership: At June 30, 2021, the OPEB plan membership consisted for the following

Inactive employees or beneficiaries currently receiving benefits:	4
Active Employees:	<u>85</u>
Total:	<u>89</u>

Events Subsequent to the Measurement Date

To the best of our knowledge there were no material events subsequent to the Measurement Date that would impact the figures shown in this report.

Changes in Assumptions: From June 30, 2020 to June 30, 2021:

Discount rate is 2.16% previously 2.21%

Contributions:

The contribution requirements of plan members and the Collaborative are established and may be amended

Assabet Valley Collaborative
Schedule of the Collaborative's Proportionate Share of Net Pension Liability
For the Year Ended June 30, 2021

		<u>MTRS</u>	<u>MSERS</u>
Collaborative's proportion of net pension liability	FY2015	0.04561%	0.02466%
	FY2016	0.04893%	0.02650%
	FY2017	0.05218%	0.02512%
	FY2018	0.05300%	0.02333%
	FY2019	0.05160%	0.02279%
	FY2020	0.05363%	0.02713%
Collaborative's proportionate share of net pension liability	FY2015	\$ 9,345,520	\$ 2,806,546
	FY2016	\$ 10,938,585	\$ 3,653,558
	FY2017	\$ 11,941,119	\$ 3,222,152
	FY2018	\$ 12,567,663	\$ 3,086,439
	FY2019	\$ 13,009,603	\$ 3,335,691
	FY2020	\$ 15,308,931	\$ 4,655,414
Collaborative's covered-employee payroll	FY2015	\$ 2,891,227	\$ 1,349,422
	FY2016	\$ 3,218,268	\$ 1,475,832
	FY2017	\$ 3,552,532	\$ 1,434,591
	FY2018	\$ 3,715,284	\$ 1,341,094
	FY2019	\$ 3,797,949	\$ 1,371,234
	FY2020	\$ 4,127,108	\$ 1,678,535
Collaborative's proportionate share of net pension liability as a percentage of its covered-employee payroll	FY2015	323.24%	207.98%
	FY2016	339.89%	247.56%
	FY2017	336.13%	224.60%
	FY2018	338.27%	230.14%
	FY2019	342.54%	243.26%
	FY2020	370.94%	277.35%
Plan fiduciary net position as a percentage of the total pension liability	FY2015	55.38%	67.87%
	FY2016	52.73%	63.48%
	FY2017	54.25%	67.21%
	FY2018	54.84%	67.91%
	FY2019	53.95%	66.28%
	FY2020	50.67%	62.48%

Notes to Required Supplementary Information

MTRS is the Massachusetts Teachers' Retirement System

MSERS is the Massachusetts State Employees' Retirement System

Also, see Note F to financial statements

Measurement Date

The amounts presented in this schedule were determined as of June 30, 2020.

Schedule Presentation

This schedule is intended to present information for 10 years. Until a 10-year trend is compiled, information is presented for those years for which information is available.

See independent auditor's report.

Assabet Valley Collaborative
Schedule of Pension Contributions
For the Year Ended June 30, 2021

	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
<u>MTRS</u>						
Contractually required contribution	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contributions in relation to the contractually required contribution	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Collaborative's covered-employee payroll	\$2,891,227	\$3,218,268	\$3,552,532	\$3,715,284	\$3,797,949	\$4,127,108
Contributions as a percentage of covered-employee payroll	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

<u>MSERS</u>						
Contractually required contribution	\$ 75,568	\$ 82,647	\$ 75,101	\$ 75,101	\$ 76,789	\$ 101,421
Contributions in relation to the contractually required contribution	\$ 75,568	\$ 82,647	\$ 75,101	\$ 75,101	\$ 76,789	\$ 101,421
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Collaborative's covered-employee payroll	\$1,349,429	\$1,475,839	\$1,341,089	\$1,341,094	\$1,371,234	\$1,662,645
Contributions as a percentage of covered-employee payroll	5.60%	5.60%	5.60%	5.60%	5.60%	6.10%

Notes to Required Supplementary Inf

MTRS is the Massachusetts Teachers' Retirement System

MSERS is the Massachusetts State Employees' Retirement System

Also, see Note F to financial statements

Measurement Date

The amounts presented in this schedule were determined as of June 30, 2020.

Schedule Presentation

This schedule is intended to present information for 10 years. Until a 10-year trend is compiled, information is presented for those years for which information is available.

Contributions

The Collaborative is required to pay an annual appropriation as established by the Public Employees' Retirement Administration Commission (PERAC) for MSERS. No contribution is required for MTRS. The Commonwealth of Massachusetts as a nonemployer is legally responsible for the entire past service cost related to the Collaborative and therefore has a 100% special funding situation.

See independent auditor's report.

Assabet Valley Collaborative

Other Supplementary Information

June 30, 2021

Assabet Valley Collaborative
Statement of Revenues and Expenditures and Changes in Fund Balance by Program
For the Year Ended June 30, 2021

	REACH/ Crossroads	Transportation	Professional Development	Alternative HS	Consultation Services	Vocational Evolution	Family Success Partnership	Other Funds	Grant	Total Programs
Revenues										
Programs	\$ 1,406,830	\$ 5,021,592	\$ 18,325	\$ 3,863,636	\$ 435,492	\$ 1,297,187	\$ 592,029	\$ -	\$ -	\$ 12,635,091
Federal and state grants	-	-	-	-	-	-	-	-	121,526	121,526
Other revenue	-	-	-	-	-	-	-	-	-	-
Total Revenues	1,406,830	5,021,592	18,325	3,863,636	435,492	1,297,187	592,029	-	121,526	12,756,617
Expenditures										
Salaries	838,470	49,093	-	2,180,790	59,113	775,973	496,775	-	5,500	4,405,714
Therapy	244,853	-	-	282,801	240,914	162,495	-	-	-	931,063
Other contracted services	38,498	-	300	153,199	1,950	8,494	1,291	-	13,581	217,313
Transportation	-	4,844,371	-	2,696	-	25,040	-	-	-	4,872,107
Supplies	19,180	320	-	43,477	610	31,721	871	-	13,564	109,743
Retirement	25,097	2,800	-	-	-	-	-	-	-	27,897
Medicare	14,410	665	3,054	72,250	8,407	32,743	9,945	-	-	141,474
Travel	1,068	-	-	460	610	1,341	3,329	-	-	6,808
Medical insurance	142,525	11,166	-	340,240	39,243	198,621	67,963	-	-	799,758
Medical services	17,874	-	-	17,107	-	95,193	-	-	12,848	143,022
Rent	16,000	-	-	164,029	-	504,600	-	-	-	684,629
Maintenance	213	-	6,161	83,023	-	8,197	-	-	-	97,594
Membership & subscriptions	662	225	7,038	3,189	17	1,110	-	-	-	12,241
Telephone & utilities	12,241	699	3,859	78,428	5,292	23,440	4,018	-	-	127,977
Equipment	10,390	-	-	10,165	4,900	5,087	11,506	-	56,752	98,800
Misc. services	-	-	26,380	4,669	-	4,119	-	-	19,281	54,449
Professional development	-	-	295	-	-	-	-	-	-	295
Total Expenditures	1,381,481	4,909,339	47,087	3,436,523	361,056	1,878,174	595,698	-	121,526	12,730,884
Revenues (over) under expenditures before transfers	25,349	112,253	(28,762)	427,113	74,436	(580,987)	(3,669)	-	-	25,733
Other financing sources (uses):										
Operating transfers out	(121,609)	(432,160)	(4,145)	(302,511)	(31,783)	(165,332)	(52,438)	-	-	(1,109,978)
Net change in fund balances	(96,260)	(319,907)	(32,907)	124,602	42,653	(746,319)	(56,107)	-	-	(1,084,245)
Fund Balances - Beginning of Year	323,648	3,916,660	(208,346)	154,947	(161,950)	(1,134,663)	(45,884)	38,932	7,283	2,890,627
Fund Balances - End of Year	\$ 227,388	\$ 3,596,753	\$ (241,253)	\$ 279,549	\$ (119,297)	\$ (1,880,982)	\$ (101,991)	\$ 38,932	\$ 7,283	\$ 1,806,382

See independent auditor's report.

Assabet Valley Collaborative
Schedule of Treasurer's Cash
June 30, 2021

COMPOSITION OF CASH AT YEAR END:

Governmental fund cash is comprised of:

Avidia Bank (2 accounts)	Interest Bearing	\$ 1,927,547
Avidia Bank (2 accounts)	Non-Interest Bearing	52,376
Marlborough Savings Bank (1 account)	Interest Bearing	658,456
Marlborough Savings Bank (1 account)	Non-Interest Bearing	<u>(902,517)</u>
Total governmental fund cash		<u><u>\$ 1,735,862</u></u>

Fiduciary fund cash is comprised of:

Avidia Bank (1 account)	Interest Bearing	<u>\$ 202,335</u>
Total fiduciary fund cash		<u><u>\$ 202,335</u></u>

See independent auditor's report.

Assabet Valley Collaborative
Information Required by MGL Chapter 40
For the Year Ended June 30, 2021

Transactions between the Collaborative and any related for-profit or non-profit organization:

None

Transaction or contracts related to the purchase, sale, rental or lease of real property:

See Note G - Lease Disclosures

The names, duties and total compensation of the five most highly compensated employees:

<u>Name and Title</u>	<u>Total Compensation</u>
C. Cummins, Executive Director	\$ 119,560
K. Lamb, Director of Educational Equality	\$ 117,060
K. Laskey, Director of Satellite Programs	\$ 116,076
S. Van der Swaagh, Principal of Therapeutic Program	\$ 116,280
M. Sharma, Program Coordinator	\$ 113,576

Executive Director - Provides leadership in the planning, development and operations of all educational programs and services offered to participating members of the Collaborative.

Program Principal/Directors/Coordinators - Responsible for the operation, maintenance, and general administration of program.

The amounts expended on administration and overhead:

Administration and overhead \$ 1,070,410

Any accounts held by the Collaborative that may be spent at the discretion of another person or entity:

None

Amounts expended on services for individuals aged 22 years and older:

None

Any other items as may be required by regulation:

None

See independent auditor's report.

Assabet Valley Collaborative
Information Required by MGL Chapter 40 (Continued)
For the Year Ended June 30, 2021

Annual determination and disclosure of cumulative surplus:

Page(s) in
financial
statements

Cumulative Surplus Calculation - FY21

(A) Surplus as of June 30, 2020		\$ 3,950,431	(A) p.12
<i>(Breakdown of use of 2020 surplus)</i>			
B(1) used to support the FY21 budget		\$ 902,331	
B(2) issued as credits to member districts		\$ 193,827	
B(3) issued as a check(s) to member district(s)		\$ -	
B(4) deposited to a restricted account(s)		\$ -	
(B) Board voted uses of surplus funds during FY21	<i>(total from B1:B4)</i>	\$ 1,096,158	(B) p.12
(C) Unexpended FY21 General Funds		\$ -	(C) p.12
(D) Cumulative Surplus as of June 30, 2021	(A) - (B) + (C) = (D)	\$ 2,854,273	(D) p.12
(E) FY21 Total General Fund Expenditures*		\$ 13,402,150	(E) p.12
(F) Cumulative Surplus Percentage	(D) ÷ (E)	21.30%	(F) p.12
CUMULATIVE SURPLUS REDUCTION			
Allowable uses of surplus - in excess of the 25% limit			
(G) Cumulative surplus as of June 30, 2021		\$ 2,854,273	
25% limit (allowed)		\$ 3,350,538	
(H) Cumulative Surplus REDUCTIONS			
(H)1 Credited to member districts for tuition, services, etc.		\$ -	
(H)2 Deposited to an established trust and/or reserve fund		\$ -	
(H)3 Returned (check) to school districts/towns		\$ -	
Total Reductions		\$ -	
FY21 Cumulative Surplus Percentage after Reductions		21.30%	
* Excludes Intergovernmental expense, includes transfers to capital reserve and OPEB trust fund.			

See independent auditor's report.



FRITZ DEGUGLIELMO LLC
*CERTIFIED PUBLIC ACCOUNTANTS
& BUSINESS ADVISORS*

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON
AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Directors of
Assabet Valley Collaborative
Marlborough, Massachusetts

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Assabet Valley Collaborative (a collaborative organized under the Laws of the Commonwealth of Massachusetts), as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise Assabet Valley Collaborative's basic financial statements, and have issued our report thereon dated December 17, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Assabet Valley Collaborative's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Assabet Valley Collaborative's internal control. Accordingly, we do not express an opinion on the effectiveness of the Assabet Valley Collaborative's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. We did identify a certain deficiency in internal control, described in the accompanying schedule of findings and responses as item 2021-1 that we consider to be material weaknesses.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Assabet Valley Collaborative's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed an instance of noncompliance or other matter that is required to be reported under Government Auditing Standards and which is described in the accompanying schedule of findings and questioned costs as item 2021-2.

Assabet Valley Collaborative's Response to Findings

Assabet Valley Collaborative's response to the findings identified in our audit is described in the accompanying schedule of findings and questioned costs. Assabet Valley Collaborative's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Fifty Overhauled LLC

Certified Public Accountants

Newburyport, Massachusetts

December 17, 2021

Assabet Valley Collaborative
Schedule of Findings and Responses
For the Year Ended June 30, 2021

Item 2021-1 - Business Manager Vacancy for Several Months

Condition - The Collaborative was without a business manager for three months during the fiscal year.

Criteria - Proper internal controls require that there is sufficient supervision and segregation of duties in the financial reporting function of the Collaborative.

Cause - The Collaborative's former interim business manager resigned in November 2020 and a new interim business manager was not hired until March 2021.

Potential effect - The business manager role is an integral part of internal controls and lack of supervision may lead to inadequate financial oversight by management and the board. The vacancy in the position limits the internal controls the Collaborative can utilize to maintain proper financial reporting.

Recommendation - The Collaborative has hired an interim business manager and subsequent to year end, a full time business manager. The position needs to be adequately filled on an on-going basis.

Management's response - The Collaborative's leadership team has selected a full time Accounting/Finance Manager as of December 2021, awaiting appointment by the Board of Directors at the December 17th meeting. The Collaborative has been developing an onboarding, orientation, and ongoing mentoring program that will include a 2-month overlap with the current Interim Business Manager contracted through The Management Solutions (TMS).

Item 2021-2 - Budgeted to Actual Results Comparison

Condition - The Collaborative was not preparing proper budgeted to actual results comparisons throughout the fiscal year.

Criteria - GASB requires a governmental entity to prepare budgetary comparison information as required supplementary information to its financial statements. In addition, Massachusetts General Law c. 40 § 4E, and the accompanying regulations, 603 CMR 50.00, address cumulative surplus and collaborative budgeting practices. Further guidance by the Massachusetts Department of Elementary and Secondary Education states all planned expenditures in a collaborative budget must have sufficient revenues to support the expenditures. If cumulative surplus is used to support planned expenditures in the collaborative budget or the amended budget, this information must be provided to the collaborative board and the member districts as part of the supplemental budget information.

Cause - The Collaborative was not preparing proper budgetary comparison information in the same format as its accounting system.

Potential effect - Senior management and the Collaborative board were not receiving proper budgetary comparison information to make proper decisions related to the Collaborative's realized deficit in the fiscal year. In addition, the board was unable to take action in approving an amended budget that properly addressed the projected deficit prior to the fiscal year end.

Assabet Valley Collaborative
Schedule of Findings and Responses
For the Year Ended June 30, 2021

Recommendation - The Collaborative should utilize the budgeted to actual results comparative function within its accounting software for ongoing monitoring of the budget once the budget is reviewed and approved. This comparative function should generate adequate reports for management and the board to make proper budgeting decisions throughout the year.

Management's response - As of the September 2021 board meeting, the financials have been revised from a one page document to now include the following documents in the Board of Directors financial report:

- Summary of revenues and expenses by fund code (that balance to the general ledger system) with a comparison to the budget as approved by the Board of Directors,
- Listing of the Accounts Payable warrants that have been completed between meetings,
- Aging receivables report that shows the full outstanding invoices by district.
- Detailed system reports for revenues and expenses that show the budget, year to date expenses and encumbrances to date.

It has also been integrated into the process that a regular review of the expenses to budget is completed and questioned as necessary.



28 Lord Road, Suite 125
Marlborough, MA 01572
P 508.460.0491
F 508.460.0493
www.avcollaborative.org

ACCEPTANCE OF THE BOARD OF DIRECTORS

We, the Board of Directors of the Assabet Valley Collaborative, have voted to accept the representations of management and the expression of the opinions made by Fritz DeGuglielmo LLC as embodied in the financial statements, supplemental schedules and independent auditor's reports for the year ended June 30, 2021.

We also certify that the representations made by management and the disclosures in the financial statements are accurate and have been correctly and completely disclosed as required by accounting principles generally accepted in the United States of America and under Commonwealth of Massachusetts laws for the year ended June 30, 2021.

A handwritten signature in cursive script that reads 'Andrew Bock' is written above a horizontal line.

Board Chair

12/17/21 _____

Date



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **01/19/22**

BACKGROUND INFORMATION:

The minutes from the School Committee Meeting held on January 5, 2022 are enclosed.

ACTION RECOMMENDED:

That the Committee accept the minutes from the School Committee Meeting held on January 5, 2022.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Jon Wensky, Chairperson

Ms. Lynsey Heffernan, Secretary

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

MINUTES OF SCHOOL COMMITTEE MEETING

Wednesday, January 5, 2022

Present: Mr. Jon Wensky, Chairperson; Ms. Sandy Fryc, Vice Chairperson; Ms. Lynsey Heffernan, Secretary; Dr. B. Dale Magee; Mr. Jason Palitsch; Mr. Patrick Collins, Assistant Superintendent for Finance and Operations; Ms. Barb Malone, Executive Director of Human Resources; and Dr. Joseph Sawyer, Superintendent of Schools.

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

The meeting opened at 6:15 PM and Mr. Wensky immediately requested a motion to adjourn to Executive Session:

A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes;

B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association; and

C. For the purpose of addressing G.L. c. 30A, § 21(a)(2) “to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel” (“Purpose 2”), where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body; and return to Open Session only for the purpose of adjourning for the evening. On a motion by Dr. Magee, seconded by Mr. Palitsch, on a roll call vote: Mr. Palitsch, Yes; Dr. Magee, Yes; Ms. Heffernan, Yes; Ms. Fryc, Yes; and Mr. Wensky, Yes, the School Committee voted to adjourn to executive session at 6:15 PM.

The Committee returned to open session at 6:37 PM, and the meeting was recessed. The meeting was reconvened at 7:01 PM.

I. Public Participation

None.

II. Chairperson’s Report & Members’ Reports

None.

III. Superintendent’s Report

Dr. Sawyer expressed appreciation to all parties who assisted in procuring and distributing COVID-19 rapid tests for staff over the holiday break, to substitute teacher callers for processing a high volume of

requests for substitute teachers, and to Special Education staff for managing complex personnel logistics for the Pupil Personnel Services department.

IV. Time Scheduled Appointments:

A. Shrewsbury Paraprofessional Association Successor Contract Ratification: Vote

Mr. Wensky provided background information on the negotiation process. Ms. Malone gave a high-level overview of the agreement, provided detailed information on the Cost of Living Adjustments (COLAs) included, and recommended approval of the Memorandum of Agreement (MOA). Ms. Fryc, Mr. Wensky, and Dr. Sawyer expressed appreciation to the Shrewsbury Paraprofessional Association (SPA) Unit D members and Administration team members who worked on negotiations, and also to legal counsel. Dr. Sawyer recommended that the Committee vote to ratify the agreement. On a motion by Mr. Palitsch, seconded by Dr. Magee, the Committee voted unanimously to ratify the three-year successor contract with the Shrewsbury Paraprofessional Association Unit D as presented. After the vote Mr. Wensky read a joint statement from the School Committee and SPA Unit D, and SPA Unit D President Ms. Noreen Christie joined the meeting to provide additional remarks.

B. Gift to the Colonial Fund by an Anonymous Donor: Vote

Dr. Sawyer expressed appreciation to the anonymous donor, and to Co-Coordinator of Development and Volunteer Activities Michelle Biscotti and Kathleen Keohane for their work on the initiatives of the Colonial Fund. On a motion by Ms. Heffernan, seconded by Mr. Palitsch, the Committee voted unanimously to accept a gift to the Colonial Fund of \$20,000 from an anonymous donor.

C. District Response to the Pandemic: Report

Dr. Sawyer's report included data on: current state, local, and district-specific COVID-19 cases; breakthrough cases (students and staff); Town of Shrewsbury and other local communities' vaccinations by age; Shrewsbury Public Schools (SPS) updated COVID Data Dashboard information (to reflect cases that occurred over the break identified through home tests and reported by families after the dashboard was published, and rapid test cases not followed up with a PCR test - per public health instruction); and recent student and staff absences. While discussing the importance of keeping schools open, Dr. Sawyer presented data on student mental health services for students that includes 19 hospitalizations so far this year for mental health crises (versus 0 for COVID-19), and noted that schools also serve as a key part of society's child care infrastructure, including the medical system.

Director of School Nursing Ms. Noelle Freeman discussed previously held vaccination clinics and noted plans to host a clinic the following week; provided updates on the district's *Test and Stay* and *Routine COVID Safety Testing* programs; and described challenges to contact tracing efforts in schools resulting from the high number of cases in the district, noting high risk areas - like lunchrooms - would be the focus when full tracing is not possible.

The Committee asked clarifying questions on contact tracing, including its current importance and the potential for securing additional resources from the Department of Public Health (no resources are available) and the Department of Elementary and Secondary Education (who recommend using federal funding); and on how to increase participation in the district's *Routine COVID Safety Testing* program.

V. Curriculum

A. Shrewsbury High School Program of Studies Proposed Changes: Report

Shrewsbury High School (SHS) Principal Mr. Todd Bazdlo began the report with an overview of the course selection timeline for SHS students, and then detailed proposed changes to the program of studies in the Family Consumer Science, Instructional Technology and Media Services, Science and Engineering,

Social Science, and World Languages Departments. Mr. Thomas O'Toole, Director of Music & Performing Arts, provided detailed information on proposed changes to the Performing Arts Department program of studies, including course title changes and prerequisite adjustments. Dr. Sawyer added that the Committee would have an opportunity to vote on the proposed changes at their next meeting.

VI. Policy

None.

VII. Finance & Operations

None.

VIII. Old Business

None.

IX. New Business

None.

X. Approval of Minutes

Without objections from the Committee, the minutes from the School Committee Meeting held on December 15, 2021 were accepted as distributed.

XI. Executive Session

Please see above.

XII. Adjournment

On a motion by Mr. Palitsch, seconded by Dr. Magee, the committee unanimously agreed to adjourn the meeting at 8:30 pm. Roll call votes were as follows: Mr. Palitsch, yes; Dr. Magee, yes; Ms. Fryc, yes; Ms. Heffernan, yes; and Mr. Wensky, yes.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. SPA Contract Memo
2. SPA Memorandum of Agreement
3. SPA Agreement Salary Scale Document
4. Pandemic Response Slide Presentation
5. SHS Program of Studies Proposed Changes Report
6. SHS Program of Studies Proposed Changes Slide Presentation
7. Set(s) of minutes as referenced above



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **XI. Executive Session**

MEETING DATE: **01/19/22**

- A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes
- B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association
- C. For the purpose of addressing G.L. c. 30A, § 21(a)(2) “to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel” (“Purpose 2”)

BACKGROUND INFORMATION:

Executive Session is warranted for these purposes.

ACTION RECOMMENDED:

That the School Committee enter into Executive Session:

- A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes;
- B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association; and
- C. For the purpose of addressing G.L. c. 30A, § 21(a)(2) “to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel” (“Purpose 2”), where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body; and return to Open Session only for the purpose of adjourning for the evening.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Ms. Barbara A. Malone, Executive Director of Human Resources

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: XII. Adjournment