



**School Committee
Meeting Book**

**November 28, 2018
7:00 pm**

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

AGENDA

**November 28, 2018 7:00pm
Town Hall—Selectmen's Meeting Room
100 Maple Avenue**

Items

Suggested time allotments

- | | |
|--|--|
| I. Public Participation | <div style="border: 1px solid black; padding: 10px; text-align: center;">7:00-7:10</div> |
| II. Chairperson's Report & Members' Reports | |
| III. Superintendent's Report | |
| IV. Time Scheduled Appointments: | |
| A. Science Curriculum Update: Student Presentation & Report | 7:10 – 7:40 |
| B. Portrait of a Shrewsbury Graduate: Advancing Our Vision | 7:40 – 8:00 |
| V. Curriculum | |
| VI. Policy | |
| A. Comprehensive School Health Grant Assurances: Vote | 8:00 – 8:15 |
| B. School Choice: Update, Public Hearing, & Vote | 8:15 – 8:30 |
| VII. Finance & Operations | |
| A. Enrollment Projections: Report | 8:30 – 8:45 |
| VIII. Old Business | |
| IX. New Business | |
| X. Approval of Minutes | 8:45 – 8:50 |
| XI. Executive Session | 8:50 – 9:15 |
| A. For the purpose of collective bargaining with the Shrewsbury Education Association | |
| B. For the purpose of reviewing, approving, and/or releasing executive session minutes | |
| XII. Adjournment | 9:15 |

Next regular meeting: December 5, 2018



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: **11/28/18**

SPECIFIC STATEMENT OR QUESTION:

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

BACKGROUND INFORMATION:

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

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

SPECIFIC STATEMENT OR QUESTION:

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

BACKGROUND INFORMATION:

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

STAFF AVAILABLE FOR PRESENTATION:

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

ITEM NO: III. Superintendent's Report

SPECIFIC STATEMENT OR QUESTION:

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

BACKGROUND INFORMATION:

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

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

ACTION RECOMMENDED FOR ITEMS I, II, & III:

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



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **IV. Time Scheduled Appointments:** MEETING DATE: **11/28/18**
A. Science Curriculum Update: Student Presentation & Report

BACKGROUND INFORMATION:

In 2016, a Science Steering Committee was formed in anticipation of the proposed changes in the Science standards by the Department of Elementary and Secondary Education (DESE). Shortly thereafter, new standards were adopted. Instructional coaches and Curriculum Coordinators at the Elementary level partnered with Middle level Science Curriculum Coordinator Ms. Pamela Poitras to identify and collaborate with pilot teachers for the purpose of examining our practice and aligning the curriculum.

ACTION RECOMMENDED:

That the Committee hear a presentation from our Elementary Curriculum Coordinators and students about the new Science curriculum and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

Ms. Amy B. Clouter, Assistant Superintendent for Curriculum, Instruction, & Assessment
Elementary Instructional Coach / Curriculum Coordinators:

Mrs. Rebecca Dumphy, Parker Road Preschool and Beal Early Childhood Center

Ms. Erin Kendrick, Calvin Coolidge School

Mrs. Kathleen Camerato-Barnes, Floral Street School

Mrs. Shelley Hoey, Floral Street School

Mrs. Lisa Papazian, Walter J. Paton School

Mrs. Donna Rice, Spring Street School

Grade 1 students from Walter J Paton School

- Bryce Babigian
- Colin Avis

Grade 4 students from Floral Street School

- Siddarth Sivaramakrishnan
- Blake Rice

(2 more students awaiting parental permission)



Instructional Spotlight: A Student View of the New Science Standards

Amy Clouter, Assistant Superintendent
for Curriculum, Instruction & Assessment

Overview

In 2016, a K-12 Science Steering Committee was formed to look at current practice and to develop a vision for Science education in Shrewsbury. Shortly thereafter the Department of Elementary and Secondary Education (DESE) formally adopted new Science standards, and the work to align our curriculum to reflect new priorities began.

From the start, this curriculum initiative was a team effort. Instructional Coaches/Curriculum Coordinators at the Elementary level partnered with Middle level Science Curriculum Coordinator Ms. Pamela Poitras to further their own learning and to design support structures for classroom teachers. Collaboration across levels was critical, because embracing the new standards meant mastering new content. Importantly, curriculum leaders at both levels were committed to supporting teachers as they built their understanding. For that reason, the team purposefully moved slowly and in step with pilot teachers. The goal was to implement gradually, with fidelity. Just as importantly, teams collaborated to ensure a smooth transition for students. In many ways, the work in Science mirrored the approach to adopting new Mathematics curriculum.

Different Content, Similar Approach

The Mathematics and Science [standards](#) emphasize rigor, coherence and connection to career and college readiness. Further, both documents stress the importance of attending to Science practices as well as learning outcomes for students.

| Emphasis in STE Standards | Implication for Curriculum and Instruction |
|--|--|
| Relevance: Organized around core explanatory ideas that explain the world around us | The goal of teaching focuses on students analyzing and explaining phenomena and experience |
| Rigor: Central role for science and engineering practices <i>with</i> concepts | Inquiry- and design-based learning involves regular engagement with practices to build, use, and apply knowledge |
| Coherence: Ideas and practices build over time and among disciplines | Teaching involves building a coherent storyline over time and among disciplines |

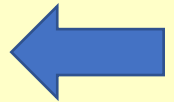
The goal of this instructional spotlight is to familiarize you with the Science practices and how they feature in the implementation of the new curriculum. The student part of the presentation will highlight one practice in particular, namely developing and using models.

Asking Questions and Defining Problems

A practice of science is to ask and refine questions that lead to descriptions and explanations of how the natural and designed world works and which can be empirically tested.

Developing and Using Models

A practice of both science and engineering is to use and construct models as helpful tools for representing ideas and explanations. These tools include diagrams, drawings, physical replicas, mathematical representations, analogies, and computer simulations.



Planning and Carrying Out Investigations

Scientists and engineers plan and carry out investigations in the field or laboratory, working collaboratively as well as individually. Their investigations are systematic and require clarifying what counts as data and identifying variables or parameters.

Analyzing and Interpreting Data

Scientific investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists use a range of tools—including tabulation, graphical interpretation, visualization, and statistical analysis—to identify the significant features and patterns in the data. Scientists identify sources of error in the investigations and calculate the degree of certainty in the results. Modern technology makes the collection of large data sets much easier, providing secondary sources for analysis.

Using Mathematics and Computational Thinking

In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing simulations; statistically analyzing data; and recognizing, expressing, and applying quantitative relationships.

Constructing Explanations and Designing Solutions

The products of science are explanations and the products of engineering are solutions.

Engaging in Argument from Evidence

Argumentation is the process by which explanations and solutions are reached.

Obtaining, Evaluating, and Communicating Information

Scientists and engineers must be able to communicate clearly and persuasively the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity.

Next Steps

By 2019-2020, all teachers at the Elementary and Middle level will fully implement the new Science curriculum. As we anticipate next steps, it's important to acknowledge the hard work of the pilot teachers and our curriculum leaders. In developing model lessons and units, these pioneers successfully translated the initial vision of the Science Steering Committee into engaging, rigorous and authentic learning experiences for our students.



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: IV. Time Scheduled Appointments:

MEETING DATE: 11/28/18

B. Portrait of a Shrewsbury Graduate: Advancing Our Vision

BACKGROUND INFORMATION:

The Portrait of a Shrewsbury Graduate was formally adopted by the School Committee in December 2017. Since that time, the district has utilized this document in various ways to guide the work of the district towards this collective vision for our students' education. EdLeader21 is an organization that promotes 21st century learning skills and was the originator of the portrait of a graduate approach that many districts have adopted nationwide. SPS is a member district of EdLeader21 and this past fall several instructional leaders attended the annual EdLeader21 conference to both present a workshop and learn from other innovative districts around the country regarding how they are teaching the "4 C's" of critical thinking, creativity, communication, and collaboration. The attendees will present information about their experience and how it is connected to our ongoing work to advance our vision for Shrewsbury graduates.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Ms. Amy B. Clouter, Assistant Superintendent for Curriculum, Instruction, & Assessment
Mrs. Lisa Daly, Curriculum Coordinator, English Language Arts Grades 5-8
Mr. Rob Dunn, Curriculum Coordinator, Social Sciences, Grades 5-8
Mrs. Heather Gablaski, Assistant Principal, Sherwood Middle School
Mrs. Melissa McCann, Curriculum Coordinator, Mathematics, Grades 5-8
Mrs. Shawna Powers, Director of Instructional Technology and Media Services



The Portrait of A Graduate: Advancing Our Vision

Graphic by Alexandra Lekas, SHS Class of 2018



Submitted by Amy Clouter
Assistant Superintendent for Curriculum,
Instruction & Assessment
November, 2018

Overview

As you know, [the final version of the Portrait of a Graduate](#) was adopted by the School Committee in December 2017. This recognition formalized a year's worth of work by a group of Shrewsbury educators and parents representing various professions and work sectors as well as the contributions of district leaders. Essentially, these stakeholders joined together to recommend the skills, knowledge, and dispositions Shrewsbury students should attain and develop during their years in our schools. Importantly, this vision fueled our strategic priorities as well as district goals. Yet this important work started outside the district, when our educators first connected with a learning network called EdLeader 21.

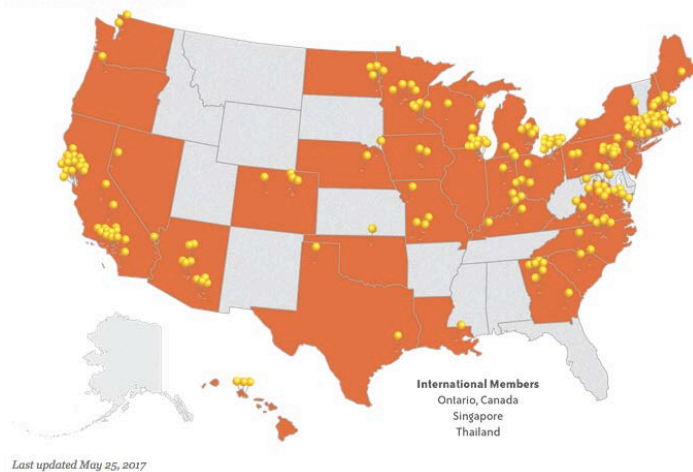
Additional Information

[EdLeader21](#) is a national network, a think tank for school and district leaders organized around integrating critical thinking, communication, collaboration and creativity (the 4Cs) into instruction. As we worked to support 21st century teaching and learning in our schools, we sought resources to support the work. Accordingly, educators from Shrewsbury began attending the EdLeader21 national conference in 2015. In the time since, two different teams of district leaders have presented at the conference. Most recently, the Curriculum Coordinators at the Middle level led a workshop entitled, Tuning Protocols: Moving innovative ideas from good to GREAT using teacher-to-teacher critique. The [tuning protocol](#) was originally developed by Coalition of Essential School's Exhibitions Project by Joseph

McDonald and David Allen. In Shrewsbury, teacher teams use it to improve lessons and even units of study.

EdLeader21 Members

190 MEMBERS IN 32 STATES



Peter Senge, an American systems scientist and senior lecturer at the MIT Sloan School of Management writes often about the importance of vision to action. He said, "You cannot force commitment, what you can do...You nudge a little here, inspire a little there, and provide a role model. Your primary influence is the environment you create." Shrewsbury's participation in the EdLeader21

network has certainly inspired district leaders in our classrooms and in our schools. Our relationship with this organization continues to shape teaching and learning in Shrewsbury. For example, EdLeader21 offers free [toolkits](#) to districts looking to revise curriculum to include more opportunities for deeper learning. Just as important, as a result of our investments, Shrewsbury is recognized by the organization as a leader. Our *Portrait of A Graduate* was displayed prominently at the 2018 conference and continues to be featured as an [exemplar](#) on their website.

In our presentation we look forward to detailing the ways in which our experiences with the network influence our future plans.





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **11/28/18**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **11/28/18**

A. Comprehensive School Health Grant Assurances: Vote

BACKGROUND INFORMATION:

The district has an opportunity to apply for a Comprehensive School Health Grant through the Massachusetts Department of Public Health. This competitive grant, which the district intends to focus on improving student mental and behavioral health, could be for up to \$100,000 per year for a ten-year period.

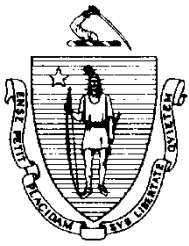
Ms. Belsito and Ms. Freeman will provide information regarding the grant proposal and the assurances that the district must give to the Department of Public Health as part of the application. The grant proposal is in process, and more specific information will be provided in advance of the meeting under separate cover. The assurances page of the application is included, and must be signed by the School Committee Chair along with Dr. Sawyer, Mr. Collins, and Ms. Freeman. A vote of the School Committee is requested to authorize the current and future committee chairs to sign off on the grant assurances, as the DPH requires a new assurance document to be submitted each time there is a new chair of the Committee.

ACTION RECOMMENDED:

That the School Committee vote to authorize the current and future School Committee Chairs to sign off on the required assurances for the Massachusetts Department of Public Health's Comprehensive School Health Grant.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Meg Belsito, Assistant Superintendent for Student Services
Ms. Noelle Freeman, Director of School Nursing



The Commonwealth of Massachusetts
Executive Office of Health and Human Services
Department of Public Health
250 Washington Street, Boston, MA 02108-4619

COMPREHENSIVE SCHOOL HEALTH GRANT ASSURANCES (Updated 10/09/18)

SCHOOL DISTRICT NAME:

We support the development of the school health service program in the nine areas described in the RFR:

- a) strengthening the program infrastructure,
- b) implementing a comprehensive health education program that addresses all aspects of health including substance use, chronic disease prevention, reproductive health, and behavioral health using trauma- and resilience-informed approaches,
- c) providing a case management model for coordination of care in the school setting that addresses chronic health conditions, including behavioral, oral, reproductive and other needed health services,
- d) conducting community health assessments that address racial inequities and health disparities in the student population,
- e) providing a sustained "Bridge" (re-entry) program for students returning to academics after an extended absence,
- f) providing services that are community-based and culturally and linguistically relevant meaning they address racial inequities and health disparities as appropriate,
- g) maintaining of a management information system,
- h) establishing a Continuous Quality Improvement (CQI) program,
- i) collaborating with the entire school community, families, and community partners as appropriate in order to provide comprehensive school and community-based programming.

We agree to the following assurances:

- ✓ A full-time school nursing manager will be appointed. They will meet the requirements as described in the Request for Response scope of services and the Massachusetts Department of Elementary and Secondary Education requirements.
- ✓ We agree to support the leadership role of our designated school nursing manager. They will be a participating member of the senior administrative management team and have responsibility and authority for the entire school health service program and CSHS budget as defined by this community model.
- ✓ We agree to adhere to the guidelines in the DPH School Health Manual.
- ✓ We agree to complete programmatic and financial reporting requirements by the dates due. We agree to participate in all project evaluations. The Department will provide survey tools and required data forms for monthly activities and annual reporting.
- ✓ We will report performance measure data to DPH monthly and annually, as appropriate.
- ✓ We will be an active participant in Continuous Quality Improvement (CQI) projects.
- ✓ Superintendents (or directors of boards of health as appropriate), school nurse managers, and other school personnel, as indicated, of the awarded school districts will attend an orientation meeting and other ongoing meetings scheduled periodically by the Department (Any fees for such program are the responsibility of the school district; grant funds can be used to pay these expenses.)
- ✓ School districts must develop a plan for assuring sustainability of the school nurse manager position. If the grant funding is used to assume the initial cost of this position, this funding must decrease until the school district's responsibility reaches 100% of the financial responsibility for this position within 3 years in order for the grant renewal options to be exercised.

This assurance form is required to be submitted to MDPH whenever there is a change in Superintendent or School Committee Chairperson.

- | | | | |
|------------------------------|------|-----------------------------------|------|
| Superintendent | Date | School Nurse Manager/School Nurse | Date |
| School Committee Chairperson | Date | School Business Administrator | Date |

This assurance form is required to be submitted to MDPH whenever there is a change in Superintendent or School Committee Chairperson.



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **VI. Policy**

MEETING DATE: **11/28/18**

B. School Choice: Update, Public Hearing, & Vote

BACKGROUND INFORMATION:

The enclosed update provides background information and a current status on receiving students participating in the School Choice program. The recommendation for 2019-2020 is to not open any new seats for School Choice students due to space limitations.

The School Committee is required to hold an annual School Choice Hearing and vote on whether or not they wish to accept any School Choice students from other communities for the upcoming school year. Tonight's public hearing will satisfy the requirements of Massachusetts General Law Chapter 76, Section 12B which requires a public hearing prior to a potential School Committee vote to not participate in or to otherwise restrict the provisions of the interdistrict School Choice program. The Committee will vote on whether or not to participate in School Choice following this public hearing.

ACTIONS RECOMMENDED:

That the School Committee hear the report and hold a public hearing in order to listen to feedback on the topic of the potential for participation in interdistrict School Choice in the 2019-2020 school year.

That the Committee vote to not participate in interdistrict school choice for the 2019-2020 school year.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

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



Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

20 November 2019

To: School Committee

Subj: SCHOOL CHOICE [RECEIVING] UPDATE AND RECOMMENDATION FOR
2019-2020 SCHOOL YEAR

Background

In the 2016-2017 school year, the School Committee voted to open up 30 School Choice seats in the district per the grade levels in the chart below. The rationale was that this limited number of seats distributed across four grade levels would have little impact on class sizes but create a much-needed recurring revenue stream.

| Grade Level | Students |
|-----------------|----------|
| Grade 2 | 9 |
| Grade 4 | 6 |
| Grade 5 | 5 |
| Grade 6 | 10 |
| Maximum Allowed | 30 |

During that year, we enrolled a total of 28 students through a lottery process. In that first year, one of the 28 students un-enrolled early in the year leaving us with 27 students.

Current Status

During the 2017-2018 school year one student un-enrolled and another student moved into Shrewsbury, leaving us with a total of 25 students to start the 2018-2019 school year per the distribution below.

| Grade Level | Students |
|-------------|----------|
| | |
| Grade 4 | 8 |
| Grade 6 | 4 |
| Grade 7 | 3 |
| Grade 8 | 10 |
| | 25 |

Recommendation for 2019-2020 School Year

Given the space limitations at all schools and grade levels, we recommend that no new School Choice seats be opened for the 2019-2020 school year. The current School Choice students will create \$125,000 in revenue for the FY20 year with no additional costs to our budget.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: VII. Finance & Operations
A. Enrollment Projections: Report

MEETING DATE: 11/28/18

BACKGROUND INFORMATION:

Mr. Collins will provide information regarding enrollment projections for the district's student population in future years. The report includes information on historical and projected enrollment from the New England School Development Council and the Shrewsbury Town Manager's Office, and the data is important for budget and future needs planning.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

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



Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

20 November 2018

To: School Committee

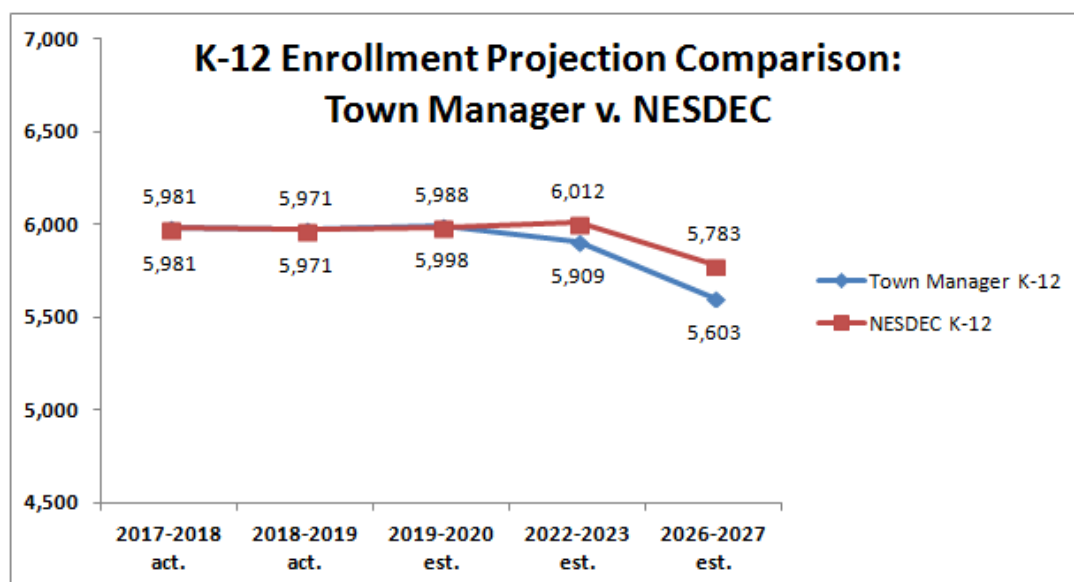
Subj: ENROLLMENT PROJECTION REPORT

Background

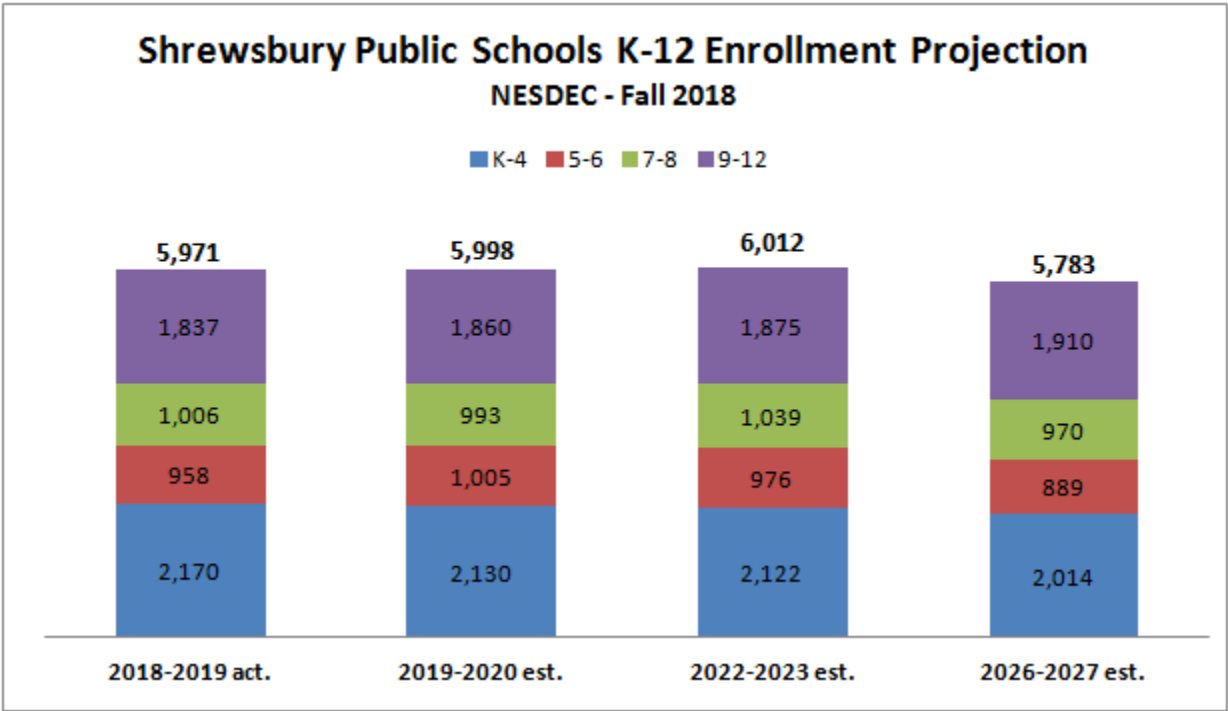
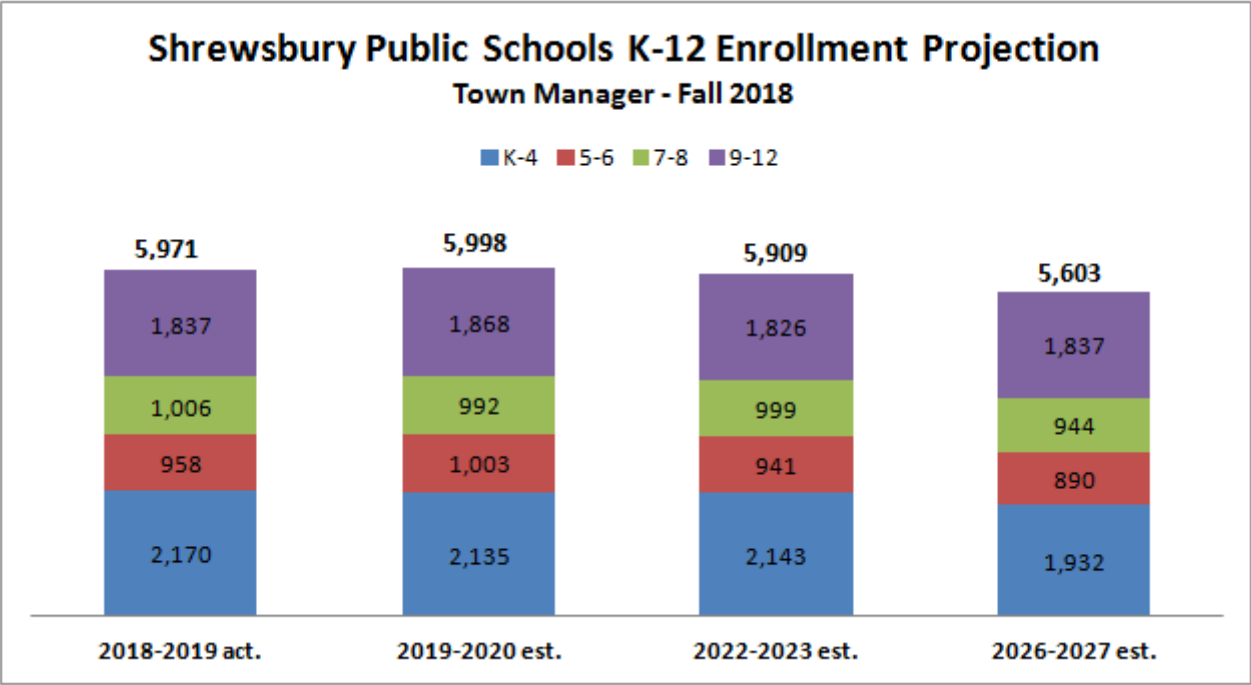
Enrollment projections are an essential element in short and long-term school planning. We use enrollment projections for capital planning purposes and near-term class size and staff planning. In Shrewsbury, we receive each year an enrollment projection from the Town Manager's Office. That projection is a standard *cohort survival method* using a five-year average for each cohort survival ratio. In addition, as a member of the New England School Development Council [NESDEC] we receive an annual enrollment projection from them. They used a three-year cohort survival ratio for grades 1-12 and a 98% survival ratio for birth to kindergarten.

Highlights

Since the Town Manager's Projection does not include Preschool enrollment we will use K-12 enrollments for comparative purposes. The chart below depicts both K-12 projections at one-year, four-year, and eight-year intervals. The NESDEC projection projects modest continued growth at the one and four-year marks while the eight-year interval shows a decline. The Town Manager projection indicates a decline at the four and eight-year intervals.



In the following charts we see the K-12 enrollment projections segmented by our current grade configuration. For planning purposes for the 2019-2020 school year, we have used the higher of the two projections for each grade level with the intent of avoiding “surprises” and also to safely plan for appropriate levels of teaching staff to ensure reasonable class sizes.

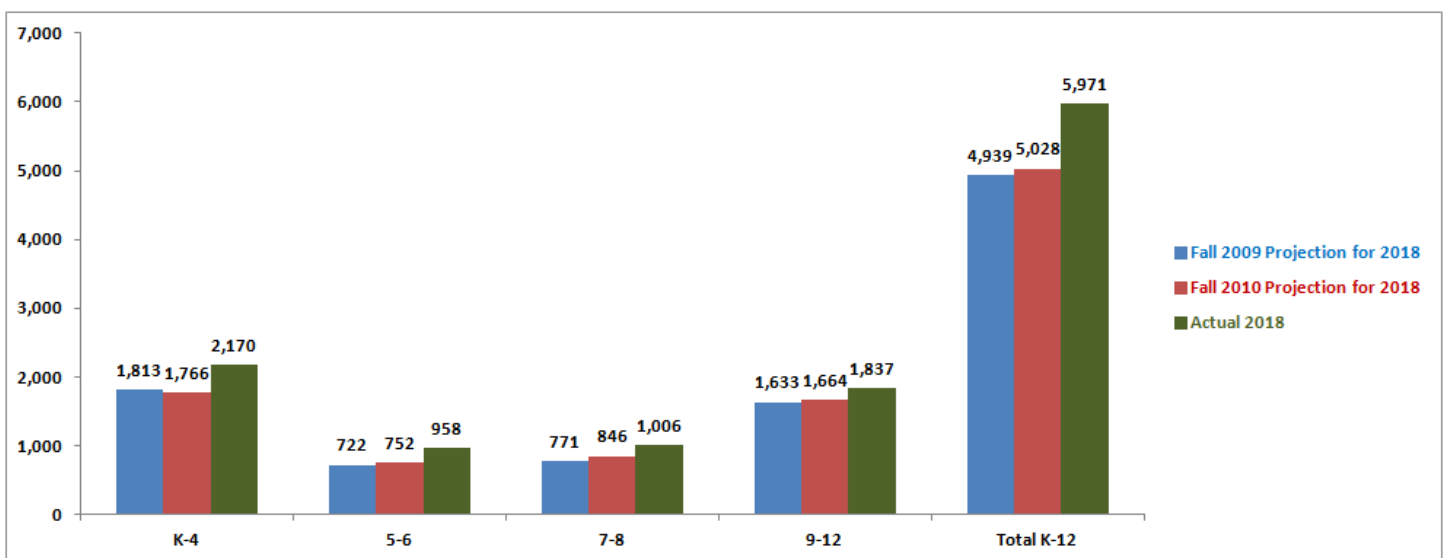


The detailed enrollment projections are included in a related Powerpoint presentation document and I will review the details at our upcoming meeting.

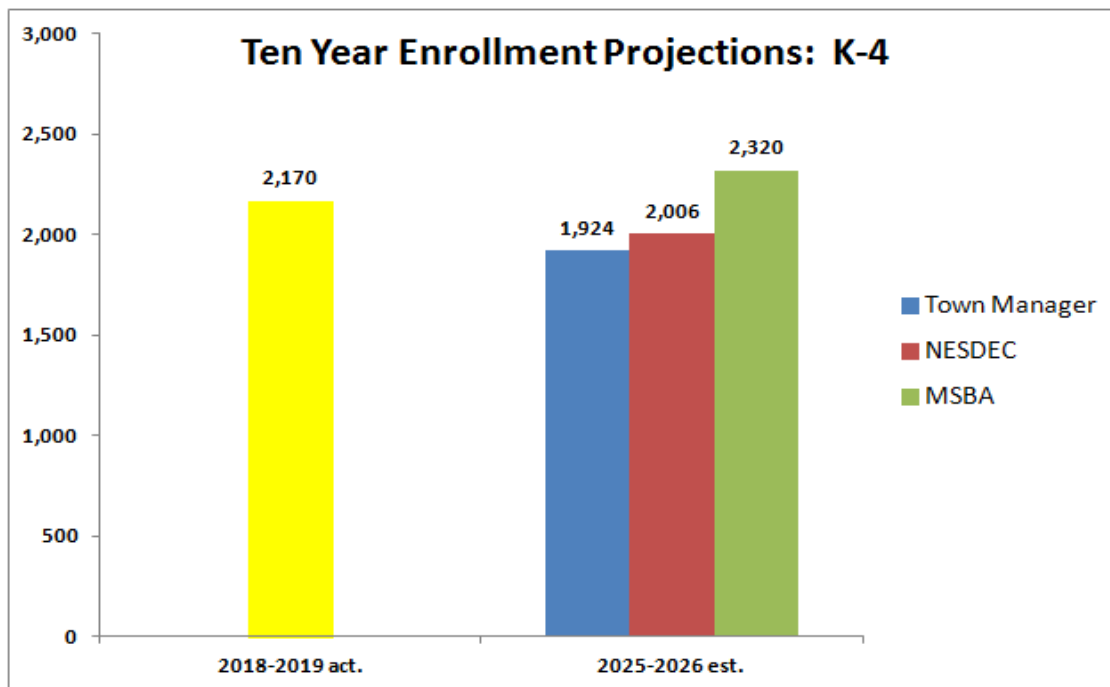
Further, we have derived an initial school-based enrollment projection in order to prepare our staff planning budget for the 2019-2020 [fiscal year 2020] school year and I will review those details as well. The school-based projection for elementary schools will be refined as we progress in the budget process and become informed with new information relative to ongoing enrollments for kindergarten and first grade students entering our system for the first time along with the level of interest expressed for full-day kindergarten.

Projection Review

It is clear we can have a very high degree of confidence in the one-year projections as both have a 99%+ degree of accuracy. But we should also review past projections to measure longer-term accuracy. The chart below compares the 2009 and 2010 enrollment projection for Fall 2018 against the actual Fall 2018 enrollment. As one can see, our actual enrollments significantly exceeded these projections by 950-1,030 students. So, during this past eight to nine year period we have obviously experienced significant in-migrations and higher than projected birth rates.



In planning for the new Beal School Project with the Massachusetts School Building Authority [MSBA], we engaged in an enrollment projection process in order to determine our K-4 space needs for the future. As you can see from the chart below, the MSBA projection is significantly higher than both the Town Manager and NESDEC projections and we believe a more accurate forecast. The MSBA projection assumes full-day kindergarten for all students and an “in-migration” factor based upon communities who build a new school.



Summary

The enclosed enrollment projections allow us to have a high degree of certainty on staff planning for the 2019-2020 school year. The areas with highest potential variability in terms of enrollment are at the K-1 grades and grade 9.

As recently reported to the School Committee, we are making steady progress with the Beal School Project and we know that completion of this project will provide much-needed space and relief at all elementary schools. On the near-term horizon is the engagement of the PreK-12 Long-term Enrollment and Space Capacity assessment to be conducted by Lamoureux Pagano Associates. We believe this project will define our space needs for the next ten-year period and provide a roadmap for future capital planning.

Finally, we need to be attentive to our growing high school population. We have significantly exceeded the design capacity and as you know the current classroom utilization rate is 98%. Thus, few options exist to manage increased enrollment so we will have to keep a watchful eye on this for 2019-2020 and beyond.

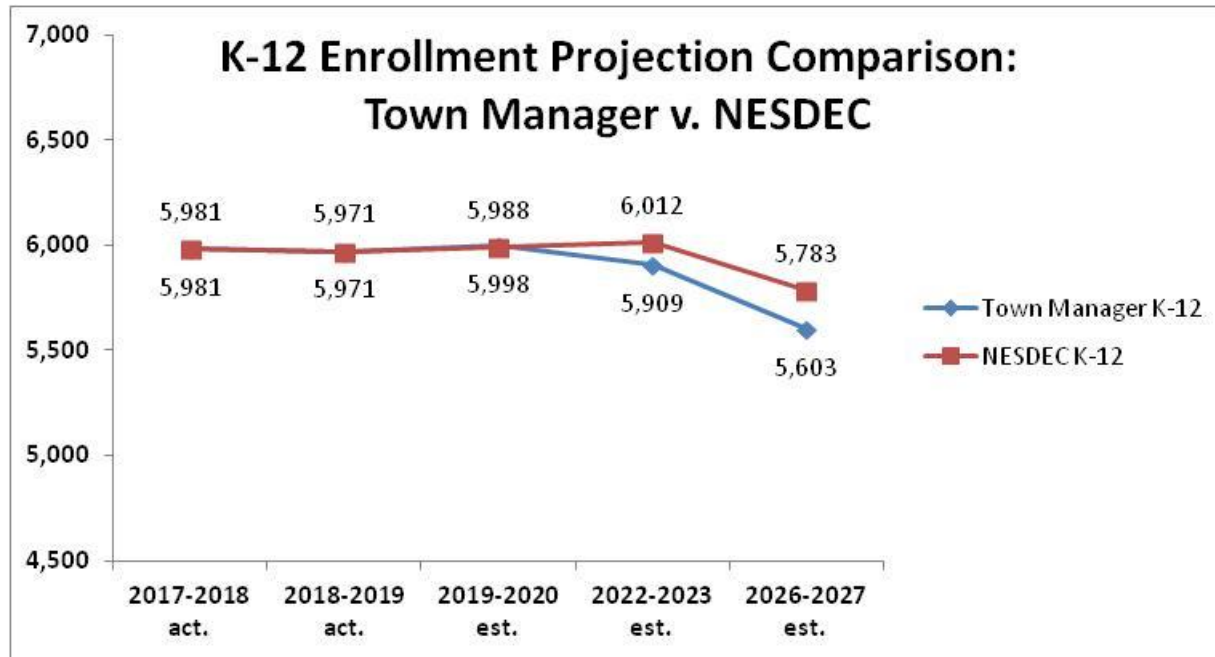
Enrollment Projections Report

Patrick Collins
November 2018

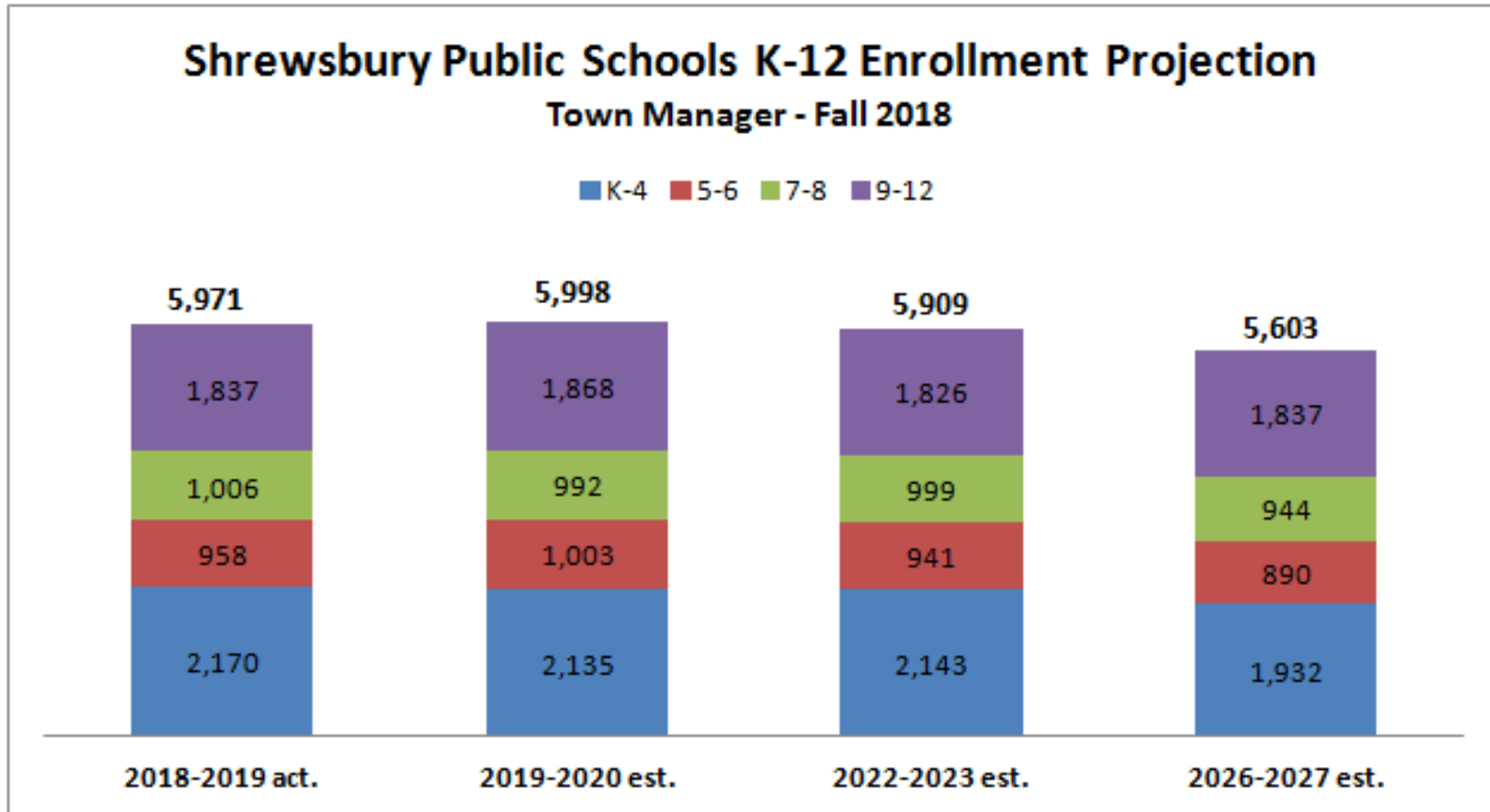
Methods

- Town Manager Projection
 - *Traditional cohort survival method* with five-year survival ratios.
- New England School Development Council
 - *Traditional cohort survival method* with three-year survival ratios for grades 1-12 and a birth to kindergarten ratio of 98%.
- Different methods lead to slightly different results over time.

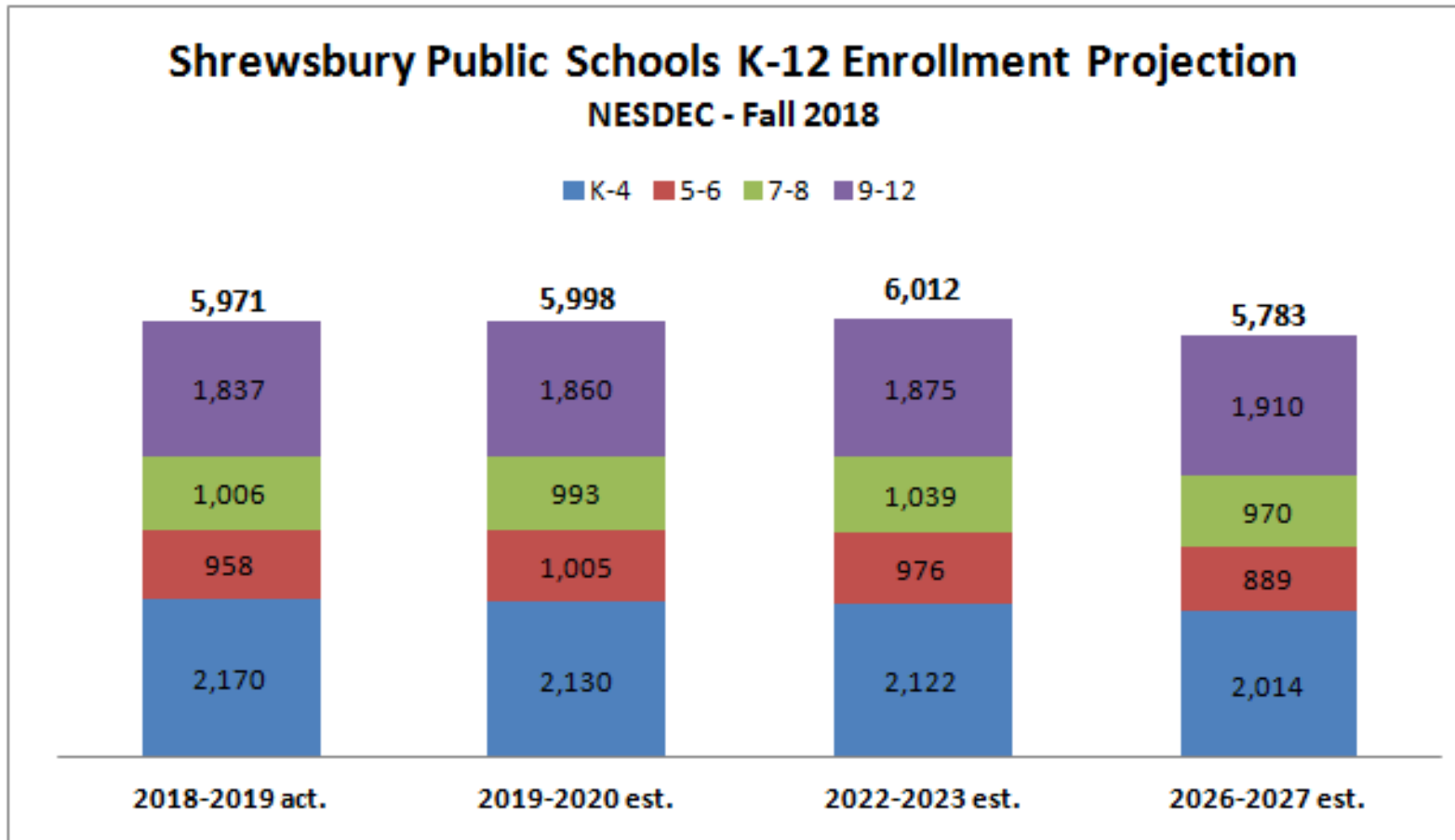
Projection Comparison: K-12



Town Mgr. by Grade Span



NESDEC by Grade Span



Town Manager Projection

| | | | | | | | | | | | | | | | | | | | | |
|------|-----|-------|-------|-------|-------|------|-------|-------|------|-------|-------|------|-----------------------------------|-------|-------|-------|------|--------|-----------|------|
| | | 1.158 | 1.059 | 1.031 | 1.040 | | 1.014 | 1.024 | | 1.018 | 1.010 | | 0.905 | 1.011 | 0.992 | 0.996 | | | | |
| | k | 1 | 2 | 3 | 4 | k-4 | 5 | 6 | 5-6 | 7 | 8 | 7-8 | 9 | 10 | 11 | 12 | 9-12 | TOTAL* | preschool | |
| 1999 | 359 | 466 | 395 | 391 | 424 | 2035 | 394 | 352 | 746 | 356 | 328 | 684 | 266 | 234 | 202 | 219 | 921 | 4386 | 126 | 4512 |
| 2000 | 393 | 420 | 471 | 402 | 399 | 2085 | 433 | 389 | 822 | 361 | 367 | 728 | 290 | 280 | 245 | 213 | 1028 | 4663 | 135 | 4798 |
| 2001 | 385 | 475 | 444 | 469 | 424 | 2197 | 419 | 427 | 846 | 400 | 364 | 764 | 324 | 296 | 283 | 236 | 1139 | 4946 | 131 | 5077 |
| 2002 | 407 | 442 | 483 | 442 | 488 | 2262 | 428 | 423 | 851 | 426 | 395 | 821 | 343 | 330 | 287 | 274 | 1234 | 5168 | 150 | 5318 |
| 2003 | 398 | 484 | 464 | 480 | 464 | 2290 | 494 | 436 | 930 | 438 | 437 | 875 | 356 | 343 | 324 | 289 | 1312 | 5407 | 157 | 5564 |
| 2004 | 384 | 449 | 489 | 464 | 504 | 2290 | 463 | 492 | 955 | 444 | 441 | 885 | 413 | 360 | 334 | 320 | 1427 | 5557 | 174 | 5731 |
| 2005 | 394 | 452 | 466 | 502 | 466 | 2280 | 502 | 461 | 963 | 486 | 443 | 929 | 425 | 402 | 345 | 344 | 1516 | 5688 | 188 | 5876 |
| 2006 | 378 | 440 | 468 | 452 | 507 | 2245 | 462 | 488 | 950 | 449 | 501 | 950 | 408 | 436 | 388 | 351 | 1583 | 5728 | 173 | 5901 |
| 2007 | 376 | 439 | 454 | 482 | 454 | 2205 | 496 | 450 | 946 | 485 | 449 | 934 | 419 | 404 | 423 | 383 | 1629 | 5714 | 181 | 5895 |
| 2008 | 342 | 476 | 456 | 459 | 478 | 2211 | 456 | 461 | 917 | 453 | 489 | 942 | 393 | 429 | 390 | 427 | 1639 | 5709 | 196 | 5905 |
| 2009 | 348 | 426 | 493 | 465 | 459 | 2191 | 473 | 436 | 909 | 466 | 439 | 905 | 421 | 398 | 415 | 391 | 1625 | 5630 | 211 | 5841 |
| 2010 | 372 | 429 | 448 | 515 | 472 | 2236 | 469 | 465 | 934 | 435 | 479 | 914 | 401 | 417 | 390 | 410 | 1618 | 5702 | 241 | 5943 |
| 2011 | 341 | 429 | 457 | 464 | 516 | 2207 | 485 | 476 | 961 | 462 | 443 | 905 | 414 | 414 | 413 | 390 | 1631 | 5704 | 243 | 5947 |
| 2012 | 364 | 416 | 447 | 474 | 458 | 2159 | 524 | 465 | 989 | 474 | 466 | 940 | 408 | 421 | 417 | 413 | 1659 | 5747 | 262 | 6009 |
| 2013 | 392 | 399 | 450 | 452 | 480 | 2173 | 462 | 518 | 980 | 490 | 471 | 961 | 420 | 406 | 419 | 402 | 1647 | 5761 | 250 | 6011 |
| 2014 | 346 | 430 | 430 | 462 | 467 | 2135 | 487 | 469 | 956 | 529 | 478 | 1007 | 432 | 423 | 409 | 420 | 1684 | 5782 | 234 | 6016 |
| 2015 | 355 | 425 | 446 | 439 | 474 | 2139 | 472 | 500 | 972 | 480 | 547 | 1027 | 413 | 441 | 411 | 403 | 1668 | 5806 | 238 | 6044 |
| 2016 | 388 | 418 | 459 | 460 | 463 | 2188 | 487 | 490 | 977 | 511 | 492 | 1003 | 513 | 428 | 441 | 410 | 1792 | 5960 | 232 | 6192 |
| 2017 | 355 | 424 | 437 | 476 | 482 | 2174 | 464 | 502 | 966 | 493 | 516 | 1009 | 451 | 513 | 429 | 439 | 1832 | 5981 | 237 | 6218 |
| 2018 | 351 | 424 | 447 | 454 | 494 | 2170 | 490 | 468 | 958 | 511 | 495 | 1006 | 460 | 447 | 501 | 429 | 1837 | 5971 | 243 | 6214 |
| | | | | | 8 | | | 4 | | 3 | 10 | | | | | | | 25 | | |
| | | | | | | | | | | | | | Indicates choice student(s) | | | | | | | |
| 2019 | 347 | 406 | 449 | 461 | 472 | 2135 | 501 | 502 | 1003 | 476 | 516 | 992 | 448 | 465 | 456 | 499 | 1868 | 5999 | | |
| 2020 | 329 | 401 | 430 | 463 | 479 | 2103 | 479 | 513 | 992 | 511 | 481 | 992 | 467 | 453 | 461 | 454 | 1836 | 5923 | | |
| 2021 | 341 | 381 | 425 | 444 | 481 | 2073 | 486 | 490 | 976 | 522 | 516 | 1038 | 436 | 472 | 449 | 459 | 1817 | 5904 | | |
| 2022 | 318 | 395 | 404 | 438 | 461 | 2017 | 488 | 498 | 986 | 499 | 527 | 1027 | 467 | 440 | 468 | 448 | 1823 | 5853 | | |
| 2023 | 324 | 368 | 419 | 416 | 456 | 1983 | 468 | 500 | 968 | 507 | 504 | 1011 | 478 | 472 | 437 | 467 | 1853 | 5815 | | |
| 2024 | 324 | 375 | 390 | 432 | 433 | 1954 | 462 | 479 | 941 | 509 | 512 | 1021 | 456 | 483 | 468 | 435 | 1842 | 5758 | | |
| 2024 | 324 | 375 | 397 | 402 | 449 | 1947 | 439 | 473 | 912 | 488 | 514 | 1002 | 463 | 461 | 479 | 466 | 1870 | 5731 | | |
| 2025 | 324 | 375 | 397 | 410 | 418 | 1924 | 455 | 450 | 905 | 482 | 493 | 974 | 465 | 468 | 458 | 477 | 1868 | 5672 | | |
| 2026 | 324 | 375 | 397 | 410 | 426 | 1932 | 424 | 466 | 890 | 458 | 486 | 944 | 446 | 470 | 464 | 456 | 1837 | 5603 | | |

Notes:

•1998-2018 are actual enrollments

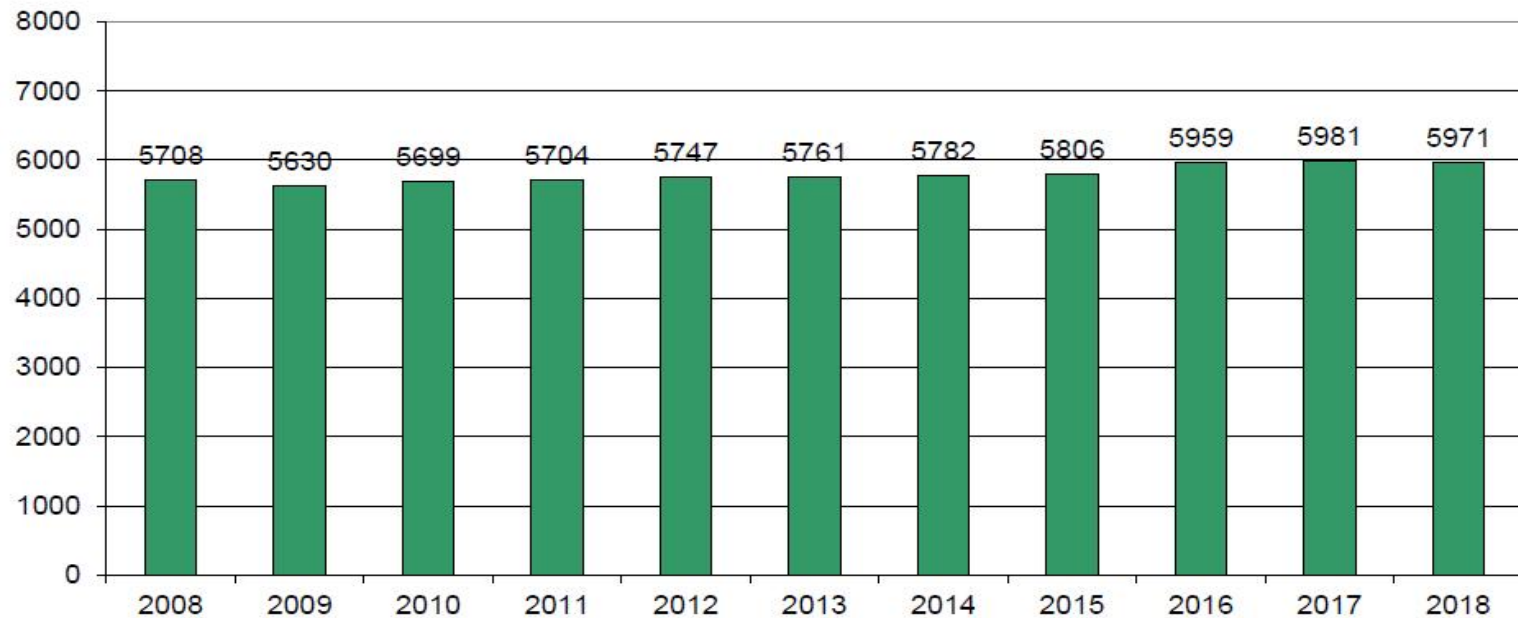
• Assumed births for 2018-26 were calculated taking the average of the previous four years of recorded births.

NESDEC Projection

NESDEC

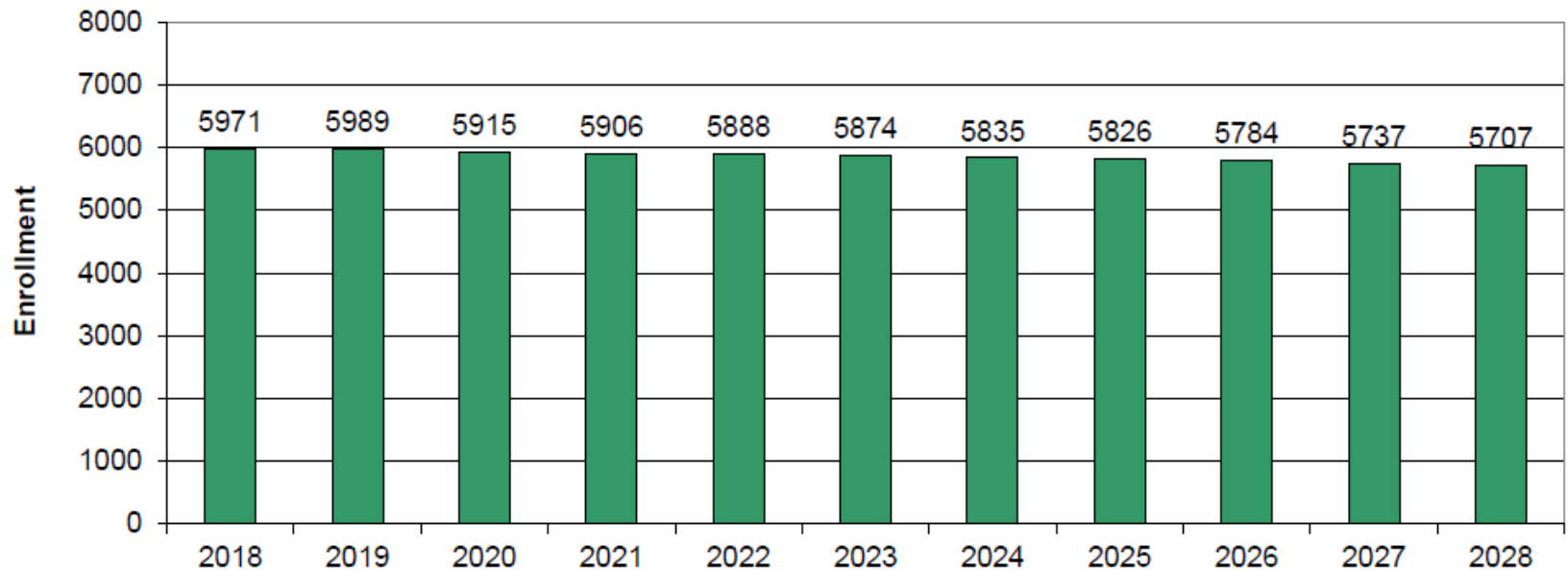
Shrewsbury, MA Historical Enrollment

K-12, 2008-2018



NESDEC Projection

K-12 To 2028 Based On Data Through School Year 2018-19



NESDEC Projection



Shrewsbury, MA Historical Enrollment

School District: Shrewsbury, MA

11/5/2018

| Historical Enrollment By Grade | | | | | | | | | | | | | | | | | | | |
|--------------------------------|--------|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|-------|
| Birth Year | Births | School Year | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | UNGR | K-12 | PK-12 |
| 2003 | 439 | 2008-09 | 196 | 342 | 475 | 456 | 458 | 479 | 456 | 461 | 453 | 488 | 393 | 429 | 390 | 427 | 1 | 5708 | 5904 |
| 2004 | 469 | 2009-10 | 211 | 348 | 425 | 494 | 465 | 459 | 473 | 435 | 467 | 439 | 421 | 398 | 415 | 390 | 1 | 5630 | 5841 |
| 2005 | 429 | 2010-11 | 239 | 372 | 427 | 448 | 514 | 472 | 489 | 465 | 436 | 479 | 401 | 416 | 390 | 410 | 0 | 5699 | 5938 |
| 2006 | 396 | 2011-12 | 243 | 341 | 429 | 457 | 464 | 516 | 485 | 476 | 462 | 443 | 414 | 414 | 413 | 390 | 0 | 5704 | 5947 |
| 2007 | 364 | 2012-13 | 262 | 364 | 416 | 447 | 474 | 468 | 524 | 465 | 474 | 466 | 408 | 421 | 417 | 412 | 1 | 5747 | 6009 |
| 2008 | 379 | 2013-14 | 250 | 392 | 399 | 450 | 452 | 480 | 482 | 518 | 490 | 471 | 420 | 406 | 419 | 401 | 1 | 5761 | 6011 |
| 2009 | 371 | 2014-15 | 234 | 346 | 430 | 430 | 462 | 467 | 487 | 469 | 529 | 478 | 432 | 423 | 409 | 419 | 1 | 5782 | 6016 |
| 2010 | 332 | 2015-16 | 239 | 355 | 425 | 446 | 439 | 474 | 472 | 500 | 480 | 547 | 413 | 441 | 411 | 403 | 0 | 5806 | 6045 |
| 2011 | 383 | 2016-17 | 232 | 388 | 418 | 459 | 480 | 462 | 487 | 490 | 511 | 492 | 513 | 428 | 441 | 410 | 0 | 5959 | 6191 |
| 2012 | 366 | 2017-18 | 237 | 355 | 424 | 437 | 476 | 482 | 484 | 502 | 493 | 516 | 451 | 513 | 429 | 439 | 0 | 5981 | 6218 |
| 2013 | 370 | 2018-19 | 243 | 351 | 424 | 447 | 454 | 494 | 490 | 468 | 511 | 495 | 460 | 447 | 501 | 428 | 1 | 5971 | 6214 |

| Historical Enrollment in Grade Combinations | | | | | | | | | |
|---|-----|------|------|------|------|-----|------|------|------|
| Year | K-1 | K-4 | 1-4 | PK-4 | 5-8 | 5-6 | 7-8 | 7-12 | 9-12 |
| 2008-09 | 817 | 2210 | 1868 | 2406 | 1858 | 917 | 941 | 2580 | 1639 |
| 2009-10 | 773 | 2191 | 1843 | 2402 | 1814 | 908 | 906 | 2530 | 1624 |
| 2010-11 | 799 | 2233 | 1861 | 2472 | 1849 | 934 | 915 | 2532 | 1617 |
| 2011-12 | 770 | 2207 | 1866 | 2450 | 1866 | 961 | 905 | 2536 | 1631 |
| 2012-13 | 780 | 2159 | 1795 | 2421 | 1929 | 989 | 940 | 2598 | 1658 |
| 2013-14 | 791 | 2173 | 1781 | 2423 | 1941 | 980 | 961 | 2607 | 1646 |
| 2014-15 | 776 | 2135 | 1789 | 2369 | 1963 | 956 | 1007 | 2690 | 1683 |
| 2015-16 | 780 | 2139 | 1784 | 2378 | 1999 | 972 | 1027 | 2695 | 1688 |
| 2016-17 | 806 | 2187 | 1799 | 2419 | 1980 | 977 | 1003 | 2795 | 1792 |
| 2017-18 | 779 | 2174 | 1819 | 2411 | 1975 | 966 | 1009 | 2841 | 1832 |
| 2018-19 | 775 | 2170 | 1819 | 2413 | 1964 | 958 | 1006 | 2842 | 1836 |

| Historical Percentage Changes | | | |
|-------------------------------|------|-------|-------|
| Year | K-12 | Diff. | % |
| 2008-09 | 5708 | 0 | 0.0% |
| 2009-10 | 5630 | -78 | -1.4% |
| 2010-11 | 5699 | 69 | 1.2% |
| 2011-12 | 5704 | 5 | 0.1% |
| 2012-13 | 5747 | 43 | 0.8% |
| 2013-14 | 5761 | 14 | 0.2% |
| 2014-15 | 5782 | 21 | 0.4% |
| 2015-16 | 5806 | 24 | 0.4% |
| 2016-17 | 5959 | 153 | 2.6% |
| 2017-18 | 5981 | 22 | 0.4% |
| 2018-19 | 5971 | -10 | -0.2% |
| Change | 263 | | 4.6% |

NESDEC Projection



School District: Shrewsbury, MA

11/5/2018

| Enrollment Projections By Grade* | | | | | | | | | | | | | | | | | | | | |
|----------------------------------|--------|---------|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|-------|
| Birth Year | Births | | School Year | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | UNGR | K-12 | PK-12 |
| 2013 | 370 | | 2018-19 | 243 | 351 | 424 | 447 | 454 | 494 | 490 | 468 | 511 | 495 | 460 | 447 | 501 | 428 | 1 | 5971 | 6214 |
| 2014 | 346 | | 2019-20 | 245 | 338 | 405 | 449 | 463 | 475 | 502 | 503 | 475 | 518 | 453 | 464 | 444 | 499 | 1 | 5989 | 6234 |
| 2015 | 328 | | 2020-21 | 247 | 321 | 390 | 429 | 465 | 484 | 483 | 515 | 511 | 481 | 474 | 457 | 461 | 443 | 1 | 5915 | 6162 |
| 2016 | 339 | (prov.) | 2021-22 | 249 | 331 | 371 | 413 | 444 | 486 | 492 | 495 | 523 | 518 | 440 | 478 | 454 | 460 | 1 | 5906 | 6155 |
| 2017 | 350 | (est.) | 2022-23 | 251 | 342 | 382 | 393 | 428 | 464 | 494 | 505 | 503 | 530 | 474 | 444 | 475 | 453 | 1 | 5888 | 6139 |
| 2018 | 347 | (est.) | 2023-24 | 253 | 339 | 395 | 405 | 407 | 448 | 471 | 507 | 513 | 510 | 485 | 478 | 441 | 474 | 1 | 5874 | 6127 |
| 2019 | 342 | (est.) | 2024-25 | 255 | 334 | 392 | 419 | 419 | 426 | 455 | 483 | 515 | 520 | 467 | 489 | 475 | 440 | 1 | 5835 | 6090 |
| 2020 | 341 | (est.) | 2025-26 | 257 | 333 | 386 | 415 | 434 | 438 | 433 | 467 | 490 | 522 | 476 | 471 | 486 | 474 | 1 | 5826 | 6083 |
| 2021 | 344 | (est.) | 2026-27 | 259 | 336 | 385 | 409 | 430 | 454 | 445 | 444 | 474 | 496 | 478 | 480 | 468 | 484 | 1 | 5784 | 6043 |
| 2022 | 345 | (est.) | 2027-28 | 261 | 337 | 388 | 408 | 424 | 450 | 461 | 457 | 451 | 480 | 454 | 482 | 477 | 467 | 1 | 5737 | 5998 |
| 2023 | 344 | (est.) | 2028-29 | 263 | 336 | 389 | 411 | 423 | 444 | 457 | 473 | 464 | 457 | 439 | 458 | 479 | 476 | 1 | 5707 | 5970 |

Note: Ungraded students (UNGR) often are HS students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

| Projected Enrollment in Grade Combinations* | | | | | | | | | |
|---|-----|------|------|------|------|------|------|------|------|
| Year | K-1 | K-4 | 1-4 | PK-4 | 5-8 | 5-6 | 7-8 | 7-12 | 9-12 |
| 2018-19 | 775 | 2170 | 1819 | 2413 | 1984 | 958 | 1006 | 2842 | 1836 |
| 2019-20 | 743 | 2130 | 1792 | 2375 | 1998 | 1005 | 993 | 2853 | 1860 |
| 2020-21 | 711 | 2089 | 1768 | 2336 | 1990 | 998 | 992 | 2827 | 1835 |
| 2021-22 | 702 | 2045 | 1714 | 2294 | 2028 | 987 | 1041 | 2873 | 1832 |
| 2022-23 | 724 | 2009 | 1687 | 2260 | 2032 | 999 | 1033 | 2879 | 1846 |
| 2023-24 | 734 | 1994 | 1655 | 2247 | 2001 | 978 | 1023 | 2901 | 1878 |
| 2024-25 | 726 | 1990 | 1656 | 2245 | 1973 | 938 | 1035 | 2906 | 1871 |
| 2025-26 | 719 | 2006 | 1673 | 2263 | 1912 | 900 | 1012 | 2919 | 1907 |
| 2026-27 | 721 | 2014 | 1678 | 2273 | 1859 | 889 | 970 | 2880 | 1910 |
| 2027-28 | 725 | 2007 | 1670 | 2268 | 1849 | 918 | 931 | 2811 | 1880 |
| 2028-29 | 725 | 2003 | 1667 | 2266 | 1851 | 930 | 921 | 2773 | 1852 |

| Projected Percentage Changes | | | |
|------------------------------|------|-------|-------|
| Year | K-12 | Diff. | % |
| 2018-19 | 5971 | 0 | 0.0% |
| 2019-20 | 5989 | 18 | 0.3% |
| 2020-21 | 5915 | -74 | -1.2% |
| 2021-22 | 5906 | -9 | -0.2% |
| 2022-23 | 5888 | -18 | -0.3% |
| 2023-24 | 5874 | -14 | -0.2% |
| 2024-25 | 5835 | -39 | -0.7% |
| 2025-26 | 5826 | -9 | -0.2% |
| 2026-27 | 5784 | -42 | -0.7% |
| 2027-28 | 5737 | -47 | -0.8% |
| 2028-29 | 5707 | -30 | -0.5% |
| Change | -264 | | -4.4% |

*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

Elementary Schools

2018-2019 Initial Projection

| Grade Level | Proj. 2019-20 | Beal | | | Coolidge | | | Floral Street | | | Paton | | | Spring St. | | |
|---------------|---------------|-------------------|-------------|------|-------------------|-------------|------|-------------------|-------------|------|-------------------|-------------|------|-------------------|-------------|------|
| | | Students | Clsrms/Sect | Avg. | Students | Clsrms/Sect | Avg. | Students | Clsrms/Sect | Avg. | Students | Clsrms/Sect | Avg. | Students | Clsrms/Sect | Avg. |
| HDK | 104 | 104 | 3/6 | 17 | | | | | | | | | | | | |
| FDK | 243 | 123 | 7 | 18 | 40 | 2 | 20 | | | | 40 | 2 | 20 | 40 | 2 | 20 |
| Grade 1 | 406 | 58 | 3 | 19 | 87 | 4 | 22 | 113 | 5 | 23 | 79 | 4 | 20 | 69 | 3 | 23 |
| Grade 2 | 449 | | | | 92 | 4 | 23 | 195 | 9 | 22 | 88 | 4 | 22 | 74 | 4 | 19 |
| Grade 3 | 463 | | | | 112 | 5 | 22 | 207 | 9 | 23 | 70 | 3 | 23 | 74 | 4 | 19 |
| Grade 4 | 475 | | | | 80 | 4 | 20 | 222 | 9 | 25 | 93 | 4 | 23 | 80 | 4 | 20 |
| Total K | 347 | | | | | | | | | | | | | | | |
| Total 1-4 | 1,793 | School Avg./Class | | 18 | School Avg./Class | | 22 | School Avg./Class | | 23 | School Avg./Class | | 22 | School Avg./Class | | 20 |
| Totals | 2,140 | 285 | 16 | | 411 | 19 | | 737 | 32 | | 370 | 17 | | 337 | 17 | |

-Generally used the higher amount projected between Town Manager and NESDEC

Beal: No new FTE. Decrease Grade 1 from 4 to 3 sections; Increase FDK from 4 to 7 sections.

Coolidge: No new FTE. Decrease Grade 4 from 5 to 4 sections; Increase Grade 3 from 3 to 5 sections;
Decrease Grade 2 from 5 to 4 sections.

Floral St. No new FTE. No change in sections.

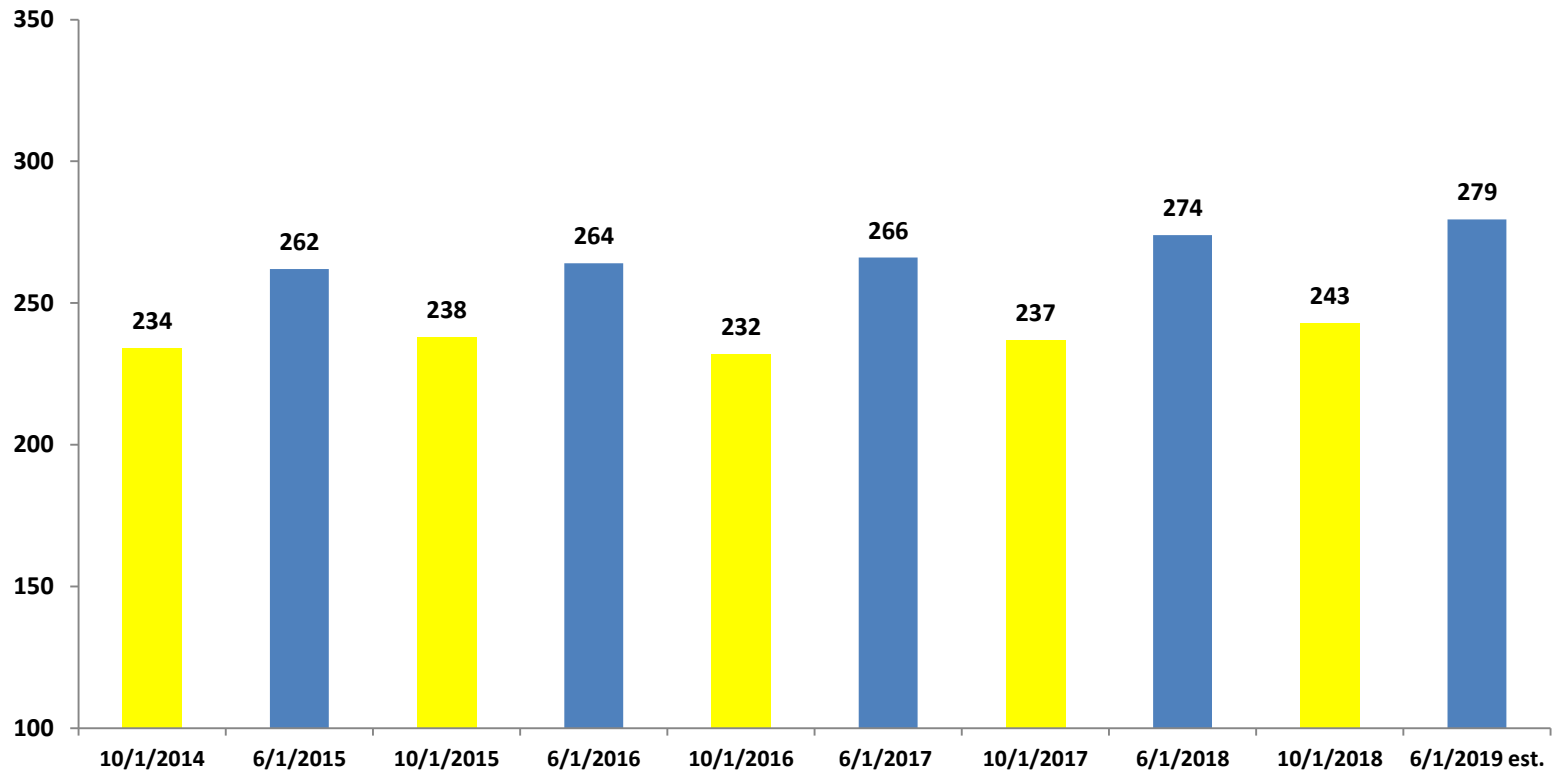
Paton No new FTE. No change in sections.

Spring St. No new FTE. No change in sections.

2018-2019 Initial Projection

Town Manager Projection for K-12=5,999
NESDEC Projection for K-12= 5,989, NESDEC Projection PreK-12=6,234

Preschool Enrollment Pattern

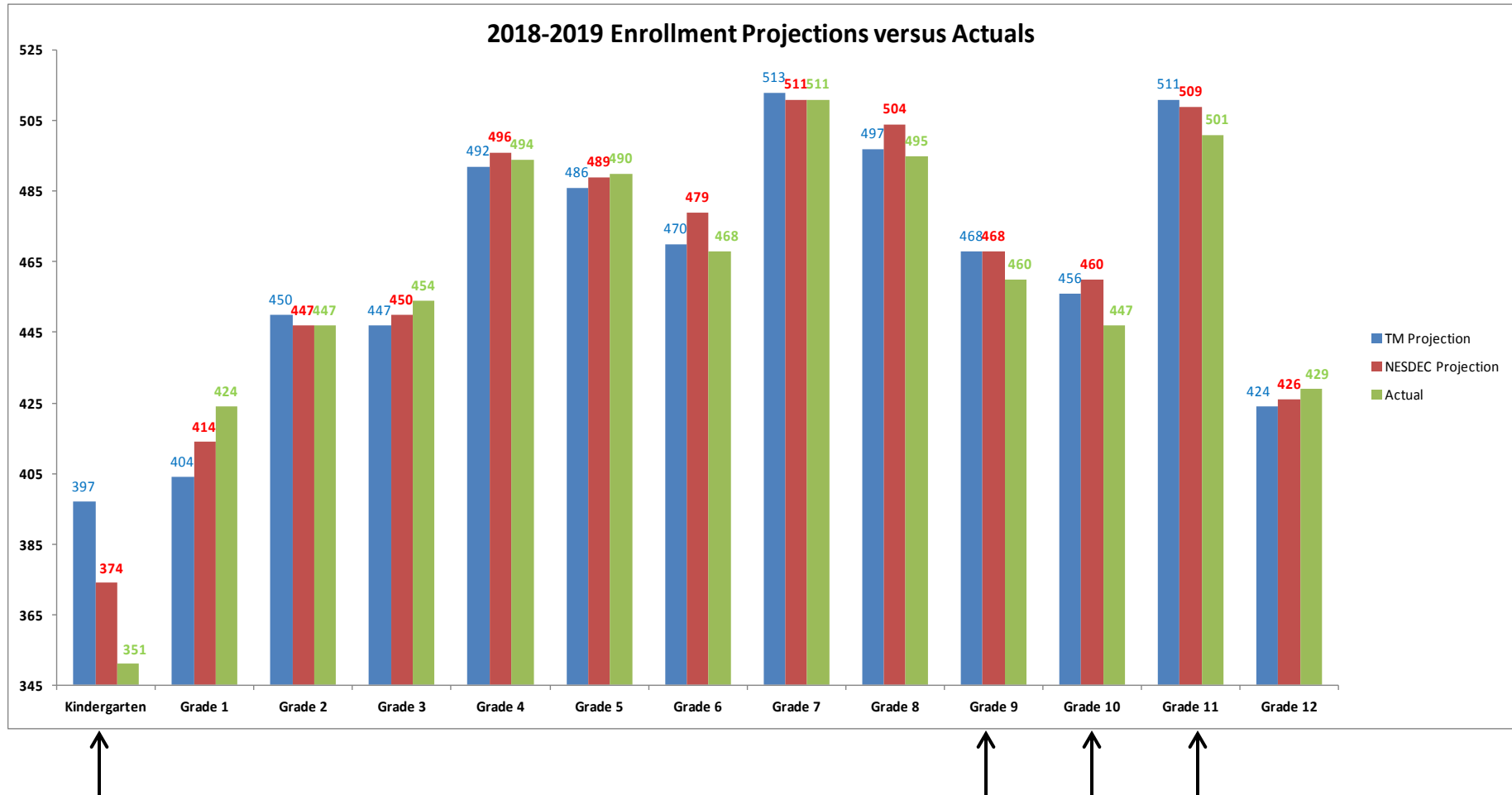


Each year the Preschool enrollment grows during the school year as students turn age 3 and become eligible for special education services. Enrollment grows by an average of 13% during each school year and seats must be available for them.

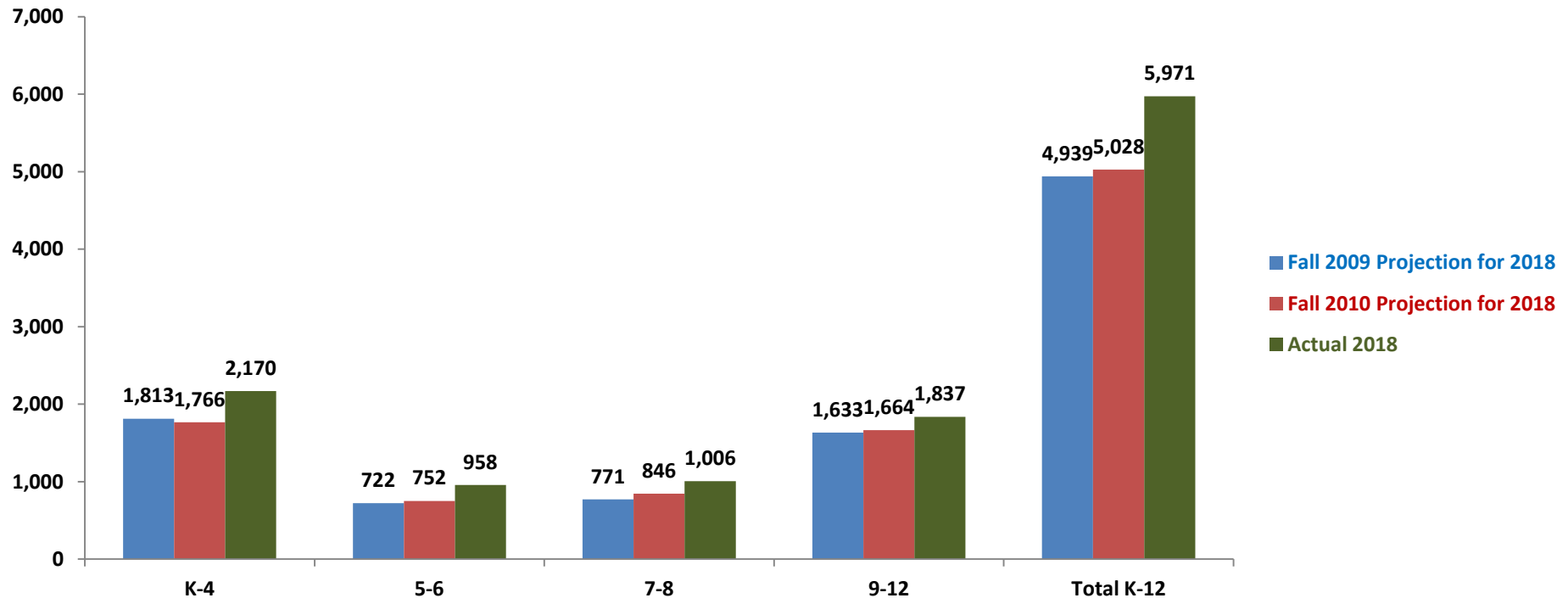
Projected v. Actual for 2018-2019

| | TM Projection | NESDEC Projection | Actual | |
|--------------------|------------------|----------------------|----------|----------|
| Preschool | na | 238 | 243 | |
| | | | | |
| | TM Projection | NESDEC Projection | Actual | |
| Kindergarten | 397 | 374 | 351 | |
| Grade 1 | 404 | 414 | 424 | |
| Grade 2 | 450 | 447 | 447 | |
| Grade 3 | 447 | 450 | 454 | |
| Grade 4 | 492 | 496 | 494 | |
| Grade 5 | 486 | 489 | 490 | |
| Grade 6 | 470 | 479 | 468 | |
| Grade 7 | 513 | 511 | 511 | |
| Grade 8 | 497 | 504 | 495 | |
| Grade 9 | 468 | 468 | 460 | |
| Grade 10 | 456 | 460 | 447 | |
| Grade 11 | 511 | 509 | 501 | |
| Grade 12 | 424 | 426 | 429 | |
| | 6,015 | 6,027 | 5,971 | |
| | | | | |
| | | Accuracy | Variance | Variance |
| Actual v. Town Mgr | | 99.3% | -0.7% | -44 |
| Actual v. NESDEC | | 99.1% | -0.9% | -56 |

Projected v. Actual for 2018-2019

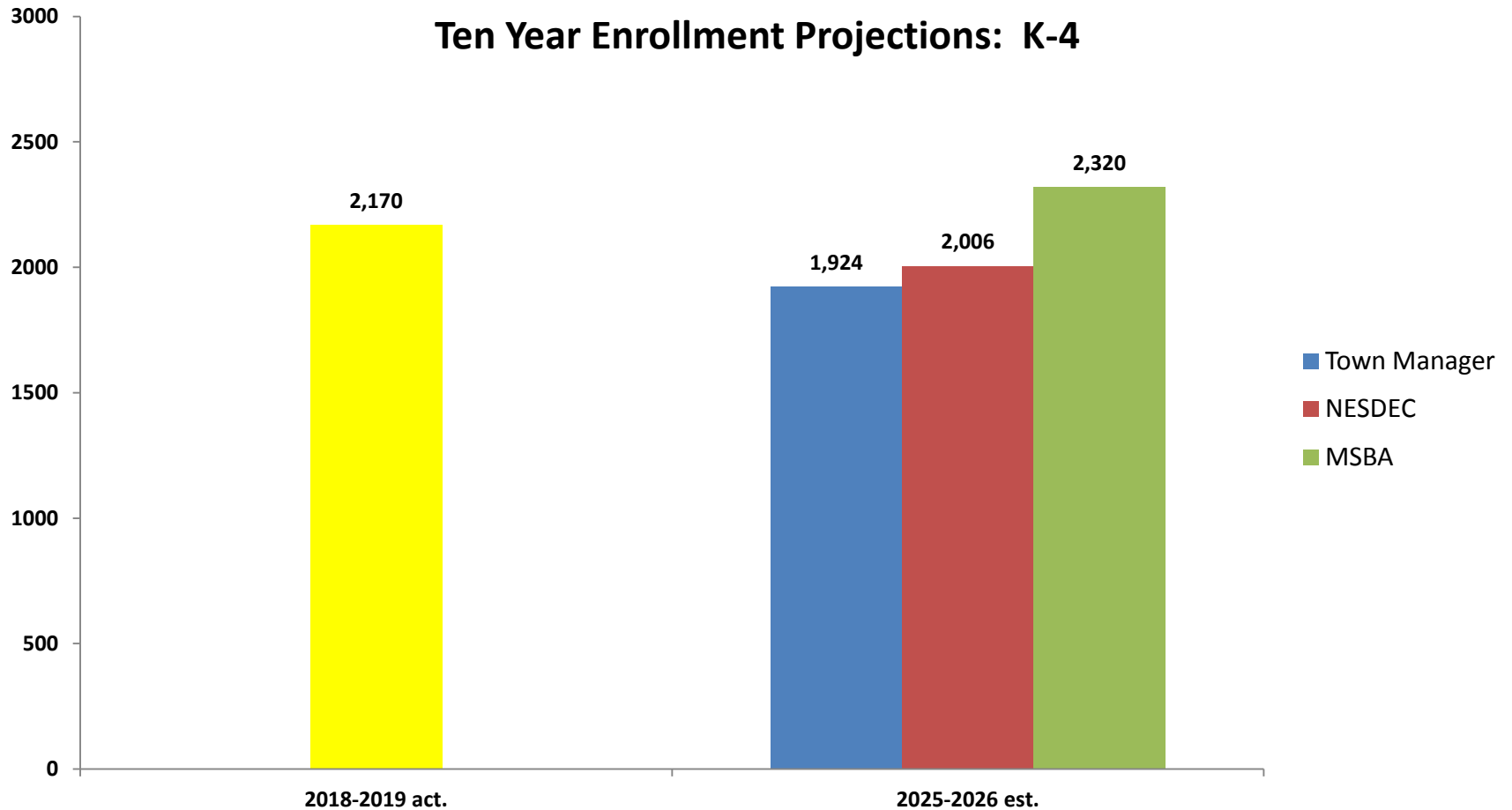


Projected v. Actual for 2018-2019



- Both projection methods have under-projected the actual enrollments 8-9 years out.
- Fall 2008 Assumed annual births in future= 308
- Fall 2009 assumed annual births in future=297
- Actual births significantly exceeded projections along with “in-migration” impact.

MSBA Enrollment Projection: K-4



Summary Highlights

- 2019-2020 will see continued enrollment growth of 20-44 students or .3% to .7%.
- S.H.S. will continue to experience enrollment growth.
- S.H.S. will be at all time high enrollment of approximately 1,874 students.
- S.H.S. is at 98% room utilization offering only limited opportunities to add teaching staff.
- Given the K-8 projections, it is not likely we will need additional classroom teaching staff here.
- The amount of full-day kindergarten seats will range 230-240 [current is 208] and be approximately 68% of total kindergarten enrollment.



Shrewsbury, MA Historical Enrollment

School District: Shrewsbury, MA

11/5/2018

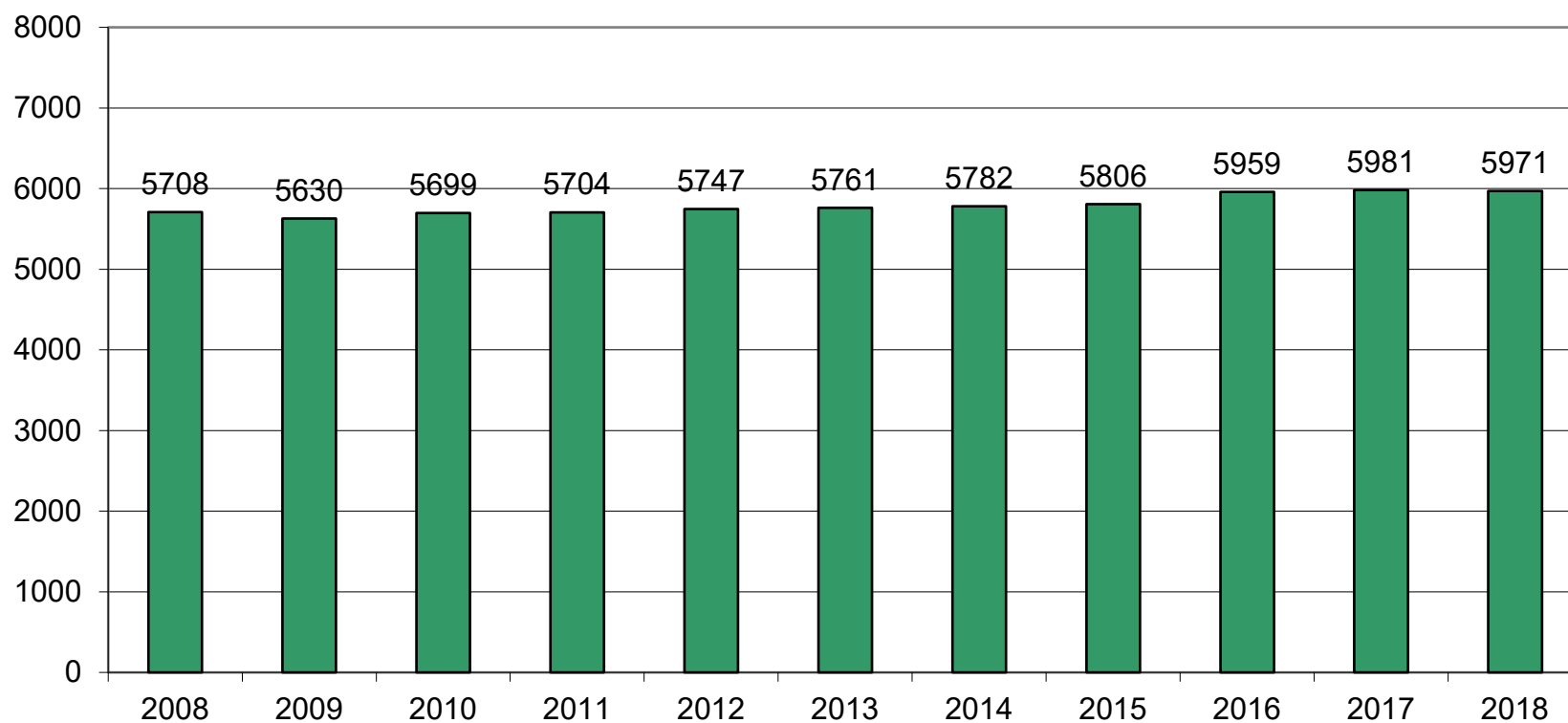
| Historical Enrollment By Grade | | | | | | | | | | | | | | | | | | | |
|--------------------------------|--------|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|-------|
| Birth Year | Births | School Year | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | UNGR | K-12 | PK-12 |
| 2003 | 439 | 2008-09 | 196 | 342 | 475 | 456 | 458 | 479 | 456 | 461 | 453 | 488 | 393 | 429 | 390 | 427 | 1 | 5708 | 5904 |
| 2004 | 469 | 2009-10 | 211 | 348 | 425 | 494 | 465 | 459 | 473 | 435 | 467 | 439 | 421 | 398 | 415 | 390 | 1 | 5630 | 5841 |
| 2005 | 429 | 2010-11 | 239 | 372 | 427 | 448 | 514 | 472 | 469 | 465 | 436 | 479 | 401 | 416 | 390 | 410 | 0 | 5699 | 5938 |
| 2006 | 396 | 2011-12 | 243 | 341 | 429 | 457 | 464 | 516 | 485 | 476 | 462 | 443 | 414 | 414 | 413 | 390 | 0 | 5704 | 5947 |
| 2007 | 364 | 2012-13 | 262 | 364 | 416 | 447 | 474 | 458 | 524 | 465 | 474 | 466 | 408 | 421 | 417 | 412 | 1 | 5747 | 6009 |
| 2008 | 379 | 2013-14 | 250 | 392 | 399 | 450 | 452 | 480 | 462 | 518 | 490 | 471 | 420 | 406 | 419 | 401 | 1 | 5761 | 6011 |
| 2009 | 371 | 2014-15 | 234 | 346 | 430 | 430 | 462 | 467 | 487 | 469 | 529 | 478 | 432 | 423 | 409 | 419 | 1 | 5782 | 6016 |
| 2010 | 332 | 2015-16 | 239 | 355 | 425 | 446 | 439 | 474 | 472 | 500 | 480 | 547 | 413 | 441 | 411 | 403 | 0 | 5806 | 6045 |
| 2011 | 383 | 2016-17 | 232 | 388 | 418 | 459 | 460 | 462 | 487 | 490 | 511 | 492 | 513 | 428 | 441 | 410 | 0 | 5959 | 6191 |
| 2012 | 366 | 2017-18 | 237 | 355 | 424 | 437 | 476 | 482 | 464 | 502 | 493 | 516 | 451 | 513 | 429 | 439 | 0 | 5981 | 6218 |
| 2013 | 370 | 2018-19 | 243 | 351 | 424 | 447 | 454 | 494 | 490 | 468 | 511 | 495 | 460 | 447 | 501 | 428 | 1 | 5971 | 6214 |

| Historical Enrollment in Grade Combinations | | | | | | | | | |
|---|-----|------|------|------|------|-----|------|------|------|
| Year | K-1 | K-4 | 1-4 | PK-4 | 5-8 | 5-6 | 7-8 | 7-12 | 9-12 |
| 2008-09 | 817 | 2210 | 1868 | 2406 | 1858 | 917 | 941 | 2580 | 1639 |
| 2009-10 | 773 | 2191 | 1843 | 2402 | 1814 | 908 | 906 | 2530 | 1624 |
| 2010-11 | 799 | 2233 | 1861 | 2472 | 1849 | 934 | 915 | 2532 | 1617 |
| 2011-12 | 770 | 2207 | 1866 | 2450 | 1866 | 961 | 905 | 2536 | 1631 |
| 2012-13 | 780 | 2159 | 1795 | 2421 | 1929 | 989 | 940 | 2598 | 1658 |
| 2013-14 | 791 | 2173 | 1781 | 2423 | 1941 | 980 | 961 | 2607 | 1646 |
| 2014-15 | 776 | 2135 | 1789 | 2369 | 1963 | 956 | 1007 | 2690 | 1683 |
| 2015-16 | 780 | 2139 | 1784 | 2378 | 1999 | 972 | 1027 | 2695 | 1668 |
| 2016-17 | 806 | 2187 | 1799 | 2419 | 1980 | 977 | 1003 | 2795 | 1792 |
| 2017-18 | 779 | 2174 | 1819 | 2411 | 1975 | 966 | 1009 | 2841 | 1832 |
| 2018-19 | 775 | 2170 | 1819 | 2413 | 1964 | 958 | 1006 | 2842 | 1836 |

| Historical Percentage Changes | | | |
|-------------------------------|------|-------|-------|
| Year | K-12 | Diff. | % |
| 2008-09 | 5708 | 0 | 0.0% |
| 2009-10 | 5630 | -78 | -1.4% |
| 2010-11 | 5699 | 69 | 1.2% |
| 2011-12 | 5704 | 5 | 0.1% |
| 2012-13 | 5747 | 43 | 0.8% |
| 2013-14 | 5761 | 14 | 0.2% |
| 2014-15 | 5782 | 21 | 0.4% |
| 2015-16 | 5806 | 24 | 0.4% |
| 2016-17 | 5959 | 153 | 2.6% |
| 2017-18 | 5981 | 22 | 0.4% |
| 2018-19 | 5971 | -10 | -0.2% |
| Change | 263 | | 4.6% |

Shrewsbury, MA Historical Enrollment

K-12, 2008-2018



Shrewsbury, MA Projected Enrollment

School District: Shrewsbury, MA

11/5/2018

| Enrollment Projections By Grade* | | | | | | | | | | | | | | | | | | | | |
|----------------------------------|--------|---------|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|-------|
| Birth Year | Births | | School Year | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | UNGR | K-12 | PK-12 |
| 2013 | 370 | | 2018-19 | 243 | 351 | 424 | 447 | 454 | 494 | 490 | 468 | 511 | 495 | 460 | 447 | 501 | 428 | 1 | 5971 | 6214 |
| 2014 | 346 | | 2019-20 | 245 | 338 | 405 | 449 | 463 | 475 | 502 | 503 | 475 | 518 | 453 | 464 | 444 | 499 | 1 | 5989 | 6234 |
| 2015 | 328 | | 2020-21 | 247 | 321 | 390 | 429 | 465 | 484 | 483 | 515 | 511 | 481 | 474 | 457 | 461 | 443 | 1 | 5915 | 6162 |
| 2016 | 339 | (prov.) | 2021-22 | 249 | 331 | 371 | 413 | 444 | 486 | 492 | 495 | 523 | 518 | 440 | 478 | 454 | 460 | 1 | 5906 | 6155 |
| 2017 | 350 | (est.) | 2022-23 | 251 | 342 | 382 | 393 | 428 | 464 | 494 | 505 | 503 | 530 | 474 | 444 | 475 | 453 | 1 | 5888 | 6139 |
| 2018 | 347 | (est.) | 2023-24 | 253 | 339 | 395 | 405 | 407 | 448 | 471 | 507 | 513 | 510 | 485 | 478 | 441 | 474 | 1 | 5874 | 6127 |
| 2019 | 342 | (est.) | 2024-25 | 255 | 334 | 392 | 419 | 419 | 426 | 455 | 483 | 515 | 520 | 467 | 489 | 475 | 440 | 1 | 5835 | 6090 |
| 2020 | 341 | (est.) | 2025-26 | 257 | 333 | 386 | 415 | 434 | 438 | 433 | 467 | 490 | 522 | 476 | 471 | 486 | 474 | 1 | 5826 | 6083 |
| 2021 | 344 | (est.) | 2026-27 | 259 | 336 | 385 | 409 | 430 | 454 | 445 | 444 | 474 | 496 | 478 | 480 | 468 | 484 | 1 | 5784 | 6043 |
| 2022 | 345 | (est.) | 2027-28 | 261 | 337 | 388 | 408 | 424 | 450 | 461 | 457 | 451 | 480 | 454 | 482 | 477 | 467 | 1 | 5737 | 5998 |
| 2023 | 344 | (est.) | 2028-29 | 263 | 336 | 389 | 411 | 423 | 444 | 457 | 473 | 464 | 457 | 439 | 458 | 479 | 476 | 1 | 5707 | 5970 |

Note: Ungraded students (UNGR) often are HS students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.



Based on an estimate of births



Based on children already born



Based on students already enrolled

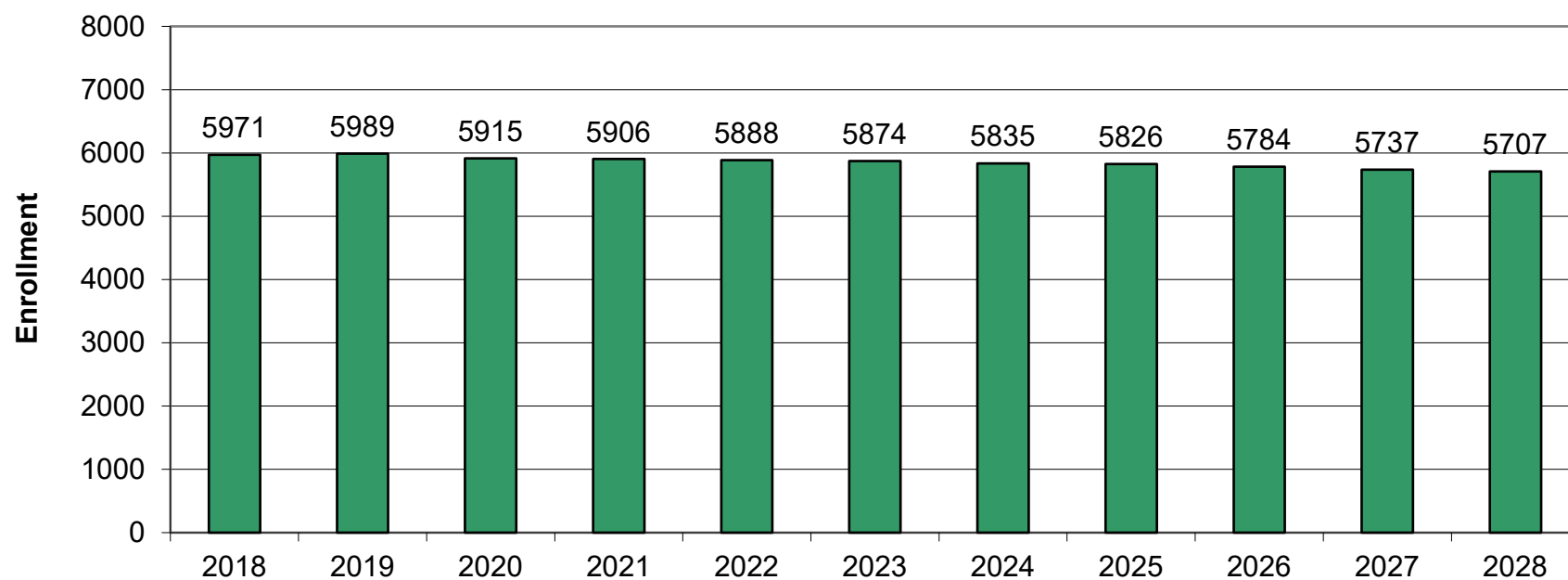
| Projected Enrollment in Grade Combinations* | | | | | | | | | |
|---|-----|------|------|------|------|------|------|------|------|
| Year | K-1 | K-4 | 1-4 | PK-4 | 5-8 | 5-6 | 7-8 | 7-12 | 9-12 |
| 2018-19 | 775 | 2170 | 1819 | 2413 | 1964 | 958 | 1006 | 2842 | 1836 |
| 2019-20 | 743 | 2130 | 1792 | 2375 | 1998 | 1005 | 993 | 2853 | 1860 |
| 2020-21 | 711 | 2089 | 1768 | 2336 | 1990 | 998 | 992 | 2827 | 1835 |
| 2021-22 | 702 | 2045 | 1714 | 2294 | 2028 | 987 | 1041 | 2873 | 1832 |
| 2022-23 | 724 | 2009 | 1667 | 2260 | 2032 | 999 | 1033 | 2879 | 1846 |
| 2023-24 | 734 | 1994 | 1655 | 2247 | 2001 | 978 | 1023 | 2901 | 1878 |
| 2024-25 | 726 | 1990 | 1656 | 2245 | 1973 | 938 | 1035 | 2906 | 1871 |
| 2025-26 | 719 | 2006 | 1673 | 2263 | 1912 | 900 | 1012 | 2919 | 1907 |
| 2026-27 | 721 | 2014 | 1678 | 2273 | 1859 | 889 | 970 | 2880 | 1910 |
| 2027-28 | 725 | 2007 | 1670 | 2268 | 1849 | 918 | 931 | 2811 | 1880 |
| 2028-29 | 725 | 2003 | 1667 | 2266 | 1851 | 930 | 921 | 2773 | 1852 |

| Projected Percentage Changes | | | |
|------------------------------|------|-------|-------|
| Year | K-12 | Diff. | % |
| 2018-19 | 5971 | 0 | 0.0% |
| 2019-20 | 5989 | 18 | 0.3% |
| 2020-21 | 5915 | -74 | -1.2% |
| 2021-22 | 5906 | -9 | -0.2% |
| 2022-23 | 5888 | -18 | -0.3% |
| 2023-24 | 5874 | -14 | -0.2% |
| 2024-25 | 5835 | -39 | -0.7% |
| 2025-26 | 5826 | -9 | -0.2% |
| 2026-27 | 5784 | -42 | -0.7% |
| 2027-28 | 5737 | -47 | -0.8% |
| 2028-29 | 5707 | -30 | -0.5% |
| Change | -264 | | -4.4% |

*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

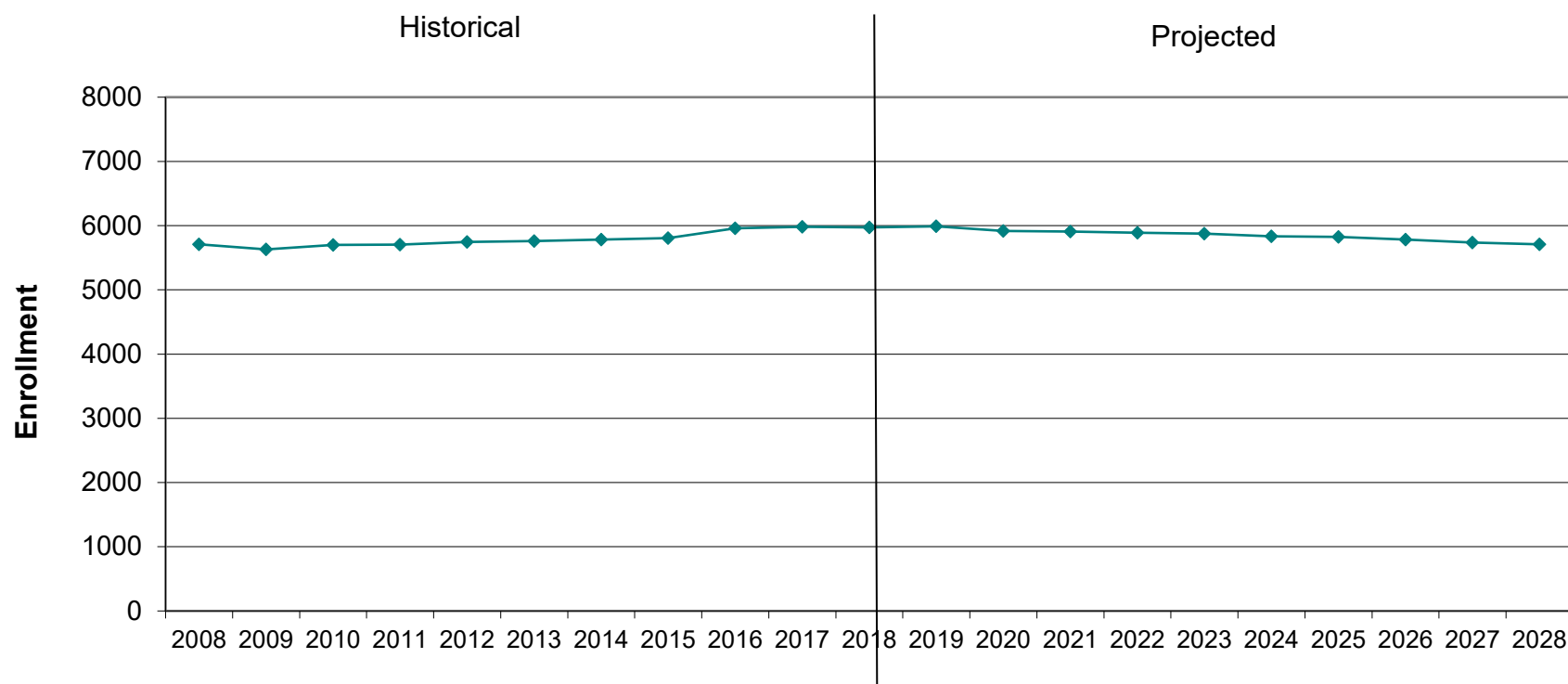
Shrewsbury, MA Projected Enrollment

K-12 To 2028 Based On Data Through School Year 2018-19

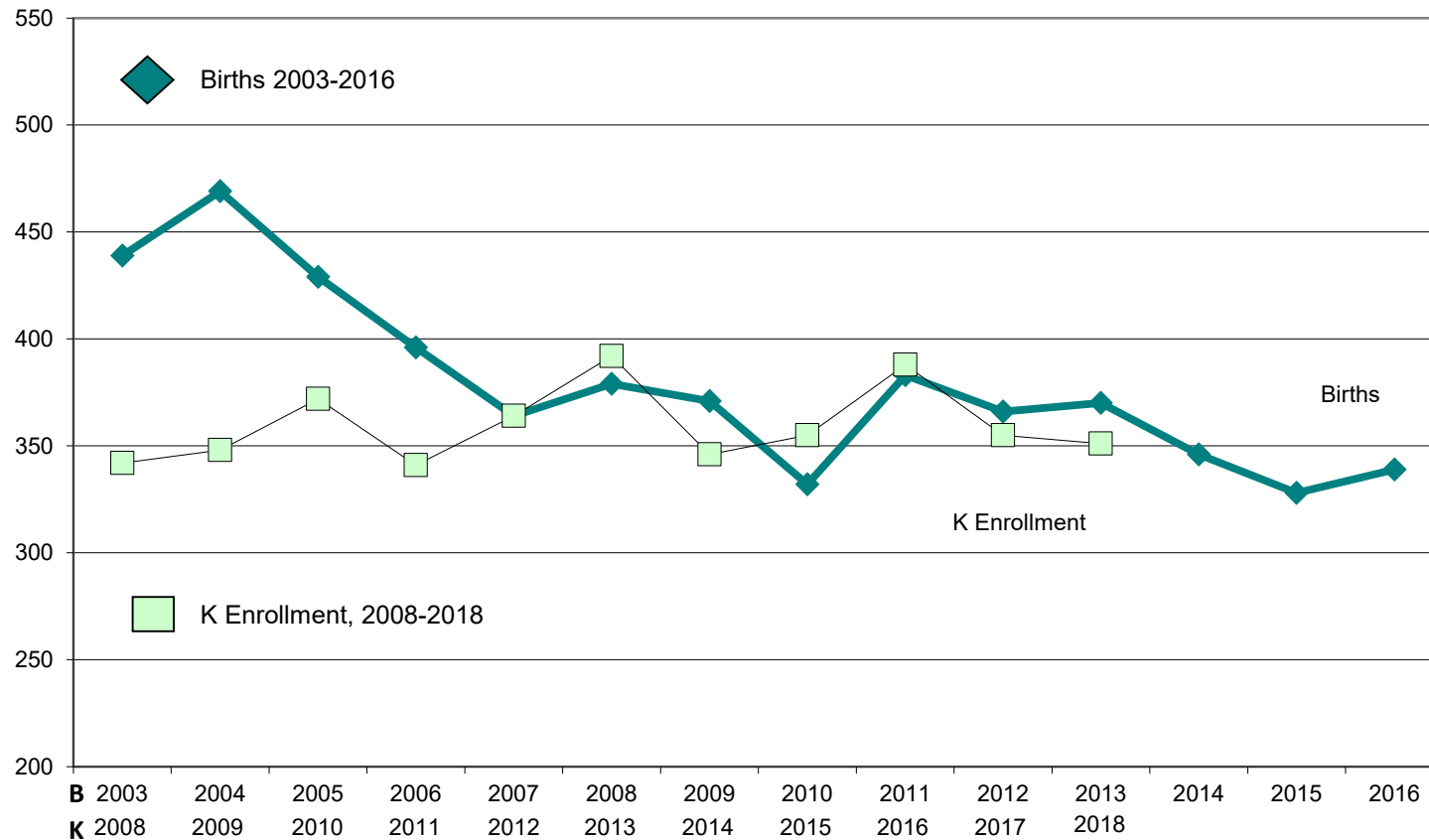


Shrewsbury, MA Historical & Projected Enrollment

K-12, 2008-2028



Shrewsbury, MA Birth-to-Kindergarten Relationship





Shrewsbury, MA Additional Data

| Building Permits Issued | | |
|-------------------------|---------------|-------------|
| Year | Single-Family | Multi-Units |
| 2005 | 59 | 94 |
| 2014 | 57 | 0 |
| 2015 | 4 | 0 |
| 2016 | 36 | 206 |
| 2017 | 35 | 203 |
| 2018 | n/a | n/a |

Source: HUD and Building Department

| Enrollment History | | |
|--------------------|---------------------------|--------------------------|
| Year | Career-Tech 9-12 Total | Non-Public K-12 Total |
| 2005-06 | 83 | 893 |
| 2014-15 | 131 | 768 |
| 2015-16 | 121 | 711 |
| 2016-17 | 108 | n/a |
| 2017-18 | 97 | 710 |
| 2018-19 | 107 | n/a |

| Residents in Non-Public Independent and Parochial Schools (General Education) | | | | | | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|------------|
| Enrollments as of 2017 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | K-12 TOTAL |
| | 52 | 39 | 21 | 52 | 60 | 56 | 45 | 38 | 36 | 82 | 79 | 86 | 64 | 710 |

| K-12 Home-Schooled Students | |
|-----------------------------|----|
| 2018 | 15 |

| K-12 Residents "Choiced-out" or in Charter or Magnet Schools | |
|---|----|
| 2018 | 45 |

| K-12 Special Education Outplaced Students | |
|--|----|
| 2018 | 51 |

| K-12 Choiced-In, Tuitioned-In, & Other Non- Residents | |
|--|----|
| 2018 | 25 |

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

FY 2019
School Enrollment Projections

| | | | | | | | | | | | | | | | | | | | | |
|------|-----|-------|-------|-------|-------|------|-------|-------|------|-------|-------|------|-----------------------------|-------|-------|-------|------|--------|-----------|------|
| | | | | | | | | | | | | | | | | | | | | |
| | | 1.158 | 1.059 | 1.031 | 1.040 | | 1.014 | 1.024 | | 1.018 | 1.010 | | 0.905 | 1.011 | 0.992 | 0.996 | | | | |
| | k | 1 | 2 | 3 | 4 | k-4 | 5 | 6 | 5-6 | 7 | 8 | 7-8 | 9 | 10 | 11 | 12 | 9-12 | TOTAL* | preschool | |
| | | | | | | | | | | | | | | | | | | | | |
| 1999 | 359 | 466 | 395 | 391 | 424 | 2035 | 394 | 352 | 746 | 356 | 328 | 684 | 266 | 234 | 202 | 219 | 921 | 4386 | 126 | 4512 |
| 2000 | 393 | 420 | 471 | 402 | 399 | 2085 | 433 | 389 | 822 | 361 | 367 | 728 | 290 | 280 | 245 | 213 | 1028 | 4663 | 135 | 4798 |
| 2001 | 385 | 475 | 444 | 469 | 424 | 2197 | 419 | 427 | 846 | 400 | 364 | 764 | 324 | 296 | 283 | 236 | 1139 | 4946 | 131 | 5077 |
| 2002 | 407 | 442 | 483 | 442 | 488 | 2262 | 428 | 423 | 851 | 426 | 395 | 821 | 343 | 330 | 287 | 274 | 1234 | 5168 | 150 | 5318 |
| 2003 | 398 | 484 | 464 | 480 | 464 | 2290 | 494 | 436 | 930 | 438 | 437 | 875 | 356 | 343 | 324 | 289 | 1312 | 5407 | 157 | 5564 |
| 2004 | 384 | 449 | 489 | 464 | 504 | 2290 | 463 | 492 | 955 | 444 | 441 | 885 | 413 | 360 | 334 | 320 | 1427 | 5557 | 174 | 5731 |
| 2005 | 394 | 452 | 466 | 502 | 466 | 2280 | 502 | 461 | 963 | 486 | 443 | 929 | 425 | 402 | 345 | 344 | 1516 | 5688 | 188 | 5876 |
| 2006 | 378 | 440 | 468 | 452 | 507 | 2245 | 462 | 488 | 950 | 449 | 501 | 950 | 408 | 436 | 388 | 351 | 1583 | 5728 | 173 | 5901 |
| 2007 | 376 | 439 | 454 | 482 | 454 | 2205 | 496 | 450 | 946 | 485 | 449 | 934 | 419 | 404 | 423 | 383 | 1629 | 5714 | 181 | 5895 |
| 2008 | 342 | 476 | 456 | 459 | 478 | 2211 | 456 | 461 | 917 | 453 | 489 | 942 | 393 | 429 | 390 | 427 | 1639 | 5709 | 196 | 5905 |
| 2009 | 348 | 426 | 493 | 465 | 459 | 2191 | 473 | 436 | 909 | 466 | 439 | 905 | 421 | 398 | 415 | 391 | 1625 | 5630 | 211 | 5841 |
| 2010 | 372 | 429 | 448 | 515 | 472 | 2236 | 469 | 465 | 934 | 435 | 479 | 914 | 401 | 417 | 390 | 410 | 1618 | 5702 | 241 | 5943 |
| 2011 | 341 | 429 | 457 | 464 | 516 | 2207 | 485 | 476 | 961 | 462 | 443 | 905 | 414 | 414 | 413 | 390 | 1631 | 5704 | 243 | 5947 |
| 2012 | 364 | 416 | 447 | 474 | 458 | 2159 | 524 | 465 | 989 | 474 | 466 | 940 | 408 | 421 | 417 | 413 | 1659 | 5747 | 262 | 6009 |
| 2013 | 392 | 399 | 450 | 452 | 480 | 2173 | 462 | 518 | 980 | 490 | 471 | 961 | 420 | 406 | 419 | 402 | 1647 | 5761 | 250 | 6011 |
| 2014 | 346 | 430 | 430 | 462 | 467 | 2135 | 487 | 469 | 956 | 529 | 478 | 1007 | 432 | 423 | 409 | 420 | 1684 | 5782 | 234 | 6016 |
| 2015 | 355 | 425 | 446 | 439 | 474 | 2139 | 472 | 500 | 972 | 480 | 547 | 1027 | 413 | 441 | 411 | 403 | 1668 | 5806 | 238 | 6044 |
| 2016 | 388 | 418 | 459 | 460 | 463 | 2188 | 487 | 490 | 977 | 511 | 492 | 1003 | 513 | 428 | 441 | 410 | 1792 | 5960 | 232 | 6192 |
| 2017 | 355 | 424 | 437 | 476 | 482 | 2174 | 464 | 502 | 966 | 493 | 516 | 1009 | 451 | 513 | 429 | 439 | 1832 | 5981 | 237 | 6218 |
| 2018 | 351 | 424 | 447 | 454 | 494 | 2170 | 490 | 468 | 958 | 511 | 495 | 1006 | 460 | 447 | 501 | 429 | 1837 | 5971 | 243 | 6214 |
| | | | | | 8 | | | 4 | | 3 | 10 | | | | | | | 25 | | |
| | | | | | | | | | | | | | Indicates choice student(s) | | | | | | | |
| 2019 | 347 | 406 | 449 | 461 | 472 | 2135 | 501 | 502 | 1003 | 476 | 516 | 992 | 448 | 465 | 456 | 499 | 1868 | 5999 | | |
| 2020 | 329 | 401 | 430 | 463 | 479 | 2103 | 479 | 513 | 992 | 511 | 481 | 992 | 467 | 453 | 461 | 454 | 1836 | 5923 | | |
| 2021 | 341 | 381 | 425 | 444 | 481 | 2073 | 486 | 490 | 976 | 522 | 516 | 1038 | 436 | 472 | 449 | 459 | 1817 | 5904 | | |
| 2022 | 318 | 395 | 404 | 438 | 461 | 2017 | 488 | 498 | 986 | 499 | 527 | 1027 | 467 | 440 | 468 | 448 | 1823 | 5853 | | |
| 2023 | 324 | 368 | 419 | 416 | 456 | 1983 | 468 | 500 | 968 | 507 | 504 | 1011 | 478 | 472 | 437 | 467 | 1853 | 5815 | | |
| 2024 | 324 | 375 | 390 | 432 | 433 | 1954 | 462 | 479 | 941 | 509 | 512 | 1021 | 456 | 483 | 468 | 435 | 1842 | 5758 | | |
| 2024 | 324 | 375 | 397 | 402 | 449 | 1947 | 439 | 473 | 912 | 488 | 514 | 1002 | 463 | 461 | 479 | 466 | 1870 | 5731 | | |
| 2025 | 324 | 375 | 397 | 410 | 418 | 1924 | 455 | 450 | 905 | 482 | 493 | 974 | 465 | 468 | 458 | 477 | 1868 | 5672 | | |
| 2026 | 324 | 375 | 397 | 410 | 426 | 1932 | 424 | 466 | 890 | 458 | 486 | 944 | 446 | 470 | 464 | 456 | 1837 | 5603 | | |

Notes:

- 1998-2018 are actual enrollments
- Assumed births for 2018-26 were calculated taking the average of the previous four years of recorded births.

FY 2019
School Enrollment Projections

| Births | | k | | b-k | survivals | | | | | | | | | | | | |
|---|-----|-------------|-----|-------|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|---------|---------|
| 2006 | 383 | 2011 | 341 | 0.890 | | k-1 | 1 - 2 | 2 - 3 | 3 - 4 | 4 - 5 | 5 - 6 | 6 - 7 | 7 - 8 | 8 - 9 | 9 - 10 | 10 - 11 | 11 - 12 |
| 2007 | 361 | 2012 | 364 | 1.008 | | | | | | | | | | | | | |
| 2008 | 372 | 2013 | 392 | 1.054 | 2013-14 | 1.097 | 1.078 | 1.027 | 1.033 | 1.015 | 1.015 | 1.021 | 0.976 | 0.917 | 1.007 | 1.007 | 1.002 |
| 2009 | 367 | 2014 | 346 | 0.943 | 2014-15 | 1.228 | 1.037 | 1.021 | 1.026 | 1.011 | 1.027 | 1.023 | 1.034 | 0.864 | 1.021 | 0.972 | 0.985 |
| 2010 | 321 | 2015 | 356 | 1.109 | 2015-16 | 1.177 | 1.080 | 1.031 | 1.055 | 1.027 | 1.038 | 1.022 | 1.025 | 0.938 | 1.036 | 1.000 | 0.998 |
| 2011 | 373 | 2016 | 388 | 1.040 | 2016-17 | 1.093 | 1.045 | 1.037 | 1.048 | 1.002 | 1.031 | 1.006 | 1.010 | 0.917 | 1.000 | 1.002 | 0.995 |
| 2012 | 326 | 2017 | 355 | 1.089 | 2017-18 | 1.194 | 1.054 | 1.039 | 1.038 | 1.017 | 1.009 | 1.018 | 1.004 | 0.891 | 0.991 | 0.977 | 1.000 |
| 2013 | 372 | 2018 | 351 | 0.944 | | | | | | | | | | | | | |
| | | 2 Year Ave | | 1.016 | Avg | 1.158 | 1.059 | 1.031 | 1.040 | 1.014 | 1.024 | 1.018 | 1.010 | 0.905 | 1.011 | 0.992 | 0.996 |
| | | Projections | | | | | | | | | | | | | | | |
| 2014 | 341 | 2019 | 347 | 1.016 | Adjusted for Choice Students (28 total) | | | | | | | | | | | | |
| 2015 | 324 | 2020 | 329 | 1.016 | Adjusted for Choice Students (27 total) | | | | | | | | | | | | |
| 2016 | 336 | 2021 | 341 | 1.016 | Adjusted for Choice Students (25 total) | | | | | | | | | | | | |
| 2017 | 313 | 2022 | 318 | 1.016 | | | | | | | | | | | | | |
| | 329 | Ave | | | | | | | | | | | | | | | |
| Assumed (264 births through 11/16/2018) | | | | | | | | | | | | | | | | | |
| 2018 | 329 | 2023 | 334 | 1.016 | | | | | | | | | | | | | |
| 2019 | 329 | 2024 | 334 | 1.016 | | | | | | | | | | | | | |
| 2020 | 329 | 2025 | 334 | 1.016 | | | | | | | | | | | | | |
| 2021 | 329 | 2026 | 334 | 1.016 | | | | | | | | | | | | | |
| 2022 | 329 | 2027 | 334 | 1.016 | | | | | | | | | | | | | |

Adjusted for Choice Students (28 total)
Adjusted for Choice Students (27 total)
Adjusted for Choice Students (25 total)



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **11/28/18**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **11/28/18**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **11/28/18**

BACKGROUND INFORMATION:

The minutes are enclosed.

ACTION RECOMMENDED:

That the Committee vote to approve the minutes from the School Committee Meeting on November 14, 2018.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Jason Palitsch, Chairperson

Ms. Sandra Fryc, Secretary

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

MINUTES OF SCHOOL COMMITTEE MEETING

Wednesday, November 14, 2018

Present: Mr. Jason Palitsch, Chairperson; Ms. Erin Canzano, Vice Chairperson; Ms. Sandy Fryc, Secretary; Mr. Jon Wensky; Dr. B. Dale Magee; Mr. Patrick Collins, Assistant Superintendent for Finance and Operations; Ms. Amy B. Clouter, Assistant Superintendent for Curriculum & Instruction; Ms. Barb Malone, 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 was convened by Mr. Palitsch at 7:01 pm.

I. Public Participation

None.

II. Chairperson's Report & Members' Reports

Mr. Palitsch, speaking on behalf of the Committee, thanked the community for voting in support of the recent Ballot Question to approve the proposed new Beal school and exempt the debt from the provisions of Proposition 2 1/2. He thanked the Community Supporters for Beal ballot committee: co-chair Beth Casavant (Selectman), Jason Molina, Erin Ryan, Suzanne Remington, and Kelly Barner; Ms. Fryc (Beal Building Committee); State Representative Hannah Kane; Selectman Jim Kane (Beal Building Committee); SPS staff including Dr. Sawyer and Mr. Collins; the Beal Building Committee; and all of the volunteers and supporters who contributed to the campaign's success. Ms. Fryc thanked Mr. Palitsch for his work as a co-chair on the Community Supporters for Beal ballot committee.

III. Superintendent's Report

Dr. Sawyer thanked the community for voting in support of the recent Ballot Question to approve the proposed new Beal school and exempt the debt from the provisions of Proposition 2 1/2. He acknowledged the work and support of the School Committee, Board of Selectmen, Finance Committee, Community Supporters for Beal ballot committee, architects Lamoureux Pagano Associates, owner's project manager PMA Consultants, and SPS staff.

Dr. Sawyer thanked community members for attending the recent Shrewsbury Coalition for Addiction Prevention & Education (SCAPE) and Shrewsbury Youth & Family Services, Inc. (SYFS) event, *Middle Schoolers at Risk: What Every Family Needs to Know Now*; Director of Nursing Noelle Freeman for her work on the presentation; and State Representative Hannah Kane for emceeding the event.

IV. Time Scheduled Appointments:

A. Beal Building Project: Update

In the report, Mr. Collins noted critical milestones that reflected strong community and MSBA support, including the recent vote in support of the recent Ballot Question to approve the proposed new Beal school and exempt the debt from the provisions of Proposition 2 ½. He also provided an update on the MSBA process, Module 6 tasks around planning and preparation for bidding/procurement, the selection of a Construction Manager at Risk (CMR) firm, and future plans for the existing school, including its name. Dr. Sawyer added that re-use of the existing building and land is being studied by the Beal Re-Use committee and does not fall under the purview of SPS or the School Committee, and recommended that the new school retain the name of Major Howard W. Beal.

B. Accept Gifts for SHS Athletic Fields Project: Votes

Dr. Sawyer and Mr. Collins advised that the Galli family would make a gift of \$10,000 in honor of Hugo J. Galli to support the Campaign for Shrewsbury Athletic Fields and the gift would be memorialized with a plaque. Mr. Collins noted that a \$35,000 sponsorship agreement had been reached with UniBank for naming rights and signage on the ticket booth for ten years. Kathleen DeVito, Vice President, Director of Marketing, and Matthew J. Armenti, Relationship Branch Manager, Shrewsbury, Unibank, were invited to address the Committee. They noted the donation illustrates Unibank's commitment to the communities it serves, expressed excitement regarding the partnership, and took a photo with the Committee after the vote regarding the proposed Memorandum of Agreement was approved.

On a motion by Ms. Canzano, seconded by Mr. Wensky, the Committee voted unanimously to accept a gift of \$10,000 from the Galli Family in honor of Hugo J. Galli for the athletic field project at Shrewsbury High School.

On a motion by Ms. Canzano, seconded by Ms. Fryc, the Committee voted unanimously to approve the memorandum of understanding regarding the proposed sponsorship for the athletic field project at Shrewsbury High School by UniBank, including the acceptance of the funds for this sponsorship.

C. Athletics: Annual Report

Mr. Jason Costa, Director of Athletics; Delaney Couture, Grade 12 Student-Athlete (Field Hockey, Ice Hockey, Lacrosse); and Nate Hautala, Grade 12 Student-Athlete (Football, Basketball, Baseball), gave a report on 2017-2018 athletics to the Committee that included information on: program highlights; participation (by grade, season, number of sports); student leadership and perspectives; student-athlete successes; championship teams; support groups; and use of the new turf field. In response to clarifying questions from the Committee, the students provided additional information on participation in sports relative to leadership and meeting new people, use of the new turf field, and future plans. Mr. Costa

described recent changes to the SHS Captains summit, noted athletic opportunities for middle school students added in the current year (to be reported on next year), and addressed costs for off-site sports. Dr. Sawyer thanked the presenters and expressed appreciation for Mr. Costa's management skills during the transition to the turf field which coincided with inclement weather during the fall athletic season.

V. Curriculum

A. SHS Testing Results: Annual Report

In their report, Mr. Todd Bazydlo, Principal, and Ms. Nga Huynh, Director of School Counseling, Shrewsbury High School (SHS), provided detailed student performance information on a number of standardized tests. They described College Board test administration and score reporting changes, redesigned SAT scales, gender trends relative to SAT scores, and SAT subject test information, and also provided information on PSAT awards, ACT participation and scores, and Advanced Placement (AP) participation and scores (showing SHS performance relative to national scores). Mr. Bazydlo and Ms. Huynh also described the school profile information for SHS provided to colleges for admissions and discussed plans for helping students maintain and improve scores on standardized tests.

In response to questions from the Committee, Mr. Bazydlo and Ms. Huynh provided additional information on issues relevant to standardized tests being offered on weekdays during school instructional time, and on testing as a measure of student success. Dr. Sawyer acknowledged the complexities around testing during instructional time, and balancing academics with social/emotional health and well-being, and noted SHS's success in helping to prepare students for standardized tests while providing high-quality instruction and access to AP courses to a diverse group of students.

B. State Testing Results: Annual Report

Ms. Clouter described Next-Generation MCAS exam changes (Next-Generation exams have been administered for only two years, versus Legacy MCAS exams) and noted that MCAS performance results are provided in terms of achievement and growth. She presented Science & Technology MCAS (Legacy) results by grade level achievement; English Language Arts MCAS (Next-Generation) results by grade level achievement and growth (including Student Growth Percentiles - SGP - and High Needs subgroup data); and Math MCAS (Next-Generation) results by grade level achievement and growth (including SGPs and High Needs subgroup data). Ms. Clouter went on to describe how staff will use the MCAS results going forward to assess student needs, collaborate across levels, and work with administration on expectations for instruction.

Ms. Clouter provided additional information to the Committee on the format of Next-Generation exams, the performance of middle school students, addressing the needs of struggling students, exemptions and accommodations for English Language Learners, and level designations for districts (SPS' classification is "not requiring intervention or assistance"). Dr. Sawyer advised that if used correctly the MCAS data can be helpful, but added that it is important to remember that the data represents just one instance of testing.

VI. Policy

None.

VII. Finance & Operations

A. Fiscal Year 2020 Budget Calendar & Fiscal Year 2020 Fiscal Priorities & Guidelines: Votes

Mr. Palitsch advised that this was a second viewing of the Fiscal Year 2020 Budget Calendar and Fiscal Year 2020 Fiscal Priorities & Guidelines and that no feedback had been received by the Committee. Mr. Collins noted no changes had been made since the first readings, and Mr. Collins and Dr. Sawyer recommended that the Committee vote to approve the Fiscal Year 2020 Budget Calendar and Fiscal Year 2020 Fiscal Priorities & Guidelines.

On a motion by Ms. Canzano, seconded by Mr. Wensky, the Committee voted unanimously to approve the Fiscal Year 2020 Budget Calendar.

On a motion by Ms. Canzano, seconded by Mr. Wensky, the Committee voted unanimously to approve the Priorities & Guidelines for Fiscal Year 2020 Budget Development.

B. Substitute Pay Rate Adjustment: Vote

Ms. Malone noted that the district has a pool of 110 day-to-day substitute teachers who may be used to fill in for absent teachers and paraprofessional staff. She advised that while absenteeism is low in the district, there are challenges around filling slots due to substitute teachers being signed up with other districts that offer more competitive rates than Shrewsbury, and proposed an increase in day-to-day substitute teacher rates from \$75/day to \$85/day for the remainder of the 2018-2019 school year, and again from \$85/day to \$90/day for the 2019-2020 school year to compete with other districts. Mr. Collins added that the changes were needed and that the estimated cost was affordable, and also recommended approval of the new rates.

On a motion by Dr. Magee, seconded by Mr. Wensky, the Committee voted unanimously to approve an increase in the day-to-day substitute teacher rate from \$75/day to \$85/day for the remainder of the 2018-2019 school year, and again from \$85/day to \$90/day for the 2019-2020 school year.

VIII. Old Business

None.

IX. New Business

A. Assabet Valley Collaborative Update: Report

State law regarding educational collaboratives requires four updates per year to member school Districts. Dr. Sawyer advised that this first report contained a wealth of information. He described Assabet Valley Collaborative (AVC) as financially healthy, noted they provide quality services to their member districts, and added that new districts want to join the collaborative (Auburn Public Schools recently joined), which is a positive sign that AVC is held in high regard and is seen as providing value to school districts.

X. Approval of Minutes

Mr. Palitsch noted that a minor correction was made to the Workshop minutes from October 18, 2018, and submitted by Ms. Fryc. The amended minutes were emailed to the Committee for review.

On a motion by Dr. Magee, seconded by Mr. Wensky, the Committee voted unanimously to approve the minutes from the School Committee Meeting on October 24, 2018 and the Workshop on October 17, 2018, and the amended minutes from the Workshop on October 18, 2018.

XI. Executive Session

Mr. Palitsch requested a motion to adjourn to Executive Session for the purpose of collective bargaining with the Shrewsbury Education Association, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body, and for the purpose of reviewing, approving, and/or releasing executive session minutes. On a motion by Dr. Magee, seconded by Mr. Wensky, on a roll call vote: Dr. Magee, yes; Mr. Wensky, yes; Ms. Fryc, yes; Ms. Canzano, yes; and Mr. Palitsch, yes, the School Committee voted to adjourn to executive session at 9:14 pm.

XII. Adjournment

On a motion by Dr. Magee, seconded by Ms. Canzano, the committee unanimously agreed to adjourn the meeting at 9:26 pm. Roll call votes were as follows: Dr. Magee, yes; Ms. Canzano, yes; Mr. Wensky, yes; Ms. Fryc, yes; and Mr. Palitsch, yes.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. Beal Building Project Update Slide Presentation

2. Memorandum of Understanding - UniBank
3. Athletics Annual Report
4. Athletics Slide Presentation
5. SHS Testing Report
6. SHS Testing Slides
7. State Testing Report
8. State Testing Slides
9. FY20 Budget Calendar
10. FY 20 Budget Priorities & Guidelines
11. Day-to-Day Substitute Teacher Rate Memo
12. Assabet Valley Collaborative Report
13. Set(s) of minutes as referenced above



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **11/28/18**

- A. For the purpose of collective bargaining with the Shrewsbury Education Association**
- B. For the purpose of reviewing, approving, and/or releasing executive session minutes**

BACKGROUND INFORMATION:

Executive session is warranted for these purposes.

ACTION RECOMMENDED:

That the School Committee enter into executive session for the purpose of collective bargaining with the Shrewsbury Education Association, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body, and for the purpose of reviewing, approving, and/or releasing executive session minutes.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

ITEM NO: **XII. Adjournment**