

**School Committee
Meeting Book**

**March 27, 2024
7:00 pm**

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

AGENDA

**March 27, 2024 7:00pm
Town Hall—Selectmen’s Meeting Room
100 Maple Avenue**

Items

Suggested time allotments

I. Public Participation

II. Chairperson’s Report & Members’ Reports

III. Superintendent’s Report

IV. Time Scheduled Appointments:

- A. PreK-Grade 4 Capital Planning Study Committee: Report 7:05 – 7:40
- B. Fiscal Year 2025 Career & Technical Education Budget: Report 7:40 – 8:05
- C. Fiscal Year 2025 Community Partnerships & Well-Being Budget: Report 8:05 – 8:30

V. Curriculum

VI. Policy

- A. Student Opportunity Act Plan Renewal: Vote 8:30 – 8:45

VII. Finance & Operations

- A. Fiscal Year 2025 Fees & Tuitions: Vote 8:45 – 9:00

VIII. Old Business

IX. New Business

X. Approval of Minutes

9:00 – 9:05

XI. Executive Session

9:00 – 9:30

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”)

7:00 – 7:05



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” – non-union clerical and support staff and/or administrators. (“Purpose 2”)

XII. Adjournment

9:30

Next regular meeting: April 10, 2024



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: 03/27/24

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
Ms. Sandra Fryc, Chairperson
Ms. Erin Boucher, Vice Chairperson
Mr. Jon Wensky, Secretary
Ms. Lynsey Heffernan, Committee Member
Ms. Rachel Sharifipour, 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: **03/27/24**
A. PreK-Grade 4 Capital Planning Study Committee: Report

BACKGROUND INFORMATION:

During this year, a PreK-Grade 4 Capital Planning Study Committee was formed to review the future needs of PreK-Grade 4 school buildings and identify a pathway for future direction for preschool and elementary capital investment. At the meeting, with Mr. Lupini, they will present a comprehensive Preschool-Grade 4 Capital Planning Study Committee Report that includes an overview, project methodology and schedule, and key findings and recommendations. The District contracted with the Edward J. Collins, Jr. Center for Public Management for services in facilitating this process, who assigned Dr. William H. Lupini as the consultant to this project.

The Study Committee met six times from September through March, and its findings are provided in the enclosed report. Mr. Lupini will present a summary of the report at the meeting.

ACTION RECOMMENDED:

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

STAFF & GUESTS AVAILABLE FOR PRESENTATION:

William H. Lupini, Consultant, Edward J. Collins, Jr. Center for Public Management



SHREWSBURY
PUBLIC SCHOOLS

Preschool-Grade 4 Capital Planning Study Committee Report

March 19, 2024

William H. Lupini, Consultant

Edward J. Collins, Jr. Center for Public Management

Overview

In late 2021 LPA|Architects (formerly known as Lamoureux Pagano Associates|Architects) was hired by Shrewsbury Public Schools to reassess the district facilities inventory as it relates to long-term programmatic goals. The District had worked with LPA|A on a similar study in 1997. That study was used as the basis for capital projects in the District over the past 25 years; when the funding for the new Beal School feasibility study was requested at Town Meeting, additional funds for an updated space study were included in order to get an updated assessment of the district's nine school buildings and recommendations for potential future capital projects.

The results of the new study were presented in February 2022 and provided an assessment of the current school buildings and made recommendations for various ways in which the District could approach addressing future needs. A link to the full study is included [here](#).

This study touted the severe overcrowding at Shrewsbury High School as the top issue facing the school district. In response, in April 2023 the School Committee and Select Board authorized the submission of a Statement of Interest to the Massachusetts School Building Authority (MSBA) to ascertain if MSBA would join with Shrewsbury on a solution for expanding the High School facility.

The LPA|A study also identified the age and condition of Coolidge School, the amount and quality of space for the District's preschool program, and providing parity among the K-4 elementary schools in the District as key issues to address. During discussions between the two boards in advance of submitting the Statement of Interest for the high school, the idea for forming a study committee to review the future needs of PreK-Grade 4 school buildings was put forward. At the request of the School Committee, the Superintendent recommended a process to be followed during the 2023-2024 school year to convene a study committee to identify a pathway for future direction for preschool and elementary capital investment. That recommendation was adopted in April 2023, and the PreK-4 Capital Planning Study Committee was formed in September 2023. This document is the report of the work and findings of this Committee.

The District contracted with the Edward J. Collins, Jr. Center for Public Management for services in facilitating this process. The Center, which is affiliated with the John W. McCormack Graduate School of Policy and Global Studies at the University of Massachusetts-Boston, is dedicated to improving efficiency, effectiveness, governance, and accountability at all levels of government, with a particular focus on state and local

government. The Center assigned Dr. William H. Lupini as the consultant to this project. His biography is included in the appendix of this report.

The PreK-4 Capital Planning Committee was charged with examining the following issues with respect to the future of PreK-4 facilities in Shrewsbury:

- Create a transparent process to discuss the future direction for early childhood and elementary capital investment.
- Review the LPA|A PreK-4 Space Study and determine the pros and cons of the various preschool and elementary configurations suggested in the study and make recommendations to the School Committee and Select Board for a preferred pathway forward.
- Key questions outlined for this Planning Committee:
 - In the future will the need for preschool increase, either because of demand or due to the potential of state/federal law requiring universal preschool?
 - What is the best model for early childhood and elementary education in terms of size of building? What are the benefits and trade-offs of large elementary schools?
 - Should preschool be folded into each elementary school or provided in a separate setting?
 - What is the value of “neighborhood” elementary schools?
 - How should equity fit into our thinking about preschool and elementary education?

Project Methodology and Schedule

The PreK-4 Capital Planning Committee considered the issues outlined in the charge in a series of six (6) meetings starting in September, 2023 and culminating in early March, 2024. While the agendas and minutes for each meeting are available through links to this report, following is a brief outline of the focus of each of these meetings:

- Monday, September 18, 2024 @ Calvin Coolidge School. Sean Brennan from LPA|A, presented a summary of the recent LPA|A *Pre-K Through 12 Capital Investment and Assessment Study* (also known as the “PreK-12 Space Study”).

- Monday, October 30, 2024 @ Walter J. Paton School. Dr. Sawyer and Mr. Girardi presented the October 1st enrollment data, along with future enrollment projections provided by the New England School Development Council (NESDEC), McKibben Associates, and the Town Manager’s office.
- Monday, December 4, 2024 @ Spring Street School. Members of the Committee worked in small groups to consider the importance of “neighborhood” (i.e., “smaller”) schools in Shrewsbury. These groups generated questions and observations for discussion.
- Monday, January 8, 2024 @ Major Howard W. Beal School. Bridget Nichols, Director of the Parker Road Preschool, provided the group with a presentation on Preschool in the Shrewsbury Public Schools, including locations of classrooms, morning and afternoon sessions, and a historical context on enrollment (including students with IEPs). During the second half of the meeting, Committee members divided into five (5) groups to consider the following question: *Is there consensus regarding maintaining the current neighborhood school configuration v. potentially consolidating to fewer, larger elementary schools? Reasoning?*
- Monday, February 12, 2024 @ Floral Street School. Committee members divided into five (5) groups to consider the following questions: (1) *Is there consensus regarding which elementary school should be the first priority for replacement or renovation? Why? Next after that?* (2) *Is there consensus regarding whether Shrewsbury should consider expanding preschool seats and how that is best accomplished?*
 - *Stand-alone new construction*
 - *Renovated/Expanded Stand-alone building*
 - *Combined New Elementary with Full New Preschool Space*
 - *Spreading Preschool Across Elementary Schools*
- Monday, March 4, 2024 @ Major Howard W. Beal School. Bill Lupini, Consultant to this Project from the Collins Center, presented a draft version of the report for consideration by the Committee members. Members provided suggested changes to the report and Dr. Lupini was charged with creating an updated draft of the report to be sent to Committee members. The ultimate goal was to have a final version of the Report for School Committee members prior to their meeting on Wednesday, March 27, 2024. Dr. Lupini will present the Report to the School Committee that evening.

Key Recommendations

The Committee was able to reach consensus on the following recommendations with respect to early education, the elementary schools and the course of action that Shrewsbury might adopt with respect to these issues.

1. There appears to be consensus that, given the limited resources of the Town, the need for support from the Massachusetts School Building Authority (MSBA) and the current condition of Shrewsbury's smaller schools, the next elementary school project should address as many of the current space issues as feasible. This could certainly result in consolidation of elementary schools and redistricting. In addition, it should include addressing the early education needs of the Town for preschool services, which are described in greater detail below.
2. There appears to be consensus that future PreK-4 building projects should focus on consolidating students and programs into larger schools in order to maximize resources, rather than maintain more, smaller schools.

However, there was also strong advocacy for ensuring that the district take specific steps to ensure that any future larger schools maintain the more personal approach that Shrewsbury Schools, including Floral Street and Beal, the two larger elementary schools, currently provide. These factors include establishing a sense of belonging for all, fostering PTO involvement, making a big community feel small, and fostering family connections.

Note: For the purposes of this study, "neighborhood" is seen as a synonym for "smaller," that is, all of Shrewsbury's smaller schools serve multiple neighborhoods across attendance zones that are not all "walkable."

3. There appears to be consensus that of all existing PreK-4 school buildings, Coolidge is the greatest priority to address in some fashion due to its age (the building was constructed in 1927) and physical condition, as described in the LPA|A report. However, there are multiple ways in which this could be addressed, depending on the approach ultimately pursued.

One of the challenges that must be considered for future PreK-4 capital planning that would address Coolidge is the reduction in seats that would be available at Paton and Spring Street, given that the LPA|A space study report indicated that modular classrooms will need to be removed from Coolidge, Paton, and Spring Street when they reach the end of their useful life. The LPA|A space study report indicates that they have already "outlived the anticipated lifespan of the construction,"

although the modular classrooms are not in a condition of imminent danger or failure.

4. There appears to be consensus that preschool space needs beyond the current six (6) classrooms at Parker Road, two (2) classrooms at Beal, and one (1) classroom at Shrewsbury High School will need to be addressed, both due to family preference/demand and in anticipation that some level of public preschool may become a state mandate at some future point. Governor Healey has made universal access to public preschool in Gateway Cities in Massachusetts a focus of her budget plan for the coming fiscal year, and this could portend future incentives or mandates for expanded preschool access.

Specifically, expanding opportunities could include providing for students to attend for more days per week and longer days, such as a five (5) days/week for 5 hours/day, as opposed to the current three (3) or two (2) days/week for 2.5 hours/day. Shrewsbury preschool families have expressed interest in more and longer day preschool programs, and it is becoming more common for communities to offer full-day preschool options. Full-day preschool programs impact space needs, as the same classroom is used all day for one group of full-day students instead of serving two groups of half-day students in the morning and afternoon.

It is also important to note that the number of students the town must serve for preschool is dependent on the number of children age 3 and 4 who become eligible for special education services, as these students must be provided access to programming along with a ratio of 8 tuition-paying preschool students for every 7 preschool students who must receive preschool services due to their disabilities. The district is currently utilizing two classrooms at the Beal School for four sections of preschool in order to maintain mandated ratios given the number of students with special needs; prior to Beal opening, for many years those sections were housed in two classrooms located on Wesleyan Terrace (behind the post office on Maple Avenue) in space rented by the Town. If the number of students requiring preschool grows, more space will be needed for additional preschool sections.

Expanding opportunities could include providing public preschool experiences to more Shrewsbury students (currently room for 272 individual students attending for various combinations of days, while incoming kindergarten cohorts have been about 345 students, with a projection for 382 kindergarteners in 2031-2032 according to the McKibben enrollment report).

Variables Impacting Capital Planning

While the following factors should not be construed as recommendations from the Preschool-Grade 4 Capital Planning Study Committee, they do represent important issues for consideration as Shrewsbury officials monitor present conditions, future trends and the possible changing demographics of the community in preparation for future capital projects at the preschool and/or elementary level.

1. Enrollment

- a. The LPA|A study is based on existing modular classrooms at Coolidge, Paton, and Spring Street being phased out due to their age and not being replaced by new modular classrooms. This is a key variable, as is how long the current modular classrooms will remain viable. As noted earlier in this Report, the LPA|A space study report indicates that they have already “outlived the anticipated lifespan of the construction,” although these modular classrooms are not in a condition of imminent danger or failure.

Replacing the modular classrooms would not only come with significant cost for new modular classrooms themselves, this may also trigger ADA compliance requirements for the entirety of the school where they are being replaced.

Moreover, given that any solution(s) to the preschool to grade 4 facilities challenges may not be submitted to MSBA for consideration for five (5) to seven (7) years, assuming the desire to seek MSBA funding and the potential for a high school addition project coming before, the Town’s Public Buildings Division will need to continue to plan for maintenance of Shrewsbury’s preschool and elementary schools for at least the immediate future. In addition, there appears to be a significant question regarding replacing the current modular classrooms at Coolidge, Paton and Spring Street; specifically whether doing so could trigger a need for full Americans with Disabilities Act (ADA) compliance at the site(s).

With respect to the modular classroom question, according to Sean Brennan (LPA|A Architect), Shrewsbury would need to differentiate between temporary and permanent if considering a modular upgrade. If it is determined by building officials that the modular classroom is permanent, then it must meet all current code, including compliance with the Americans with Disabilities Act (ADA) and sprinklers. If it is determined to be temporary, then code may not be triggered. Temporary can be defined as a portable space to be used during a transition period, i.e. displacement during a building project, etc.; however, the length of the transition period can be interpreted in many ways.

If the total add-on exceeds 30% of the building value, it would trigger the entire building to be brought up to current code, including ADA compliance and sprinklers throughout. Costs are currently estimated at \$1,000 per square foot for educational construction, resulting in full-size “permanent” modular classrooms costing approximately \$1,000,000 each.

- b. Based upon enrollment projections combined with the possible loss of modular classroom space, there would not be enough capacity at the 2031-2032 school year projection point to close one school and consolidate students within the remaining schools (see slide 7 of the [LPA|A slide deck](#)). See Section 3 below for more specific information regarding the potential capacity of the new Beal School to absorb additional students.

Note: These enrollment numbers do not include projections for the Emerald Run development currently planned for Green Street (currently within the Floral Street School attendance zone, which was not known at the time of the demographer’s projection), nor do they take into account other possible housing construction at any potential location in town, including through potential Chapter 40b projects that could override local zoning.

- c. Enrollment trends will need to be carefully monitored on an ongoing basis over the coming years. For example, Coolidge’s enrollment increased by 42 students this year, while Paton’s decreased by 20 students and Spring Street’s decreased by 31 students. It will be important to track enrollment figures to ascertain if the demographer’s projected student populations used by LPA|A and this Committee in their deliberations hold over time.

2. Class Size

- a. Currently, Shrewsbury utilizes the following class size guidelines in administering elementary schools: Kindergarten - 17 to 19 students; Grades 1 and 2 - 20 to 22 students; and Grades 3 and 4 - 22 to 24 students. While MSBA has class size guidelines that they utilize in working with school districts on facilities planning, they will utilize the policies of local School Committee’s where such guidance exists.

3. Beal School Capacity

- a. The current enrollment at Beal vs. the enrollment projection through 2031-32 raises questions about how much space Beal might have to absorb additional

students in future years. Specifically, questions have been raised regarding the potential role of the Beal building in housing redistricted students from other buildings in a “one step” building solution.

- b. The Beal design capacity provided through the Massachusetts School Building Authority (MSBA) that the school building plan was based upon is 790, while the design capacity for the 40 general classrooms that were included in the final building design ranges from 808 to 888 based on the range of School Committee class size guidelines (LPA|A uses the mean of 848 for its projection). Current K-4 enrollment at Beal is 623 students (as of February 29, 2024), a difference of 225 from the mean design capacity. The current enrollment is also 68 students *greater* than the McKibben projection of 555 for Beal in grades K-4 for this school year, which indicates that the Beal population is currently trending above projections.
- c. Given that two other classrooms at Beal are being utilized for four sections of preschool beyond the current capacity of Parker Road Preschool building, the current additional capacity for K-4 enrollment is about 183 students.
- d. The McKibben enrollment projection for 2031-2032 for Beal is for 548 students and for the three smaller K-4 schools the projections are for Coolidge at 292, Paton at 318, and Spring Street at 303. If these projections remain accurate, a consolidation of schools using excess capacity at Beal at that time would only be feasible if 1) there were no longer any preschool classrooms located at Beal, and 2) modular classrooms at smaller schools would continue to be functional, as otherwise there would be significant overcrowding at those remaining schools if there is much less classroom capacity due to the loss of those modular classroom spaces.

4. Demographic Trends and Program Needs

- a. The English language learner population in Shrewsbury increased by 60% this year compared to last, with fewer than half of these 109 students residing at the emergency homeless shelter. Additional space for English language education programming may be required in K-4 buildings in future years if this becomes a trend.
- b. The opening of the new Beal school provided more room across all of the K-4 elementary buildings for dedicated spaces for music, art, special education, and English language education spaces. The continued evolution of program needs, especially for mandated services such as special education and English language

education that require specialized instructional settings, may create additional space pressures.

Potential Future Solutions

1. The LPA|A report includes a number of options for projects designed to address future needs at the elementary level, including preschool (see pages 270-302 of the LPA|A space study). While the following alternatives should not be viewed as recommendations, they do represent potential future solutions generated (in no particular order) during the Committee's small group discussions in considering which elementary school should be the first priority for replacement or renovation:
 - a. Build a new school on the Coolidge site that would replace and expand the current Coolidge School. In addition, this facility could also replace and expand upon the number of classrooms currently offered at Parker Road Preschool. This option would address the age and condition of both schools by consolidating them into one new school, provide additional preschool seats, and create seats to replace those currently addressed through the modular classrooms at Coolidge, Spring Street and Paton. This option would also require redistricting and could create transportation issues at this new school building, depending on the size of the school. It was noted that LPA|A's second recommendation in its report after the expansion of the high school was "replace Coolidge Elementary School and expand district-wide preschool." Of all of the existing PreK-4 schools, the Coolidge site has the most space for a potential future building project.
 - b. Renovate and expand Coolidge without replacing Parker Road Preschool. Utilizing this option would address the age and condition of Coolidge School and could create seats to replace those currently available through modular classrooms at Coolidge, Spring Street and Paton. Depending on the size of this facility, both Spring Street and Paton could potentially be closed. This option would likely require redistricting and would not, in itself, address the goal of addressing the age and condition of Parker Road Preschool or the ability to create additional preschool classroom spaces, unless the preschool program shifted from Parker Road to one of the current K-4 schools (the LPA|A report lists Paton as a potential future preschool option if it were to cease being a K-4 school).
 - c. Renovate and expand Paton School without replacing Parker Road Preschool. Utilizing this option would address the age and condition of Paton School and could create seats to replace those currently available through modular classrooms at Coolidge, Spring Street and Paton. This option would require

redistricting and would not, in itself, address the age and condition of Parker Road Preschool or Coolidge School, unless Coolidge were to be closed in the process. In addition, this option does not, in itself, address the ability to create additional preschool classroom spaces.

- d. Replace Paton and Spring Street with a new school located somewhere within the geographic area near those current buildings. Utilizing this option would address the age and condition of Paton School and Spring Street School and could create seats to replace those currently available through modular classrooms at Coolidge, Spring Street and Paton. This option would require redistricting and would not, in itself, address the age and condition of Parker Road Preschool or Coolidge School, unless Coolidge were to be closed in the process. In addition, this option does not, in itself, address the ability to create additional preschool classroom spaces. It should also be noted that, based on the process of locating a suitable site for a large elementary school when the new Beal School project was done, there are limited new parcels within the town that could support a large elementary school campus; the LPA|A space study discusses the opportunities and limitations of the current Paton and Spring Street sites for potential expansions or new construction.

It is important to examine these options through the lens of the recommendations of this Committee. As noted earlier in this report, there appears to be consensus among Committee members that, given the limited resources of the Town, the need for support from the Massachusetts School Building Authority (MSBA) and the current condition of Shrewsbury's smaller schools, the next elementary school project should address as many of the current space issues as feasible, which could certainly result in consolidation of elementary schools and redistricting. In addition, this solution should include addressing the early education needs of the Town and what that would require for preschool space.

Finally, as noted above, the Committee concluded that Coolidge is the greatest priority to address in some fashion due to its age and physical condition.

2. There are varying opinions on how to best solve the preschool space and program needs, whether through adding dedicated preschool spaces to a K-4 new building project as noted above (making those preschool spaces eligible for MSBA funding), or spreading preschool classes across multiple K-4 schools, which will be highly dependent on actual enrollment trends in each elementary attendance area.

While there is not right or wrong model with respect to including preschool classes in one vs. multiple locations, each option does have advantages. The single location,

whether included in a Pre-K-4 building or separately, allows preschool teachers to collaborate with one another, provides a dedicated team of specialists to service the needs of students, and can be more efficient for leadership with respect to implementing policies and procedures throughout the program. Having a single preschool site also creates economies of scale for serving the needs of special education student populations, where spreading this population across multiple schools could create fragmentation and result in staffing inefficiencies with early childhood specialist staff needing to travel from school to school. Conversely, the option of including programs in multiple PreK-4 schools could permit many students to attend preschool in the same school where they will attend elementary school, providing families with an opportunity to be part of an elementary school for 1-2 additional years, and allowing preschool educators to collaborate with partners from other grades.

As noted above, and in other sections of this report, a key factor for Shrewsbury may be the ability to garner MSBA funding participation in creating additional preschool space by including preschool classrooms in an elementary school project in partnership with the MSBA.

Summary

The efforts of the PreK-4 Capital Planning Study Committee have met the expectation of conducting a transparent process to consider the Shrewsbury Public Schools' future capital planning needs for the preschool and elementary level. The Committee worked to review the LPA|A space study's content and recommended options, the district's enrollment projections, the question of the timeframe for maintaining modular classroom spaces at Coolidge, Paton, and Spring Street Schools, and potential future needs or requirements of preschool programming. The Committee applied this information in consideration of possibilities for the future direction of preschool and elementary space needs. Both in small discussion groups and as a full group, the Committee carefully weighed the variables presented and provided thoughtful responses.

Through its work, the Committee recognizes that how actual enrollments materialize in future years will have a significant impact on what options might make sense to pursue. Population changes over time will need to be carefully monitored both in terms of the total enrollment across the K-4 grade span and the educational needs related to student demographic trends. Moreover, as the district has experienced over the past decades, changes in special education needs may require more specialized programming and, as a result, demand for more specialized instructional spaces; this may also be the case depending on the evolution of the English language learner population.

The Committee's findings also emphasize the need to be pragmatic regarding what future capital investments might be recommended to the community. It is recognized that the citizens of Shrewsbury will ultimately determine whether significant investments of their tax dollars will be warranted; when the time comes, a case will need to be made regarding the affordability and value of a capital investment, as was the case for the two most recent school building projects to replace the Sherwood and Beal facilities.

In this vein, the Committee's consensus is that the next PreK-4 capital project should be as cost effective as possible in addressing multiple needs while meeting the necessary expectations for the MSBA to partner in sharing the cost. The MSBA process requires that the community demonstrate the needs a project will address and that the project will be a long-term solution to those needs. In other communities, the MSBA has made a funding commitment contingent upon efficiencies such as consolidation and closure of smaller school facilities, and the Committee recognizes that this approach may be required for a future MSBA-supported project at the elementary level. Further, it recognizes that a K-4 project that includes preschool space would leverage MSBA cost sharing for preschool space that is currently not available for stand-alone preschool facilities.

The deliberations of this PreK-Grade 4 Capital Planning Study Committee were aligned with the long-standing practice in Shrewsbury to identify key space needs for its public education program and to seek solutions that meet the educational needs of students in a manner that is cost effective and an excellent value for the Town. Many variables will influence the ultimate pathway that is chosen for future investments in PreK through Grade 4 school facilities. If the approach outlined by this Study Committee is utilized, the Town will maintain its tradition of providing school buildings that reflect both its citizens' pride in its public school facilities and its excellent stewardship of their tax dollars.

Appendix

- PreK-Grade 4 Capital Planning Study Committee Membership
 - Sandy Fryc, School Committee Chair
 - Erin Boucher, School Committee Vice Chair
 - Theresa Flynn, Select Board Vice Chair
 - John Samia, Select Board Clerk
 - Bridget Nichols, Director - Parker Road Preschool
 - James Dealy, Parent - Parker Road Preschool
 - Jennifer Foran, Staff Member - Parker Road Preschool
 - Kristen Gasper, Principal - Beal School
 - Rajesh Velagapudi, Parent - Beal School
 - Margaret Aulenback, Staff Member - Beal School
 - Tiffany Ostrander, Principal - Coolidge School
 - Justine Maloy, Parent - Coolidge School
 - Kelly Finneran, Staff Member - Coolidge School
 - Lisa McCubrey, Principal - Floral Street School
 - Varanasi Pokala, Parent - Floral Street School
 - Kristy Ralys, Staff Member - Floral Street School
 - Scott Mulcahy, Principal - Paton School
 - Colleen Luzzo, Parent - Paton School
 - Aaron Detrick, Staff Member - Paton School
 - Bryan Mabie, Principal - Spring Street School
 - Peter Welland, Parent - Spring Street School
 - Alison Kimball, Staff Member - Spring Street School
 - Keith Baldinger, Assistant Town Manager for Operations
 - Chris Girardi, Assistant Superintendent for Finance & Operations
 - Joe Sawyer, Superintendent of Schools

- Supporting Documents
 - Meeting Agendas and Minutes
 - Monday, September 18, 2024 @ Calvin Coolidge School
 - [Meeting Agenda](#)
 - [Meeting Minutes](#)
 - Monday, October 30, 2024 @ Walter J. Paton School
 - [Meeting Agenda](#)

[Meeting Minutes](#)

- Monday, December 4, 2024 @ Spring Street School

[Meeting Agenda](#)

[Meeting Minutes](#)

- Monday, January 8, 2024 @ Major Howard W. Beal School

[Meeting Agenda](#)

[Meeting Minutes](#)

- Monday, February 12, 2024 @ Floral Street School

[Meeting Agenda](#)

[Meeting Minutes](#)

- Monday, March 4, 2024 @ Major Howard W. Beal School

[Meeting Agenda](#)

- [Recommendation for PreK-4 Capital Planning Process](#) (Superintendent Sawyer)
- [LPA|A Capital Investment and Assessment Study Summary](#)
- [LPA|A Final Report](#)
- [LPA|A Report Presentation](#)
- [Shrewsbury Administration Enrollment Report](#)
- [Shrewsbury Administration Enrollment Presentation](#)
- [McKibbon Enrollment Study](#)
- [NESDEC Enrollment Study](#)
- [Town Manager's 's Enrollment Projections](#)
- [Shrewsbury Redistricting Guiding Principles](#)
- [Recommendations for Elementary Redistricting Plan](#) (Superintendent Sawyer)
- [Preschool Presentation](#) (Bridget Nichols)

- Consultant Profile

Dr. William Lupini has worked as a school superintendent for over 25 years, having held the position in Massachusetts, New Hampshire, and Pennsylvania, with the majority of that time spent with the Public Schools of Brookline and the Beverly Public Schools. These experiences have taken place in cities, towns, and regional school districts, as well as career and technical schools and educational collaboratives. He has also served as a Director of Curriculum and Instruction, Assistant High School Principal, Program Specialist with the New Jersey Department of Education, and a Marketing Education Teacher. Bill served as President of the Massachusetts Association of School Superintendents (MASS) and the Minority Student Achievement Network (MSAN) Governing Board. He was the 2015 Massachusetts “Superintendent of the Year” nominee. He has also served on several statewide working groups in Massachusetts, including the Special Commission on Education Collaboratives, the Commission on Achievement Gaps, and the Next Generation MCAS Procurement Review Team. Bill teaches school law and other educational administration courses in several programs for aspiring administrators. Bill holds a Doctor of Education degree in Educational Leadership and Administration from Lehigh University, a Master of Education degree in Leadership, Administration, and Supervision from Rider University, and a Bachelor of Science Degree in Marketing and Business Education from Indiana University of Pennsylvania.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: IV. Time Scheduled Appointments: MEETING DATE: 03/27/24
B. Fiscal Year 2025 Career & Technical Education Budget: Report

BACKGROUND INFORMATION:

Dr. Lizotte and Mr. Bazydlo will present an update on career technical education, career exploration, and related programming at Shrewsbury High School (SHS), as well as a Fiscal Year 2025 Budget Overview that highlights key budget investments for these strategic priorities. The report is enclosed and they will be available to answer questions from the Committee.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Dr. Jane Lizotte, Assistant Superintendent for Community Partnerships and Well-Being
Mr. Todd Bazydlo, Principal, SHS



**Shrewsbury High School Career and Technical Education and
Innovation Career Pathways
Fiscal Year 2025 Budget Overview**

Dr. Jane Lizotte
Assistant Superintendent for Community Partnerships and Well-Being

Mr. Todd Bazydlo
Principal, Shrewsbury High School

Key Areas of Budget Responsibility

- I. Engage all SHS students in school-to-workforce opportunities and authentic career exploration and related learning experiences that encourage them to explore fields that match current regional labor demands. These experiences may or may not require a four-year college degree. Based on our research and surveys of students, SHS will offer Advanced Manufacturing and Environmental and Life Sciences Pathways to all students.
- II. Equip students with the knowledge and experiences, while fostering a mindset of innovation, creativity, sustainability, and global awareness.
- III. Strengthen life skills that have proven to be essential to the modern workplace. These include critical thinking, communication, team work, integrity, and leadership.
- IV. Expand offerings to include a wide range of technical and career readiness opportunities that will prepare students and provide them with the skills, experiences, and knowledge needed to secure employment following high school.
- V. Identify and recruit students, prepare program materials, collaborate with businesses and organizations including the Blackstone Valley HUB for Workforce Development.
- VI. Oversee student work experiences and cultivate new connections with industry partners and local colleges and universities to expand student opportunities focused on career exploration.
- VII. Create opportunities for students to complete 100 hours of a career immersion experience in either an internship or Capstone class, offering structured work readiness activities and work-

based learning experiences.

Key Budget Investments for Fiscal Year 2025

Career and Technical Education Coordinator

Key investment of \$75,000

Included in this category are:

- 1.0 FTE Career and Technical Education Coordinator at Shrewsbury High School to support the coordination of career exploration opportunities including internships, job shadowing, mentorship, Capstone projects, and postsecondary degrees and/or certificates, apprenticeships, or employment.

Programming: Project Lead the Way

Key investment of \$111,400

Included in this category are:

- Engineering Upstart Cost: \$70,000*
 - Introduction to Engineering Design (IED): Upgrade durable materials to align with current curriculum programming
 - Principles of Engineering (POE): Upgrade durable materials to align with current curriculum programming
 - Computer Integrated Manufacturing (CIM): Purchase equipment and materials for this new course.
 - Training/Professional Development for teachers
- Biomedical Upstart Cost: \$41,400*
 - Principles of Biomedical Science (PBS): Upgrade durable materials to align with current curriculum programming
 - Human Body Systems (HBS): Upgrade durable materials to align with current curriculum programming
 - Medical Interventions (MI): Purchase equipment and materials for this new course.
 - Training/Professional Development for teachers
- Future Recurring Annual Cost of PLTW Programming \$12,000/year*
 - Biomedical: \$6,800 for consumables/year
 - PBS: \$1,200 per section, projecting 2 sections
 - HBS: \$800 per section, projecting 4 sections
 - MI: \$1,200 per section, projecting 1 section
 - Engineering: \$5,000 for consumables/year
 - IED: \$2,000/year per section, projecting
 - POE: \$1,000/year per section, projecting
 - CIM: \$1,000/year per section, projecting

*Based on current purchase quotes for equipment and material suppliers. These estimates may fluctuate.

Estimated total requested for new investments from the appropriated budget or grant funding in FY25: \$186,400

Efficiencies Through Use of Grants or Alternative Funding in Fiscal Year 2025

The following grants and alternative funds have been awarded through Project Lead the Way and Innovation Career Pathways grant funding through the Massachusetts Department of Elementary and Secondary Education:

- One8 Foundation Project Lead the Way (PLTW) High School Engineering grant funding (\$40,000) utilized to offset the costs associated with the Project Lead the Way Engineering program. This may include equipment, technology, and educator training.
- MA Department of Elementary and Secondary Education (DESE) sponsored Innovation Career Pathways Planning Grant Funding (\$25,000)
- MA Department of Elementary and Secondary Education (DESE) sponsored Innovation Career Pathways Designation Grant Funding (\$150,000-anticipated)
- MA Department of Elementary and Secondary Education (DESE) sponsored MyCAP Grant Funding (\$5,500)
- WIN Waste Innovations donation (Spring 2023) - (\$17,500 earmarked for career exploration programming at SHS)
- Estimated total use of grants/alternative funds in FY 24 & FY25: **~\$238,000**



Shrewsbury Public Schools

100 Maple Avenue, Shrewsbury, MA 01545

Phone: 508-841-8875 Fax: 508-841-8490

Jane O. Lizotte, Ed.D.

Assistant Superintendent Community Partnerships & Well-Being

Todd Bazydlo

Principal, Shrewsbury High School

To: Shrewsbury School Committee

Re: SHS Career Technical Education Coordinator

Context

Connected Learning for a Complex World is a priority in the 2023-2027 SPS Strategic Plan, and includes the following: ***Advance Career and Technical Education: Strengthen all students' postsecondary preparedness by expanding access to career and technical education, evaluating course offerings, and exploring pathway opportunities.*** All Shrewsbury High School students are encouraged to participate in career exploration. School and district leaders are expanding curricular offerings, providing experiential learning opportunities, expanding partnerships with area businesses for work-based learning experiences (internships - paid and unpaid), and securing funding outside of the appropriated budget to provide a diverse career and workforce experience to our students. Many steps have been taken to strengthen and broaden student learning during and outside of the school day. In order for this programming to be successfully implemented, the budget recommendation detailed in this report includes a request to hire a **Career Technical Education Coordinator** at Shrewsbury High School, and illustrates other costs and funding sources involved in expanding CTE and pathway opportunities to SHS students.

Career Technical Education Program Overview

Career Technical Education, career exploration, and innovation career pathways continue to expand and strengthen at Shrewsbury High School. School and district faculty closely collaborate to create, assess, and strengthen career and life readiness experiences for all SHS students. Some of these opportunities include:

- Career Fairs at Shrewsbury High School (Grades 9-12)
- Career Days at Oak Middle School (Grade 7)
- SHS Job Fairs (fall and spring)
- Job shadowing (examples):
 - Town Hall departments
 - SELCO
 - Olympus Surgical Technologies
 - Marvell Semiconductor, Inc.
 - Clinton Savings Bank
 - Lofty Homes
 - Shrewsbury Federal Credit Union
 - Component Source International (CSI)
- Guest Speaker Series including:
 - Scott Nickerson, Senior Vice-President of Personalized Cancer Vaccine Manufacturing, Moderna
 - Tim Halley, Co-Founder, MUNQ LLC
 - Bob Evans, Operations Director, BV HUB for Workforce Development
- Lunch and Learn workshops during Friday lunches between students and community partners
- Internships (paid and unpaid)

This programming provides college, career, and workforce development opportunities to all students. By illustrating ways in which student strengths, interests, academic and social emotional skills translate into the job market and life preparedness, students are better equipped to create systems that will help them reach their personal and professional goals. When students practice and apply real-life learning skills, they are more likely to make well-informed decisions while realizing a sense of belonging, purpose, and increased independence.

SHS is partnering with the [Blackstone Valley HUB for Workforce Development](#) (BV HUB) and directly benefiting from the state funded [Connecting Activities Grant](#), in addition to opportunities offered through the Department of Elementary and Secondary Education. These resources fully support work-based learning and a myriad of career development experiences for students at Shrewsbury High School.

We learned this week that two SHS students, one graduating senior and one RISE student, were recently employed at Component Sources International Group (CSI). One student will serve as a

Quality Inspector Trainee and the other will be working in the Shipping Department at CSI. Partnerships such as these are critical to students' livelihood and we look forward to expanding opportunities with the expertise of the Career Technical Education Coordinator!

For additional information regarding Innovation Career Pathways and Career Technical Education at Shrewsbury High School, please click [here](#) to view the **Student & Family Information Guide**.

Rationale for Increased Resources

Shrewsbury High School does not currently have a staff member dedicated to coordinate this work. Active facilitation and thorough communication are needed to successfully engage students, faculty, families, community business partners, and higher education institutions. This position is critical to helping students develop the essential skills, knowledge, and opportunities necessary for college and career readiness. The Career Technical Education Coordinator will be responsible for the promotion, organization, implementation, and evaluation of career-based experiences and other related duties for students in Grades 9-12. The staff member will be tasked with contributing to SHS efforts to expand and develop early college programming between local colleges and universities. Additionally, they will provide training focused on work-ready life skills including resume development, cover letter writing, interview skills, etc. Curriculum needs to be developed that will help prepare students for job application processes and this staff member will work with the Director of School Counseling to achieve this goal. This resource will support students to make sound choices when making decisions regarding next steps about college and/or career preparedness, as that relates to financial responsibilities, etc.

Adding Career Innovation Pathways Programming

Working within the physical space constraints of SHS, we are working to provide programming that corresponds with the MassHire Central Region Workforce Board's outlook on current and future labor demands. Currently the MassHire Central Region Workforce Board has identified Life Sciences, Manufacturing and Health Services as three areas where there is currently a strong demand for labor, and the Board has identified these areas as bullish for future growth. We are in the process of adding Computer Integrated Manufacturing and Biomedical Innovation Career Pathways to help provide students with experiences in these fields. As illustrated in the Budget section above, \$186,400 is being requested for new investments from the appropriated budget or grant funding in FY25 for personnel and Project Lead the Way programming to provide students with expanded pathway opportunities; we expect that grant funding will cover these costs.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **03/27/24**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **03/27/24**

A. Student Opportunity Act Plan Renewal: Vote

BACKGROUND INFORMATION:

The Massachusetts Department of Elementary and Secondary Education (DESE) requires all public school districts in the Commonwealth to submit for approval a plan that outlines their plans for closing achievement opportunity gaps. The enclosed report summarizes background information, details on the district's proposed Student Opportunity Act Plan renewal. Ms. Clouter will present a summary of this information and be available at the meeting to answer questions from the Committee.

ACTION RECOMMENDED:

That the Committee vote to approve the district's plan for meeting the requirements of the Student Opportunity Act as presented.

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Ms. Amy B. Clouter, Assistant Superintendent for Curriculum, Instruction & Assessment
Dr. Joseph M. Sawyer, Superintendent of Schools



Shrewsbury Public Schools

Amy Clouter

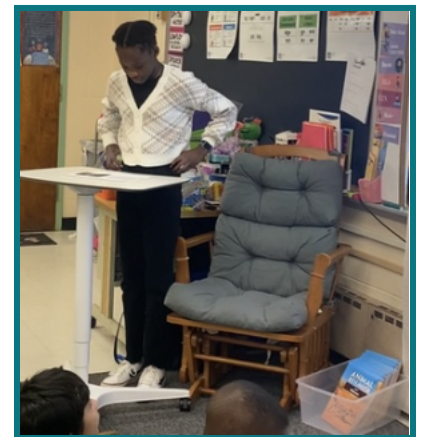
Assistant Superintendent for Curriculum, Instruction & Assessment

To: School Committee
Re: Student Opportunity Act plan
Date: March 27, 2024

Background

The Chapter 70 program is the major program of state funding aid to public elementary and secondary schools. Based on the formula, Shrewsbury's Chapter 70 funding has only increased by "minimum aid" over the last many years. As of this writing, we expect no additional funding beyond minimum aid as a result of this legislation in FY25. Nevertheless, the Massachusetts Department of Elementary and Secondary Education (DESE) requires all public school districts in the Commonwealth to submit for approval a plan that outlines their plans for closing achievement opportunity gaps. In other words, this is a new state requirement that is no longer linked to Chapter 70 funding. Rather, we will experience the SOA process primarily as a policy change. Going forward we can expect that DESE will expect an annual update on the metrics outlined in our plan until 2027, at which time we will be expected to craft a new one.

"Closing these gaps is our collective work for the next decade, and the SOA will fuel our efforts to ensure all students achieve at high levels and are prepared for success after high school." — Commissioner Jeffrey C. Riley



Shrewsbury's Student Opportunity Act Plan

The stated goal of the Student Opportunity Act (SOA) is to require districts to describe the ways in which they are addressing disparate learning experiences for students with disparate learning outcomes to their same-age peers and to

“ensure that every student in the Commonwealth has access to a high quality education regardless of zip code.” Accordingly, guidance on the SOA planning encourages districts to expend funds to target improvement in four key areas:

- enhanced core instruction
- targeted student supports
- talent development and
- conditions for student success

Further, this legislation requires that the plan describe the evidenced-based strategies, practices and programs that districts will use to improve outcomes for marginalized students. The plan you are asked to approve shows that Shrewsbury’s SOA funds will be expended on three state priorities that are also depicted in our strategic plan for our district: 1) supporting educators to implement high-quality, aligned curriculum; 2) supporting staff to engage in a cycle of improvement using universal assessment data; and 3) expanding capacity to address social emotional learning (SEL) and the mental health needs of students and families.

The Department of Elementary and Secondary Education (DESE) advised districts to select high-impact, evidence-based programs targeted to student supports, clarified that it’s acceptable to “adopt, deepen or continue” evidence-based programs already in use, and encouraged districts to consider initiatives begun in the previous cycle. Shrewsbury’s proposal meets these DESE guidelines.

You’ll likely note that our focus on data-informed cycles of improvement will continue.

Reconfigured Evidence-Based Program Areas

- Expanded learning time for all students in the form of a longer school day or school year
- Increasing opportunities for educators and support staff to engage in a cycle of continuous improvement, utilizing district and school teaming structures
- Increasing opportunities for all students to engage in arts, enrichment, world languages, athletics, and elective courses
- Developing effective family/school partnerships

Massachusetts Department of Elementary and Secondary Education

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How is the district proposing to monitor progress towards these goals? Briefly, the current SPS plan proposes that we use both the state accountability targets and the metrics already described in our district goals.

The costs associated with Shrewsbury's plan that we are identifying that we plan would be funded within our budget plans in the coming three fiscal years include:

- \$500,000 that will be used to implement high-quality instructional materials for literacy (Please note that half of this funding will be provided to the district as a result of a competitive grant award through DESE.)
- \$266,386 to sustain the use of a universal assessment (the Star assessment program) and related tools that develop Reading and Math skills for students in grades K-8 for the next three years (We are currently in the second year of a two-year contract and can expect to negotiate a new contract in June, 2025 using appropriated FY26 funds.)
- \$145,000 to add the Therapeutic Program recommended by Ms. Belsito, where two full-time professionals would be added to address the clinical and academic needs of K-4 students exhibiting difficulties adjusting to and learning within their school environment.

Community Feedback

As you know, in formulating our strategic plan we engaged all School Council members together with [Focused Schools](#) to discern community priorities. Thereafter Focused Schools held 20 meetings with various stakeholder groups including students, families and staff. Dr. Sawyer sent a follow up communication to SPS families in April, 2023 as well. That document included a link to a survey facilitated by [ThoughtExchange](#) designed to elicit thoughts, concerns and questions from the community. There was nothing in the feedback we received from the community to contradict our initial district goals.

In the time since crafting our first Student Opportunity Act plan, Shrewsbury has successfully implemented free universal full-day Kindergarten. Thanks to the efforts of Assistant Superintendent for Student Services Meg Belsito and her team, co-teaching is well established at every level in the district. For this reason the proposed 2024-2027 plan seeks to use the funds approved for the initiatives outlined in our [current strategic plan](#) to target resources and other supports to programs and practices that will benefit our neediest students, and to sustain investment in the universal screening tools that have helped us to monitor the progress of all students. Shrewsbury remains committed to high expectations for

all students, and I am confident that the programs we have identified will help us to meet our goals.

I look forward to answering any questions you may have about our Student Opportunity Act plan at the upcoming meeting on March 27th.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **03/27/24**

A. Fiscal Year 2025 Fees & Tuitions: Vote

BACKGROUND INFORMATION:

At the meeting on March 13, Mr. Girardi presented information for fees related to busing, athletics, music lessons, and preschool tuition, and Director of Extended Learning Ms. Karen Isaacson provided information and a recommendation on the Extended School Care program for Fiscal Year 2025. After careful consideration of feedback from the School Committee, Dr. Sawyer will present his recommendation on FY25 fees and tuitions for a vote at the meeting. Dr. Sawyer's fee recommendation memo is enclosed.

ACTION RECOMMENDED:

That the Committee vote to approve the adjustments to Extended School Care tuition and the Oak athletic fee for Fiscal Year 2025 as illustrated in the Superintendent's recommendation memo.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



Shrewsbury Public Schools

Joseph M. Sawyer, Ed.D.
Superintendent

March 22, 2024

To: School Committee
Re: Recommendations for Fiscal Year 2025 Fees & Tuitions

At your last meeting, Mr. Girardi and Ms. Isaacson presented information regarding fees and tuitions that families pay for various services, programs, or activities that are optional in some manner. At that time, I indicated I would be making my recommendations for adjustments for your March 27 meeting, and this memorandum contains these recommendations. Please refer to [the materials from your March 13 meeting](#) for additional information regarding these fees and tuitions.

We have discussed many times in the past how Shrewsbury evolved into a “high fee district” due to decisions over the past 20+ years, where fees have been instituted and raised over time to generate revenue where possible in order to offset costs and to avoid making cuts to personnel and programming that otherwise would have been necessary due to lack of financial resources, especially due to the structural deficit created by Proposition 2 ½.

Thankfully, due to the successful operational override in 2021 and the agreement between the School Committee and Select Board, the prospect of budget cuts has not been an issue we have needed to contend with over the past three budget cycles, nor is it a concern for Fiscal Year 2025, so there is not pressure to maximize fee revenue the way there was when we had budget crises in the past.

Given that SPS families are already contributing to our better financial health through the increase in property taxes by way of the operational override and the debt exclusion for Beal, and given that comparisons demonstrate that our transportation and high school athletic fees are comparatively high, my recommendation is to keep these the same for FY25.

Regarding the athletic fee at Oak Middle School, I am recommending an increase from \$100 per season to \$125 per season (with the family cap per year increasing from \$300 to \$375). This will provide an estimated \$6,250 in revenue to offset costs of that program, which has expanded substantially in recent years. As noted in the presentation at your last meeting, the Oak athletic fee is not comparatively high compared with other local districts who charge a fee for middle school sports, and this will help address inflationary pressures with bus costs, etc.

Regarding preschool tuition, I also recommend keeping the rates the same as this year in FY25. Ms. Bridget Nichols, Director of Preschool Programs, has recommended that the district no longer provide a daily snack for students, as many families prefer to send the snack from home due to students' food preferences. By removing this cost while maintaining program tuition at the current levels, about 3% to 4% of the tuition funds collected (depending on how many days in a program) will not be used by the school for snack purchases and will serve as a buffer for other inflationary costs.

Given the need to maintain our Extended School Care program as a fully self-funded program, it is clear from Ms. Isaacson's report that a tuition increase is necessary to generate adequate revenue to do so. The comparative cost of this program will still be very favorable for SPS families. As such, I am recommending that the School Committee raise the tuition by 8.0% ("Option B" in [her memo](#) from the last meeting). While I am sensitive to the fact that this places greater financial pressure on families utilizing the Extended School Care program, it is still an excellent value compared to programs elsewhere. I also commend Ms. Isaacson for pursuing eligibility for our program to participate in the updated state voucher program as a way to assist families with financial need to afford the program.

For the music lesson program, a significant adjustment was made for this current year, and the recommendation is not to increase that fee for FY25.

In summary, my recommendation for Fiscal Year 2025 is to hold the transportation fee, the high school athletic fee, the preschool tuition, and the music lesson fees at the same level as the current fiscal year, but to increase the Extended School Care tuition by 8.0% and Oak athletic fee from \$100 to \$125 per sport with a yearly family cap of \$375 as illustrated above.

I look forward to answering any questions you may have.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **03/27/24**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **03/27/24**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **03/27/24**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **03/27/24**

BACKGROUND INFORMATION:

The minutes from the School Committee Workshop held on March 6, and the School Committee Meeting held on March 13, 2024, will be provided under separate cover.

ACTION RECOMMENDED:

That the Committee accept the minutes from the School Committee Workshop held on March 6, and the School Committee Meeting held on March 13, 2024.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandra Fryc, Chairperson

Mr. Jon Wensky, Secretary



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **XI. Executive Session**

MEETING DATE: **03/27/24**

- 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” – non-union clerical and support staff and/or administrators. (“Purpose 2”)**

BACKGROUND INFORMATION:

Executive Session is warranted for these purposes.

ACTION RECOMMENDED:

Request 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” – non-union clerical and support staff and/or administrators (“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. Chris Girardi, Assistant Superintendent for Finance and Operations



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XII. Adjournment**