



**School Committee  
Meeting Book**

**January 25, 2017  
7:00 pm**

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



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

**AGENDA**

**January 25, 2017 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:  |             |
| V.    | Curriculum  |             |
|       | A. SHS Program of Studies for 2017-2018: Recommendation for Changes   | 7:10 – 7:30 |
| VI.   | Policy  |             |
|       | A. Student Activity Account Policy Updates: Second Reading & Vote     | 7:30 – 7:40 |
| VII.  | Finance & Operations  |             |
|       | A. Fiscal Year 2018 Budget: Superintendent's Recommendation           | 7:40 – 8:10 |
| VIII. | Old Business  |             |
| IX.   | New Business  |             |
|       | A. Assabet Valley Collaborative: Notice of Application for Mortgage   | 8:10 – 8:20 |
| X.    | Approval of Minutes   | 8:20 – 8:25 |
| XI.   | Executive Session   |             |
|       | A. Collective bargaining with Shrewsbury Education Association Unit A | 8:25 – 8:45 |
| XII.  | Adjournment   | 8:45        |

**Next regular meeting: February 8, 2016**



## **SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING**

### **ITEM NO: I Public Participation**

MEETING DATE: **01/25/17**

#### **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  
Dr. B. Dale Magee, Vice Chairperson  
Mr. Jon Wensky, Secretary  
Ms. Erin Canzano, Committee Member  
Mr. John Samia, Committee Member

### **ITEM NO: III. Superintendent's Report**

#### **SPECIFIC STATEMENT OR QUESTION:**

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

#### **BACKGROUND INFORMATION:**

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

#### **STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools

#### **ACTION RECOMMENDED FOR ITEMS I, II, & III:**

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



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **IV. Time Scheduled Appointments:**

MEETING DATE: **01/25/17**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **01/25/17**

**A. SHS Program of Studies for 2017-2018: Recommendation for Changes**

**SPECIFIC STATEMENT OR QUESTION:**

Will the Committee hear a report on the proposed changes to the Shrewsbury High School Program of Studies?

**BACKGROUND INFORMATION:**

1. Each year, the high school leadership team makes recommendations for adjustments to the course offerings based on a variety of factors.
2. Mr. Todd Bazydlo and Ms. Maureen Monopoli will highlight the proposed changes.
3. The proposed changes are articulated in the enclosed memo. A draft of the entire SHS Program of Studies is also enclosed.

**ACTION RECOMMENDED:**

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

**STAFF & STUDENTS AVAILABLE FOR PRESENTATION:**

Mr. Todd Bazydlo, Principal, Shrewsbury High School

Ms. Maureen Monopoli, Assistant Principal, Shrewsbury High School

Shrewsbury High School  
64 Holden Street  
Shrewsbury, Massachusetts 01545  
*Office of the Principal*



## Memorandum

To: Dr. Joseph Sawyer  
From: Todd Bazydlo  
Date: January 18, 2017  
Re: Proposed Changes to the 2017-2018 HS Program of Studies

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I am pleased to present proposed changes and additions to the *Program of Studies* for the 2017-18 school year. As a result of the projected enrollment growth there are very few proposed changes for the 2017-2018 school year. The majority of the changes are minor language changes designed to give students and families' greater clarity on our academic programming. I look forward to providing the School Committee more detail regarding the revisions listed below at the January 25 meeting.

Thank you for your consideration and support.

### ***Physical Education***

1. Minor adjustments in *Creative Movement* activities. The changes in activities are:  
The *Creative Movement* strand includes the following activities:  
Ice breakers, Swing, Waltz, Line Dancing, Hip Hop, Yoga and Cardio Kickboxing.

### ***Family and Consumer Sciences Department***

1. *Mediterranean Cuisine* will be offered during the 2017-2018 school year, while *Foods of the World* will not be offered during the 2017-2018 school year.

### ***Science***

1. Add new language changing prerequisite for *AP Physics I*. The modified course prerequisite is as follows: Prerequisite: *Honors Level Science and Honors Pre-Calculus* and teacher recommendation.

### ***Foreign Language***

1. Add new course: *Spanish II Language and Culture*. The year long course description is as follows: This course is designed for those students who plan to take no more than two years of Spanish to satisfy a requirement for post secondary education. The first half of the course provides a review of level 1 vocabulary and grammar topics. During the second half of the year, students continue to expand their vocabulary and the past preterite tense is introduced. Students have opportunities to further develop their language skills as well as to deepen their understanding of Spanish-speaking culture via cultural lessons interspersed throughout the curriculum.

#### Shrewsbury High School Mission Statement

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

### ***Instructional Technology and Media Services (ITAMS)***

1. Add new course: *Computer Science Principles*. Using the nationally recognized *Project Lead the Way* curriculum, this is an introductory course designed to develop computational thinking and introduce professional tools that foster creativity and collaboration. Students will use Python® as a primary tool, but they will also be introduced to multiple platforms and languages, such as php and SQL. Projects and problems include app development, visualization of data, image processing, cybersecurity, and simulation. This course is designed to align with the AP Computer Science Principles curriculum, but it is not intended to prepare students to take the AP exam. If students intend to take the AP exam, they should be prepared to complete two projects (approximately 20 hours per project) and dedicate additional hours to study for the exam.

Shrewsbury High School  
Shrewsbury, Massachusetts

# Program of Studies

## 2017-2018



### SHREWSBURY HIGH SCHOOL MISSION STATEMENT

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

Shrewsbury High School  
64 Holden Street  
Shrewsbury, Massachusetts 01545

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

*Message from the Principal*

Dear Students and Parents:

I am pleased to present the 2017-2018 *Shrewsbury High School Program of Studies*. Choosing a challenging and appropriate course of study is a very important piece of your high school experience. As you will see, Shrewsbury High School has a wide variety of courses for you to select from. While many are required for graduation, there are electives that you may select based on personal interest and future goals. Please take the time to review this booklet and then seek additional information and clarification from your teachers, counselors, and department directors.

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

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

Sincerely,

Todd H. Bazydlo  
Principal

## **Shrewsbury High School Mission Statement**

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

## **Shrewsbury High School's Core Values**

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

**Life-Long/Reflective Learners**

**Equity**

**Advocacy**

**Dedication**

**Empathy**

**Responsibility/Respect**

## **21<sup>st</sup> Century Learning Expectations**

**Academic Expectations** → Students at Shrewsbury High School will:

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

**Social Expectations** → Students at Shrewsbury High School will:

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

**Civic Expectations** → Students at Shrewsbury High School will:

8. Exhibit a commitment to community involvement.

## Shrewsbury Public Schools Statement of Non-Discrimination

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

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

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

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

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

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

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

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

- The Shrewsbury Public Schools does not and will not knowingly discriminate against any student or employee on the basis of race, color, sex, religion, national origin, sexual orientation or disability. All reports of harassment or discrimination will be taken seriously and investigated in a timely fashion. Reports will be held in the utmost confidence.
- Any individual who believes he/she has been the subject of harassment or discrimination should immediately report the incident, either verbally or in writing to an administrator, adjustment counselor, guidance counselor, or teacher. The principal must be notified in all cases of harassment or discrimination. All cases of harassment involving a staff member will be reported to the Director of Human Resources.
  - An administrator will first meet with the parties involved in an attempt to resolve the issue informally.
  - If the complainant is unable to meet with the alleged harasser, the administrator, teacher, or counselor may assist the complainant in drafting a letter clearly describing the incident (behavior, where and when it occurred), how the complainant felt, and a request that the behavior stop immediately.
  - Any letter should be signed by the complainant, sent to the alleged harasser and is kept on file by the school administrator.

- The alleged harasser may be encouraged to apologize, personally or by letter or to write a letter refuting the allegations.
- In cases of alleged harassment requiring formal investigations, the following shall be implemented.
  - The complainant shall have the support of a staff member of his/her choice and the alleged harasser will also have the opportunity to select representation (union representative, attorney, teacher, etc). An administrator from the appropriate level will complete an investigation promptly and make a decision regarding the allegations.
- In serious cases where alleged harassment does not stop following a warning, appropriate disciplinary sanction may be imposed, up to and including suspension or dismissal.
  - If the conduct violates the law the incident will be reported to the appropriate authorities by the school administration.
  - Retaliation or threats of retaliation are unlawful and will not be tolerated.
  - In all cases of harassment or discrimination the investigating administrator will make a final disposition and issue a written report, which will be maintained in the school's files.
- If the complainant cannot utilize the procedure detailed above because the alleged harasser is involved in the procedure, the complainant should contact the Superintendent of Schools. Complaints about the Superintendent of Schools should be made to the Chairperson of the School Committee.

**Section 504 of the Rehabilitation Act of 1973** is a federal statute which states, in part, "No otherwise qualified individual, shall solely on the basis of handicap, be excluded from participation in, be denied benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance." This requirement not to discriminate in educational programs and activities also extends to employment. Each school has a designated Section 504 Coordinator. Initial inquiries relating to Section 504 should be directed to the building-based Section 504 Coordinator who can be contacted through the principal's office. Further information may be requested by contacting the Director of Pupil Personnel Services at (508) 841-8660.

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

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

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

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

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

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

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

## General Information

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### Demographic Profile

Shrewsbury is principally a residential town with a population of 36,000; however, there is a significant amount of industry and business in the community. The public school system includes a pre-school, an early childhood center, four elementary schools, two middle schools (grades 5/6 and 7/8) and one high school (grades 9 through 12). Shrewsbury is located in central Massachusetts, five miles east of Worcester and thirty-five miles west of Boston. Shrewsbury High is a four-year comprehensive high school housing approximately 1800 students. The school is accredited by the New England Association of Schools and Colleges (NEASC).

### How to Plan a Program

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

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

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

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

### Graduation Requirements

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

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

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

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

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

Only credits earned in grades 9-12 may be applied to graduation requirements. In order to participate in graduation, **ALL** requirements must be met. In addition, a senior must remain in good standing throughout senior year and pass four full credit courses (2.5 credits per semester) for the second semester. Courses that are graded on a Pass/Fail basis are not included toward the four unless stipulated on an IEP or by prior administrative agreement. Seniors who do not successfully complete the requirements for a diploma are not allowed to participate in the graduation ceremony.

### Promotion Policy

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

To be considered a <b>sophomore</b>	Student must earn <b>21</b> credits
To be considered a <b>junior</b>	Student must earn <b>45</b> credits
To be considered a <b>senior</b>	Student must earn <b>73</b> credits



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

### Repeating Courses

Students may repeat courses for the following reasons:

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

### Summer School/Credit Recovery

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

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

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

Lee Diamantopoulos	508-841-8852	Email: <a href="mailto:ldiamantopoulos@shrewsbury.k12.ma.us">ldiamantopoulos@shrewsbury.k12.ma.us</a>
Susan Eriole	508-841-8830	Email: <a href="mailto:seriole@shrewsbury.k12.ma.us">seriole@shrewsbury.k12.ma.us</a>
Kathy Floyd	508-841-8818	Email: <a href="mailto:kfloyd@shrewsbury.k12.ma.us">kfloyd@shrewsbury.k12.ma.us</a>
Frank Flynn	508-841-8851	Email: <a href="mailto:fflynn@shrewsbury.k12.ma.us">fflynn@shrewsbury.k12.ma.us</a>
Jammie Lussier	508-841-8827	Email: <a href="mailto:jlussier@shrewsbury.k12.ma.us">jlussier@shrewsbury.k12.ma.us</a>
Judith O'Connor	508-841-8829	Email: <a href="mailto:jconnor@shrewsbury.k12.ma.us">jconnor@shrewsbury.k12.ma.us</a>
Jessica Rice	508-841-8834	Email: <a href="mailto:jrice@shrewsbury.k12.ma.us">jrice@shrewsbury.k12.ma.us</a>
Nga Huynh	508-841-8824	Email: <a href="mailto:nhuynh@shrewsbury.k12.ma.us">nhuynh@shrewsbury.k12.ma.us</a>

### Course Levels

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

### Advanced Placement (AP):

AP courses are college-level classes that follow a specific, College Board approved curriculum taught by Shrewsbury High School staff. Courses are designed for maximum challenge of the most

intellectually curious students. Very substantial initiative and independent work is the norm. Students are expected to take the AP examination.

**Honors:**

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

**A Level:**

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

### **Grade Point Average/Class Rank**

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

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

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

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

### **Course Commitment**

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

### **Recommended Program**

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

### **College Preparatory Program**

As suggested earlier, school counselors can provide sound advice about an appropriate college

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

**College preparatory academic courses should include:**

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

**Two-Year Technical/Junior/Community College**

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

**School-to-Career**

Students planning to join the work force full-time immediately upon high school graduation, in an entry-level position, should plan their high school program not only to satisfy graduation requirements, but also to take advantage of courses that will provide marketable work-based competencies. Courses from family and consumer science, technology education, media/TV. production, music and art departments are strongly recommended.

**Computer Access**

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

**Tutoring Services**

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

**School Psychologists**

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

**School Psychologists:**

Dr. Beth Neiman (508-841-8800 x2025)

Dr. Marc Spisto (508-841-8850)

## **School Counseling Department**

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

### **Seminars**

School counselors design, plan, and deliver a developmental guidance curriculum through group seminars. Naviance, our academic, career, and post-secondary planning web-based program, is utilized as part of the process to take students through the steps of post secondary planning.

### **Grade 9**

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

### **Grade 10**

Students participate in a three-day curriculum understanding personal academic goals and school resources available to support their goals. In addition, students will develop a personal in depth career exploration of the Holland Career Themes and expert experiences of Road Trip Nation through Naviance. Students are also introduced to Test Prep for access to SAT and ACT preparation.

### **Grade 11**

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

### **Grade 12**

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

## **Special Education Services**

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

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

- a. Student has a documented disability
- b. Student is not making effective progress as a result of that disability
- c. Student requires specialized instruction or related services in order to access the general curriculum

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

### **Director of Special Education**

Catherine LaRoche (508-841-8828)

### **Library Media Services**

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

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

#### **Media Center Staff:**

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

### **School Nurses**

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

#### **School Nurses:**

Brenda Filiere (508-841-8768)

Pam Johnson (508-841-8822)

## Information on Health & Sexuality Education

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

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

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

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

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

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

## Special Programs

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

### Course Offerings:

Academic Support	Senior Exhibition Honors
Accounting	Virtual High School
PACE	

### Academic Support (9507)

Grade (s): 9-12

Prerequisite: Permission of Instructor

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

### Accounting (2024)

Elective Full Year Grade (s): 12 A Level

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

### Promoting Academic Connections and Engagement (PACE)

Grade (s): 9-12

Prerequisite: Recommendation from Student Support Team and approval of Grade Administrator

The PACE program is designed to support students who continue to encounter academic struggles after multiple interventions by the Student Support Team. The program provides smaller classes and provides a systematic response to students who struggle with academic, social/emotional, chronic illness, and/or mental health issues, but more importantly, it will assist students to graduate and become productive members of society.

This program is designed to support both special and regular education students.

### Senior Exhibition Honors (9504)

Elective Semester or Full Year Grade (s): 12 Honors

Prerequisite: Permission from coordinator

The intent of this program is to allow a select number of graduating seniors the opportunity to demonstrate their skills as independent learners by becoming involved in an area of personal interest. The graduation exhibition will be evidence of a student's ability to problem solve, organize time and resources, communicate effectively and reflect on oneself as a learner. Students will be required to demonstrate competence through the creation of a portfolio, exhibition, and reflective essay. A faculty mentor will be assigned to each student. Students must apply in May of junior year to be considered for this program.

### Virtual High School

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

Virtual High School is a worldwide leader in offering high school courses in an on-line format. At Shrewsbury High School students can choose from over 200 semester courses and 7 full year Advanced Placement courses. Some of the more popular courses include Criminology, Investing in

the Stock Market, Business & Personal Law, Forensic Science, Art History, and Pre-Veterinary Medicine. Popular Advanced Placement courses include AP Economics (Micro & Macro), AP Government & Politics, AP Art History, and AP Computer Science. VHS students should be motivated, independent learners who can budget their time effectively, enjoy working independently and want to use current information and communication technologies. Students have a designated class time as they would with any other elective. Check out Virtual High School by visiting the website at [www.govhs.org](http://www.govhs.org) where you can follow the academic link to the course catalog and a demo net course.



## English Department

Mrs. Liza Trombley, Director

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

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

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

### Course Offerings:

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

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

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

Required Full Year Grade: 9 A, B and Honors

Prerequisite: Past academic performance and teacher recommendation

Ninth grade English is a college preparatory course in which students read, discuss, and write about various literary genres, including such works as Shakespeare's *Romeo and Juliet* and Cisneros' *The House on Mango Street*. Students complete a mythology unit; study ten to fifteen new vocabulary words per week; and in grammar, focus on parts of speech, parts of a sentence, and phrases. Writing encompasses the open response question and the five-paragraph essay. There is an emphasis on providing apt textual references to support ideas in both writing and discussion. Honors level students will be required to produce some lengthier writing assignments. Emphasis will also be placed on non-written communication skills such as speaking and listening.

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

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

Required Full Year Grade: 10 A, B and Honors

Prerequisite: Past academic performance and teacher recommendation

Tenth grade English is a college preparatory course which reviews and strengthens previously acquired language skills while introducing more sophisticated concepts. Students analyze the elements of fiction in such works as Shakespeare's *Julius Caesar*, and Lee's *To Kill a Mockingbird*. The study of multicultural literature continues with numerous poems and nonfiction pieces in the literature anthology. Extensive work on writing effective responses to open response questions continues, and there is an emphasis on framing and writing long compositions, which include specific references to literature students have already read. Vocabulary units require cumulative quizzes, and the focus in grammar is on the clause and intensive study of mechanics. Writing focuses

on diction (effective, appropriate, rich vocabulary), coherency, organization, and thoughtful commentary about textual evidence.

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

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

Required      Full Year      Grade: 11      A Level or Honors

Prerequisite: Past academic performance and teacher recommendation

Eleventh grade English is a college preparatory course that applies previously learned skills to the study of American Literature. Particular attention will be paid to the historical context in which the work was written and/or set. Students will read and analyze seminal works such as *The Adventures of Huckleberry Finn*, *The Great Gatsby*, *The Catcher in the Rye*, and *The Crucible*. Students will also read and analyze short stories, poetry, and non-fiction from the American literary canon. Each student will learn the techniques of doing research using both traditional and technological methods and will produce several short research papers and projects. Students will develop critical reading, vocabulary, and writing skills as they prepare for the SAT I exam in May. The college essay/personal narrative is introduced.

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

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

Required      Full Year      Grade: 11      A Level or Honors

Prerequisite: Teacher recommendation

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

### **Advanced Placement English Language (1212)**

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

Required      Full Year      Grade: 11      Advanced Placement

Prerequisite: Teacher recommendation; past academic performance; writing sample; PSAT score in Critical Reading and in Writing; successful completion of summer reading/work.

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

### **English 12**

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

Required      Full Year      Grade: 12      A Level or Honors

Prerequisite: Past academic performance and teacher recommendation

Twelfth grade English is a college preparatory course that focuses on elements of British Literature as well as high interest texts from the Americas and beyond. Literature is analyzed through many

lenses, allowing teachers to highlight their areas of expertise, interest, and past teaching experiences. Students are afforded a wide array of focused instruction, and are exposed to literature, (and related writings, art pieces, journalism and film), focused on the humanities, social issues, women's studies, and drama, to name a few. The curriculum includes the literary analysis of either Shakespeare's *Macbeth* or *Hamlet*, among other typically anthologized works; it also includes more contemporary pieces. The interpretive aspects of symbolism, theme, figurative language, and style are emphasized. Students are encouraged to make connections to their own lives and the world they live in today. In writing, students produce progressively longer and more sophisticated expository writing, with explicit instruction around transitions, tone, and rhetorical strategies such as repetition, understatement, and syntactical variation. Work on the research paper and research project is continued. During the first semester, the personal narrative is an area of focus. Vocabulary study continues, and the study of grammar culminates with a focus on usage.

### **Advanced Placement English Literature (1211)**

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

Required      Full Year      Grade: 12      Advanced Placement

Prerequisite: Teacher recommendation; past academic performance; successful completion of summer reading/ work; PSAT scores or SAT scores in both Critical Reading and Writing Skills.

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

### **Introduction to World Mythology (1258)**

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

Elective      Semester      Grades 10-12      A Level or Honors

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

### **Creative Writing (1213)**

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

Elective      Semester      Grades 10-12      A Level or Honors

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

# English Language Education Department

Mrs. Kathleen Lange-Madden, Director

Phone: 508-841-8637 Email: [klangemadden@shrewsbury.k12.ma.us](mailto:klangemadden@shrewsbury.k12.ma.us)

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

## Course Offerings:

ELE English I	ELE American Culture & History I
ELE English II	ELE American Culture & History II
ELE English III	ELE Academic Support
ELE English IV	ELE Internship for non-ELLs
ELE Math	

### ELE English I (9516)

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

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

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

### ELE English II (9517)

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

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

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

### ELE English III (9518)

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

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

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

### ELE English IV (9522)

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

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

This course is designed for students who are able to communicate in English and have begun utilizing grade-level academic language. Students in this course are able to read and comprehend texts almost at grade level, as well as write short, detailed compositions. Students are also able to edit their writing. Typically, students enrolled in this course have not been in the United States for a

long period of time. Students will read, discuss, and write about various literary genres, such as short stories, narrative nonfiction, and poetry. Students will read a drama, as well as one to two novels.

### **ELE American Culture & History I (9519T)**

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

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

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

### **ELE American Culture & History II (9520T)**

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

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

This course is designed for students who have developed written and spoken English, with some academic language proficiency. The goal of the course is to develop students' understanding about important events in American History and provide background schema for Social Sciences courses required for graduation. Students will learn about exploration in the 1400s, the English colonies, the American Revolution, the Constitution, the newly formed United States, the Industrial Revolution, the Civil War, and Reconstruction.

### **ELE Academic Support (9508)**

*Meets Expectations for Student Learning: 1,3,6*

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

This class gives students an opportunity to achieve success in their content area classes, as well as master academic English skills. This class offers students time and support to navigate the linguistic demands and cultural differences of required content class textbooks and assignments. Students are expected to use the class to conduct research, work collaboratively with peers or work independently on assignments, and/or receive instruction from the ESL teacher.

### **ELE Internship (9525)**

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

Elective Semester      Grade: 10-12      **Students who are currently not ELLs**

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

### **ELE Math**

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

Required      Full Year      Grade: 9-12      English Proficiency: level 1 through 5

This course is designed for students at all English language proficiency levels. It is aligned with the Massachusetts Frameworks for Mathematics and enables students to develop mathematical vocabulary and mathematical skills at the same time. Students will study topics in Algebra, Functions, Geometry and Statistics and Probability. The curriculum is developed by math teachers in order to facilitate student success in mainstream math course.

## Family and Consumer Sciences Department

Ms. Debra Garcia, Director

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

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

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

### Course Offerings:

Focus on Foods	Child Development I
Culinary Methods for Nutritious Foods	Child Development II
Foods of the World	Child Development II Honors
Mediterranean Cuisine	Early Childhood Education
Interior Design	Early Childhood Education Honors

### Focus on Foods (5410)

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

Elective Semester Grades: 9-12 A Level

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

### Culinary Methods for Nutritious Foods (5426T)

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

Elective Semester Grades: 9-12 A Level

Prerequisite: Focus on Foods.

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

### Foods of the World (5425T)

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

Elective Semester Grades: 9-12 A Level

Prerequisite: Focus on Foods

Students will explore the cuisine and cultures of Latin America and Asian countries. Influences of geography, climate and culture will be studied. Additional food preparation and techniques will be explored. Students should be open to sampling ethnic foods. (This course will not be offered during 2017-2018 school year)

### Mediterranean Cuisine (5427)

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

Elective Semester Grades: 9-12 A Level

Prerequisite: Focus on Foods
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Students will explore the cuisine and cultures of European and Mediterranean countries. Influence of geography, climate and culture will be studied. Additional food preparation and techniques will be explored. Students should be open to sampling ethnic foods.

### **Interior Design (5430T)**

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

Elective                      Semester                      Grades: 9-12                      A Level

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

### **Child Development I (5440)**

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

Elective                      Semester                      Grades: 10-11                      A Level

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

### **Child Development II (5450)**

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

Elective                      Semester                      Grades: 10-11                      A Level

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

### **Child Development II Honors (5482)**

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

Elective                      Semester                      Grades: 10-12                      Honors

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

### **Early Childhood Education (5460)**

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

Elective                      Full Year                      Grades: 11-12                      A Level

Prerequisite: Child Development I and II
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Students will coordinate their study of Early Childhood Education by participating in an on-site preschool lab. The students will focus on the entire operation of the preschool, including such topics as developing an appropriate environment, safety, health, routines and nutrition for children. The course will offer in-depth information on planning and implementing activities for children along with providing students with foundational work skills, techniques for guiding the behavior of children and guidelines for developing effective observation skills.

**Early Childhood Education Honors (5481)***Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective

Full Year

Grades: 11-12

Honors

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



## Foreign Language Department

Ms. Sara Honig, Director

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The two main goals of the Foreign Language program are communication and exposure to the rich cultural aspects of diverse peoples. Living in a global community with more far-reaching communications, interaction with peoples of different countries here at home becomes more probable and immediate. Because language and culture are so inextricably bound together, students who are exposed to foreign languages develop a respect for and understanding of cultural differences, and, in doing so, develop a better understanding of their own culture. Moreover, in the learning of another language, students begin to make better connections with English, which results in a better understanding of their own language and of their own culture. Foreign language is an essential part of our students' education and learning at least one language in addition to English prepares them for life in the 21st century.

Regarding methods of teaching language, traditional approaches have blended with performance-based approaches. The common focus of teaching a foreign language is the student's ability to use the language beyond the classroom in real-life situations. Upon language exposure, students are expected to show measurable communicative proficiency and functional ability to understand, read, write, and speak the language. Second language acquisition is a life-long process with study beginning as early as possible and continuing throughout post-secondary education and beyond.

### Course Offerings:

French I	Spanish V
French II	Spanish V Honors
French II Honors	Advanced Placement Spanish
French III	Latin I
French III Honors	Latin II
French IV	Latin II Honors
French IV Honors	Latin III
French V	Latin III Honors
French V Honors	Latin IV Honors
Advanced Placement French	Latin V Honors
Spanish I	Advanced Placement Latin: Vergil and Caesar
Accelerated Spanish I	Mandarin Chinese II
Spanish II	Mandarin Chinese II Honors
Spanish II Language & Culture	Mandarin Chinese III
Spanish II Honors	Mandarin Chinese III Honors
Spanish III	Mandarin Chinese IV
Spanish III Honors	Mandarin Chinese IV Honors
Spanish IV	Mandarin Chinese V
Spanish IV Honors	Mandarin Chinese V Honors

### French I (8010)

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

Elective      Full Year      Grades: 9-12      A Level

This course is designed for all students beginning the study of French. Imagine being able to carry on a conversation in French! You CAN by learning the basics of the language. Vocabulary and simple language patterns are used in classroom conversations and daily activities. You will learn a great deal about France through discussion, videos, films, and handouts.

**French II (8012)***Meets Expectations for Student Learning: 1,2,3,4,7*

Elective      Full Year      Grades: 9-12

**Prerequisite:** Demonstrated competency with Level I language skills and teacher recommendation.

This course is designed for those students who have passed French I for credit, but still require significant practice and review of the four basic skills. Students will continue to hone listening, speaking, writing and reading skills. Emphasis will be placed on accuracy in the present tense and an introduction to the past tense. France will be the francophone region highlighted for cultural comparisons.

**French II Honors (8045)***Meets Expectations for Student Learning: 1,2,3,4,7*

Elective      Full Year      Grades: 9-12      Honors

**Prerequisite:** Demonstrated advanced competency with Level I language skills and teacher recommendation.

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

**French III (8013)***Meets Expectations for Student Learning: 1,2,3,4,7*

Elective      Full Year      Grades: 10-12

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

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

**French III Honors (8015)***Meets Expectations for Student Learning: 1,2,3,4,7*

Elective      Full Year      Grades: 10-12      Honors

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

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

**French IV (8014)***Meets Expectations for Student Learning: 1,2,3,4,7*

Elective      Full Year      Grades: 11-12

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

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

**French IV Honors (8016)***Meets Expectations for Student Learning: 1,2,3,4,7*

Elective      Full Year      Grades: 11-12      Honors

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

This course is intended for those students who are preparing for entry into Advanced Placement French the following year. Emphasis is placed on developing accuracy in both oral and written expression with more complex and finite grammar. Students will read authentic literature including 'Le Petit Prince' and the fables of Lafontaine. This course is conducted entirely in French.

### **French V (8017)**

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

Elective                      Full Year                      Grade: 12

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

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

### **French V Honors (8044)**

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

Elective                      Full Year                      Grade 12                      Honors

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

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

### **Advanced Placement French (8018)**

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

Elective                      Full Year                      Grades: 11 -12                      Advanced Placement

Prerequisite: Demonstrated excellence in Honors IV level and strong teacher recommendation. Placement test may be required.

This course is intended for students who have attained a high degree of proficiency in French and who are interested in completing studies comparable in content and difficulty to a full-year college level course. This course is designed to provide students with a communicative ability in French language. The course objectives are to develop the ability to understand spoken French in various contexts, and to develop French vocabulary sufficient for reading newspapers and magazine articles, literary texts and other nontechnical writings without dependence on a dictionary. Students will also develop the ability to express themselves in French, both orally and in writing, with reasonable fluency, coherence and accuracy. Students are expected to take the Advanced Placement Exam in May. This course is conducted entirely in French.

### **Spanish I (8020)**

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

Elective                      Full Year                      Grades: 9-12

This course is designed for all students beginning the study of Spanish. Students will learn the basics of the language while developing skills in comprehension and self-expression. A workable vocabulary and simple language patterns are used in conversations based on classroom experiences and daily activities. The course also introduces students to various cultural aspects of the Spanish-speaking World.

### **Accelerated Spanish I (8025)**

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

Elective                      Full Year                      Grades: 9-12

Prerequisite: Some study of introductory Spanish

The goal of this course is to prepare students for the high school Spanish program. Students will hone their skills in reading, writing, speaking and listening. This course emphasizes the key grammar concepts and vocabulary necessary to advance to Spanish II.

### **Spanish II (8022)**

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

Elective      Full Year      Grades: 9-12

Prerequisite: Demonstrated competency with Level I language skills and teacher recommendation.

This course is designed for those students who have passed Spanish I for credit but still require significant practice and review of the four basic language skills. Students will continue to hone listening, speaking, writing and reading and concentrate on those segments of Spanish I that need additional review. Hispanic culture is woven into the curriculum via textbook readings, class discussions, videos, and language lab activities.

### **Spanish II Honors (8046)**

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

Elective      Full Year      Grades: 9-12      Honors

Prerequisite: Demonstrated advanced competency with Level I language skills and teacher recommendation.

This course is designed for students who have been successful in the study of Spanish I and have acquired the necessary skills to move up to the next level. Students will continue to develop the skills of speaking, listening, writing and reading with an emphasis on how and when to use the imperfect and preterite tenses. Hispanic culture is woven into the curriculum via textbook readings, class discussions, videos, and language lab activities.

### **Spanish II Language and Culture**

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

Elective      Full Year      Grades: 9-12

Prerequisite: Spanish 1 credit and teacher recommendation.

This course is designed for those students who plan to take no more than two years of Spanish to satisfy a requirement for post secondary education. The first half of the course provides a review of level 1 vocabulary and grammar topics. During the second half of the year, students continue to expand their vocabulary and the past preterit tense is introduced. Students have opportunities to further develop their language skills as well as to deepen their understanding of Spanish-speaking culture via cultural lessons interspersed throughout the curriculum.

### **Spanish III (8023)**

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

Elective      Full Year      Grades: 10-12

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

This course is designed for those students who have demonstrated an interest in the language and have acquired communicative competency with the basic skills. Oral and written skills are emphasized as students frequently produce essays and oral presentations. Students will also continue to practice reading comprehension through various readings of graduated difficulty. This course is conducted, with increasing frequency, in Spanish.

### **Spanish III Honors (8026)**

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

Elective      Full Year      Grades: 10-12      Honors

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

This course is designed to mirror the curriculum of Spanish III at a faster pace. Students will hone skills of speaking, listening, reading and writing through essays, oral presentations, skits, collaborative projects, etc. Students will continue to develop reading comprehension skills through use of a Spanish reader. Emphasis will be on student use of the language in real life situations. This course is conducted primarily in Spanish.

### **Spanish IV (8024)**

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

Elective                      Full Year                      Grades: 11-12

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

This course extends the students' ability to perfect communication in the target language via readings on contemporary Hispanic culture and customs. There is greater emphasis on written grammatical constructions as students create and write dialogues and essays. Students continue to hone speaking skills through oral presentations and role-play situations as they acquire more sophisticated vocabulary and begin study of the subjunctive. This course is conducted in Spanish.

### **Spanish IV Honors (8027)**

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

Elective                      Full Year                      Grades: 11-12                      Honors

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

This course is designed for those students who enjoy speaking, writing, listening and reading in Spanish and are preparing for entry into Advanced Placement Spanish. Emphasis is on the use of proper grammar, including an introduction to the subjunctive, but instruction is through active language. Students will present conversations, skits, and dialogues. Writing assignments are generated from personal and current themes on a regular basis. . Authentic literature materials in the form of newspapers, magazines, poetry and short stories are used to teach cultural and historical components. Videos are also included to enhance the curriculum. This class is taught entirely in Spanish.

### **Spanish V (8038)**

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

Elective                      Full Year                      Grade: 12

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

This course is intended for those advanced students who enjoy learning Spanish and wish to continue to practice their oral and written skills. This is primarily a literature and culture course with a review of all grammar. Students will read authentic literature, including poetry, short stories and folktales from Latin American and Spain. Written essays will focus on themes from the literature as well as on personal topics and current issues. The culture and the history of Spain will be explored with projects related to many aspects of Spanish life. Oral presentations, skits and dialogues will improve speaking proficiency in the target language. The class is conducted in Spanish.

### **Spanish V Honors (8028)**

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

Elective                      Full Year                      Grades: 12                      Honors

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

This course is designed for advanced students who wish to continue the study of Spanish but opt not to take the Spanish AP exam. Authentic literature is used including short stories, short novels, plays and poetry. Films and videos that parallel the curriculum are shown. The cultural focus is on Spanish-speaking countries and includes music, dance and current news events. The class is conducted entirely in Spanish.

### **Advanced Placement Spanish Language (8029)**

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

Elective                      Full Year                      Grades: 11-12                      Advanced Placement

Prerequisite: Demonstrated excellence in Honors IV level and strong teacher recommendation. Placement test may be required.

This course is designed for those students who have attained a high degree of proficiency in Spanish and who are interested in completing studies comparable in content and difficulty to a full-year college level course. The goal of the course is to prepare the student for the Spanish AP Language examination by emphasizing the basic objectives of proficiency in listening, speaking, reading and writing. All forms of writing are emphasized, especially the directed and the open-ended question. Weekly journals and critical writing pieces are included. Students hone listening and speaking skills

through repeated practice in the form of dialogues, skits, interviews, and directed questions. Picture sequences are also used to practice for the exam, and grammar is reviewed, fine tuned and applied in authentic communicative situations. Students are expected to take the Advanced Placement Exam in May. This class is conducted entirely in Spanish.

### **Latin I (8039)**

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

Elective Full Year Grades: 9-12

Latin I is a beginning course with emphasis on pronunciation, vocabulary, grammar and reading skills. Emphasis is also placed on Roman life and culture, the permanent value of the Latin language, and the social values of the classical period. The study of English derivatives from Latin roots will increase the student's working vocabulary. A deeper understanding of English grammar is a logical outcome of this course.

### **Latin II (8031)**

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

Elective Full Year Grades: 9-12

Prerequisite: Demonstrated competency with Level I language skills and teacher recommendation.

The content of Latin II has been selected and arranged in such a way as to further the student's linguistic, cultural and social development. After a review of the vocabulary, forms and grammar constructions from Latin I, students study significant events in Roman history and more complex aspects of the language. Students will further develop reading and translating skills with special attention given to word order and sentence structure. The continued study of English derivatives from Latin roots will increase the student's working vocabulary.

### **Latin II Honors (8034)**

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

Elective: Full year Grades: 10-12 Honors

Prerequisite: Demonstrated advanced competency with Level I language skills and teacher recommendation.

This course is designed to mirror the curriculum of Latin II at a faster pace. After a review of the vocabulary, forms and grammar constructions from Latin I, students study significant events in Roman history and more complex aspects of the language. Students will further develop reading and translating skills with special attention given to word order and sentence structure. Honors students also will have additional independent or collaborative assignments. The continued study of English derivatives from Latin roots will increase the student's working vocabulary.

### **Latin III (8041)**

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

Elective Full Year Grades: 10-12

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

This course provides adapted readings from classical literature as well as more complex grammar patterns. Students will read selections from authors of the first century B.C.E. with special emphasis on the prose of Cicero and selections from Caesar, Eutropius and Nepos.

### **Latin III Honors (8032)**

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

Elective: Full year Grades: 10-12 Honors

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

This course is designed to mirror the curriculum of Latin III at a faster pace. Students will hone reading and writing skills through more challenging translations, oral presentations and collaborative projects. Literature selections emphasize prose from authors of the first century B.C.E.

### **Latin IV Honors (8033)**

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

Elective Full Year Grades: 11-12 Honors

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

The focus of this course will be on learning to read, translate and critique Latin poetry. Works of Ovid and Catullus will be studied along with an introduction to the "Aeneid" of Vergil. By the end of the year, students will have an understanding of Latin poetry, both "Elegiac and Epic" and will have been exposed to the 'golden age' of Latin poetry.

### **Latin V Honors (8035)**

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

Elective                      Full Year                      Grades: 11-12                      Honors

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

This course is designed for advanced students who wish to continue the study of Latin but opt not to take the Latin AP exam. The curriculum consists of a survey of Latin literature and will include areas such as letters, poetry and satire. This course will have the flexibility to examine any genre or time period of the language, depending on student interest.

### **Advanced Placement Latin: Vergil and Caesar (8042)**

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

Elective                      Full Year                      Grades: 11-12                      Advanced Placement

Prerequisite: Demonstrated excellence in Honors IV level and strong teacher recommendation. Placement test may be required.

This course is designed for those students who have attained a high degree of mastery in translating Latin literature. The goal is to prepare the student for the Advanced Placement Latin Vergil and Caesar examination by emphasizing the literal translation of Latin epic poetry and prose. In addition, a major emphasis will be placed on analyzing, discussing and writing critical essays on Latin poetry and Caesar's *De Bello Gallico*. The fundamentals of Latin grammar will be reviewed in conjunction with a thorough exploration of the history of the Early Empire. Summer reading and/or a special project may be required. Students are expected to take the Advanced Placement exam in May.

### **Mandarin Chinese II (8051)**

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

Elective                      Full year                      Grades: 9-12

Prerequisite: Demonstrated competency with Level I language skills and teacher recommendation.

This course is a continuation of the middle school program of Mandarin Chinese. Students will continue to work to hone speaking, listening and writing skills as they acquire more characters and more sophisticated patterns of expression. Students will also learn about the history, geography and cultural differences of the Chinese people.

### **Mandarin Chinese II Honors (8060)**

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

Elective                      Full year                      Grades: 9-12                      Honors

Prerequisite: Demonstrated advanced competency with Level I language skills and teacher recommendation.

This course is a continuation of the middle school program and is designed to mirror the curriculum of Mandarin Chinese II at a faster pace. Students will continue to work to hone speaking, listening and writing skills as they acquire more characters and more sophisticated patterns of expression. Students will also learn about the history, geography and cultural differences of the Chinese people. Additional assignments and projects will be required.

### **Mandarin Chinese III (8053)**

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

Elective                      Full year                      Grades: 10-12

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

This course is designed for those students who have demonstrated an interest in the language and have acquired communicative competency with the fundamental skills. Oral, aural and written skills will continue to be emphasized. The class will consist of higher-level listening, reading, speaking, and writing exercises as well as using advanced grammatical structures and higher-level vocabulary lists.

**Mandarin Chinese III Honors (8054)***Meets Expectations for Student Learning: 1, 2,3,4,7*

Elective      Full year      Grades: 10-12      Honors

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

This course is designed to further prepare the student for real-life interactions using the Chinese language. Oral, aural and written skills will continue to be emphasized. The class will consist of higher-level listening, reading, speaking, and writing exercises as well as using advanced grammatical structures and higher-level vocabulary lists. Students are strongly encouraged to speak Chinese in the classroom as much as possible when dealing with each other or with the teacher. Additional assignments and projects will be required.

**Mandarin Chinese IV (8055)***Meets Expectations for Student Learning: 1,2,3,4,7*

Elective      Full Year      Grades: 11-12

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

This course extends the student's ability for proficiency in communication as more sophisticated expressions and additional characters are introduced. Students will continue to hone listening, speaking, reading and writing skills. Students learn how to communicate in a variety of real-life situations and acquire further tools for self-expression.

**Mandarin Chinese IV Honors (8056)***Meets Expectations for Student Learning: 1,2,3,4,7*

Elective      Full Year      Grades: 11-12      Honors

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

This course extends the student's ability for proficiency in communication as more sophisticated expressions and additional characters are introduced. Students will continue to hone listening, speaking, reading and writing skills. Students learn how to communicate in a variety of real-life situations. Additional assignments and projects will be required.

**Mandarin Chinese V (8057)***Meets Expectations for Student Learning: 1,2,3,4,7*

Elective      Full Year      Grade 12

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

This course is intended for those students who wish to advance their speaking, listening, reading and writing skills to the next level. Students expand their repertoire of characters and acquire further tools for nuanced communication.

**Mandarin Chinese V Honors (8059)***Meets Expectations for Student Learning: 1,2,3,4,7*

Elective      Full Year      Grade 12      Honors

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

This course is intended for those students who have achieved a high degree of proficiency in Mandarin Chinese and wish to advance their speaking, listening, reading and writing skills to the next level. Students expand their repertoire of characters and acquire further tools for nuanced communication. Additional assignments and projects will be required.



# Health and Physical Education Department

Ms. Debra Garcia, Director

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

Health education at Shrewsbury High School incorporates standards and content outlined in the MA Comprehensive Health Curriculum Frameworks and provides opportunities for all students to develop and demonstrate health-related knowledge, attitudes and practices. It integrates the physical, mental, emotional, and social dimensions of health. This instruction is part of a sequential program designed to reinforce knowledge and positive attitudes to contribute to optimum health and wellness.

Physical education is an integral part of the total education of the student, contributing to the physical development of the individual through promotion and appreciation of physical fitness and activity. It is a planned sequence of learning experiences designed to fulfill the growth, development, and behavior needs of each student. We recognize the unique opportunity physical education has to contribute to social and emotional development, opportunities for positive peer group interaction, good sportsmanship, and proper self-discipline and control.

## Course Offerings:

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

### Health 9: Wellness (9016T)

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

Required Semester Grade: 9 A Level

The Wellness course is a graduation requirement for all freshmen. Emphasis is placed on analyzing influences, decision-making, and advocacy. The core content includes: mental/emotional health, bullying prevention, reproduction/sexuality education/healthy relationships, and substance abuse prevention. This course meets for 3 days during the 7-day rotation.

### Health 10: Healthy Living (9017T)

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

Required Semester Grade 10

The Healthy Living course is a graduation requirement for all sophomores. This course allows students to continue to develop their understanding of healthy habits and how to avoid high-risk behaviors. **Emphasis is placed on analyzing influences, self-management, goal setting, and advocacy.** Areas of concentration include nutrition, and healthy diets, medicines/supplements use, misuse and abuse, bullying prevention, and first aid/CPR/AED training. This course meets for 3 days during the 7-day rotation.

**Health 11: Lifelong Health (9018TT)**

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

Required Semester Grade: 11 A Level

The Lifelong Health course is a graduation requirement for all juniors. Emphasis is placed on accessing information interpersonal communication, and advocacy through class discussions, research, audiovisual presentations, lectures, and projects. Areas of concentration include disease prevention, bullying prevention, and lifelong health skills. This is a course designed for older students preparing to enter the next stage in their life beyond high school. This course meets for 3 days during the 7-day rotation.

**Physical Education 9-12**

Physical Education is required for all students in every grade and must be passed for graduation. Students in grades 9 and 10 are scheduled into four strands of Adventure I, Creative Movement, Lifetime I and Team Sports Orientation to the fitness center is presented to all students. The physical fitness levels of students are assessed and recorded. Skill competencies, written assignments and class evaluations are incorporated into the units. Each grade level is expected to show proficiency in the activities that are important for their personal development at the appropriate stage. This course meets for 3 days during our 7-day rotation.

**Adventure I (9108)**

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

Required Semester Grade(s): 9-10

Elective for Grade(s): 11-12 *The Adventure Education strand includes the following activities:*

*Icebreakers, Trust Activities, Low Outdoor Adventure Elements, Selected High Outdoor Adventure Elements and Indoor Rockwall*

This course meets for 3 days during the 7-day rotation.

**Creative Movement (9109)**

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

Required Semester Grade(s): 9-10

Elective for Grade(s): 11-12

*The Creative Movement strand includes the following activities:*

*Ice breakers, Swing, Waltz, Line Dancing, Hip Hop, Yoga and Cardio Kickboxing.*

This course meets for 3 days during the 7-day rotation.

**Lifetime I (9107)**

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

Required Semester Grade(s): 9-10

Elective for Grade(s): 11-12 *The Lifetime I strand includes the following activities:*

*Icebreakers, Heart Rate Monitors, Fitness Orientation, Frisbee Activities, Golf, Tennis, Badminton,*

This course meets for 3 days during the 7-day rotation.

**Team I (9106)**

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

Required Semester Grade(s): 9-10

Elective for Grade(s): 11-12

The Team Sports strand includes the following activities:: Icebreakers, Lacrosse, Field Hockey, Floor Hockey, Multicultural Games, Volleyball

This course meets for 3 days during the 7-day rotation.

**Adventure II Physical Education (9115)**

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

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

Adventure II is an elective course for juniors and seniors and may be taken to meet a student's minimal physical education requirement or as an additional elective course. The purpose of this course is to enable students to develop teamwork and problem solving and goal-setting strategies while experiencing risk-taking challenges through the engagement of experiential education, cooperative games and upper level challenge course activities.

*Students participate in the following activities:*

*Icebreakers, Trust Activities, Low Outdoors Adventure Elements, High Outdoors Adventure Elements.*  
This course meets for 3 days during the 7-day rotation.

### **Lifetime II Physical Education (9114)**

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

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

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

### **Personal Fitness and Conditioning (9113)**

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

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

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

### **Team Sports II**

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

Elective Semester Grade(s) 11 and 12 A Level

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

### **Physical Education Leadership (9110)**

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

Elective Grade(s): 11-12 A Level

Prerequisite: Director's Approval.

This class may be taken during a student's junior or senior year and is an elective course. Students, under the direction of the physical education teaching staff, serve as assistant teachers, and may work with Adaptive PE classes. Students are required to keep a journal of their daily activities, write lesson plans for classes in which they assist, and write a paper on their experience during the semester. A genuine interest in teaching or coaching is recommended.

### **Physical Education Leadership Honors (9111)**

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

Elective Grade(s): 12 Honors

Prerequisite: Successful completion of the PE Leadership course and approval of director.

This elective course may be taken during a student's senior year and is an elective course. Students will serve as teacher aides in physical education at the elementary, middle or high school levels. Enrollment in this program is limited. Students are required to keep a journal of their daily activities and write a paper on their experiences each semester. Also, with the aide of their master teacher, students write lesson plans and unit plans for classes that they teach. It is required that students have taken PE Leadership prior to this course. Any student with a genuine interest in teaching as a career will benefit from this course.

# Instructional Technology, Television & Media Services

Ms. Shawna Powers, Director

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

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

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

## Course Offerings:

Multimedia Applications	Introduction to Television Production
Advanced Multi-Media	Television Production II
Intro to Computer Programming with Java	Advanced TV Production
Computer Science Principles	Student Innovation Team
Web Design	

### Multimedia Applications (7311)

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

Elective Semester Grades: 9-12 A Level

This course explores Adobe Flash and related multimedia topics. In this course, students will learn to create digital drawings and design digital animations. The students will learn to enhance their animations with sound and interactivity up to and including building simple games when class pacing permits. The students can share their animations with others using web pages. The course is project based and will involve individual and collaborative projects.

### Advanced Multimedia Design (7312)

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

Elective Semester Grades: 9-12 A Level

Prerequisite: Multimedia Applications

Computers have become a critically important tool for design professionals as an aid in the communication of ideas. In this course, students will learn to use a variety of graphic visualization software. The course will provide students with a comprehensive introduction to the multimedia concepts required to transform their ideas into models and animations. Students will come to understand the full potential that these tools offer them to facilitate communication of complex ideas. Other advanced multimedia tools will also be explored. Special emphasis will be given to the development of project planning and workgroup skills. This course satisfies the Arts graduation requirement.

### Introduction to Computer Programming with Java (7320)

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

Elective Semester Grades: 10-12 A Level or Honors

Prerequisites: Recommendation from math teacher and successful completion of Algebra and Geometry II Honors or Advanced Math I

Understanding programming is becoming an increasingly valuable skill for success in our digital world, one that requires both creativity and logic. This course is an introductory course that explores programming concepts through the hands-on creation of small applications. This course benefits both aspiring programmers and students who are not planning to pursue technical careers. This course can be taken for Honors credit with the agreement of the instructor.

### **Computer Science Principles**

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

Elective, Full Year, Grades 10-12, Honors Level

Prerequisites: Recommendation from math teacher and successful completion of Algebra and Geometry II Honors or Advanced Math I

Using the nationally recognized Project Lead the Way curriculum, this is an introductory course designed to develop computational thinking and introduce professional tools that foster creativity and collaboration. Students will use Python® as a primary tool, but they will also be introduced to multiple platforms and languages, such as php and SQL. Projects and problems include app development, visualization of data, image processing, cybersecurity, and simulation. This course is designed to align with the AP Computer Science Principles curriculum, but it is not intended to prepare students to take the AP exam. If students intend to take the AP exam, they should be prepared to complete two projects (approximately 20 hours per project) and dedicate additional hours to study for the exam.

### **Web Design (7314)**

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

Elective Semester Grades: 9-12 A Level

With the widespread use of the Internet, Web Design will provide students with valuable technology skills and knowledge to become effective communicators in this ubiquitous medium. This class will focus on page content, planning, design, setup and maintenance of a web site. Throughout the course students will work individually and in groups to create a web site with multiple pages and functions. Students will become familiar with terms and components of the Internet, and develop an awareness of design considerations that affect web page construction. This is not a traditional programming course but students will learn to write basic code in HTML, CSS and JavaScript for their web pages. This course satisfies the arts graduation requirement.

### **Introduction to Television Production (7401)**

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

Elective Semester Grades: 9-12 A Level

This course is a semester course for those students who have an interest in the field of television production and media integration. Students will learn the basics of video production: camcorder and studio camera use, interview techniques, story boarding, analog and digital editing using iMovie software, audio, video mixing, and post production. In addition, students will learn the importance of media literacy. This knowledge will enable the students to support classroom teachers in various projects and assist in elementary and middle school programming as well as produce their own segments for over-air broadcasts. This class requires after school and evening participation.

### **Television Production II (7403)**

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

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

Prerequisite: Introduction to Television Production and approval of ETS director.

The purpose of this course is to further develop the skills acquired in Intro TV with more emphasis placed on the quality of the segments produced. Students are expected to take on more responsibilities during productions for over air broadcasts including directing, technical directing, and graphic design. Students may also be responsible for the design of graphics for over air public announcements. Students will be introduced to Final Cut Pro, one of the premier nonlinear editing software packages used in production today. Audio/video technology integration is an integral part of this program, and it is expected that students will be involved in assisting teachers, students, and others to achieve this goal. Cooperative teamwork and strong organizational skills are essential. After-school and evening productions continue to be an integral part of the program. Honors credit requires a contract with the instructor for additional independent work. This course satisfies the arts graduation requirement.

**Advanced TV Production (A-7409, H-7405T)***Meets Expectations for Student Learning: 1,3,4,5,6,7,8*

Elective

Full Year

Grades: 11-12

A Level or Honors

Prerequisite: Introduction to Television Production, Television Production II, and approval of ETS director.
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This class is offered to those students who have previously demonstrated an ability to work independently in Introduction to Television Production and Television Production II courses and who would like to continue to pursue their interest in studio productions and operations. These students have exhibited advanced knowledge of the television studio and its operations. They may also have an interest in furthering their education in the field of communications. The students who elect to take this course will be responsible for the following: sophisticated video productions, integration of advanced computer graphics, producing regular programming for curriculum and educational purposes, producing and directing special productions and sporting events, participating in channel programming and assisting students in Introduction to Television Production and Television Production II. Students will use Final Cut Pro, one of the premier nonlinear editing software packages used in production today. Technology integration continues to be an integral part of this class and it is expected that students will participate in assisting others to achieve this goal. Honors credit requires a contract with the instructor for additional independent work. Enrollment is limited and this course will not appear on the course of studies selection sheet. Interested student must speak to the director as soon as possible. This course satisfies the arts graduation requirement.

**Student Innovation Team (7415)***Meets Expectations for Student Learning: 1, 3, 4, 6, 7, 8*

Elective

Semester

Grades 9-12

A Level

The Student Innovation Team is a hands-on course that focuses on problem solving, research, and training. Members of the Student Innovation Team (SIT) serve as the first level of technology support for all teachers and students, assessing problems and identifying the best approaches to solving the problems. As part of the course, students will pursue an independent learning endeavor (ILE) in one of four areas: innovation, design, entrepreneurship, or applications. In addition, students will research new and updated Apps for the iPad and create training videos and written tutorials for the high school community. Students are expected to demonstrate the ability to work independently and direct their own learning. Students can take this course up to 4 times.

## Mathematics Department

Ms. Jean-Marie Johnson, Director

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An understanding of mathematics is vitally important in our society and, therefore, students are encouraged to take a rigorous course of high school mathematics. Algebra and Geometry provide the foundation for all other mathematics so we cannot overemphasize how important it is for students to work diligently to achieve a sound understanding of these subjects. We have developed a program to meet the diverse needs of the learners at Shrewsbury High School to provide all students with the opportunity to succeed in mathematics.

All of the math courses in our A-level and Honors level programs are college preparatory courses based on the standards set forth by the *Massachusetts Frameworks* and will ensure students an opportunity to be successful on statewide assessments. Senior electives include advanced placement courses in Calculus (AB and BC) and Statistics. We also offer an enrichment opportunity in the Math Internship for advanced juniors and seniors to work as teacher assistants in the underclassmen classes. Other electives for seniors include Mathematical Modeling Honors, Advanced Quantitative Reasoning, Calculus Honors, Advanced Math II Topics and Functions and Trigonometry.

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

### Course Offerings:

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

### Algebra and Geometry I (2010)

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

Elective      Full Year      Grades: 9-12      A Level

Prerequisite: Teacher recommendation

This course will investigate and build upon the basic foundations of Algebra and Geometry in an approach that will enable students to make the connections necessary to apply their skills in a variety of application based problems. The units of study will include patterns in data, patterns of change, linear functions, patterns in shape, and exponential functions. Important ideas are continually

revisited for students to make connections and develop a lasting understanding of the mathematics they are studying. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

### **Algebra and Geometry II (2011)**

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

Elective                      Full Year                      Grades: 9-12                      A Level

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

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

### **Algebra and Geometry IIB (2011B)**

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

Elective                      Full Year                      Grades: 10-12                      B Level

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

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

### **Algebra and Geometry II Honors (2032)**

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

Elective                      Full Year                      Grades: 9-12                      Honors

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

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

### **Research Methods and Algebra & Geometry II Honors (2035)**

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



Elective	Full Year	Grade: 9	Honors
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Prerequisite: Teacher recommendation. <u>Must also be enrolled in Research Methods and Introductory Physics Honors or Research Methods and Biology Honors.</u>
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This course will investigate and build upon topics in Advanced Algebra and Geometry. The units of study will include Functions, Equations and Systems, Coordinate Methods, Regression and Correlation, Quadratic and other Non-Linear Functions and Equations, Probability, Trigonometric Methods and Matrix models. Students who have completed Algebra and Geometry I or a full year Algebra I course must complete this course before continuing on to Advanced Math I Honors. Students in the Honors level course are expected to develop independent thinking skills as they approach new situations and investigate topics in depth. This course will also incorporate research methods in Math and Science. Students will be required to complete a yearlong research project in the field of Math and/or Science under the guidance of their teachers. Students who sign up for this course must also sign up for Research Topics & Honors Biology. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

### Advanced Math I (2014)

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

Elective	Full Year	Grades: 10-12	A Level
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Prerequisite: Algebra & Geometry I and II and teacher recommendation.
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This higher-level mathematics course will further the study of topics in Advanced Algebra, Geometry and Trigonometry to prepare students for the study of Pre-calculus and Calculus. The units of study will include Reasoning and Proof, Inequalities and Linear Programming, Similarity and Congruence, Polynomial and Rational Functions, Circles and Circular Functions, Modeling Sequential Change, and Inverse functions. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

### Advanced Math IB (2014B)

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

Elective	Full Year	Grades: 10-12	B Level
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Prerequisite: Algebra & Geometry I and II or IIB and teacher recommendation.
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This higher-level mathematics course will further the study of topics in Advanced Algebra, Geometry and Trigonometry to prepare students for the study of Pre-calculus and Calculus. The units of study will include Reasoning and Proof, Inequalities and Linear Programming, Similarity and Congruence, Polynomial and Rational Functions, Circles and Circular Functions, Modeling Sequential Change, and Inverse functions. The students in this course will be a part of an Advanced Math I class, however, the standards within the curriculum to be completed for mastery have been modified. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

### Advanced Math I Honors (2028)

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

Elective	Full Year	Grades: 10-12	Honors
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Prerequisite: Past academic performance in Honors Algebra & Geometry II or Algebra & Geometry II and teacher recommendation. A placement test may be used
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This higher-level mathematics course will further the study of topics in Advanced Algebra, Geometry and Trigonometry to prepare students for the study of pre-calculus and Calculus. The units of study will include Reasoning and Proof, Inequalities and Linear Programming, Similarity and Congruence, Polynomial and Rational Functions, Circles and Circular Functions, Modeling Sequential Change, and Inverse functions. Students in the Honors level course are expected to develop independent thinking skills as they approach new situations and investigate topics in depth. This course will use

ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

### **Research Methods and Advanced Math I Honors (2031)**

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

Elective      Full Year      Grades: 10-12      Honors

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

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

### **Functions & Trigonometry (2036)**

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

Elective      Full Year      Grades: 11-12      A Level

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

This course in higher-level mathematics will continue to explore multi-variable models, formalization of the concept of functions, function notation, domain and range. Students will use linear, exponential, quadratic and other polynomial functions to model situations. Trigonometric and logarithmic models will also be studied. This course will prepare students for Pre-Calculus or college level mathematics courses. A graphing calculator (TI-83 or TI-84) is highly recommended because it is used extensively.

### **PreCalculus (2017T)**

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

Elective      Full Year      Grades: 11-12      A Level

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

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

### **PreCalculus Honors (2018TT)**

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

Elective      Full Year      Grades: 11-12      Honors

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

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

### **Advanced Quantitative Reasoning (2037T)**

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

Elective                      Full Year                      Grade: 12                      A-level

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

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

### **Calculus Honors (2021)**

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

Elective                      Full Year                      Grade: 12                      Honors

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

A firm foundation in calculus is necessary for pursuing careers in science, mathematics, business, and some social sciences. The intent of the course is to teach the subject matter with a level of rigor suitable for the mainstream calculus student. This course is not designed for those wishing to take an Advanced Placement Test. The student must have a strong background in trigonometry, coordinates, graphs, lines, functions, and algebraic manipulations. Topics include: functions and limits, differentiation, applications of differentiation, integration, applications of the definite integral, logarithmic and exponential functions, inverse and hyperbolic functions, and techniques of integration. A graphing calculator (TI-83 or TI-84) is highly recommended because it is used extensively. Summer work to review prerequisite material may be assigned (recommended but not required).

### **Advanced Placement Statistics (2023)**

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

Elective                      Full Year                      Grade: 11-12                      Advanced Placement

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

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

### **Advanced Placement Calculus AB (2022)**

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

Elective                      Full Year                      Grade: 12                      Advanced Placement

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

A firm foundation in calculus is necessary for pursuing careers in science, mathematics, business, and some social sciences. AP Calculus should provide the building materials for success on the advanced placement exam, thus enabling those students who successfully complete this course to begin their college careers on firm footing. In order to have a successful year students must understand that calculus will involve a great deal of their time and energy during the year and in preparation for the AP exam. Topics to be studied include polynomial, trigonometric, logarithmic, and exponential functions and their graphs; limits; differentiation; integration; applications of each of these; definite integrals; and techniques of integration. A TI83 or TI84 graphing calculator is required. Summer reading and/or a special project may be required. Students are expected to take the Advanced Placement Exam in May.

### **Advanced Placement Calculus BC (2025)**

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

Elective                      Full Year                      Grade: 12                      Advanced Placement

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

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

### **Mathematical Modeling Honors (2039)**

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

Elective                      Full Year                      Grade: 12                      Honors

Prerequisite: Completed or currently taking an AP Calculus course.

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

### **Advanced Math II Topics (2041)**

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

Elective                      Full Year                      Grade: 12

Prerequisite: Advanced Math I, Advanced Math IB or Functions & Trigonometry

This senior mathematics course is meant for students who plan to attend college and who would like to develop their skill with standardized test-taking. The course will be based on a curriculum outlined by Quinsigamond Community College and aligned with content assessed on college placement exams. The midyear and final exam will be developed by the QCC Mathematics Department but administered at Shrewsbury High School. Topics of study will include: Algebraic Reasoning, Linear Equations and Inequalities, Problem Solving, Systems of Equations, Operations with Exponents and Polynomials, Factoring Polynomials, Rational Expressions and Equations, Roots and Radicals and Quadratic Equations. All juniors who register for this course will be administered an Accuplacer test in the spring prior to their senior year.

## Math Internship (2026)

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

Elective

Semester

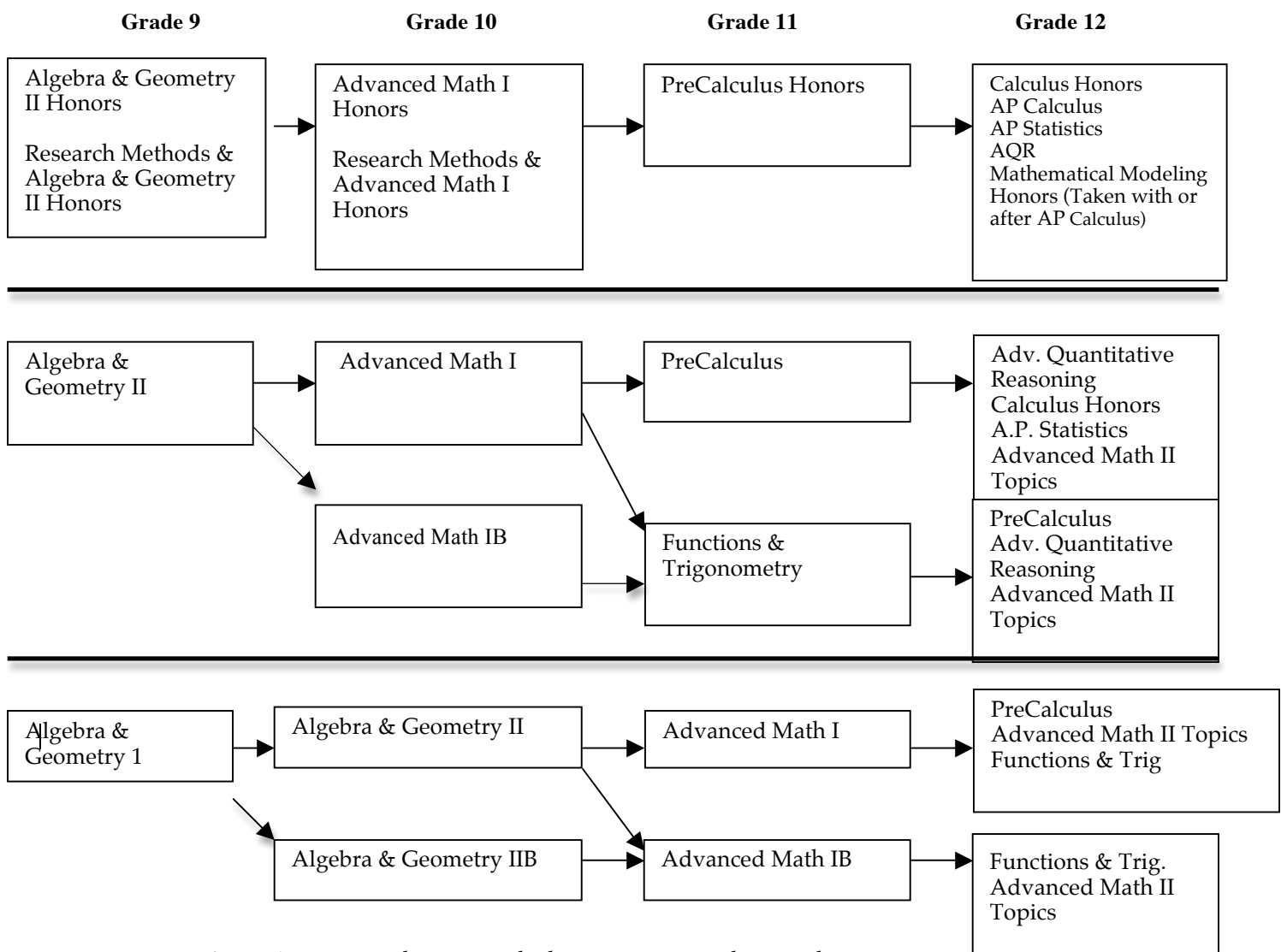
Grades: 11-12

A Level

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

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

## Mathematics Course Offerings and Possible Sequences



**Note 1:** If a student is not achieving in the honors program, their teacher can recommend a move to the equivalent course in the A-level program **for the following year** and they can subsequently progress through the A-Level program. Alternately, if a student is excelling in the A-level program, their teacher can recommend a move to the equivalent course in the honors program **for the following year**, and they can subsequently progress through the honors program.

# Performing Arts Department

Mr. Tom O'Toole, Director

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The performing arts have a far-reaching impact on all of our lives with real world connections. The teaching of music and theatre enhances critical thinking skills while developing self-discipline, focus, and the ability to accomplish goals. The objective of our department is to have students develop an appreciation for the beauty of music and theatre as well as providing a creative outlet for their expression of talent and emotions. Students participating in Shrewsbury High School performance groups will enjoy singing and playing for concerts, assemblies and musical theatre productions. Music of various styles and time periods is explored. Additionally, the opportunity exists to prepare and perform advanced works for district and state competitions as well as solo and ensemble festivals.

Music is a field of study that everyone can enjoy. Non-performance courses focus on building musical skills, theoretical knowledge and technological skills related to music. Students can utilize and advance their technical skills toward gaining an understanding of composition and improvisation as well as exploring sound texture and reproduction. Additionally, they will develop a working knowledge of appropriate vocabulary. Students may also choose to participate in courses advancing their skills and knowledge of theater. Movement for Theater is a fulfilling outlet where students will conceptualize the evolution of choreography throughout the history of Broadway. Focus of the course will also include exploring and developing skills of dance styles. Lighting, set design, make-up and costuming are additional components of the drama program explored through Theatrical Design. Theatre Arts I & Directing/Playwriting I focus on enhancing individual and group theatrical skills as well as exploring creative playwriting techniques.

## Course Offerings:

Orchestra	Techniques of Music Theory I
Concert Band	AP Music Theory
Wind Ensemble Honors	Music Technology
Jazz Band Honors	Theatre Arts I
World Drumming	Theatre Arts II
Women's Choir Honors	Directing/Playwriting I
Freshman Choir	Theatrical Design
Mixed Choir	Movement for Theatre
A Cappella Choir Honors	Voice in Acting
Introduction to Guitar	

## Orchestra (A-6000, H-6026)

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

Elective

Full Year

Grades: 9-12

A Level or Honors

Prerequisite: Experience with Middle School Orchestra or equivalent. Previous class or private instruction.

Students in the orchestra will focus on improving string ensemble performance skills and developing mastery of string instrument techniques. Orchestra students will study music from many historical periods and genres. Students will work on specific skills including: articulation, bow management, shifting, vibrato, tone production, posture, intonation, and multiple octave scales. Orchestra students will be encouraged to improve ensemble communication skills through eye contact, and cueing with body movement and breath. Students will develop planning, leadership, and teamwork skills through student-led sectional rehearsals. In addition to school-organized concerts, orchestra students may perform at competitions, District and All-State festivals, and collaborative concerts. Students will have the opportunity to audition for honors chamber orchestra, which meets outside of the

school day for honors credit. Students in the honors chamber orchestra work on advanced string performance skills, & rehearse and perform challenging repertoire a various concerts during the year.

### **Concert Band (6001)**

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

Elective          Full Year          Grades: 9-12          A Level

Prerequisite: Experience with Middle School Bands or equivalent. Previous class or private instruction.

Concert Band is a performance course available for percussionists, brass, and woodwind players. This class explores concepts in musicianship, ear training, theory, music literacy, musical terminology, and music history as well as teaching leadership qualities. Students in Concert Band will rehearse and perform quality wind band literature. The organization performs for school concerts throughout the year, and often prepares for other venues, including competitions and festivals. Students are encouraged to audition for Central District and All-State Music Festivals. Performances are an important component of this course and students are required to participate as part of their commitment to this group and part of their evaluation.

### **Wind Ensemble Honors (6002)**

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

Elective          Full Year          Grades: 9-12          Honors

Prerequisite: Selection by audition

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

### **Jazz Band Honors (6003T)**

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

Elective          Full Year          Grades: 9-12          Honors

Prerequisite: Permission of Instructor.

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

### **Jazz Band Honors/Wind Ensemble Honors (6035)**

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

Elective          Full Year          Grades: 9-12          Honors

Prerequisite: Selected by audition

Students participating in this accelerated course will rehearse and prepare quality literature for the full year, meeting 6 days per cycle. \*All content and requirements previously described for Honors Jazz Band and Honors Wind Ensemble apply.

### **Jazz Band Honors/Concert Band Honors (6036)**

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

Elective          Full Year          Grades: 9-12          Honors

Prerequisite: Permission of instructor
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Students participating in this accelerated course will rehearse and play quality literature for the full year, meeting 6 days per cycle. \*All content and requirements previously described for Honors Jazz Band and Concert Band apply. Independent work will be monitored and assessed.

### **World Drumming (6055)**

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

Elective                      Semester                      Grade: 9-12                      A Level

Prerequisite: None

World drumming is the exploration of percussion instruments and traditions from a variety of cultures from around the world. This is a course where students use hands-on participation to communicate through percussion instruments, perform in drum circles, compose their own drum grooves and provide accompaniment for other arts. A majority of the activities will focus on the West African ensemble drumming, Caribbean drum ensembles and the songs that are sung along with the drumming. No drumming experience is required. Grading will be based on class performance, playing evaluations and written tests.

### **Introduction to Guitar (6038)**

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

Elective                      Semester                      Grades: 9-12                      A Level

Prerequisite: None

Intro to Guitar is a one-semester designed to enhance students' appreciation for music through playing the guitar. The course will cover the basics of the instrument and an application of essential music theory fundamentals including music notation, chord symbols, and tablature. Students will study the role of the guitar in various genres including classical, blues, jazz, rock, and popular music.

### **Freshman Choir (6004T)**

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

Elective                      Full Year                      Grade: 9                      A Level

This course is available for all freshmen who have a desire to learn more about singing and performing with a high school vocal ensemble. All are accepted. Vocal techniques are developed and an emphasis is placed on, breath control, diction, posture, and intonation. Literature includes pop and show tunes, folk songs, spirituals, and classical selections for SAB, (SATB) voicing. This group performs for school concerts throughout the year. Students are encouraged to audition for MMEA music festivals. Performances are an integral component of this course and students are required to participate as part of their commitment to this group and part of their evaluation.

### **Mixed Choir (6005T)**

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

Elective                      Full Year                      Grades: 10 -12                      A Level

Prerequisite: Placement by audition. All are accepted to a vocal ensemble.
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Students are selected for participation by audition to ensure a well-balanced ensemble. The music performed is written for four to six part harmony. Students encounter music of many styles and genres. This group performs for school concerts throughout the year, and often prepare for festivals and competitions. Students are encouraged to audition for MMEA musical festivals. Performances are an important component of this course and students are required to participate as part of their commitment to this group and part of their evaluation. Full year participation in this course is strongly suggested to grasp the essence of fully participating in a vocal performance ensemble, however this course may be taken for one semester with prior approval required from the instructor and director of music.

### **Women's Choir Honors (6037)**

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

Elective                      Full Year                      Grades: 10-12                      Honors

Prerequisite: Placement by audition. *All are accepted to a vocal ensemble.
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Students are selected for participation by audition to ensure a well-balanced ensemble. The music is of an advanced level for three and four part treble harmony. Students encounter music of many styles from early as well as modern composers. This group performs for school concerts throughout



the year, and often prepares for other venues, including competitions and festivals. Students are encouraged to audition for MMEA music festivals. Performances are an important component of this course and students are required to participate as part of their commitment to this group and part of their evaluation.

### **A Cappella Choir Honors (6006)**

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

Elective      Full Year      Grades: 10-12      Honors

Prerequisite: Placement by audition. \*All are accepted to a vocal ensemble.

Students are selected for participation by audition to ensure a well-balanced ensemble. The music is of an advanced level allowing for solo work and unaccompanied singing. Students encounter music of many styles from early as well as modern composers, including vocal jazz. This group performs for numerous community events throughout the school year, in addition to scheduled concerts. Often the ensemble will perform at other venues, including competitions and festivals. Students are encouraged to audition for MMEA music festivals. Performances are an important component of this course and students are required to participate as part of their commitment to this group and part of their evaluation.

### **Techniques of Music Theory I (6007)**

*Meets Expectation for Student Learning 1,2,6,7,8*

Elective      Semester      Grades: 9-12      A Level

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

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

### **Advanced Placement Music Theory (6042)**

*Meets Expectation for Student Learning 1,2,6,7,8*

Elective      Full Year      Grades: 10-12      Advanced Placement

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

The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process, with students learning to accurately sing short melodies from printed music. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Students will also be able to write and analyze four part vocal works in the style of the Common Practice period. Notational skills, speed, and fluency with basic materials are emphasized. Students are expected to take the Advanced Placement Exam in May

### **Music Technology (6008T)**

*Meets Expectation for Student Learning 2,3,4,6,7*

Elective      Semester      Grades: 9-12      A Level

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

**Theatre Arts I (6011)***Meets Expectation for Student Learning 1,2,3,4,5,6,7*

Elective Semester Grades: 9-12 A Level

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

**Theatre Arts II (6040)***Meets Expectation for Student Learning 1,2,3, 4, 5,6,7*

Elective Semester Grades: 10-12 A Level

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

**Movement for Theatre (6013)***Meets Expectation for Student Learning 1,2,3,5,6,7*

Elective Semester Grades: 9-12 A Level

Movement for Theatre is a course designed to familiarize students with various theatrical dance styles. A history of Broadway theater movement will be studied and students will experience the execution and design of choreography. No prior experience is required. Skills will be taught from warm-ups to mini-combinations. Opportunities for studying guest artists will be presented, (live or video).

**Voice in Acting (6056)***Meets Expectation for Student Learning 1,2,3,4,5,6,7*

Elective Semester Grades: 9-12 A Level

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

**Theatrical Design (6034T)***Meets Expectation for Student Learning 1,2,3,4,6,7,8*

Elective Semester Grades: 9-12 A Level

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

**Directing/Playwriting I (6050)***Meets Expectation for Student Learning 1,3,6,7,8,9,10,11*

Elective Semester Grades: 10-12 A Level

This course is for students who are interested in how to write a play as well as exploring the basics of directing a play. Students will develop their craft through a series of hands-on exercises and will be able to workshop their ideas and writing samples in class. Students will be expected to take the lead

on developing and directing their written piece(s) under the guidance of the faculty advisor. Opportunities for a public performance will be considered

## Science & Engineering Department

Mr. Dave Hruskoci, Director

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### Science

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

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

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

### General Full Year Course Offerings

Intro Physics – Lab Level	Chemistry – Lab Level
Intro Physics – A Level	Chemistry – A Level
Intro Physics – Honors Level	Chemistry – Honors Level
Biology – Lab Level	Chemistry – Honors Research Methods
Biology – A Level	Physics – A Level
Biology – Honors Level	Physics – Honors
Biology – Honors Research Methods	Environmental Science – A Level
	Human Anatomy & Physiology – Hon.

### *Advanced placement (AP) and Semester Electives*

<i>Advanced Placement – prerequisite(s)</i>	<i>Semester Electives (12<sup>th</sup> grade Only)</i>
AP Chemistry – Honors chemistry	Bio Ethics – A level or Honors
AP Physics –Hon. Physics or AP Science and Hon Adv. Math 1	Astronomy – A level or Honors
AP Biology – Hon. Bio <u>&amp;</u> Hon. Chem	Oceanography – A level or Honors
AP Environmental – Hon. Bio <u>&amp;</u> Chem	

**Lab Introductory Physics (3010TT)***Meets Expectations for Student-Learning: 1-7*

Elective      Full Year      Grades: 9-10      B Level

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance. Standardized test scores and placement test scores may also be used.

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

**Introductory Physics (3011)***Meets Expectations for Student-Learning: 1-7*

Elective      Full Year      Grades: 9-10      A Level

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance. Standardized test scores and placement test scores may also be used.

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

**Introductory Physics Honors (3012)***Meets Expectations for Student-Learning: 1-7*

Elective      Full Year      Grades: 9-10      Honors

Prerequisite: Algebra I or Algebra/Geometry I - Course placement is based on the teacher's recommendation and past academic performance. Standardized test scores and placement test scores may also be used.

This course is for students who are recommended for an Honors level science course in grade 9, but will not be concurrently enrolled in Honors Algebra & Geometry II (or a higher level math course). Honors Introductory Physics is a study of the fundamental physical laws that govern our universe, stressing both concept and mathematical interpretation. Skills in laboratory procedures, quantitative manipulations, graphical interpretations, and scientific habits of mind are developed and applied. Course topics include forces and motion, energy and momentum, heat, waves and electromagnetism. Teachers emphasize the relationship between evidence and models, and integrate appropriate technology applications. This course is considered a lab science.

**Lab Biology (3018T)***Meets Expectations for Student-Learning: 1-7*

Elective      Full Year      Grades: 10-12      B Level

Prerequisite: Introductory Physics and teacher recommendation.

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

**Biology (3019)***Meets Expectations for Student-Learning: 1-7*

Elective      Full Year      Grades: 10-12      A Level

Prerequisite: Introductory Physics and teacher recommendation.

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

taught and discussed in class. This course is considered a lab science.

### **Biology Honors (3020)**

*Meets Expectations for Student-Learning: 1-7*

Elective              Full Year              Grades: 9-11              Honors

For Grade 9 students: Co-requisite = Honors Algebra & Geometry II. For grades 10-11 students: prerequisite = teacher recommendation and past academic performance. Honors Biology is a course designed for students who demonstrate high academic achievement and motivation in science and mathematics. Students will be expected to complete a significant amount of reading and writing assignments, as well as quantitative and qualitative analysis of laboratory work. Topics emphasized include ecology, chemistry of life, cell structure and function, genetics, evolution and biodiversity, as well as selected topics in anatomy and physiology. An independent or team research project will be completed. This course is considered a lab science.

### **Research Methods and Biology Honors (3058)**

*Meets Expectations for Student-Learning: 1-7*

Elective              Full Year              Grades: 9              Honors

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

Students will be required to complete a yearlong, independent research project in the field of science and/or math under the guidance of their teachers. Students who sign up for this course must also sign up for Research Methods & Honors Algebra and Geometry II. This course involves the same curriculum content as Honors Biology with an added emphasis on integrating concepts from Honors Algebra and Geometry II with scientific data developed in and out of the classroom. Note: this course meets for an extra period two days out of the 7-day cycle only during 1<sup>st</sup> semester. This course is considered a lab science.

### **Lab Chemistry (3024)**

*Meets Expectations for Student-Learning: 1-7*

Elective              Full Year              Grades: 11-12              B Level

Prerequisite: Teacher recommendation.

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

### **Chemistry (3025)**

*Meets Expectations for Student-Learning: 1-7*

Elective              Full Year              Grades: 10-12              A Level

Prerequisite: Teacher recommendation.

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

### **Chemistry Honors (3026)**

*Meets Expectations for Student-Learning: 1-7*

Elective              Full Year              Grades: 10-12              Honors

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

Honors Chemistry addresses the structure and composition of substances and the mechanisms by which changes in composition occur. Content focuses on similar topics as those addressed in A level

Chemistry, but coverage is in greater depth, and at a faster pace compared to the A level course. Topics include properties of matter, atomic structure, periodicity, chemical bonding, reactions and stoichiometry, behavior of gases, solutions, acids and bases, equilibrium, kinetics, thermochemistry, and electrochemistry. Emphasis is placed on experimentation, use of the scientific method, problem solving and the applications of chemistry to the world. A high level of self-discipline is required for the completion of independent assignments. Strong mathematical reasoning is essential for success in this course. This course is a lab science.

### **Research Methods and Chemistry Honors (3038)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year                      Grades: 10-11                      Honors

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

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

### **Physics (3015)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year                      Grades: 11-12                      A Level

Prerequisite: Advanced Math I and teacher recommendation.

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

### **Physics Honors (3016)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year                      Grades: 11-12                      Honors

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

Honors Physics is a course that builds students' conceptual understanding of physical principles and complements this understanding with mathematical applications. Students considering a career in any scientific field will benefit from having physics at the high school level prior to encountering it for the first time in college. Areas covered in this course are: vectors vs. scalars, graphical analysis of motion, mechanics: kinematics and dynamics, conservation of momentum, conservation of energy, circular motion, universal law of gravitation, planetary motion, waves: light and sound, electrostatics, basic DC electricity, and magnetism. An inquiry approach is taken with laboratory work. Laboratory experiences will include traditional and computer assisted data acquisition and analysis techniques. A high level of self-discipline is required for the completion of independent assignments. Strong mathematical reasoning is essential for success in this course. This course is considered a lab science.

### **Environmental Science (3041F)**

*Meets Expectations for Student Learning: 1-7*

Elective                      Full Year                      Grades: 11-12                      A Level

Prerequisite: Biology and Chemistry and teacher recommendation.

In this course students study the connection between the human population and the use of the Earth's resources. Topics include fresh water sources and pollution, air quality and climate change, land use and agriculture, renewable and non-renewable resources, waste, recycling and governmental policy (both domestic and internationally). Students will participate in and complete selected research projects and laboratory investigations that require a basic understanding of chemistry (the periodic table and reactions) and ecology (biomes and diversity). This course is considered a lab science.

### **Human Anatomy and Physiology Honors (3022T)**

*Meets Expectations for Student-Learning: 1-7*

Elective                  Full Year                  Grades: 11-12                  Honors

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

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

### **Advanced Placement Physics 1 (3071)**

*Meets Expectations for Student-Learning: 1-7*

Elective                  Full Year                  Grades: 11-12                  Advanced Placement

Prerequisite: Honors Physics or AP Chemistry, Honors Pre-Calculus and teacher recommendation.

Advanced Placement Physics 1 is an algebra-based, introductory college-level physics course. The course covers Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, power, mechanical waves, sound and an introduction to electric circuits. See <http://apcentral.collegeboard.com> for more information. Students need to be proficient with algebra and trigonometry for this course. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students are expected to take the AP Physics 1 version of the Advanced Placement Exam in May. A summer assignment is required. Note: this course meets for an extra period two days out of the 7-day cycle. This course is considered a lab science.

### **Advanced Placement Biology (3021)**

*Meets Expectations for Student-Learning: 1-7*

Elective                  Full Year                  Grades: 11-12                  Advanced Placement

Prerequisite: Honors Biology and Honors Chemistry and teacher recommendation.

This course is designed to be the equivalent of a first year college biology course given to science majors (see <http://apcentral.collegeboard.com>). By achieving a certain proficiency on the Advanced Placement examination given in May, credit may be granted at a number of colleges. Using a college textbook, the course is a fast-paced and in-depth study of the fundamentals of biology and focuses on the requirements established by the College Board. A minimum of eight inquiry-based laboratory experiments will be completed during the year. Each lab involves considerable analysis of data. Summer reading and/or a special project are required. Students are expected to take the Advanced Placement Exam in May. This course is an excellent review for material on the SAT II. Note: this course meets for an extra period two days out of the 7-day cycle. This course is considered a lab science.

### **Advanced Placement Chemistry (3027)**

*Meets Expectations for Student-Learning: 1-7*

Elective                  Full Year                  Grades: 11-12                  Advanced Placement

Prerequisite: Honors Chemistry and an Honors math course, teacher recommendation and permission of instructor.

Advanced Placement Chemistry is designed to be the equivalent of a rigorous college general chemistry course and focuses on the requirements established by the College Board (See <http://apcentral.collegeboard.com>). Emphasis will be on the quantitative reasoning and problem-solving skills necessary to explain chemical phenomena and enable predictions. Topics include: solution and gas stoichiometry, modern atomic theory, chemical bonding, colligative properties, chemical kinetics, thermochemistry and thermodynamics, chemical equilibrium, reaction



prediction and electrochemistry. Laboratory work largely focuses on structured, guided and open inquiry based experiments. AP Students will be expected to write explanations to non-quantitative questions based on their developed knowledge of chemical principles, and to conduct mathematical manipulations in preparation for the AP Chemistry exam given in May. Summer work and/or a special project may be required. The course can be taken in either the junior or senior year. Students are expected to take the Advanced Placement Exam in May. Note: this course meets for an extra period two days out of the 7-day cycle. This course is an excellent review of material on the SAT II. This course is considered a lab science.

### **Advanced Placement Environmental Science (3030)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year                      Grades: 11-12                      Advanced Placement

Prerequisite: Honors Biology and Chemistry and teacher recommendation.

This course is designed to be the equivalent of a one semester, introductory college course in environmental science. (see <http://apcentral.collegeboard.com>). By achieving a certain proficiency on the Advanced Placement examination given in May, credit may be granted at a number of colleges. The course is a fast-paced and in-depth study of Environmental Science and focuses on the requirements established by the College Board. Topics include: Earth systems and resources, the living world, populations, land & water use, energy resources & consumption, pollution, and global changes. This course includes field lab investigations. Summer work and/or a special project may be required. Students are expected to take the Advanced Placement Exam in May. Note: this course meets for an extra period two days out of the 7- day cycle. This course is considered a lab science.

### **Oceanography (3068)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Semester                      Grades: 11-12                      A Level or Honors

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

In this course students explore the physical and biological features of Earth's oceans. Topics include the ecology of various aquatic ecosystems, ocean chemistry, tidal mechanics, marine life, threats to our oceans, and conservation of the oceans. Students who wish to take to course for honors credit must complete additional assignments throughout the semester and 2 independent research essays. Honors students must execute a written agreement with the teacher at the start of the course to take the course for honors credit.

### **Astronomy (A-3013T, H-3049)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Semester                      Grades: 11-12                      A Level or Honors

Prerequisite: Teacher recommendation.

In this course students study the structure of our solar system, galaxy and the universe. Students research the various contributions that ancient civilizations have made to the field of astronomy and how increased technology throughout history has helped our knowledge and understanding of the origins and structures of planets, stars, galaxies and the universe. Students who want to take this course for honors credit will be required to complete additional assignments and independent work through each unit. Honors students are also required to attend 2 evening observations at the high school and complete 1 long-term independent observation experiment per quarter. Honors students must sign a written agreement with teacher when course begins to take the course for honors credit.

### **Bioethics (A-3023, Honors-3028)**

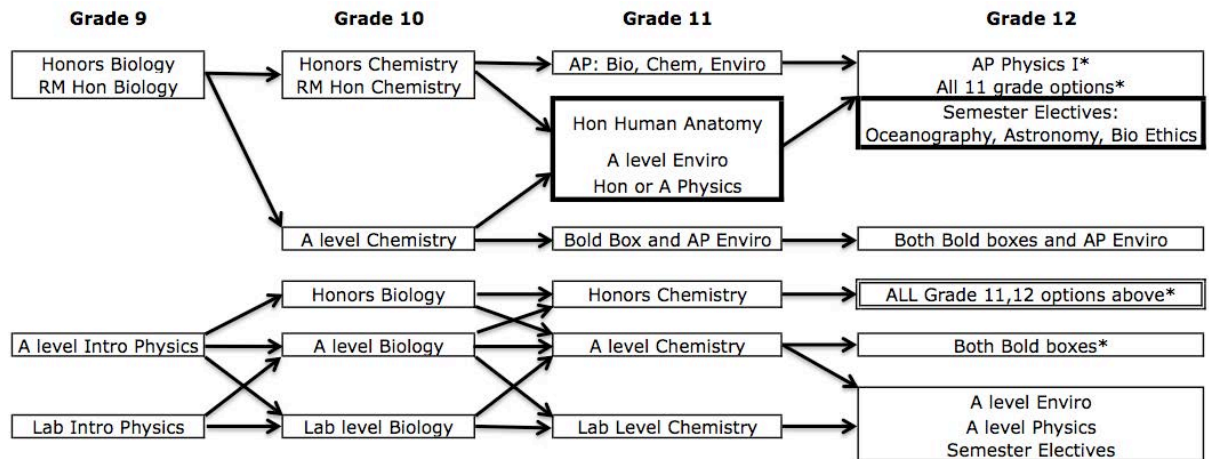
*Meets Expectations for Student-Learning: 1-7*

Elective                      Semester                      Grade: 12                      A Level or Honors

Prerequisite: Biology and teacher recommendation.

Bioethics provides students with an opportunity to examine and discuss the social, ethical and legal dilemmas that arise from advances in medicine and biotechnology. Potential topics include organ donation and transplantation, abortion, assisted reproduction, euthanasia and assisted suicide, death and dying, environmental ethics, medical ethics, animal research and genetic technologies. Position papers on selected topics are assigned as part of the curriculum. Students who want to take this course for honors credit must execute a written agreement with the teacher for additional work.

## Science Course Offerings and the Most Common Sequences



\* Please refer to specific course Descriptions for prerequisite information

# Engineering

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

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

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

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

## Course Offerings:

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

\* *Project Lead the Way* course

### Exploring Technology (5202)

*Meets Expectation for Students Learning: 1-7*

Elective Semester Grades: 9 -12 A Level

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

### Robotics/Electronics (5210)

*Meets Expectation for Students Learning: 1-7*

Elective Semester Grades: 9-12 A Level

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

### Engineering the Future (5221TT)

*Meets Expectation for Students Learning: 1-7*

Elective Full Year Grades: 9-12 A Level

This course is a year-long implementation of the *Engineering the Future* curriculum developed by the Boston Museum of Science and provides students with an introduction to engineering and technology through hands-on activities, cooperative learning and problem solving. Students will use the engineering design process to design and build projects in the following units: design and

manufacturing, thermal and fluid systems, electricity and communications, and construction and integrated systems. This course can fulfill part of the science credit requirement for graduation.

### **Introduction to Engineering Design (IED) (5229T)**

*Meets Expectation for Students Learning: 1-7*

Elective                  Full Year                  Grades: 9-12                  A Level

Prerequisite: Algebra I or Algebra/Geometry I

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

### **Principles of Engineering Honors (POE) (5228)**

*Meets Expectation for Students Learning: 1-7*

Elective                  Full Year                  Grades: 10-12                  Honors

Prerequisite: Algebra/Geometry II

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

### **Digital Electronics Honors (DE) (5233)**

*Meets Expectation for Students Learning: 1-7*

Elective                  Full Year                  Grades: 10-12                  Honors

Prerequisite: Algebra/Geometry II

Using the nationally recognized *Project Lead the Way* hands-on curriculum students use problem-solving models to investigate applied logic and the applications of electronic circuits and devices. Projects focus on the investigation of basic analog and digital circuitry. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. This engineering course is designed to enable students to explore the field as a career choice and provides the rigorous, relevant training required to excel in any related post-secondary program. This course can fulfill part of the science credit requirement for graduation.

## Social Sciences Department

Ms. Jennifer DiFrancesca, Director

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

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

World Civilizations, United States History I and United States History II are aligned with the content, concepts and skills outlined in the *Massachusetts History and Social Science Frameworks*. The elective courses offered by the Social Sciences Department also incorporate the concepts and skills outlined in the *Massachusetts History and Social Science Frameworks*.

### Course Offerings:

World Civilizations	American Government
U.S. History I	America and the World Today
U.S. History II	Economics
U.S. History II: American Studies	Global Studies
Social Science Internship	Psychology
Advanced Placement United States History	Sociology
Advanced Placement Human Geography	World Religions
Advanced Placement Psychology	The World at War

### World Civilizations (4019)

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

Required Full Year Grade: 9 A Level

In the first semester, students will investigate European history from 1500 until 1900. Units of study will include the Enlightenment, Absolute Monarchs, the French Revolution, the Rise of Nation States and the Industrial Revolution. The second semester will include an examination of world events from the 1800s through the late 20th century. Units of study will include Imperialism, World War I and its aftermath, World War II, the Cold War and the World Today. Politics and diplomacy will be studied as well as the social, economic, religious, scientific and technological factors that have shaped world history. Students will develop skills in working with primary sources, research, discussion, reading and writing. Throughout the year, students will connect their learning to current events. Assessment strategies will include written and oral presentations, objective questions, open-response questions and research projects.

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

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

7Required Full Year Grade: 10 A Level or Honors

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

This is the first year of a two-year course in American history. Following a chronological approach, the course will begin with the colonial era and conclude with the post-Civil War American West. Students will study the causes and consequences of the American Revolution, as well as the development of the Constitution. Other topics of study will include the early national period, the

reform movements of the 1800s, Jacksonian democracy, westward expansion, the Civil War and Reconstruction. The core content is the same for both the Honors and A-level courses, however, the pace and focus on skills will be different. Honors level students will read more in-depth primary and secondary source documents, as well as participate in more independent learning. All students will continue to develop their skills working with primary sources, research, discussion, reading and writing. Throughout the year, all students will connect their learning to current events. Assessment strategies for all students will include written and oral presentations, objective questions, open-response questions and research projects.

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

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

Required Full Year Grade: 11 A Level or Honors

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

This is the second year of a two-year course in American history. Following a chronological approach, the course will begin with the Gilded Age and conclude with America in the 21<sup>st</sup> century. Students will study the causes and consequences of the 2<sup>nd</sup> Industrial Revolution, as well as the development of the modern civil rights movement. Other topics of study will include US foreign policy in the 20<sup>th</sup> century, the Jazz Age, the Great Depression, the Cold War and the 1950s. The core content is the same for both the Honors and A-level courses, however, the pace and focus on skills will be different. Honors level students will read more in-depth primary and secondary source documents, as well as participate in more independent learning. All students will continue to develop their skills working with primary sources, research, discussion, reading and writing. Throughout the year, all students will connect their learning to current events. Assessment strategies for all students will include written and oral reports, objective questions, open-response questions and research projects questions.

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

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

Required Full Year Grade: 11 A Level or Honors

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

American Studies combines all of the traditional aspects of eleventh grade English and U. S. History, but emphasizes the relationship between the two courses by studying them together with two teachers. Classes are scheduled during consecutive periods, providing flexibility in grouping students into different combinations. Students will gain insights into the relationships among our literary, cultural, artistic, philosophical and scientific traditions that have created a diverse but common American heritage since the Civil War. In addition, students will examine themes such as gender roles, racial identity, technological progress, war, and social progress. Class activities will emphasize collaboration, presentations, field studies and guest speakers. There are some common assignments and assessments. The history component will emphasize analyzing primary sources, discussion, critical reading and analytic writing. Honors level students will be required to complete additional independent assignments and assessments. Throughout the year, all students will connect their learning to current events. *Students who register for this course must also register for English 11: American Studies at the same level.*

### **Advanced Placement United States History (4013)**

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

Elective Full Year Grade: 11 Advanced Placement

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance. Standardized test scores and placement test scores may also be used.

AP US History is designed to provide students with the analytical skills and factual knowledge necessary to deal with issues in United States history from the age of discovery to the present. It is also designed to prepare students for college by making demands upon them equivalent to those made by full-year introductory college courses. Solid reasoning and writing skills, along with a willingness to devote considerable time to studying, are necessary to succeed. A variety of approaches will be used to analyze American politics, society, economics and history. Students will use a college level textbook, read extensive primary and secondary sources, and demonstrate their ability to learn independently. This course meets the College Board's expectations for an AP US

History course. This course fulfills the US History II requirement for eleventh graders. Students are expected to successfully complete the summer work and take the Advanced Placement Exam in May.

### **Sociology (A-4010, H-4069)**

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

Elective Semester Grades: 11-12 A Level or Honors

Students will explore human society in a variety of ways. This will involve the investigation of such social institutions as the family, politics, education, economics, and work. Additional topics of study will include social group dynamics and organization, as well as crime and sociology in law. Sociological research will be used throughout the course to conduct surveys, interviews, and experiments. Students seeking honors credit must execute a written agreement with the teacher for additional independent assignments/assessments.

### **Psychology (A-4011, H-4023)**

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

Elective Semester Grades: 11-12 A Level or Honors

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

Psychology students will explore human behavior and the mind including social psychology, adolescence, methods of research, consciousness, learning, neuroscience, personality, abnormal behavior and therapy. Classes will include a combination of discussions, lectures, films, and presentations. A variety of theories will be examined. Students will continue to develop their critical thinking skills. Further, they will develop a better understanding of themselves and the forces acting upon them. Students seeking honors credit must execute a written agreement with the teacher for additional independent assignments/assessments.

### **America and the World Today (A-4016T, H-4070)**

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

Elective Semester Grades: 10-12 A Level or Honors

This course is designed to provide students with an understanding of America's role in the national and global community. Class discussions, guest speakers and research provide students the opportunity to explore and analyze American involvement in contemporary domestic and international issues. Students will be expected to remain cognizant of current events to enable them to analyze the relationship between historical developments and current issues. Students continue to develop their skills as critical thinkers when analyzing evidence, issues and arguments. Students seeking honors credit must execute a written agreement with the teacher for additional independent assignments/assessments.

### **Economics (A-4026, Honors-4071)**

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

Elective Semester Grades: 11-12 A Level or Honors

This course is designed to provide students with an introduction to economics. Following the guidelines of the Department of Elementary and Secondary Education Frameworks, this course examines the allocation of scarce resources and the economic reasoning used by government agencies and by people as consumers, producers, savers, investors, workers and voters. Students will examine the concepts of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization and trade. Students seeking honors credit must execute a written agreement with the teacher for additional independent assignments/assessments.

### **Global Studies (A-4031, H-4073)**

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

Elective Semester Grades: 10-12 A Level or Honors

*Global education teaches students the knowledge and skills necessary for citizenship in a culturally diverse and globally interconnected world. (SPS Global Studies Committee)*

This course will introduce students to and provide them with an understanding of their role in a global society. Through current events, class discussions, guest speakers and independent research, students will investigate a variety of topics such as population trends, government & politics, environmental issues, agricultural & urban land use, social & cultural conflicts as well as economic

issues from a global perspective. Students seeking honors credit must execute a written agreement with the teacher for additional independent assignments/assessments.

### **World Religions (A-4060, H-4061)**

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

Elective                      Semester                      Grades: 10-12                      A Level or Honors

Religion is a powerful and pervasive force in our world, both historically and in the present day. Students will explore the history, structure, beliefs, and traditions of a variety of worldwide religions. This course will include the study of religious traditions of Middle Eastern origin (Judaism, Christianity, Islam), South Asian origin (Hinduism, Buddhism) and East Asian origin (Daoism, Confucianism, Shinto). Through discussion, field studies, and the investigation of primary and secondary sources, students will think critically about, as well as develop a respect for, what people believe and why they believe it. Students seeking honors credit must execute a written agreement with the teacher for additional independent assignments/assessments.

### **American Government (4035)**

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

Elective                      Semester                      Grades: 10-12                      A Level or Honors

This course is designed to provide students with an understanding of the structure, purpose, principles and practices of American government at the local, state and federal level. Following the guidelines of the Department of Elementary and Secondary Education Frameworks, students will investigate their rights and responsibilities as American citizens and how they can exercise these rights and responsibilities at the local, state and national levels. Current issues, class discussions, guest speakers and research will provide students the opportunity to explore and analyze various issues involving their local, state and national governments. Students continue to develop their skills as critical thinkers when analyzing evidence, issues and arguments. Students seeking honors credit must execute a written agreement with the teacher for additional independent assignments/assessments.

### **The World at War (4087)**

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

Elective                      Semester                      Grades: 10-12                      A Level or Honors

This course will provide students an opportunity to investigate the causes, courses and consequences of World War I and World War II. The course will focus not only on the events of the wars but also on the governments, economies, and societies of Europe that created and were created by these global conflicts. Class discussions, guest speakers and research will provide students the opportunity to explore and analyze developments in Europe during the 20<sup>th</sup> Century. Throughout the semester, students will connect the content of the course to current events. Students will continue to develop their skills as critical thinkers when analyzing evidence, issues and arguments. Students seeking honors credit must execute a written agreement with the teacher for additional independent assignments/assessments.

### **Advanced Placement Psychology (4012)**

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

Elective                      Full Year                      Grade: 12                      Advanced Placement

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



**Advanced Placement Human Geography (4072)***Meets Expectations for Student-Learning: 1,2,3,4,6,7*

Elective

Full Year

Grade: 12

Advanced Placement

**Prerequisite:** Teacher Recommendation

AP Human Geography will introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students will investigate geographic concepts, population trends, cultural patterns and processes, political organization of spaces, agricultural and rural land use, industrialization and economic development, cities and urban land use. Throughout the course, students will develop and refine their ability to understand how cultural landscapes and regions emerge; use maps and other spatial data to pose and solve problems; identify and analyze the local, regional, national and global factors that influence a phenomena; and understand the ways in which events and processes operating in one place influence those operating at other places. The reading, writing, and discussions are aligned with those of a college Social Science course. Students will read extensively and take responsibility for their own learning. Students are expected to successfully complete the summer work and take the AP exam in May.

**Social Science Internship (4030)***Meets Expectations for Student-Learning: 3,4,6,7,8*

Elective

Semester

Grades: 11-12

A Level

**Prerequisites:** Teacher Recommendation and director approval

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

## Visual Arts Department

Ms. Pamela LeBlanc, Director

Phone: 508-841-8841 Email: [pleblanc@shrewsbury.k12.ma.us](mailto:pleblanc@shrewsbury.k12.ma.us)

The Visual Arts Program provides students with the opportunity to work with a wide variety of materials in order to develop their skills, perceptions and creativity. Each course is designed to introduce or master skills from earlier training, as well as to develop a knowledge base of various artists and art movements.

Some courses require a prerequisite. Students looking to take a full year Studio course are required to take one *semester of Art Intro in combination with a semester of Creative Sketchbooks, Mixed Media or Printmaking*. All Studio level courses provide students with concepts and skills to build a portfolio for college.

**For the serious art student, the following four year art experience is recommended:**

(\* Courses that are prerequisites for other related art courses.)

	Grade 9	Grade 10	Grade 11	Grade 12
<b>4 yr. Art Experience</b>	* Art Intro (S1) ↓ Creative Sketchbooks Mixed Media – OR – Printmaking (S2)↗	Studio I →	Studio II →	Studio III or AP
	* Art Intro  * Ceramics I Ceramics II & Sculpture  Creative Sketchbooks  * Digital Imaging Digital Imaging II  Mixed Media Printmaking	Art History I * Art Intro Studio I  * Ceramics I * Ceramics II & Sculpture/FY * Ceramics III & Sculpture  Creative Sketchbooks  * Digital Imaging Digital Imaging II  Mixed Media Printmaking	Art History I * Art Intro Studio I Studio II  * Ceramics I * Ceramics II & Sculpture/FY * Ceramics III & Sculpture  Creative Sketchbooks  * Digital Imaging Digital Imaging II  Mixed Media Photography Printmaking	Art History I * Art Intro Studio I Studio II Studio III or AP  * Ceramics I * Ceramics II & Sculpture/FY * Ceramics III & Sculpture  Creative Sketchbooks  * Digital Imaging Digital Imaging II  Mixed Media Photography Printmaking

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

### Course Offerings:

Art History I	Ceramics III and Sculpture	Printmaking
Art Intro	Creative Sketchbooks	Studio I
Ceramics I	Digital Imaging	Studio II: Honors Portfolio
Ceramics II and Sculpture	Digital Imaging II	Studio III: Honors Portfolio
	Mixed Media	AP Studio Art/Drawing
	Photography	

### **Art History I (6532)**

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

Elective Semester Grades: 10-12 A Level

Art History I will focus on the knowledge and appreciation of the varying forms and roles of art across time and cultures. This course will cover the Pre-Historic era through modern and parts of contemporary time periods. Students will develop visual acumen, aesthetic insight and will be encouraged to question the nature of art and its relevance to daily life. Students will be introduced to the elements and principles of design and will assess their understanding through projects and research. Students learn how to appreciate art by developing the skills necessary to view it through intelligent and informed evaluations.

### **Art Intro (6500)**

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

Elective Semester Grades: 9-12 A Level

This is the basic prerequisite course for all students. This satisfies the graduation requirement and allows students to take other art offerings. The elements and principles of art are featured. Students are introduced to different media and subject matter, are encouraged to think creatively and critically and are introduced to various artists and art movements. Some work is done outside of class setting.

### **Ceramics I (6506)**

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

Elective Semester Grades: 9-12 A Level

Students will use both hand built techniques and the potter's wheel. They will explore the use of glazes and firing of ceramic ware. Attention will focus on form and function. *A materials fee may be assessed.*

### **Ceramics II and Sculpture (6528T)**

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

Elective Semester Grades: 9-12 A Level

Prerequisite: Ceramics I (teacher signature required)

Students will build upon skills developed in Ceramics I to explore various aspects of sculpture, additive, subtractive, relief techniques, as well as more complex pieces thrown on the pottery wheel. Materials may include wire, clay, wood, plaster, paper maché, cardboard and found objects. Assignments will build upon the elements and principles of art as they relate to sculpture. *A materials fee may be assessed.*

### **Ceramics III and Sculpture (6529)**

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

Elective Semester Grades: 10-12 A Level

Prerequisite: Ceramics II (teacher signature required)

This is an advanced level ceramics course designed to allow more advanced hand building and wheel throwing. Students will build upon skills developed in *Ceramics II and Sculpture* by exploring more difficult ceramic problems in a variety of techniques and concepts related to functional ceramic sculpture. An extension of this experience includes combinations of other materials for creating three-dimensional sculptures. Emphasis will be placed on personal growth and the development of self-exploration and creative expression. *A materials fee may be assessed.*

### **Creative Sketchbooks (6518T)**

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

Elective Semester Grades: 9-12 A Level

Using sketchbooks and creative journaling, students will explore art as a process rather than a product. They will experiment with a wide variety of materials and concepts through short two and four day assignments. They will reflect on topics related to their identity and the world around them. The objective is for the student to see the world as an artist and to creatively problem solve. This course in combination with Art Intro will satisfy the prerequisite needed to enroll in Studio I.

**Digital Imaging (6504)***Meets Expectations for Student Learning: 1,2,3,4,6,7,8*

Elective Semester Grades: 9-12 A Level

Students will use the Photoshop software program as a creative tool for self-expression. They will use the computer scanner, digital camera, and drawing tablet as artist tools in a series of guided and open-ended exercises. The principles and elements of design will be introduced.

**Digital Imaging II (6523)***Meets Expectations for Student Learning: 1,2,3,4,6,7,8*

Elective Semester Grades: 9-12 A Level

Prerequisite: Digital Imaging
-------------------------------

Students will expand beyond the basic knowledge and use of the Photoshop Software as a creative tool for self-expression. In addition, students will be introduced to In Design and be exposed to layout and design. Students will learn the basics of graphic design and apply elements and principles to graphic problems.

**Mixed Media (6524)***Meets Expectations for Student Learning: 1,2,3,4,6,7,8*

Elective Semester Grades: 9-12 A Level

This course is designed for students in grades 9-12 who will use traditional art techniques such as drawing, painting, and printmaking while combining them with each other and incorporating elements of collage and assemblage. In addition, students will experiment with a variety of subject matter, creating artwork using various materials such as paint, collage, fabric and found objects in the fabrication of both 2-D and 3-D works. Students are encouraged to think creatively and are challenged to problem solve. This course in combination with Art Intro will satisfy the prerequisite needed to enroll in Studio I.

**Photography (6507T)***Meets Expectations for Student Learning: 1,3,4,6,7,8,9*

Elective Semester Grades: 11-12 A Level

Using black and white film, students will create a body of work that represents their basic knowledge of the manual camera use and darkroom techniques. Students will shoot, develop and print their own pictures demonstrating an understanding of composition, values and tones. If available, students are encouraged to use their own SLR manual camera.

**Printmaking (6525)***Meets Expectations for Student Learning: 1,2,3,4,6,7,8*

Elective Semester Grades: 9-12 A Level

Students in grades 9-12 will explore different printmaking processes and materials, including relief, collagraph, screen-printing, monotype and intaglio. Students will be asked to work from observation and imagination and to respond to a variety of creative problems. This course in combination with Art Intro will satisfy the prerequisite needed to enroll in Studio I.

**Studio I (6511)***Meets Expectations for Student Learning: 1,2,3,4,6,7,8*

Elective Full Year Grades: 10-12 A Level

Prerequisite: Art Intro in combination with Creative Sketchbooks, Mixed Media or Printmaking.
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Teacher signature required
----------------------------

Students will begin to create works for a portfolio and should have a strong interest in art. They will explore self-expression and various media in depth in a series of guided and open-ended assignments. Artists and art movements will be explored. Some out of class work is required.

**Studio II: Honors Portfolio (6516)***Meets Expectations for Student Learning: 1,2,3,4,6,7,8*

Elective Full Year Grades: 11-12 Honors

Prerequisite: Studio I and portfolio assessment by department faculty and director. Teacher signature required.
---

Students will continue to create a portfolio that will meet college entrance requirements in a more individual series of guided and open-ended assignments. Individual style, originality and expertise in media use are stressed. Students interested in Advanced Placement the following year will develop works for the AP breadth requirement. Outside work is required in order to be successful. *Summer assignments may be required.*

### **Studio III: Honors Portfolio (6517)**

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

Elective                      Full Year                      Grade: 12                      Honors

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

Students focus on the concentration aspect of the AP Portfolio through a series of mini themed pieces. Students must be able to work independently at a demanding pace to meet deadlines preparing themselves to work outside of scheduled class time. Individual style, originality and expertise in media use are stressed. Students are evaluated using and the school-wide common and Advanced Placement rubrics. Students are NOT required to submit an AP Portfolio. Student work will be prepared for exhibit at the SHS Art Festival in the spring. In preparation for this course, *summer assignments are required.*

### **Advanced Placement Studio Art/Drawing (6514T)**

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

Elective                      Full Year                      Grade: 12                      Advanced Placement

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

Students focus on the concentration aspect of the AP Portfolio as well as fine tune their breath section. Students must be able to work independently at a demanding pace to meet deadlines preparing themselves to work outside of scheduled class time. Individual style, originality and expertise in media use are stressed. Students are evaluated using and the school-wide common and Advanced Placement rubrics. Students are required to submit an AP Portfolio, while preparing their work to exhibit at the SHS Art Festival in the spring. In preparation for AP *summer assignments are required. A fee may be assessed for portfolio preparation materials.*



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **01/25/17**

**A. Student Activity Account Policy Updates: Second Reading & Vote**

**SPECIFIC STATEMENT OR QUESTION:**

Will the Committee hear a second reading of Revised Student Activity Fund Policies 941 and 942 and vote to approve them?

**BACKGROUND INFORMATION:**

1. A first reading of both policies was held at the School Committee Meeting held on January 11, 2017.
2. School Committee Policy 941 addresses management of High School Student Activity Account Funds.
3. School Committee Policy 942 addresses management of Student Activity Funds in grades Pre-K-8.
4. School Committee members Mr. Jon Wensky and Ms. Erin Canzano are members of the Policy Subcommittee. The proposed policy changes are enclosed.

**ACTION RECOMMENDED:**

That the Committee vote to approve revised Policy 941: Management of High School Student Activity Account Funds and revised Policy 942: Management of Student Activity Funds (Pre-K-8).

**COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:**

Mr. Jon Wensky, School Committee, Member of Policy Subcommittee  
Ms. Erin Canzano, School Committee, Member of Policy Subcommittee  
Dr. Joseph M. Sawyer, Superintendent of Schools  
Mr. Patrick Collins, Assistant Superintendent for Finance and Operations

POLICY FAMILY	INTERNAL FUNDS	941
---------------	----------------	-----

**Policy 941: Management of  
High School Student Activity Account Funds**

**Adopted 3/3/82**

**Amended**

**1/22/86**

**1/15/92**

**4/25/01**

**x/x/17**

The purpose of this policy is to define the cash collection procedures, accountability responsibilities, and record-keeping requirements for funds collected in connection to all student activities at the High School. Examples of such activities include, but are not limited to, class or club dues, field trips, special club or school projects, and the school store.

Activities undertaken by school PTOs, Boosters Club, Gridiron Club, Music Association, or alike parent fundraising group are not subject to these regulations. These are separate organizations that adhere to their own by-laws and operating procedures. Funds from these groups cannot be deposited into the High School student activity account.

1. Students or staff members wishing to collect funds for an activity or have a fundraiser must request prior approval of the high school principal.
2. The request must clearly indicate the purpose of the collection/fundraiser, the amount to be collected, an estimate of costs, the timeline of the activity, and the method of communicating this request to the students, parents, or the community at large.
3. The principal may alter, deny, or approve the request.
4. The requestor (teacher or student representative) is responsible for collecting and recording all individual collections. All collections will be sent to the principal's office on the day they are received. All funds will be deposited as soon as possible into the designated bank account using deposit slips provided by Central Office. One copy of the deposit slip, date stamped by the bank, will be forwarded to Central Office by the school.
5. Requests for checks/payments from this account will be made using the Student Activity Account Check Request Form as provided by the High School office. The requestor will

complete such form and attach the invoice to be paid. The building principal must approve all check requests by signing the Check Request Form.

6. Approved check requests will be disbursed by High School office within two working days. Each check from this account must have two signatures by designated High School personnel.

7. The High School Principal will insure that each school organization's account balance is maintained and that the sum of all school balances reconciles with the monthly bank statement. A copy of the monthly reconciliation will be forwarded to both the Director of Business Services and the Town Treasurer. All school employees, students, and graduates are prohibited from opening any bank account to manage or deposit Student Activity Account (or other school) funds.

8. The class officers will inform the High School Principal, by the date of graduation, of the disposition of any remaining balance in the class fund.

9. Employees are prohibited from paying for activities from their personal funds and then seeking direct reimbursement from students and/or parents.

10. Funds in the Student Activity Account are to be used exclusively for student-related activities. **Accrued interest may be used to fund or offset the costs of external audits or other costs related to the management of the fund.**

11. The Director of Business Services and Town Treasurer will insure compliance with the regulations to maintain both an "agency" account and ~~an "expense"~~ a **"checking"** account as directed by Massachusetts General Laws. **The maximum amount authorized in the checking account is \$150,000. Replenishment of the checking account will be done through the warrant process.**

12. It is expected that the High School Principal will manage cash flow needs and invest a portion of funds, when possible, into risk-free investments bearing a higher yield than the checking account. Such investments will be done in consultation with the Director of Business Services and Town Treasurer.

**13. The Director of Business Services will engage an external, independent audit of the fund, once every three years, with the results reported to the School Committee.**

14. The Director of Business Services will coordinate an annual ~~audit~~ **internal review** of the High School Student Activity Account with the results reported to ~~School Committee~~ **the Superintendent and the high school principal.**

15. The Superintendent reserves the right to cancel any student activity that is not in the best interest of the school district or students.



References: MGL 71:47, Ch. 66 of the Acts of 1996, [Massachusetts Department of Elementary and Secondary Education: Agreed Upon Procedures and Audit Guidelines: Student Activity Funds](#).

This policy will be reviewed within five years of its last revision.

POLICY FAMILY	INTERNAL FUNDS	942
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**Policy 942: Management of  
Student Activity Funds (Pre-K-8)**

**Adopted 6/17/92**

**Amended**

**1/3/01**

**x/x/17**

The purpose of this policy is to define the cash collection procedures, accountability responsibilities, and record-keeping requirements for funds collected in connection to all student activities. Examples of such activities include, but are not limited to, class field trips, special classroom or school projects, and school stores.

Activities undertaken by school PTOs are not subject to these regulations. PTOs are separate organizations that adhere to their own by-laws and operating procedures.

1. Staff members wishing to collect funds for an activity must request prior approval of their building principal.
2. The request must clearly indicate the purpose of the collection, the amount to be collected, an estimate of costs, the timeline of the activity, and the method of communicating this request to the parents.
3. The principal may alter, deny, or approve the request.
4. The requestor (teacher) is responsible for collecting and recording all individual collections. All collections will be sent to the principal's office on the day they are received. All funds will be deposited as soon as possible into the designated bank account using deposit slips provided by Central Office. One copy of the deposit slip, date stamped by the bank, will be forwarded to Central Office by the school.
5. Requests for checks/payments from this account will be made using the Student Activity Account Check Request Form as provided by Central Office. The requestor will complete such form and attach the invoice to be paid. The building principal must approve all check requests by signing the Check Request Form.
6. Approved check requests will be disbursed by Central Office within two working days. Each check from this account must have two signatures by designated Central Office personnel.

7. The Director of Business Services will insure that each school's account balance is maintained and that the sum of all school balances reconciles with the monthly bank statement. The Central Office will forward a monthly statement to each school. Each principal will maintain school-based records detailing the revenue and expenditure for each activity. Principals will also insure that their local records reconcile with the balance for their school as maintained in the Central Office. At a minimum, principals will complete a quarterly reconciliation and forward it to Central Office.

8. All school employees are prohibited from opening any bank account to manage or deposit Student Activity Account (or other school) funds.

9. Employees are prohibited from paying for activities from their personal funds and then seeking direct reimbursement from students and/or parents.

10. Funds in the Student Activity Account are to be used exclusively for student-related activities. **Accrued interest may be used to fund or offset the costs of external audits or other costs related to the management of the fund.**

11. The Director of Business Services and Town Treasurer will insure compliance with the regulations to maintain both an "agency" account and ~~an "expense"~~ a "checking" account as directed by Massachusetts General Laws. **The maximum amount authorized in the checking account is \$75,000. Replenishment of the checking account will be done through the warrant process.**

**12. The Director of Business Services will engage an external, independent audit of the fund, once every three years, with results reported to the School Committee.**

13. The Director of Business Services will coordinate an annual ~~audit~~ **internal review** of the Student Activity Account with the results reported to ~~School Committee~~ **the Superintendent and each school building principal.**

14. The Superintendent reserves the right to cancel any student activity that is not in the best interest of the school district or students.

**References: MGL 71:47, Ch. 66 of the Acts of 1996, Massachusetts Department of Elementary and Secondary Education: Agreed Upon Procedures and Audit Guidelines: Student Activity Funds.**

**This policy will be reviewed within five years of its last revision.**



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **01/25/17**

**A.Fiscal Year 2018 Budget: Superintendent's Recommendation**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear Superintendent's Recommendation regarding the Fiscal Year 2018 Budget?

**BACKGROUND INFORMATION:**

1. Dr. Sawyer and Mr. Collins will present the administrative recommendation for the FY 18 Budget.
2. Details of the budget recommendation are enclosed.

**ACTION RECOMMENDED:**

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

**STAFF AVAILABLE FOR PRESENTATION:**

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



# **SHREWSBURY PUBLIC SCHOOLS**

## **Superintendent's Budget Recommendation**

**Fiscal Year 2018**

**January 25, 2017**

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

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

### **About This Recommendation**

This Fiscal Year 2018 budget recommendation reflects the budget guidelines, assumptions, and priorities that the Shrewsbury School Committee issued to the district administration this past fall, which were crafted to maintain the current educational program and advance the district's strategic priorities in the coming year. This document's content is the result of many months of work by the Shrewsbury Public Schools administrative team, who continue to provide excellent leadership for our school district. I am particularly grateful to the Business Office Team for their outstanding efforts on this time-intensive and complex project.

This budget provides resources for mandated services and maintains the educational and co-curricular programs in which our students are currently participating. However, the fiscal realities of public education in Massachusetts generally and in our community specifically clearly indicate that the resources necessary to fund this budget plan will not be available.

Our leadership team will work together in the coming months to shape this plan in response to the evolving financial conditions. We look forward to working with the School Committee, the Board of Selectmen, the Finance Committee, the Town Manager and other municipal officials, educators, parents, students, and the community at large in the coming months in order to determine what level of investment can be made in our public schools and what that will mean for our educational program going forward.

Respectfully,

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

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**THIRD-PARTY RECOGNITIONS OF SUCCESS**

Back Cover



## SUPERINTENDENT'S EXECUTIVE SUMMARY

The initial recommendation for the FY18 annual School Department operating budget was developed to meet the budget priorities, assumptions, and guidance that the School Committee issued to the administration in the Fall of 2016. This budget plan meets requirements for mandated services; meets obligations under labor agreements and makes estimates where such agreements are in negotiation; and provides sufficient resources for transportation, curriculum materials, technology, and general school supplies. Further, we have analyzed current student enrollment trends and made class size projections for next year on a school by school basis. Based on the School Committee's guidance, it maintains the existing resources in place to achieve the Committee's strategic priorities. In that sense, this is a "level service" budget that provides the resources to preserve the current program while meeting the demands for mandates and enrollment growth (the latter especially at the high school).

In order to provide a level service program that meets the expectations outlined by the School Committee, I am recommending a total FY18 operating budget of \$64,083,917, which represents a 6.09% increase over the current year.

Given that personnel resources represent 81% of our costs, this category contains the largest volume of projected cost increase due to contractual and projected compensation increases. Special education remains an area where there are significant cost pressures, resulting in additional staff necessary to meet mandates, and there are also significant out-of-district tuition increases for private special education schools for students with intensive needs. Finally, in order to meet population demands at the high school, a recommendation is made for additional staff resources there, as enrollment is projected to reach an all-time high of 1,842 students.

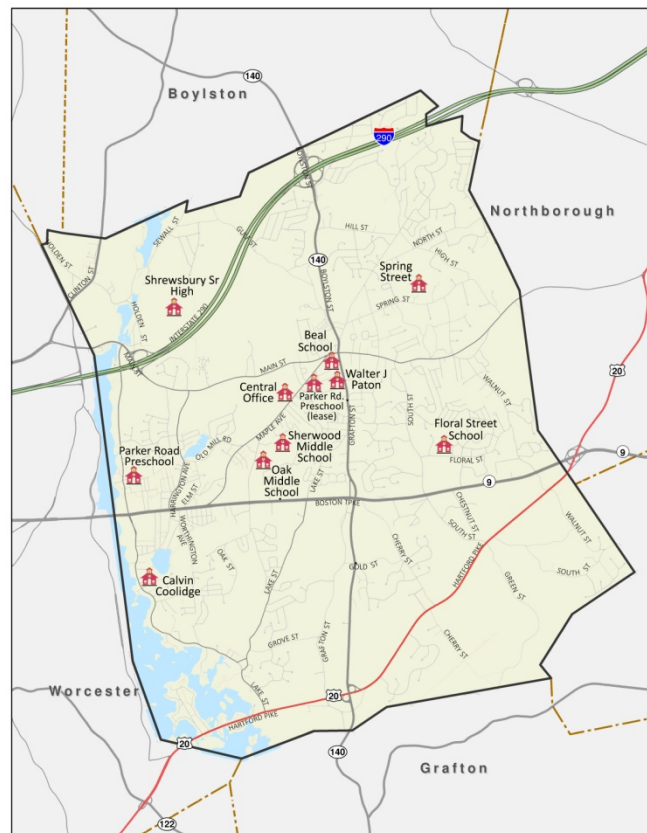
This budget meets the School Committee's directive to file a financial plan that funds the resources required to maintain all of the educational programs and co-curriculum opportunities that currently exist for our students, and therefore transparently illustrates the cost of public education in our community. As the budget process continues, we will need to reassess this plan in light of the fiscal realities of public education in Massachusetts generally and in Shrewsbury specifically.

Respectfully,

*Joseph M. Sawyer, Ed.D.*



# INTRODUCTORY SECTION

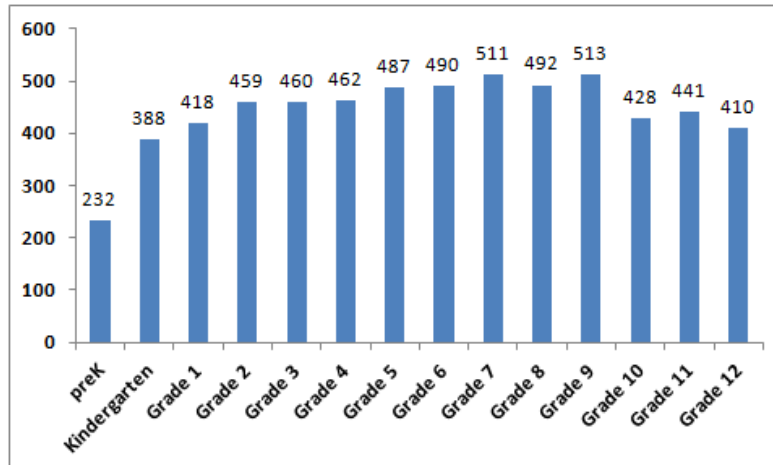


## SHREWSBURY PUBLIC SCHOOL DISTRICT OVERVIEW

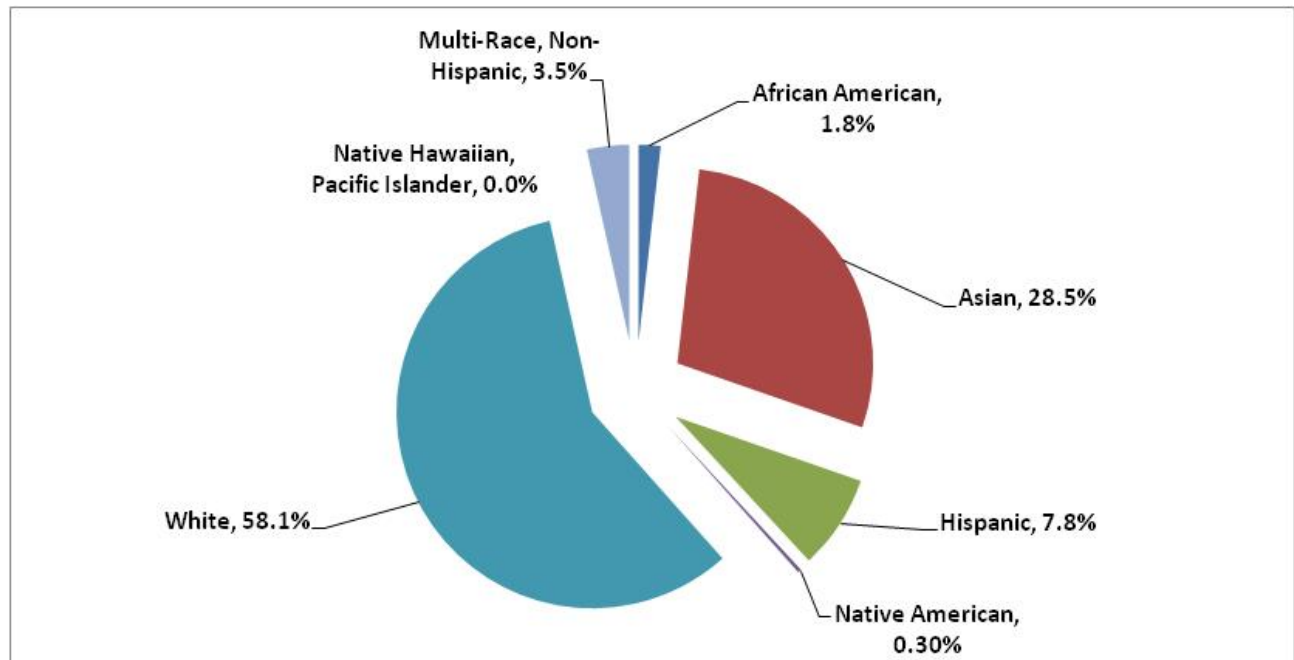
With its geographically advantageous location, the Town of Shrewsbury has grown significantly in the past decades. The federal U.S. Census records the Shrewsbury population growing from 24,146 in 1990 to 35,605 in 2010. The school population has grown significantly during that time period as well and is now at 6,191 students. The chart below depicts the allocation of students by school and itemizes all School Department facilities.

School/Office	Location	Grade Levels	Enrollment 10/1/2015	Enrollment 10/1/2016	Net Change
Central Office	100 Maple Ave. [Town Hall]	na	na	na	na
Special Education Office	15 Parker Rd. [SELCO Bldg.]	na	na	na	na
Parker Road Preschool	15 Parker Rd. [SELCO Bldg.]	preK	183	177	-6
Parker Road Preschool-Extension <i>[Leased space]</i>	2 Wesleyan Terrace	preK	56	55	-1
Beal Early Childhood Center	1 Maple Avenue	K-1	311	318	7
Calvin Coolidge Elementary School	1 Florence Street	K-4	403	409	6
Floral Street Elementary School	57 Floral Street	1-4	712	722	10
Walter J. Paton Elementary School	58 Grafton Street	K-4	360	366	6
Spring Street Elementary School	123 Spring Street	K-4	353	372	19
Sherwood Middle School	30 Sherwood Avenue	5-6	972	977	5
Oak Middle School	45 Oak Street	7-8	1,027	1003	-24
Shrewsbury High School	64 Holden Street	9-12	1,668	1792	124
			<b>6,045</b>	<b>6,191</b>	<b>146</b>
				<b>Increase</b>	<b>2.4%</b>

The distribution of the 6,191 students [from 10/1/16] across grade levels is shown in the chart below. It is important to note that students with identified learning disabilities become eligible for public school services at age three. Also, the district does not currently offer free full-day kindergarten and a number of families who do not gain access to a tuition-based full-day kindergarten slot opt for a full-day program at area private schools. Thus, we have a lower number of kindergarten students in comparison to other elementary grades. Also important to note is that approximately eleven percent of graduating eighth grade students will opt for a private or vocational/technical high school.



The growth in both town and school-age population has come with a significant increase in ethnic diversity. The chart below shows that White students now represent 58.1% of the student body and 41.9% are non-White. The largest ethnic minority group is Asian and the large majority of this population is of South Asian/Indian descent.



*Source: Massachusetts Department of Education, District Profile 2016-2017*

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

Category	% of District	% of State
First Language not English	26.4%	19.0%
English Language Learner	2.8%	9.0%
Students with Disabilities	13.4%	17.2%
High Needs	24.0%	43.5%
Economically Disadvantaged	8.4%	27.4%

*Source: Massachusetts Department of Education, District Profile 2015-2016*

With respect to school facilities and district enrollment, it is important to remember that in April 2015 the School Committee and Board of Selectmen voted to submit an application to the Massachusetts School Building Authority [MSBA] to repair or replace the Beal Early Childhood Center facility which was built in 1922. In January 2016, the MSBA voted to invite Shrewsbury into the Eligibility Phase to solve this space problem. In April 2016, the formation of a School Building Committee was approved by a Special Town meeting vote. At the December 5, 2016 Special Town Meeting, \$1.2M was appropriated for the MSBA required Feasibility Study. Having completed all requirements in the Eligibility Phase, the MSBA Board of Directors are scheduled to vote on February 15, 2017 to enter into a Feasibility Study Agreement with Shrewsbury. With their approval the Building Committee will then conduct a competitive procurement process to select an Owner's Project Management [OPM] Company and an Architectural Firm. These professionals will work with the Building Committee to complete the Feasibility Study.

### **Governance and Management**

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

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

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

#### **School Committee**

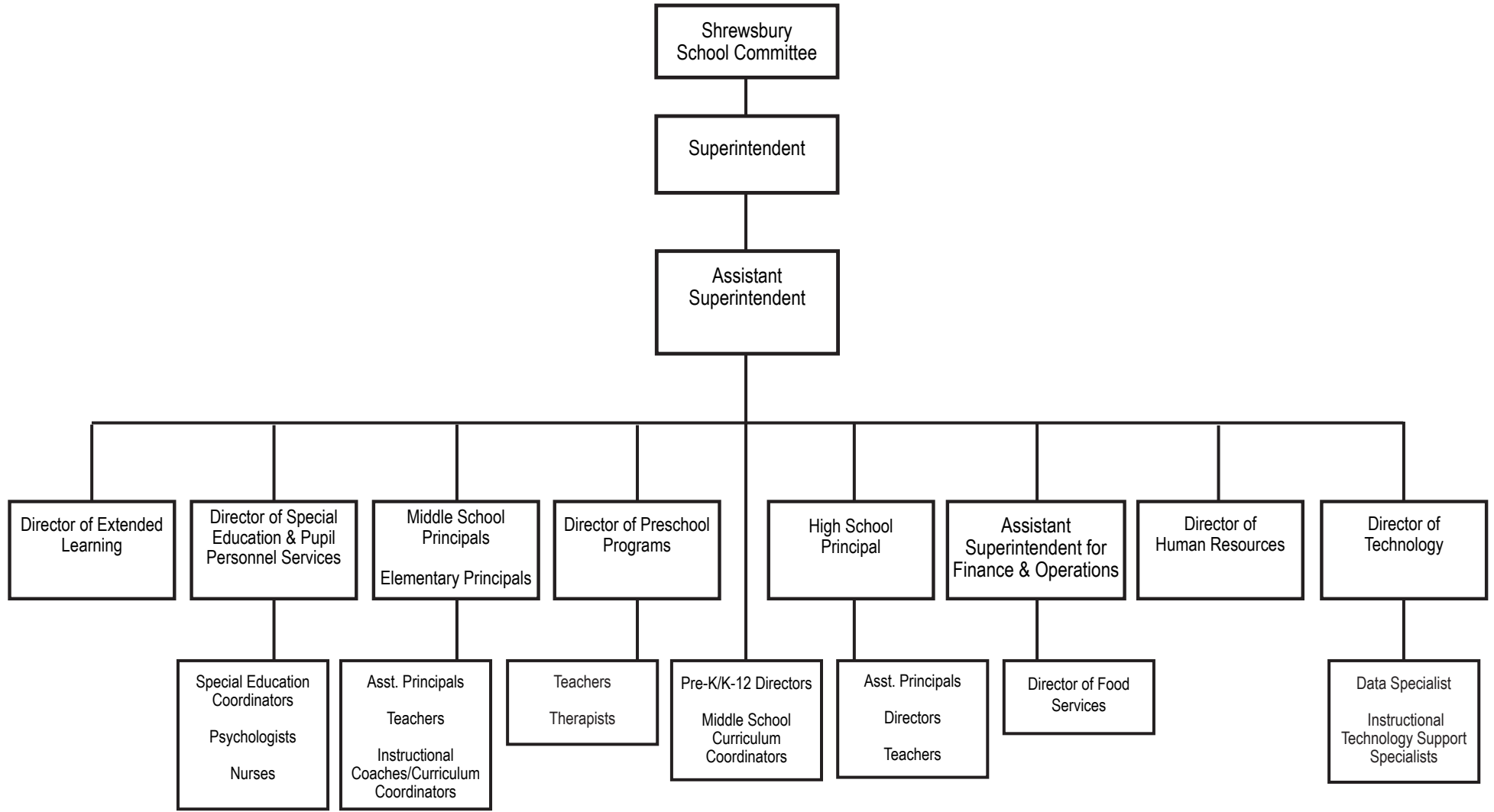
<b>Member</b>	<b>Role</b>	<b>Term Expires</b>
Sandra Fryc	Chair	2017
B. Dale Magee, M.D.	Vice-Chair	2019
Jon Wensky	Secretary	2018
Erin Canzano	Member	2019
John Samia	Member	2017

### Administrative Team

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

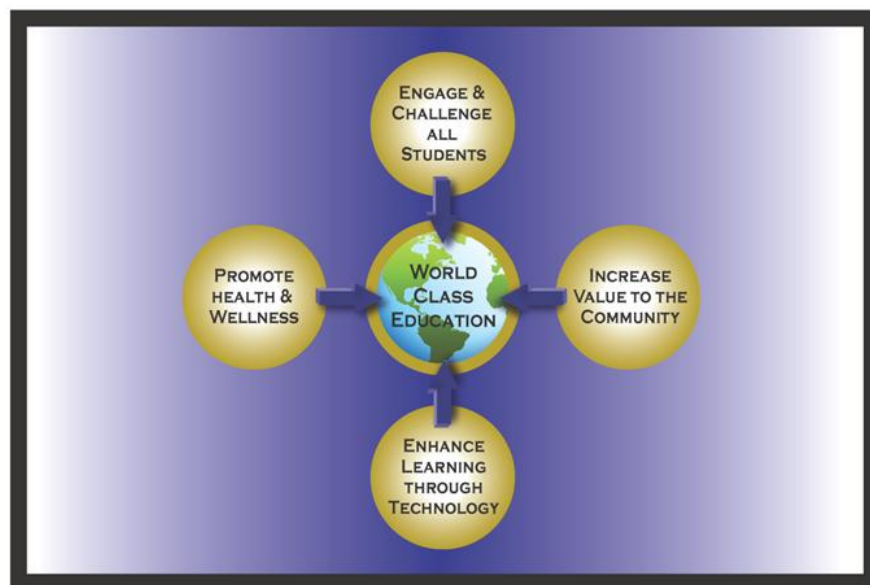
Administrator	Role	District/School
Joseph Sawyer	Superintendent	District
Mary Beth Banios	Asst. Superintendent-Curriculum & Instruction	District
Patrick Collins	Asst. Superintendent-Finance & Operations	District
Meg Belsito	Director of Special Education and Pupil Services	District
Barbara Malone	Director of Human Resources	District
Lisa Robinson	Principal of Preschool Programs	Parker Road Preschool
Christian Girardi	Principal	Beal Early Childhood Center
Amy Clouter	Principal	Coolidge Elementary School
Lisa McCubrey	Principal	Floral Street School
Wendy Bell	Principal	Paton Elementary School
Bryan Mabie	Principal	Spring Street School
Jane Lizotte	Principal	Sherwood Middle School
Ann Jones	Principal	Oak Middle School
Todd Bazydlo	Principal	Shrewsbury High School

## ORGANIZATIONAL CHART





# ORGANIZATIONAL SECTION





## DISTRICT MISSION, CORE VALUES, AND STRATEGIC PLAN

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

### Mission Statement

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

### Core Values

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

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

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

Equity: The school community strives to create opportunities for all students to achieve success. We provide students with appropriate and rigorous curriculum and high-quality instruction that recognizes differences in needs and learning styles. We advocate for the

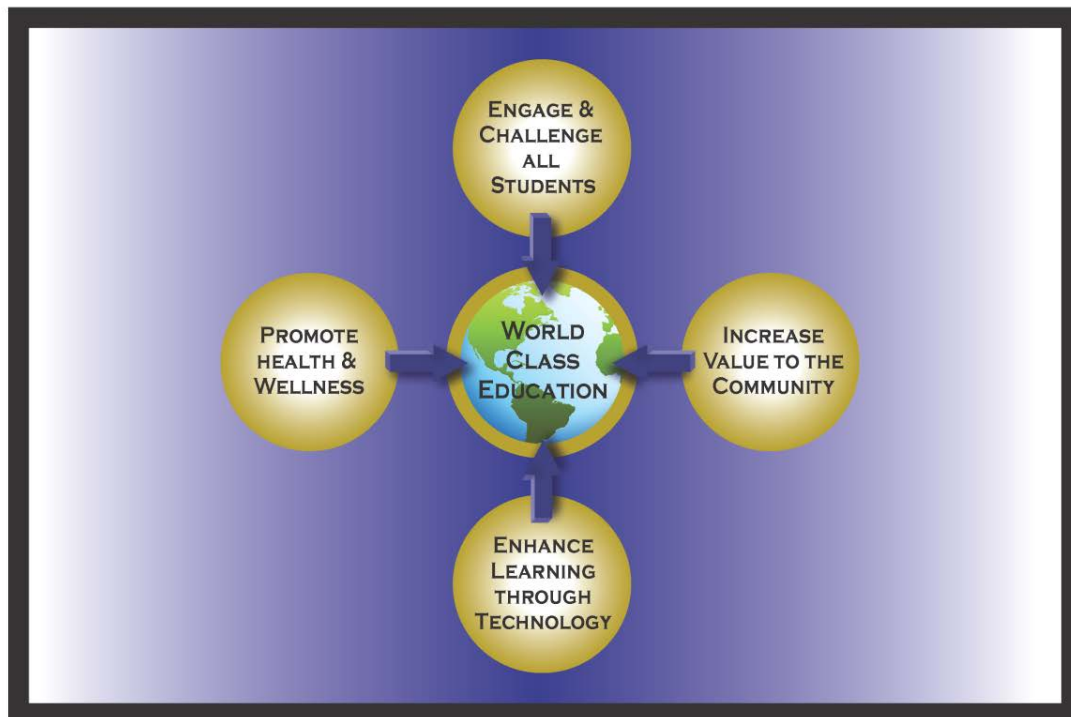
resources necessary to support successful teaching and learning and we use our resources responsibly for the maximum benefit of students.

### **Strategic Priorities and Goals: 2012-2016**

*Shrewsbury students need a world class education.*

*~Joseph Sawyer, Report to School Committee, November 14, 2011.*

In November 2011, after a careful and comprehensive process spanning many months, the Shrewsbury School Committee, upon recommendation from the superintendent, adopted a series of five-year strategic goals. These strategic goals were established with the intent and aspiration of providing a world-class education to all Shrewsbury students. The term “world class” should not be misconstrued as costly. Rather it recognizes the contemporary skills students must learn in order to become successful contributors to the community and to achieve success in our global economy. We believe achieving our goals will afford students the opportunity to benefit from a world class education.



Each of the strategic goals has several major components along with specific five-year goals. These are detailed below. As we developed our budget for the 2017-2018 school year, we have been mindful of both our strategic priorities and five-year goals.

**Strategic Priority: Increase Value to the Community**

- Continue our school district's reputation for excellence.
- Provide the personnel, resources, and infrastructure needed to ensure the quality of education necessary for our students to meet the challenges of the 21st century.
- Serve community needs through volunteerism.

Five Year Goals

- A) Continue to achieve results that consistently place Shrewsbury among top performing school districts.
- B) Prepare students to be successful with the next generation of assessments that will measure 21st century skills.
- C) Raise \$2.5 million in new, supplemental funding through a capital campaign, competitive grants, and/or sponsorships.
- D) Provide 50,000 hours of student community service.

**Strategic Priority: Engage & Challenge All Students**

- Ensure that all students participate in rigorous learning experiences that require the application of knowledge and skills, with an emphasis on writing across all content areas.
- Empower students to meet future college, military, and workplace demands in a globally connected environment by building proficiency at the 21st century skills of communication, critical thinking, collaboration, and creativity.

Five Year Goals

- A) All students will participate in learning projects that require real world problem solving with clear benchmarks for proficiency.
- B) Full implementation of the Shrewsbury Writing Project to ensure students achieve high levels of proficiency in written communication across all content areas.
- C) All educators will participate in collaborative professional development in teaching 21st century skills and successfully apply this in the classroom.
- D) 90% of students, parents, and educators will agree that student learning experiences are engaging and that students participate in appropriately challenging coursework that meets their needs.

**Strategic Priority: Enhance Learning through Technology**

- Provide staff and students access to the technology needed to strengthen teaching and learning in ways that are not possible with traditional tools in order to help students master 21st century skills.
- Utilize technology to provide better access to information and interactive media, a wide range of assessment and feedback tools, and the ability to make learning connections locally, nationally, and globally.
- Promote innovative uses of technology that advance the district's educational and operational goals and monitor new approaches for equity, efficiency, and effectiveness.
- Educate students to use technology productively and responsibly.

**Five Year Goals**

- A) All Preschool – Grade 4 core classrooms will employ interactive technology daily to improve learning.
- B) All students in Grades 5-12 will utilize individual digital devices daily to improve learning.
- C) All educators will participate in collaborative professional development in the use of educational technology and successfully apply this in the classroom.
- D) Deploy technology tools and utilize digital content to enhance learning, communication, and customer service for students, staff, parents, and community members.

**Strategic Priority: Promote Health & Wellbeing**

- Reinforce respectful, positive school cultures in order to empower members to act with kindness, empathy, and compassion.
- Communicate and model the importance of proper nutrition, exercise, and healthy living habits.
- Ensure a systematic response to students who are struggling with social, emotional, and/or mental health issues.

**Five Year Goals**

- A) 90% of students, parents, and educators will agree that their schools' social and emotional cultures are healthy.
- B) 75% of students will participate in at least sixty minutes of physical activity each day (both during and outside of school).
- C) Develop a comprehensive approach to support students experiencing significant social, emotional, and/or mental health issues.

## **DISTRICT GOALS: 2015-2017**

In the shorter term, the School Committee also unanimously approved the following two-year District Goals on April 8, 2015. These serve to provide sharper focus and are also in a parallel format with the new Educator Evaluation System, and therefore are categorized as either a “Professional Practice Goal” or a “Student Learning Goal”.

### **STRATEGIC PRIORITIES: ENGAGE AND CHALLENGE ALL STUDENTS & ENHANCE LEARNING THROUGH TECHNOLOGY**

#### **Professional Practice Goals:**

1) By the end of the 2016-17 school year, all grade level and department teams will have re-designed and implemented an existing learning experience for students that includes:

- An open-ended question that requires students to think critically about an engaging topic
- A special introductory event to the learning experience that generates curiosity and motivates students to learn more about the topic
- Multiple pathways to demonstrate learning
- Opportunities for students to share their thinking and collaborate with others
- Work shared with an audience beyond teacher and classroom
- Technology integration that enhances learning at the Modification and/or Redefinition level (SAMR Model)

The resources for this learning experience will be organized digitally to support team and department collaboration and innovation.

2) Beginning in 2015-2016, all students in Grades 5 through 12 will receive explicit instruction in digital citizenship each year, and the middle and high schools will collect feedback and data to best target this instruction.

#### **Student Learning Goals:**

1) In spring 2017, the number of students meeting the proficiency benchmark on PreK-12 common writing assessments will increase by at least 5% in each grade level compared with the baseline established in 2016.

2) In spring 2017, the number of students meeting the proficiency benchmark on PreK-12 common mathematics assessments will increase by at least 5% in each grade level compared with the baseline established in 2016.

## **STRATEGIC PRIORITY: PROMOTE HEALTH AND WELLNESS**

### **Professional Practice Goal:**

1) Based on surveys and observations, each school will ensure a systematic response to address the needs of students who are at-risk for behavioral or mental health issues, especially those who are identified as lacking a connection to a caring adult in the school environment.

### **Student Learning Goal:**

1) All students will be able to identify at least one way they can access the help and support they need in the school environment when they or a friend are struggling with social, emotional or mental health issues.

## **STRATEGIC PRIORITY: INCREASE VALUE TO THE COMMUNITY**

### **Community Goal:**

1) Partner with booster and community groups, local businesses, and alumni in order to raise \$1 million towards the renovation and improvement of the athletics infrastructure at Shrewsbury High School.

## **MASSACHUSETTS STATE BUDGET DEVELOPMENT PROCESS**

### **JANUARY**

The budget begins as a bill that the Governor submits on the 4<sup>TH</sup> Wednesday in January (or five weeks later if at the start of a new term) to the House of Representatives.

### **FEBRUARY**

The House Ways and Means Committee reviews the Governor's budget and then develops its own recommendation.

### **MARCH**

Individual representatives submit budget amendments which are then debated on the House floor. Once debated, amended and voted on by the full House, it becomes the final House budget bill and moves to the Senate.

### **APRIL-MAY**

The Senate Ways & Means Committee reviews both the Governor's and House budgets and develops its own recommendation.

Individual representatives submit budget amendments which are then debated on the Senate floor. Once debated, amended and voted on, it becomes the final Senate's budget bill.

State finance law requires the Governor to submit budget revisions to his proposed budget if revenue forecasts predict a shortfall after the original submission.

House and Senate leadership assign members to a "conference committee" to negotiate the differences between the House and Senate bills. The conference committee report can only be approved or rejected – no additional amendments can be made.

### **JUNE**

Once approved by both chambers of the Legislature, the Governor has ten days to review it. The Governor may approve or veto the entire budget, or may veto or reduce particular line items or sections, but may not add anything.

### **JULY**

The House and Senate may vote to override the Governor's vetoes. Overrides require a two-thirds roll-call vote in each chamber.

The final budget is also known as the General Appropriations Act (GAA or "Chapter XXX of the Acts of 201X.")

## **School District Budget Process**

The development of the annual operating budget begins each fall with a School Committee and Central Office discussion about upcoming year priorities and guidelines. At the same time, the Business Office begins a multitude of tasks to include salary/wage forecasts, estimating special education and vocational out-of-district tuition costs, and a review of all operating costs including our transportation contract.

October, November, and December are marked by finalization of expense and revenue estimates and the compilation of an initial budget proposal. The initial budget is presented to School Committee in January and about the same time we receive information about the state and town budget proposals as well.

The months of February through April are committed to providing the School Committee with in-depth reports on various aspects of the budget proposal and communicating with the Finance Committee and Board of Selectmen as well.

In April, the School Committee finalizes its plan and votes approval of the budget in preparation of the Annual Town Meeting in May.

The Shrewsbury Town Meeting is an elected body of 240 members representing the town's ten precincts. This body has the authority for all appropriations and votes a total or "bottom-line" School Department budget for the succeeding fiscal year. The Town Meeting body does not have authority for School Department line-item funding amounts or vetoes. This authority rests with the School Committee.

A detailed FY18 School Committee Budget Calendar is shown in the table on the next page.

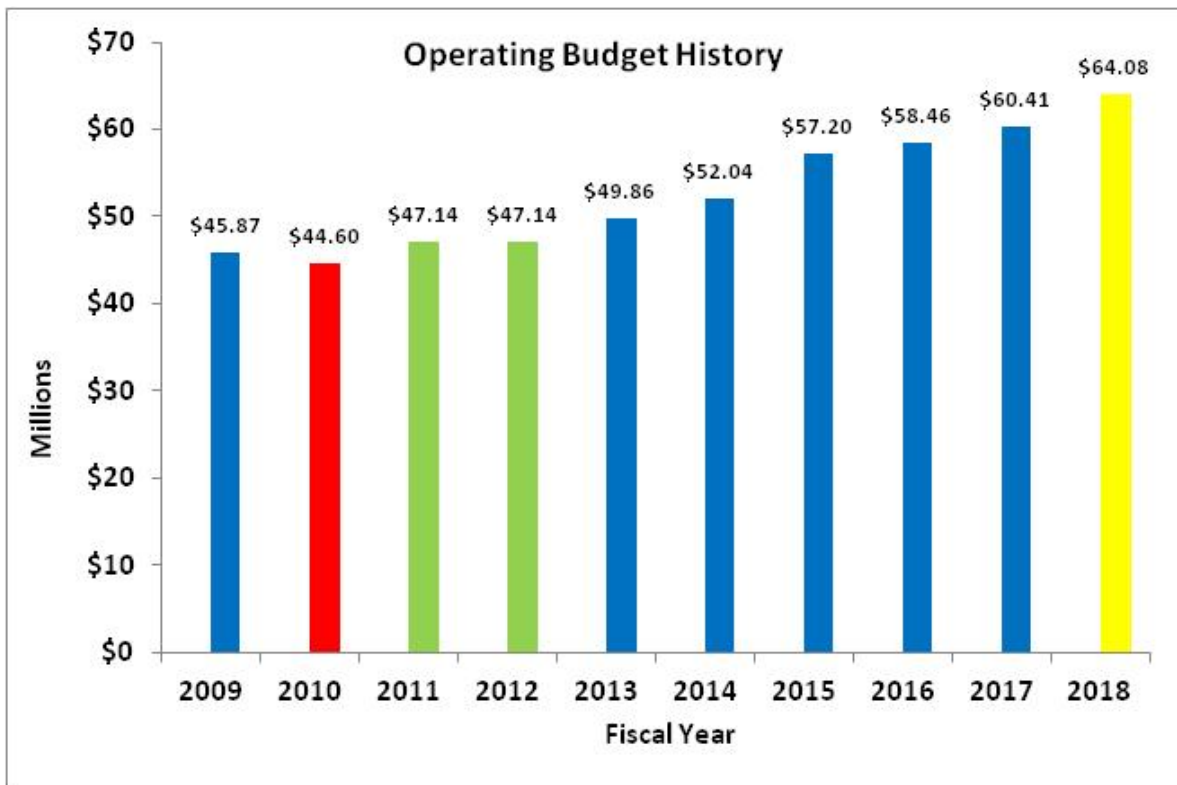


### FY18 Budget Calendar-Initial

Date	Event/Action
9/14/2016	Discuss Initial FY18 Budget Calendar.
September	Administration begins development of Level-Services Budget with known/estimated cost forecasting.
9/27/2016	Three Board Meeting: Board of Selectmen, Finance Committee, School Committee
October	Review Budget Development Timeline with SLT, DLT, School Councils
10/5/2016	Discussion: School Committee FY18 Budget Priorities and Guidelines
10/17/2016	All School Councils Meeting- Overview Budget Timeline and Draft Priorities & Guidelines
10/19/2016	Vote School Committee Guidelines and Fiscal Policies
12/14/2016	Budget Workshop#1
1/18/2017	Budget Workshop#2
1/25/2017	<ul style="list-style-type: none"> <li>▶ Governor Baker Releases his State Budget Plan. State aid figures for Shrewsbury included.</li> <li>▶ Presentation of Superintendent's Budget Recommendation</li> </ul>
1/27/2017	Town Manager Releases Initial Town-wide Budget Recommendation
2/8/2017	Special Education Budget Presentation
3/1/2017	<ul style="list-style-type: none"> <li>-Curriculum &amp; Instruction Budget Presentation</li> <li>-Technology Budget Presentation</li> <li>-Public Hearing</li> </ul>
3/4/2017	-Finance Committee Hearing [Saturday morning]
3/15/2017	Vote on tuition and fee adjustments
4/5/2017	Budget Workshop#3
4/12/2017 or 4/26/2017	School Committee Vote FY18 Budget Recommendation for Town Meeting
4/14/2017	<ul style="list-style-type: none"> <li>-House Ways &amp; Means Committee budget released. Updated state aid figures to Shrewsbury.</li> <li>-Town Manager will subsequently publish his revised FY18 recommendation.</li> </ul>
4/20/2017	Finance Committee Public Hearing on ATM Warrant Articles and Operating Budget
4/27/2017	Finance Committee Votes on ATM Warrant Articles and Operating Budget
5/11/2017	Pre-Town Meeting
May 15,17,18	Annual Town Meeting
July	State Legislature Finalizes State Budget-Final State Aid Figures Determined. Adjust budget plans as necessary.



# FINANCIAL SECTION



## **Overview**

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

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

## **School Committee Policies and Guidelines**

Underpinning the finances of the FY18 financial plan, are the agreed upon School Committee Policies and Guidelines voted in October 2017. These serve as a guidepost for both the development of this budget recommendation and our succeeding dialogue leading to a final budget.

### **Priorities**

The initial FY18 School Department Budget proposal shall include resources to address each of the following priorities for Fiscal Year 2018:

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

- To respond to the increase in English Language Learner students and provide sufficient staff and programmatic support for them to be successful learners and master their English comprehension, writing, and speaking skills as quickly as possible, per the state's legal mandate for such services.
- To evaluate and assess the level of administrative support and adjust accordingly to adequately serve our growing student population and meet the ever-increasing compliance and reporting requirements of the federal and state governments.

### **Assumptions**

It is assumed that the initial FY18 School Department Budget proposal will:

- Provide adequate resources to meet all legal mandates required of the school district.
- Reflect the terms of collective bargaining agreements and other contractual obligations.
- Provide sufficient resources to maintain a) the existing educational program and b) staffing levels necessary to meet mandates and priorities.
- Utilize the best available information to project changes in costs (such as tuitions) and revenues (such as state funding through the Chapter 70 and Circuit Breaker programs, grants, etc.).
- Estimate level funding of all federal and state grants and factor known increases or reductions from FY17.
- Review fee levels for all programs and adjust, as necessary, to reflect market price conditions and specific cost structure of each program.
- Examine ways to reduce or shift costs in order to achieve district priorities without requiring additional funding allocations wherever possible. This includes a review of our FY17 School Choice seats and consideration of offering any new, additional seats in FY18.
- Consistent with prior practice, the initial budget proposal will take into consideration the town's tax levy constraints.
- Budget document preparation will be modified to align with the best practices inherent in the Association of School Business Officials International (ASBO) Meritorious Budget Awards Program.

### **Guidance**

The School Committee recommends that the administration's initial FY17 Budget proposal should reflect the School Committee's fiscal and strategic priorities so that there are sufficient allocations for the following (categorized by strategic priority in no particular order):

#### **Strategic Priority: Engaging & Challenging All Students**

- Sufficient number of teachers to stay as close as possible to class size guidelines, based on enrollment projections.

- Curriculum and instructional materials necessary to align the district’s curriculum with the updated Massachusetts Curriculum Frameworks and the proposed new state assessment system.

- Professional development for educators to successfully adapt to new curriculum and assessment requirements and initiatives, technology initiatives, and state mandates.

- Creation of innovative programs that extend student learning beyond the classroom and leverages expertise and proximity of institutions of higher education and area business enterprises.

*Strategic Priority: Promoting Health & Wellbeing*

- Equipment and training necessary to further enhance safety and security.

- Comprehensive support for students experiencing significant social, emotional, mental and behavioral health issues.

*Strategic Priority: Enhancing Learning Through Technology*

- Continued investments that provide access to digital learning opportunities.

- Increased capacity to implement technology to provide cost-effective, in-district supports for special education.

- Investments to increase opportunities for quality online learning and to improve operational efficiencies.

*Strategic Priority: Increasing Value to the Community*

- Investments to build additional capacity for creating innovative and cost-effective in-district programs so that cost savings may be applied to minimize impact on taxpayers.

- Expansion of efforts to procure alternative sources of revenue to offset the appropriated budget through sponsorships, grants, and donor giving.

**School Finance in Massachusetts and State Aid**

The Education Reform Act of 1993 re-vamped school finance in Massachusetts with the primary goals of ensuring adequate and equitable funding in all public school districts across the Commonwealth. Spending minimums are established each year depending upon a district’s Foundation Enrollment and Foundation Budget. Subsequently, each community’s ability to pay for the Foundation Budget is assessed using the Aggregate Wealth Formula which measures a community’s relative wealth by benchmarking aggregate property and income levels. This assessment calculates a Target Share of the Foundation Budget that each community is required to fund and the remaining share is funded by the Commonwealth via Chapter 70 state

aid. Each year the state ensures school districts meet their spending minimums by receiving detailed reports on revenues and expenditures and then calculating a district's Net School Spending. In FY16, school districts, in the aggregate, expended 20.8% above the total statewide Foundation Budget amount.

The following pages detail the final FY17 Foundation Enrollment, Foundation Budget, Town Required Contribution, and Chapter 70 State Aid Summary. Preliminary FY18 information will be published in late January 2017 and the final data published in early July 2017 upon completion of the state budget process.

For many years there has been much discussion about the inadequacy of the Foundation Budget as a spending minimum determinant because actual costs for education have long since exceeded the cost assumptions built into the formula. The Foundation Budget Review Commission recently released their report and urged lawmakers to increase cost assumptions for staff health insurance and special education costs. It seems clear that any changes requiring a large influx of new dollars will likely be phased in over the span of several fiscal years. So far none of the recommendations have been incorporated into any State Budget Plans.

The chart below depicts the FY17 Shrewsbury Public Schools Foundation Enrollment and Foundation Budget. We do expect an increase in enrollment for FY18 and more information on that topic is covered later in this document. One notable change is the calculation method of incremental costs for "economically disadvantaged" students. The Massachusetts Department of Elementary and Secondary Education is now relying exclusively on data provided by other state agencies and not local district reporting.

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Massachusetts Department of Elementary and Secondary Education  
Office of School Finance

FY17 Chapter 70 Foundation Budget

271 SHREWSBURY

	Base Foundation Components										--- Incremental Costs Above The Base ---			TOTAL**
	(1) Pre-School	(2) ----- Kindergarten ----- Half-Day	(3) Full-Day	(4) Elementary	(5) Jr High/ Middle	(6) High School	(7) ELL PK	(8) ELL K Half	(9) ELL KF - 12	(10) Vocational	(11) Special Ed In District	(12) Special Ed Out of Dist	(13) Economically Disadvantaged	
Foundation Enrollment	47	313	30	2,175	1,540	1,770	0	15	161	121	225	58	669	5,986
1 Administration	8,554	56,969	10,920	791,700	560,560	644,280	0	2,730	58,004	44,044	565,259	145,711	0	2,889,331
2 Instructional Leadership	15,450	102,889	19,723	1,429,889	1,012,427	1,163,633	0	4,931	105,845	79,548	0	0	0	3,934,334
3 Classroom and Specialist Teachers	70,841	471,772	90,435	6,556,472	4,085,235	6,904,929	0	34,050	730,930	802,459	1,865,212	0	1,997,112	23,609,448
4 Other Teaching Services	18,169	120,996	23,195	1,881,623	857,087	820,112	0	4,637	99,533	56,064	1,741,523	2,226	0	5,425,165
5 Professional Development	2,802	18,658	3,578	259,478	199,153	221,940	0	1,211	25,997	25,085	89,978	0	43,953	891,832
6 Instructional Equipment & Tech	10,254	68,284	13,089	948,974	671,917	1,235,637	0	3,272	70,246	147,821	78,536	0	0	3,248,031
7 Guidance and Psychological	5,154	34,324	6,581	477,108	449,065	647,855	0	2,190	47,010	44,288	0	0	0	1,714,175
8 Pupil Services	2,050	13,653	2,618	284,708	329,267	872,663	0	962	21,075	59,657	0	0	0	1,586,672
9 Operations and Maintenance	19,672	131,006	25,113	1,820,671	1,397,581	1,557,476	0	8,500	182,450	199,265	631,422	0	308,442	6,281,508
10 Employee Benefits/Fixed Charges	17,732	118,089	22,636	1,641,190	1,104,858	1,220,008	0	7,119	152,823	135,451	715,325	0	202,727	5,337,966
11 Special Ed Tuition	0	0	0	0	0	0	0	0	0	0	0	1,383,452	0	1,383,452
<b>12 Total</b>	<b>170,678</b>	<b>1,136,641</b>	<b>217,888</b>	<b>15,891,812</b>	<b>10,667,749</b>	<b>15,288,534</b>	<b>0</b>	<b>69,621</b>	<b>1,494,513</b>	<b>1,593,681</b>	<b>5,687,283</b>	<b>1,531,389</b>	<b>2,592,235</b>	<b>56,301,994</b>
13 Wage Adjustment Factor	100.0%													
14 Economically Disadvantaged Decile	2													
<b>Foundation Budget per Pupil</b>														<b>9,406</b>

\* Total foundation enrollment does not include columns 11 through 13, because those columns represent increments above the base. The pupils are already counted in columns 1 to 10.

Total foundation enrollment assigns pupils in pre-kindergarten and half time kindergarten an enrollment count of 5.

Special education in-district headcount is an assumed percentage, representing 3.75 percent of K to 12 non-vocational enrollment and 4.75 percent of vocational enrollment.

Special education out-of-district headcount is also an assumed percentage, representing 1 percent of non-vocational K-12 enrollment.

Economically disadvantaged headcounts are the number of pupils in columns 1 through 10 who are directly certified as eligible for the Supplemental Nutrition

Assistance Program (SNAP), the Transitional Assistance for Families with Dependent Children (TAFDC), the Department of Children and Families' (DCF) foster care program; and MassHealth (Medicaid).

Each component of the foundation budget represents the enrollment on line 1 multiplied by the appropriate state-wide foundation allotment.

The wage adjustment factor is applied to underlying rates in all functions except instructional equipment, benefits and special education tuition.

The foundation budget shown on this page may differ from the final number used in the formula, due to rounding error.

The following chart shows the Preliminary FY17 Town Total Required Contribution and Chapter 70 Education Aid. The Minimum [Town] Required Contribution is the dollar amount and percent of the Foundation Budget that must be funded locally. As one can see from the yellow highlights Shrewsbury's Target Share is 79.24%. According to the formula, Shrewsbury is 4.35% below this target for FY17 and therefore has an added increment of \$406,582 of required local contribution applied. Still we remain over \$2M below our Required Minimum Contribution target and as a result will receive only so called Minimum Aid for FY17.

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**Massachusetts Department of Elementary and Secondary Education**  
**FY17 Determination of City and Town Total Required Contribution**

**271 Shrewsbury**

<u>Effort Goal</u>		<u>FY17 Increments Toward Goal</u>	
1) 2014 equalized valuation	4,974,698,800	13) Required local contribution FY16	40,658,212
2) Property percentage	0.3792%	14) Municipal revenue growth factor (DOR)	3.71%
3) Local effort from property wealth	18,862,795	15) FY17 preliminary contribution (13 x 14)	42,166,632
		16) Preliminary contribution pct of foundation (15/8)	74.89%
4) 2013 income	1,751,632,000	<i>If preliminary contribution is above the target share:</i>	
5) Income percentage	1.4701%	17) Excess local effort (15 - 10)	
6) Local effort from income	25,750,292	18) 70% reduction toward target (17 x 70%)	
7) Combined effort yield (row 3+ row 6)	44,613,087	19) FY17 required local contribution (15 - 18), capped at 90% of foundation	
		20) Contribution as percentage of foundation (19 / 8)	
8) Foundation budget FY17	56,301,994	<i>If preliminary contribution is below the target share:</i>	
9) Maximum local contribution (82.5% * row 8)	46,449,145	21) Shortfall from target local share (11 - 16)	4.35%
10) Target local contribution (lesser of row 7 or row 9)	44,613,087	22) Added increment toward target (13 x 1% or 2%)*	406,582
		*1% if shortfall is between 2.5% and 7.5%; 2% if shortfall > 7.5%	
11) Target local share (row 10 as % of row 8)	79.24%	23) Shortfall from target after adding increment (10 - 15 - 22)	2,039,873
12) Target aid share (100% minus row 11)	20.76%	24) FY17 required local contribution (15 + 22)	42,573,214
		25) Contribution as percentage of foundation (24 / 8)	75.62%

Because Shrewsbury remains below its required funding target, the only increase in state aid for FY17 Minimum Aid at \$55 per pupil. Since Foundation Enrollment was 5,986, Shrewsbury received \$329,230 [5,986 X \$55] in new aid for a total state aid amount of \$19,524,868. For FY18 and beyond we should expect only Minimum Aid, if any is appropriated, since we remain far below our Required Minimum Contribution.

**Massachusetts Department of Elementary and Secondary Education  
FY17 Chapter 70 Summary**

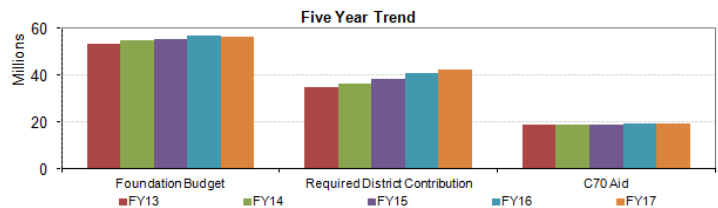
**271 Shrewsbury**

**Aid Calculation FY17**

<b>Prior Year Aid</b>	
1 Chapter 70 FY16	19,195,638
<b>Foundation Aid</b>	
2 Foundation budget FY17	56,301,994
3 Required district contribution FY17	42,573,214
4 Foundation aid (2 -3)	13,728,780
5 Increase over FY16 (4 - 1)	0
<b>Minimum Aid</b>	
6 Minimum \$55 per pupil increase	329,230
<b>Non-Operating District Reduction to Foundation</b>	
7 Reduction to foundation	0
<b>Aid to Hold District Harmless to Low Income Enrollment Change</b>	
8 Additional amount needed	0
<b>FY17 Chapter 70 Aid</b>	
9 sum of line 1, 5 minus 7	19,524,868

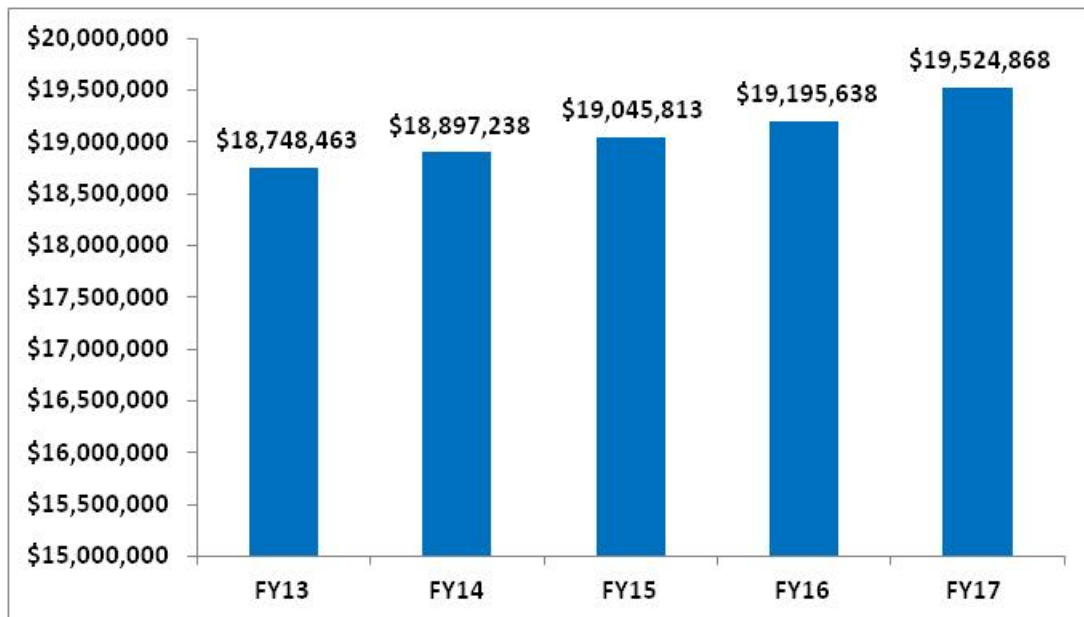
**Comparison to FY16**

	FY16	FY17	Change	Pct Chg
Enrollment	5,993	5,986	-7	-0.12%
Foundation budget	57,096,132	56,301,994	-794,138	-1.39%
Required district contribution	40,658,212	42,573,214	1,915,002	4.71%
Chapter 70 aid	19,195,638	19,524,868	329,230	1.72%
Required net school spending (NSS)	59,853,850	62,098,082	2,244,232	3.75%
Target aid share	22.56%	20.76%		
C70 % of foundation	33.62%	34.68%		
Required NSS % of foundation	104.83%	110.29%		



As one can see from this graph, the amount of Chapter 70 state aid has seen only modest increases while both the Foundation Budget and Required Minimum Contribution continue to rise.

The graph below offers a close up view of Chapter 70 state aid over the last five years. Again, the amount that Shrewsbury will receive more aid in FY18 is if the State Legislature approves some amount of per pupil Minimum Aid since our Foundation Aid need calculation of \$13.7M is far below the actual Chapter 70 total aid amount of \$19.5M received in FY17.





Finally, it should be noted that all Chapter 70 Aid is considered a “General Fund” receipt and when distributed by the State of Massachusetts, it goes directly into the town’s general fund.

### Fiscal Summary- All Funds

As noted earlier, public schools are fueled by a number of revenue sources. Most of the revenues are restricted in their use and as a result are separately accounted for in our financial system. The chart below provides an “all in” overview of actual and budgeted expenditures in various categories that align with the reporting requirements of the MA DESE End of Year Report. Of note is the proposed reduced use of Circuit Breaker funds in FY18. The difference of \$520,000 must be made up in the district operating budget to fund special education tuitions. Also, the loss of all state grant funding causes the district to pick up an additional \$62,000 in costs as well.

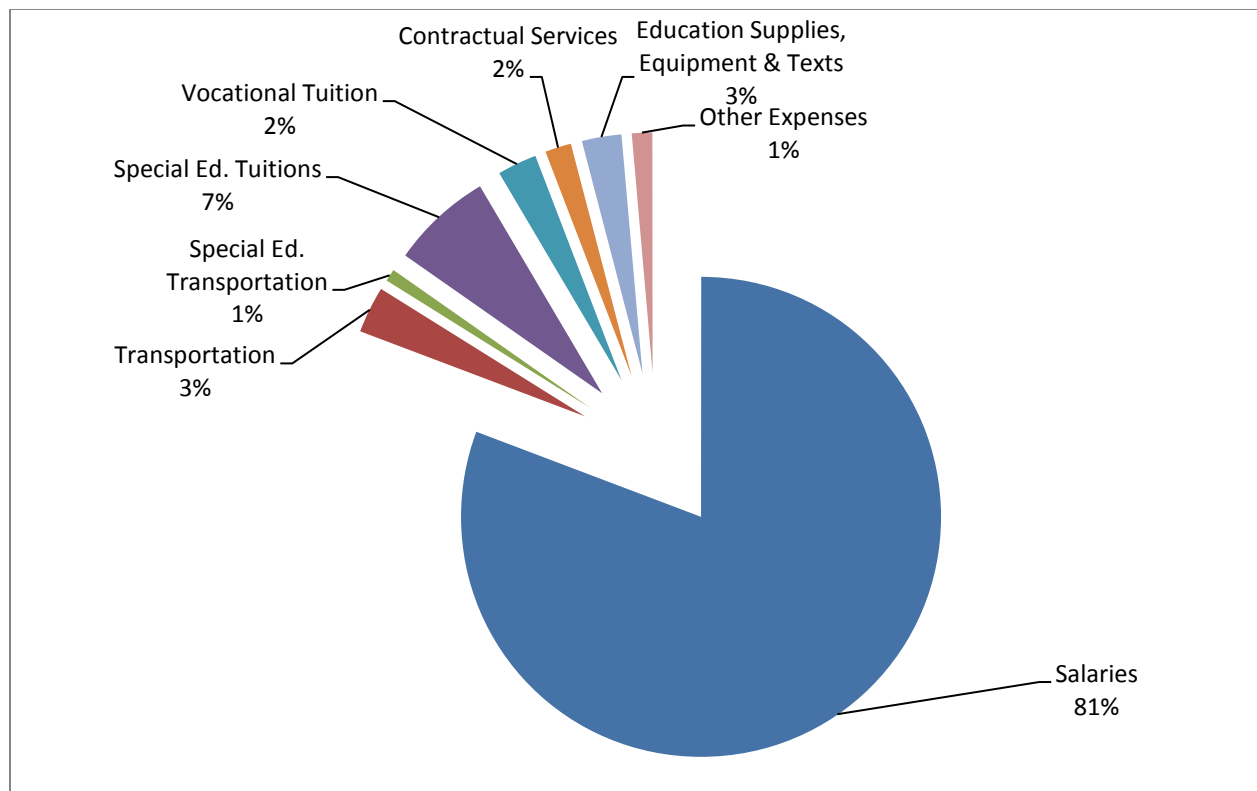
	FY13	FY14	FY15	FY16	FY17 Budget	FY18 Prelim.	Change from FY17 to FY18
<b>Operating Budget- School Dept. Appropriation</b>	\$ 49,864,477	\$ 52,040,646	\$ 57,196,278	\$ 58,455,519	\$ 60,407,383	\$ 64,083,917	\$ 3,676,534
	FY13	FY14	FY15	FY16	FY17 Budget	FY18 Prelim.	Change from FY17 to FY18
<b>Special Revenue Funds</b>							
Federal Grants	\$ 2,254,371	\$ 1,997,091	\$ 2,032,866	\$ 1,877,786	\$ 1,799,001	\$ 1,861,480	\$ 62,479
State Grants	\$ 98,428	\$ 109,301	\$ 72,280	\$ 69,680	\$ 62,000	\$ -	\$ (62,000)
Circuit Breaker	\$ 2,457,246	\$ 1,884,398	\$ 2,863,842	\$ 3,679,804	\$ 3,920,000	\$ 3,400,000	\$ (520,000)
Private Grants & Gifts	\$ 273,272	\$ 258,339	\$ 280,403	\$ 224,621	\$ 275,000	\$ 275,000	\$ -
School Choice & Other Day Tuition	\$ 995,711	\$ 1,457,291	\$ 1,456,343	\$ 1,168,909	\$ 1,572,500	\$ 1,334,850	\$ (237,650)
Athletics	\$ 294,834	\$ 311,962	\$ 375,407	\$ 368,720	\$ 355,000	\$ 360,000	\$ 5,000
School Lunch	\$ 1,744,321	\$ 1,603,434	\$ 1,470,630	\$ 1,550,185	\$ 1,540,000	\$ 1,570,000	\$ 30,000
Other Local Receipts	\$ 2,401,053	\$ 2,442,146	\$ 2,817,546	\$ 3,102,905	\$ 2,875,000	\$ 3,000,000	\$ 125,000
<b>Total</b>	\$ 10,519,236	\$ 10,063,962	\$ 11,369,317	\$ 12,042,610	\$ 12,398,501	\$ 11,801,330	\$ (597,171)
	FY13	FY14	FY15	FY16	FY17 Estimate	FY18 Estimate	Change from FY17 to FY18
<b>Town Expenditures*</b>	\$ 26,381,352	\$ 23,079,997	\$ 21,974,861	\$ 21,964,736	\$ 21,246,683	TBD	TBD

\* Includes Debt Service Payments, Insurance, Building & Grounds, Charter & School Choice.

### The Operating Budget-Town Appropriation

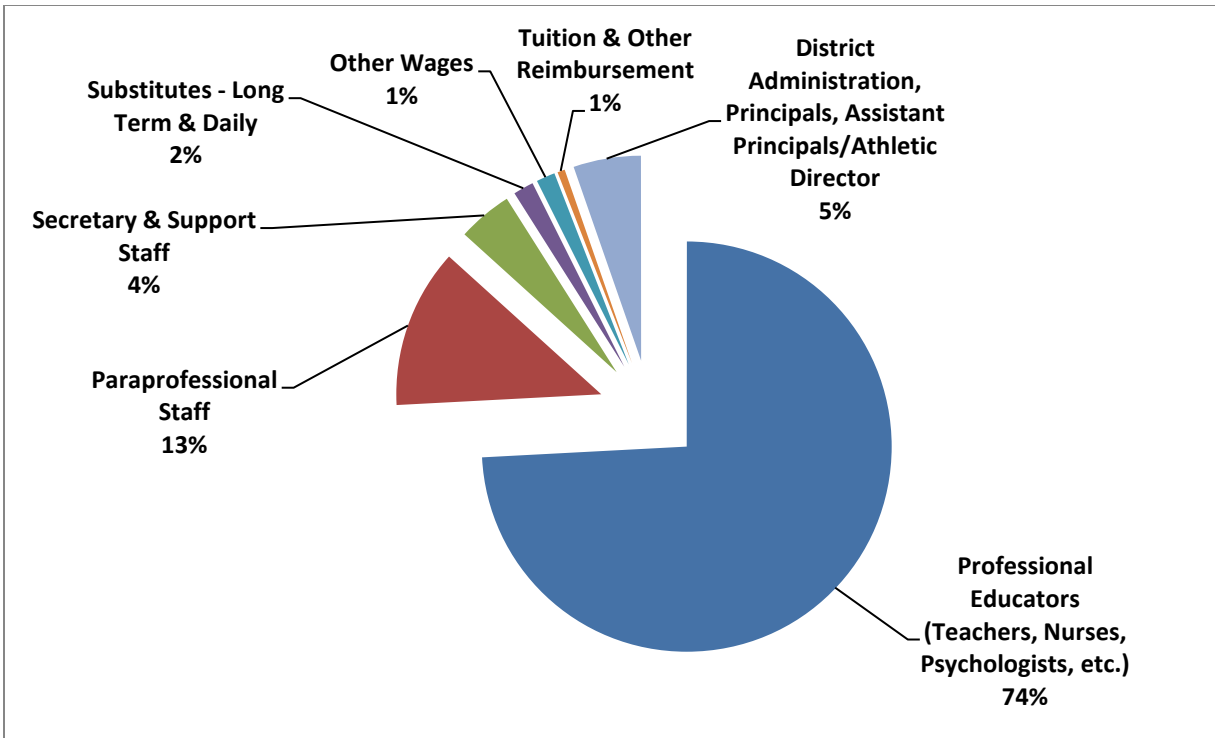
As noted earlier, the initial operating budget recommendation totals \$64,083,917. The operating budget submitted for approval at the Annual Town Meeting must receive the approval of the School Committee and a recommendation by the Town Finance Committee. Of course, the School Committee will continue its long tradition of working with the Finance Committee and Board of Selectmen to try to reach consensus on a final recommendation for an overall budget. Similarly, the superintendent will coordinate efforts and information with the town manager to this same end.

The following pie chart shows the allocation of the \$64.08M FY18 budget recommendation by major category of expense.



Public school systems are staff-intensive organizations and it is no surprise that 81% of the total is allocated towards staff salaries and wages. Two important factors to consider relative to this budget are that all employee insurance costs are budgeted and managed by the Town Treasurer's Office. Also, with respect to pension costs, teachers and administrators are required to pay a portion of their salary [5-11% depending on year entering service] to the Massachusetts Teachers' Retirement System and so there are no contributions from the town budget. Other school employees may be pension-eligible based on hours worked per year and if so also pay a portion of their salary [9-10% depending on earnings] to the Town of Shrewsbury Retirement System. The employer [town] contribution to the Town of Shrewsbury Retirement System is budgeted each year contingent upon the funding schedule in the valuation report, recommendation from the Retirement Board, and subject to available resources.

A further breakdown of the \$51.8M Salaries Category by major employee group category can be viewed in the following pie chart.



#### **Operating Budget [continued]**

The following pages provide a finer level of detail of the district operating budget recommendation. The display is a summary presented by Responsibility Center [aka Department or School] and further detailed by Object Code [aka type of expense].

910: System wide		Actual FY14	Actual FY15	Actual FY16	Budget FY17	Proposed FY18	Difference (FY17- FY18 Prop.)	Notes
Obj								
510030	Substitute Secretary							
510090	Cust/Police OT Salary	\$ 53,420	\$ 59,544	\$ 52,974	\$ 57,000	\$ 57,000	\$ -	
510095	Extra Duty Cont Salary	\$ 151,128	\$ 176,085	\$ 159,903	\$ 175,000	\$ 180,000	\$ 5,000	
510310	Employee Assistance Prog						\$ -	
510330	Group Health & Life Insurance						\$ -	
510395	Long Term Disability Insur	\$ 8,349	\$ 8,471	\$ 9,691	\$ 9,500	\$ 10,070	\$ 570	
510600	Attend Officer Salary	\$ 51,664	\$ 40,691	\$ 59,174	\$ 45,000	\$ 52,999	\$ 7,999	1.0 FTE (Portion of salary offset by Revolving)
510502	Crossing Guard Salary	\$ 29,241	\$ 29,689	\$ 32,904	\$ 32,500	\$ 33,500	\$ 1,000	Transferred from Police Department to School
510600	Clerical Wages						\$ -	
510600	Food Service	\$ 1,096	\$ 22,149	\$ 12,215	\$ 5,000	\$ 5,000	\$ -	Required allocation for any uncollected balances or shortfalls
510700	Substitute Salary Daily	\$ 280,747	\$ 264,953	\$ 270,965	\$ 280,000	\$ 280,000	\$ -	
510705	Long Term Substitute Salary	\$ 455,760	\$ 582,962	\$ 522,340	\$ 504,000	\$ 525,000	\$ 21,000	Increase based on past experience but decreased rate
510600	System Wide Courier Salary	\$ 57,115	\$ 56,136	\$ 62,335	\$ 55,000	\$ 55,000	\$ -	1.0 FTE (Smaller portion offset by Facility Revolving Account)
510900	Tuition Reimbursement	\$ 122,359	\$ 121,906	\$ 169,971	\$ 150,000	\$ 175,000	\$ 25,000	Increased demand for mandated relicensure requirements
510920	Employer Retirement Contribution	\$ 136,369	\$ 152,535	\$ 207,826	\$ 130,000	\$ 130,000	\$ -	Includes Retiree Sick Leave Sellback
520820	Professional Services-Medicaid	\$ 13,821	\$ 8,060	\$ 14,681	\$ 15,000	\$ 15,000	\$ -	Administration fee for Medicaid
520040/5	Utility - Telephone	\$ 58,735	\$ 94,520	\$ 65,298	\$ 85,000	\$ 85,000	\$ -	SELCO Telephone Switch Upgrade \$36,853 yearly
520080	Copier Equipment/Contracts	\$ 12,927	\$ 12,513	\$ 68,281	\$ 14,000	\$ 14,000	\$ -	
520095	R&M Vehicles	\$ 6,793	\$ 5,255	\$ 5,885	\$ 5,000	\$ 5,500	\$ 500	Box Truck R&M
520100	Advertising	\$ 4,018	\$ 3,429	\$ 3,597	\$ 4,000	\$ 4,000	\$ -	SchoolSpring contract
520130	Professional Services-Interpreter						\$ -	
520140	Lease of Equipment (Copiers)	\$ 158,115	\$ 113,323	\$ 169,994	\$ 135,000	\$ 140,000	\$ 5,000	
520310	Security Services	\$ 49,108	\$ 37,870	\$ 47,188	\$ 60,000	\$ 60,000	\$ -	
520330	Administrative Services For Sub Calling		\$ 2,927				\$ -	
520830	E-Rate Services	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ -	
520370	Section 504 Service Exp						\$ -	Moved to PPS
530210	Occupational Day High School	\$ 2,050,200	\$ 2,100,636	\$ 1,990,440	\$ 2,151,020	\$ 1,695,792	\$ (455,228)	103 students @ \$16,464 each
530310	Pupil Transportation Regular Day	\$ 1,560,979	\$ 1,619,431	\$ 1,644,683	\$ 1,622,130	\$ 1,657,030	\$ 34,900	38 reg ed buses less \$635 K from Fees, Shifted In-District Special Education Buses to 240 Grant
530312	Homeless Transportation	\$ 21,229	\$ 44,578	\$ 16,383	\$ 45,000	\$ 45,000	\$ -	Mandated McKinney Vento Homeless Transportation
530315	Vocational Transportation	\$ 167,157	\$ 177,327	\$ 180,165	\$ 181,967	\$ 183,966	\$ 1,999	3 Buses for vocational school
530320	Pupil Transport Winter/Late						\$ -	
530580	Meeting Support	\$ 4,058	\$ 7,911	\$ 9,399	\$ 4,500	\$ 4,500	\$ -	
540150	Postage	\$ 35,950	\$ 23,452	\$ 20,939	\$ 35,130	\$ 33,000	\$ (2,130)	Postage machine, Stamps, Mail
40120/90/03	Custodial Supplies	\$ 69,889	\$ 69,024	\$ 85,166	\$ 70,000	\$ 75,000	\$ 5,000	Adjust for use and price increase history
540280	Copier Supplies	\$ 164,302	\$ 123,205	\$ 75,331	\$ 110,000	\$ 110,000	\$ -	Paper, toner, copier supplies
570010/60	Car Allowance/Mileage/Conf Reg	\$ 12,117	\$ 15,383	\$ 15,555	\$ 18,000	\$ 18,000	\$ -	
570170	Other-Moving Expenses & Furniture	\$ 35,173	\$ 37,800	\$ 1,359	\$ 33,000	\$ 20,000	\$ (13,000)	Reduce - Paton and Spring St. HVAC projects complete
570200	Control Account				\$ 346,850	\$ 419,815	\$ 72,965	
572010	Out of State Travel			\$ 5,626			\$ -	
570020	Dues & Memberships		\$ 70	\$ 123			\$ -	
570210	Indemnification			\$ 411			\$ -	
570260	Microcomputer Insurance						\$ -	
580010	Office Equipment		\$ 15,233				\$ -	
580700	Technology Hardware		\$ 1,691	\$ 3,060			\$ -	
580800	Technology Software	\$ 1,137		\$ 55			\$ -	
910: System wide Totals		\$ 5,777,957	\$ 6,033,761	\$ 5,988,920	\$ 6,383,597	\$ 6,094,172	\$ (289,425)	

911: Central Office		Actual	Actual	Actual	Budget	Proposed	Difference	Notes
		FY14	FY15	FY16	FY17	FY18	(FY17- FY18 Prop.)	
510500	Superintendent Salary	\$ 163,287	\$ 180,000	\$ 183,150	\$ 183,150	\$ 186,813	\$ 3,663	1.0 FTE (Reflects actual FY 17 Salary)
510500	Administrative Salaries	\$ 492,980	\$ 362,283	\$ 385,575	\$ 385,713	\$ 392,148	\$ 6,435	3.0 FTE (Reflects actual FY 17 Salary)
501520/140	Admin Support	\$ 100,806	\$ 100,537	\$ 112,828	\$ 114,059	\$ 120,009	\$ 5,950	1.85 FTE (offset .15 to Revolving Accounts)
510600	Sect Salaries Admin	\$ 203,769	\$ 198,500	\$ 217,137	\$ 183,774	\$ 232,269	\$ 48,495	4.6 FTE (allocated \$58K to Revolving Accts.)
520000	Professional Services	\$ 4,259	\$ 7,011	\$ 9,677	\$ 7,500	\$ 7,500	\$ -	
520080	R&M Equipment ConServ						\$ -	
520120	Data Processing	\$ 65,932	\$ 82,969	\$ 106,600	\$ 111,550	\$ 118,000	\$ 6,450	E-SPED; Power School Suppt; Level Data; Power Announcement
520320	Legal Services/Settlements	\$ 21,755	\$ 8,326	\$ 40,458	\$ 22,500	\$ 24,000	\$ 1,500	
540140	Reference Materials			\$ 29	\$ 250	\$ 250	\$ -	
540150	Print Postage Stationary			\$ 77			\$ -	
540220	Office Supplies	\$ 17,199	\$ 16,213	\$ 15,815	\$ 12,000	\$ 12,500	\$ 500	
540250	Admin Tech Supplies		\$ 180				\$ -	
570010	Car Allowance/Mileage	\$ 5,500	\$ 8,300	\$ 8,700	\$ 8,300	\$ 8,700	\$ 400	
570020	Dues & Membership	\$ 14,584	\$ 16,939	\$ 15,936	\$ 17,500	\$ 17,500	\$ -	
570050	In State Conference			\$ 2,846			\$ -	
570060	Conferences	\$ 2,709	\$ 4,048	\$ 3,691	\$ 4,600	\$ 4,600	\$ -	
572010	Out of State Travel						\$ -	
580010	Office Equipment						\$ -	
580700	Admin Tech Hardware		\$ 3,829		\$ 3,500	\$ 3,500	\$ -	
580800	Admin Tech Software			\$ 168			\$ -	
<b>911: Central Office Totals</b>		<b>\$ 1,092,779</b>	<b>\$ 989,135</b>	<b>\$ 1,102,689</b>	<b>\$ 1,054,396</b>	<b>\$ 1,127,789</b>	<b>\$ 73,393</b>	

912: Curr & Instruction		Actual	Actual	Actual	Budget	Proposed	Difference	Notes
		FY14	FY15	FY16	FY17	FY18	(FY17- FY18 Prop.)	
510140	Mentoring Stipends/ Educational S	\$ 19,979	\$ 4,800	\$ 39,795	\$ -		\$ -	Mentoring stipends moved to Title IIA Grant
510700	Substitutes for Professional Development		\$ 25,000				\$ -	
510900	Professional Improvements						\$ -	
520000/130	Curriculum Development			\$ 40,397	\$ 50,000	\$ 50,000	\$ -	Curriculum Development to align with Massachusetts State Frameworks
520330	ProDev Contractual Service	\$ 41,655	\$ 65,961	\$ 61,582	\$ 80,500	\$ 80,500	\$ -	Includes State Required Training: Antbullying, Relicensure, Etc.
520430	Testing Services/Supplies						\$ -	
540000	Supplies ProDev	\$ 1,457	\$ 6,590	\$ (529)			\$ -	
540140	Books/Periodicals/Subscriptions		\$ 889	\$ 2,837			\$ -	
540180	Texts/Ins Equip	\$ 126,135	\$ 261,097	\$ 165,922	\$ 164,792	\$ 164,792	\$ -	
540200	Educational Supplies	\$ 127,173	\$ 114,327	\$ 15,139	\$ 2,500	\$ 2,500	\$ -	
570010	Travel ProDev	\$ 17,703	\$ 641	\$ 2,427	\$ 2,500	\$ 2,500	\$ -	
570020	Dues & Membership	\$ 2,700	\$ 458	\$ 1,334	\$ 3,500	\$ 3,500	\$ -	
570060	Conference ProDev	\$ 38,788	\$ 30,165	\$ 23,472	\$ 23,000	\$ 23,000	\$ -	
<b>912: Curr &amp; Instruction Totals</b>		<b>\$ 375,590</b>	<b>\$ 509,929</b>	<b>\$ 352,375</b>	<b>\$ 326,792</b>	<b>\$ 326,792</b>	<b>\$ -</b>	

920: Pupil Personnel		Actual	Actual	Actual	Budget	Proposed	Difference	Notes
		FY14	FY15	FY16	FY17	FY18	(FY17- FY18 Prop.)	
510160	Nurse xDuty Summer Salary	\$ 10,803	\$ 12,461	\$ 10,187	\$ 18,000	\$ 18,000	\$ -	Per Diem Pay to process students/ immunization & physical records
510500	Nurses Salary	\$ 667,883	\$ 650,761	\$ 779,068	\$ 809,275	\$ 795,953	\$ (13,322)	11.08 FTE (Total Cost offset by FDK & Preschool Fees)
510500	Dir of PupPers Salary	\$ 103,500	\$ 24,000	\$ 29,512	\$ 24,000	\$ 25,600	\$ 1,600	0.2 FTE
510600	PupPers Clerical Salary	\$ 27,323	\$ 26,923	\$ 34,101	\$ 36,067	\$ 37,836	\$ 1,769	1.0 FTE
510700	Nurse Contracted Services				\$ 25,000	\$ 25,000	\$ -	To address additional nursing requirements
510700	Nurse Substitute Salary	\$ 46,761	\$ 48,440	\$ 29,703	\$ 30,600	\$ 30,600	\$ -	
520080	R&M Equipment	\$ 668		\$ 690	\$ 510	\$ 510	\$ -	
520330	Physician Services	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,500	\$ 10,500	\$ -	
520360	Contracted Services				\$ 55,000	\$ 55,000	\$ -	Contracted support from licensed social workers; shifted from 926
520370	Section 504 Home/Hospital Tutoring		\$ (7,593)	\$ 69,191	\$ 20,400	\$ 20,400	\$ -	Additional mandated on-line alternative education
530220	Tuition- Recovery High School			\$ 42,292	\$ 59,160	\$ 21,525	\$ (37,635)	Reduced number of full-year projected enrollments
540000	PupPers Supplies	\$ 31,483	\$ 10,383	\$ 18,948	\$ 15,300	\$ 15,300	\$ -	Medical Supplies
570060	Conferences			\$ 250	\$ 510	\$ 510	\$ -	
520354	Translator/Interpreter Services	\$ 1,018	\$ 5,033	\$ 2,674	\$ 5,000	\$ 5,000	\$ -	
<b>920: Pupil Personnel Totals</b>		<b>\$ 899,438</b>	<b>\$ 780,409</b>	<b>\$ 1,026,616</b>	<b>\$ 1,109,322</b>	<b>\$ 1,061,734</b>	<b>\$ (47,588)</b>	

921: Phys Education		Actual	Actual	Actual	Budget	Proposed	Difference	Notes
		FY14	FY15	FY16	FY17	FY18	(FY17- FY18 Prop.)	
510500	Teacher Salary Phys Ed	\$ 790,538	\$ 1,008,791	\$ 1,089,609	\$ 1,098,929	\$ 1,097,529	\$ (1,400)	14.65 FTE (Total Cost offset by FDK Fees)
520080	R&M Equipment Phys Ed	\$ 3,400	\$ 3,400	\$ 5,217	\$ 5,218	\$ 5,218	\$ -	
540200	Phys Ed Supplies	\$ 1,838	\$ 2,165	\$ 2,201	\$ 2,253	\$ 2,253	\$ -	
570020	Dues & Membership	\$ 961	\$ 1,600	\$ 792	\$ 1,632	\$ 1,632	\$ -	
570020	Intramural Salaries PE						\$ -	Fund via Student Activity Fee
570060	Conferences						\$ -	
570200	Site Based Funds						\$ -	
<b>921: Phys Education Totals</b>		<b>\$ 796,736</b>	<b>\$ 1,015,957</b>	<b>\$ 1,097,818</b>	<b>\$ 1,108,032</b>	<b>\$ 1,106,632</b>	<b>\$ (1,400)</b>	

922: Instruct. Tech. & Media Svcs.		Actual	Actual	Actual	Budget	Proposed	Difference	Notes
		FY14	FY15	FY16	FY17	FY18	(FY17- FY18 Prop.)	
510500	Dir of Instructional Tech Salary		\$ 96,730	\$ 96,863	\$ 100,441	\$ 103,483	\$ 3,042	1.0 FTE (moved funding from CO administration 911)
510500	Dir of Information Tech Salary		\$ 94,491	\$ 101,069	\$ 101,140	\$ 102,659	\$ 1,519	1.0 FTE (reorganization in FY15 within budget)
510500	Educational TV Studio Salary	\$ 88,627	\$ 90,171	\$ 91,746	\$ 93,712	\$ 97,124	\$ 3,412	1.0 FTE
510600	Network & TC Salary	\$ 390,037	\$ 483,219	\$ 479,533	\$ 497,052	\$ 509,226	\$ 12,174	8.0 FTE
510600	Educ TV Studio/Media Para Salary	\$ 54,269	\$ 55,096	\$ 56,194	\$ 58,027	\$ 72,759	\$ 14,732	1.0 FTE
520080/000	R&M Equipment	\$ 36,094	\$ 38,665	\$ 42,566	\$ 61,520	\$ 61,520	\$ -	Includes Contracted Repairs and Services
540000	AV & ETS Supplies	\$ 742	\$ 31,645	\$ 12,494	\$ 7,069	\$ 7,069	\$ -	
540270	Library Supplies	\$ 977	\$ 291	\$ 1,014	\$ 1,040	\$ 1,040	\$ -	
540140	Books Periodicals Subscriptions	\$ 11,967	\$ 12,090	\$ 14,527	\$ 14,688	\$ 14,688	\$ -	
540250	Ins Technology Supplies	\$ 13,986	\$ 4,865	\$ 21,046	\$ 19,000	\$ 19,000	\$ -	Supplies and equipment
570005	Phone Allowance		\$ 12,350	\$ 12,840			\$ -	
570020	Dues & Membership	\$ 140	\$ 40	\$ 40	\$ 450	\$ 450	\$ -	
570060	Conferences	\$ 7,184	\$ 394	\$ 349	\$ 350	\$ 3,750	\$ 3,400	
570070	Network Infrastructure & Maintenance	\$ 83,213	\$ 121,235	\$ 34,274	\$ 7,000	\$ 83,000	\$ 76,000	Replace network switches
580600	AV & ETS Equipment	\$ 4,916	\$ 6,472		\$ 7,650	\$ 7,650	\$ -	
580700	Ins Technology HW	\$ 293,788	\$ 541,457	\$ 479,823	\$ 581,000	\$ 683,150	\$ 102,150	1 to 1 Technology initiative, interactive white boards, lab refreshes
580800	Ins Technology SW	\$ 49,267	\$ 32,571	\$ 85,665	\$ 86,000	\$ 136,723	\$ 50,723	MS Office upgrade and licensing
580900	Internet Access	\$ 68,493	\$ 85,202	\$ 118,770	\$ 130,050	\$ 133,000	\$ 2,950	SELCO WAN & Internet Services
<b>922: ITAMS Totals</b>		<b>\$ 1,103,701</b>	<b>\$ 1,706,986</b>	<b>\$ 1,648,812</b>	<b>\$ 1,766,190</b>	<b>\$ 2,036,291</b>	<b>\$ 270,101</b>	

923: Performing Arts		Actual	Actual	Actual	Budget	Proposed	Difference (FY17- FY18 Prop.)	Notes
		FY14	FY15	FY16	FY17	FY18		
510500	Dir of PA & Teacher Salary	\$ 818,756	\$ 858,798	\$ 900,204	\$ 937,474	\$ 921,825	\$ (15,649)	12.4 FTE
520080	R&M Equipment PA	\$ 1,072	\$ 1,354	\$ 1,428	\$ 1,428	\$ 1,428	\$ -	
530310	Student Activity Transpo	\$ 3,927	\$ 3,373	\$ 4,480	\$ 4,570	\$ 4,570	\$ -	
540140	Reference Materials		\$ 100	\$ 102	\$ 102	\$ 102	\$ -	
540180	Texts/Ins Equip PA	\$ 1,567	\$ 1,200	\$ 2,223	\$ 2,224	\$ 2,224	\$ -	
540200	Ins Materials PA	\$ 1,656	\$ 1,658	\$ 1,545	\$ 1,690	\$ 1,690	\$ -	
540220	Office Supplies		\$ 400	\$ 408	\$ 408	\$ 408	\$ -	
570020	Dues & Membership	\$ 1,140	\$ 1,400	\$ 1,428	\$ 1,428	\$ 1,428	\$ -	
570060	Conferences PA	\$ 1,746	\$ 2,636	\$ 1,224	\$ 1,224	\$ 1,224	\$ -	
570200	Reserve Fund				\$ -	\$ -	\$ -	
580700	Ins Technology HW	\$ 226	\$ 300	\$ 306	\$ 306	\$ 306	\$ -	
580800	Ins Technology SW	\$ 280	\$ 300	\$ 306	\$ 306	\$ 306	\$ -	
<b>923: Music Totals</b>		<b>\$ 830,371</b>	<b>\$ 871,518</b>	<b>\$ 913,653</b>	<b>\$ 951,160</b>	<b>\$ 935,511</b>	<b>\$ (15,649)</b>	

924: Art		Actual	Actual	Actual	Budget	Proposed	Difference (FY17- FY18 Prop.)	Notes
		FY14	FY15	FY16	FY17	FY18		
510500	Dir of Art & Teacher Salary	\$ 673,598	\$ 801,018	\$ 803,973	\$ 817,292	\$ 877,628	\$ 60,336	11.6 FTE
520080	R&M Equipment	\$ 7,190	\$ 750	\$ 763	\$ 765	\$ 765	\$ -	
540140	Reference Materials				\$ -	\$ -	\$ -	
540200	Ins Materials Art	\$ 12,075	\$ 11,957	\$ 18,144	\$ 18,409	\$ 18,409	\$ -	
540220	Office Supplies	\$ 98	\$ 100	\$ 102	\$ 102	\$ 102	\$ -	
570020	Dues & Membership Art	\$ 337	\$ 350	\$ 357	\$ 357	\$ 357	\$ -	
570060	Conference Registration						\$ -	
<b>924: Art Totals</b>		<b>\$ 693,297</b>	<b>\$ 814,175</b>	<b>\$ 823,339</b>	<b>\$ 836,925</b>	<b>\$ 897,261</b>	<b>\$ 60,336</b>	

925: Summer Special Education		Actual	Actual	Actual	Budget	Proposed	Difference (FY17- FY18 Prop.)	Notes
		FY14	FY15	FY16	FY17	FY18		
510500	Teachers Salaries	\$ 201,242	\$ 192,736	\$ 173,539	\$ 182,500	\$ 182,500	\$ -	Increase for mandated summer services
510800	Ins Aide Salary Special Ed Summer	\$ 203,275	\$ 246,254	\$ 249,560	\$ 237,500	\$ 237,500	\$ -	
520590	Special Ed Summer Therapy	\$ 7,570	\$ 4,760	\$ 4,544	\$ 7,500	\$ 7,500	\$ -	
530220	TuitNon Public Summer			\$ 82,239	\$ -	\$ 112,077	\$ 112,077	
530310	Summer Special Ed Transportation	\$ 60,742	\$ 198,088	\$ 10,501	\$ 65,724	\$ 75,000	\$ 9,276	
540200	Ins MaterialsSpecial Ed						\$ -	
<b>925: Summer Special Ed Totals</b>		<b>\$ 472,829</b>	<b>\$ 641,838</b>	<b>\$ 520,383</b>	<b>\$ 493,224</b>	<b>\$ 614,577</b>	<b>\$ 121,353</b>	

926: Special Education		Actual	Actual	Actual	Budget	Proposed	Difference	Notes
		FY14	FY15	FY16	FY17	FY18	(FY17- FY18 Prop.)	
510500	Dir of Special Ed & Teacher Salary	\$ 4,429,221	\$ 6,111,978	\$ 6,364,904	\$ 6,544,687	\$ 6,828,761	\$ 284,074	74.8 +.8 Director (many FTEs in federal grant prior to FY15)
510500	Psychologist Sal Special Ed	\$ 1,318,649	\$ 1,308,708	\$ 1,404,367	\$ 1,466,566	\$ 1,580,209	\$ 113,643	18.8 FTE
510510	Out of District Coordinator		\$ 81,400	\$ 84,528	\$ 84,689	\$ 99,989	\$ 15,300	1.0 FTE (Shifted from the teachers account in FY15)
510600	Clerical Salaries	\$ 130,949	\$ 144,518	\$ 160,186	\$ 164,336	\$ 172,661	\$ 8,325	4.0 FTE
510800	Ins Aide Salary Special Ed	\$ 3,475,302	\$ 3,932,566	\$ 4,262,442	\$ 4,867,893	\$ 5,178,294	\$ 310,401	Add'l 8 FTE required (ABA Techs)
510940	Training Stipend						\$ -	
520000	Purchase of Services						\$ -	
520080	R&M Equipment	\$ 2,186	\$ 25	\$ 6,075	\$ 3,000	\$ 3,000	\$ -	
520320/22	Special Ed Legal Fees/Settlements	\$ 52,279	\$ 14,891	\$ 26,189	\$ 30,000	\$ 30,000	\$ -	
520330	Administrative Services	\$ 5,250	\$ 5,250	\$ 5,500	\$ 5,500	\$ 6,000	\$ 500	AVC fee
520350	Educational Services (Contracted)	\$ 83,003	\$ 177,163	\$ 111,893	\$ 126,850	\$ 126,850	\$ -	Wilson reading tutors, Other special education tutoring or contract acad. Svcs.
520352	Evaluations (Therapeutic)	\$ 3,945	\$ 13,794	\$ 4,833	\$ 14,000	\$ 38,760	\$ 24,760	
520354	Translator/Interpreter Services	\$ 14,729	\$ 15,975	\$ 31,037	\$ 18,000	\$ 18,000	\$ -	
520360	Psychological Services (Contracted)		\$ 71,972	\$ 49,953	\$ 79,000	\$ 79,000	\$ -	
520380	Home/Hospital Tutoring	\$ 7,700	\$ 36,516	\$ 7,171	\$ 38,000	\$ 13,000	\$ (25,000)	
520430	Testing Services		\$ 2,000				\$ -	
520610	Special Ed Therapies (Contracted)	\$ 111,042	\$ 197,014	\$ 221,840	\$ 200,000	\$ 225,000	\$ 25,000	Includes contracted nurse for transportation
530220	TuitNon Public PreK, K, Elem, MS	\$ 3,619,204	\$ 3,123,545	\$ 2,053,165	\$ 1,921,674	\$ 1,841,197	\$ (80,477)	Cost offset by \$3.4M of Circuit Breaker funds
530230	TuitColl Elem, MS, HS, 45 Day	\$ 296,053	\$ 303,701	\$ 295,850	\$ 1,267,455	\$ 1,483,666	\$ 216,211	Includes Evolution Program less \$25K due to Transition Program tuition discount
530240	Out of State Tuition	\$ 658,196	\$ 656,736	\$ 635,321	\$ 502,886	\$ 778,609	\$ 275,723	
530250	TuitPublic PreK, MS, HS		\$ 35,222	\$ 19,333	\$ 30,549		\$ (30,549)	
530310	Special Education Transportation	\$ 1,267,626	\$ (10,322)	\$ 118,591	\$ -	\$ 175,000	\$ 175,000	Increased Out/In- district transportation not covered by Special Ed. Grant
530340	Bus Monitor	\$ 266,861	\$ 235,604	\$ 254,534	\$ 277,641	\$ 281,000	\$ 3,359	
540140	Reference Materials		\$ 309				\$ -	
540200	Ins Materials Special Ed			\$ 42,899	\$ 50,000	\$ 50,000	\$ -	
540220	Office Supplies	\$ 812	\$ 2,747	\$ 1,049	\$ 1,000	\$ 1,000	\$ -	
540250	Ins Technology Supplies				\$ -	\$ -	\$ -	
540300	Testing Supplies	\$ 14,581	\$ 28,104	\$ 21,814	\$ 30,000	\$ 30,000	\$ -	
540700	Technology Supplies				\$ -	\$ -	\$ -	
570010	Car Allowance/Mileage	\$ 4,174	\$ 4,393	\$ 4,914	\$ 4,500	\$ 5,000	\$ 500	
570020	Dues & Memberships	\$ 275	\$ 30	\$ 1,272	\$ 630	\$ 630	\$ -	
570060	Conferences	\$ 8,288	\$ 1,470	\$ 400	\$ 1,750	\$ 1,750	\$ -	
580700	Technology Hardware						\$ -	
580900	Ins Technology						\$ -	
926: Special Education Totals		\$ 15,770,326	\$ 16,495,309	\$ 16,190,059	\$ 17,730,605	\$ 19,047,377	\$ 1,316,771	

927: English Language Education		Actual	Actual	Actual	Budget	Proposed	Difference	Notes
		FY14	FY15	FY16	FY17	FY18	(FY17- FY18 Prop.)	
510500	Teacher Salary ESL	\$ 568,687	\$ 626,250	\$ 708,090	\$ 739,807	\$ 805,211	\$ 65,404	10.1 FTE
510600	Clerical Support - Summer Coordin	\$ 89	\$ 1,782	\$ 891	\$ 1,782	\$ 1,782	\$ -	Previously Funded Through Title III
510800	ESL Tutor	\$ 23,617	\$ 83,772	\$ 69,282	\$ 69,318	\$ 68,791	\$ (527)	2.65 FTE
510900	Professional Improvements						\$ -	
520354	Translations ESL	\$ 1,376	\$ (1,537)	\$ 276			\$ -	
530580	Meeting Support						\$ -	
540180	Text/ Ins Equip		\$ 1,852	\$ 1,705	\$ 2,084	\$ 2,084	\$ -	
540200	Ins Materials ESL	\$ (98)			\$ 270	\$ 270	\$ -	
540110	Office Supplies			\$ 1,796	\$ -	\$ -	\$ -	
570020	Dues & Memberships ESL	\$ 236	\$ 98	\$ 286	\$ 285	\$ 285	\$ -	
570060	Conferences ESL	\$ 2,973	\$ 1,845	\$ 602	\$ 735	\$ 735	\$ -	
580800	Ins Technology SW	\$ 1,358		\$ 251	\$ 816	\$ 816	\$ -	
927: ESL Totals		\$ 598,238	\$ 714,063	\$ 783,178	\$ 815,097	\$ 879,974	\$ 64,877	



930: Oak Middle		Actual	Actual	Actual	Budget	Proposed	Difference	Notes
		FY14	FY15	FY16	FY17	FY18	(FY17- FY18 Prop.)	
510500	Supervisory Salary						\$ -	
510500	Principal Salary	\$ 107,712	\$ 114,606	\$ 117,935	\$ 115,360	\$ 118,821	\$ 3,461	1.0 FTE (Reflects actual FY 17 Salary)
510500	Teachers Salary	\$ 2,402,314	\$ 2,814,944	\$ 2,901,187	\$ 3,011,939	\$ 3,257,186	\$ 245,247	40 FTE
510500	Librarian Salary	\$ 61,588	\$ 67,955	\$ 71,503	\$ 75,350	\$ 80,719	\$ 5,369	1.0 FTE
510505	Tech Special Salary	\$ 57,415	\$ 58,084	\$ 59,102			\$ -	
510510	Asst Principal Salary	\$ 189,064	\$ 195,822	\$ 203,463	\$ 211,834	\$ 220,097	\$ 8,263	2.0 FTE
510600	Secretary Salary	\$ 78,954	\$ 80,419	\$ 78,863	\$ 139,837	\$ 148,571	\$ 8,734	3.0 FTE
510800	Ins Aide Salary	\$ 39,971	\$ 69,266	\$ 186,596	\$ 42,901	\$ 43,975	\$ 1,074	1.58 FTE
510900	Professional Improvement						\$ -	
520080	R&M Equipment ConServ						\$ -	
520310	Security Services			\$ 300			\$ -	
520390	Speakers and Consultants			\$ 204	\$ 204	\$ 204	\$ -	
540000	Supplies ProfDev	\$ 225	\$ 606	\$ 703	\$ 1,020	\$ 1,020	\$ -	
540030	R&M Buildings Supp		\$ (296)		\$ -	\$ -	\$ -	
540140	Books Periodicals Subs	\$ 1,066	\$ 1,956	\$ 2,023	\$ 2,040	\$ 2,040	\$ -	
540150	Printing	\$ 2,238	\$ 3,550	\$ 4,173	\$ 4,080	\$ 4,080	\$ -	
540180	Text/ Ins Equip	\$ 8,318	\$ 3,183	\$ 2,007	\$ 4,080	\$ 4,080	\$ -	
540200	Educational Supplies	\$ 12,453	\$ 8,515	\$ 10,199	\$ 10,199	\$ 10,199	\$ -	
540220	Office Supplies	\$ 34	\$ 2,500	\$ 2,542	\$ 2,550	\$ 2,550	\$ -	
540240	R&M Equipment Supp	\$ 1,670	\$ 1,644	\$ 1,233	\$ 2,040	\$ 2,040	\$ -	
540250	Instructional Tech Supplies	\$ 750		\$ 2,550	\$ 2,550	\$ 2,550	\$ -	
540270	Library Supplies	\$ 494	\$ 500	\$ 503	\$ 510	\$ 510	\$ -	
570010	Travel Prof Dev				\$ -	\$ -	\$ -	
570020	Dues & Membership	\$ 2,243	\$ 999	\$ 645	\$ 1,020	\$ 1,020	\$ -	
570060	Conferences ProDev	\$ 2,194	\$ 1,964	\$ 1,747	\$ 3,060	\$ 3,060	\$ -	
570320	Student Membership	\$ 160	\$ 162	\$ 470	\$ 510	\$ 510	\$ -	
580700	Principal Tech HW		\$ 3,490	\$ 779	\$ 1,020	\$ 1,020	\$ -	
580800	Ins Technology SW	\$ 1,057	\$ 2,500	\$ 2,550	\$ 2,550	\$ 2,550	\$ -	
930: Oak Middle Totals		\$ 2,969,920	\$ 3,432,369	\$ 3,651,277	\$ 3,634,654	\$ 3,906,802	\$ 272,148	

935: Sherwood Middle		Actual	Actual	Actual	Budget	Proposed	Difference	Notes
		FY14	FY15	FY16	FY17	FY18	(FY17- FY18 Prop.)	
510500	Principal Salary	\$ 116,957	\$ 120,793	\$ 124,062	\$ 121,353	\$ 123,780	\$ 2,427	1.0 FTE (Reflects actual FY 17 Salary)
510500	Teacher Salary	\$ 2,621,170	\$ 3,144,304	\$ 3,301,330	\$ 3,298,381	\$ 3,363,800	\$ 65,419	40 FTE
510500	Librarian Salary	\$ 21,612	\$ 21,990	\$ 22,376	\$ 22,880	\$ 23,338	\$ 458	5 FTE
510505	Tech Special Salary	\$ 27,786	\$ 28,608	\$ 29,485	\$ 76	\$ -	\$ (76)	Position Eliminated
510510	Asst Principal Salary	\$ 181,475	\$ 192,668	\$ 200,255	\$ 208,554	\$ 216,437	\$ 7,883	2.0 FTE
510600	Secretary Salary	\$ 87,231	\$ 80,975	\$ 84,005	\$ 84,207	\$ 91,519	\$ 7,312	2.0 FTE
510800	Ins & Librarian Aide Salary	\$ 25,161	\$ 47,473	\$ 55,309	\$ 26,035	\$ 35,247	\$ 9,212	1.25 FTE
510900	Professional Improvement						\$ -	
520080	R&M Equipment ConServ			\$ 483	\$ 510	\$ 510	\$ -	
520090	R&M Building ConSer		\$ 143	\$ 1,581	\$ 2,040	\$ 2,040	\$ -	
520130	Professional Services				\$ -	\$ -	\$ -	
520240	R&M Equipment Supp		\$ 464	\$ 303	\$ 510	\$ 510	\$ -	
520390	Speakers and Consultants				\$ -	\$ -	\$ -	
540000	Supplies ProfDev		\$ 725	\$ 38	\$ 1,020	\$ 1,020	\$ -	
540030	R&M Building Supp		\$ 2,000	\$ 2,131	\$ 2,040	\$ 2,040	\$ -	
540140	Books Periodicals Subs			\$ 40	\$ 918	\$ 918	\$ -	
540150	Printing	\$ 96	\$ 2,332	\$ 3,055	\$ 3,060	\$ 3,060	\$ -	
540180	Ins Texts.Ins Equip	\$ 3,653	\$ 4,033	\$ 3,455	\$ 4,830	\$ 4,830	\$ -	
540200	Educational Supplies	\$ 5,246	\$ 6,960	\$ 9,705	\$ 10,010	\$ 10,010	\$ -	
540220	Office Supplies	\$ 10,727	\$ 5,605	\$ 7,894	\$ 6,120	\$ 6,120	\$ -	
540270	Library Supplies		\$ 200		\$ 204	\$ 204	\$ -	
540340	Civic Activity Supplies				\$ -	\$ -	\$ -	
570020	Dues & Memberships	\$ 552	\$ 400	\$ 400	\$ 1,020	\$ 1,020	\$ -	
570060	Conference ProDev	\$ 1,670	\$ 536	\$ 596	\$ 2,550	\$ 2,550	\$ -	
570200	Site Based Funds	\$ 7,957	\$ 444	\$ (1,184)	\$ -	\$ -	\$ -	
570320	Students Memberships				\$ -	\$ -	\$ -	
580700	Principal Tech HW	\$ 360	\$ (122)	\$ 2,631	\$ 3,570	\$ 3,570	\$ -	
580800	Principal Tech SW			\$ 183	\$ 1,020	\$ 1,020	\$ -	
935: Sherwood Middle Totals		\$ 3,111,653	\$ 3,660,532	\$ 3,848,133	\$ 3,800,908	\$ 3,893,543	\$ 92,635	

940: High School		Actual	Actual	Actual	Budget	Proposed	Difference	Notes
		FY14	FY15	FY16	FY17	FY18	(FY17- FY18 Prop.)	
510500	Principal Salary	\$ 128,022	\$ 135,750	\$ 139,157	\$ 136,119	\$ 138,842	\$ 2,723	1.0 FTE (Reflects actual FY 17 Salary)
510500	Professional Salaries/Extra Duty		\$ 7,950		\$ 10,000	\$ 16,000	\$ 6,000	MCAS Remediation due to loss of state grant
510500	Librarian Salary	\$ 87,940	\$ 89,466	\$ 74,414	\$ 79,283	\$ 85,188	\$ 5,905	1.0 FTE
510505	Tech Special Salary	\$ 51,350	\$ 107,969	\$ 114,739	\$ 118,704	\$ 135,467	\$ 16,763	2.0 FTE
510510	Asst Principal Salary	\$ 297,793	\$ 310,169	\$ 317,170	\$ 327,711	\$ 441,429	\$ 113,718	4.0 FTE
510600	Secretary Salary	\$ 205,034	\$ 209,973	\$ 205,017	\$ 207,433	\$ 228,039	\$ 20,606	6.4 FTE
510800	Ins Aide Salary	\$ 33,896	\$ 35,116	\$ 34,103	\$ 2,635	\$ -	\$ (2,635)	1.0 FTE
520080/90	R&M Buildings ConServ	\$ 1,330	\$ 500	\$ 320	\$ 2,040	\$ 2,040	\$ -	
520400	Graduation Exercise	\$ 7,625	\$ 15,895	\$ 16,135	\$ 16,000	\$ 16,000	\$ -	
530310	Student Activity Transportation	\$ 10,821	\$ 2,808	\$ 4,992	\$ 10,000	\$ 10,000	\$ -	Math Team and Speech & Debate
540000	Supplies ProfDev	\$ 2,162	\$ 123		\$ -	\$ -	\$ -	
540030	R&M Building Supplies			\$ 43	\$ -	\$ -	\$ -	
540140	Books Periodicals & Subscriptions	\$ 3,460	\$ 3,400	\$ 19,114	\$ 4,080	\$ 4,080	\$ -	
540150	Printing				\$ -	\$ -	\$ -	
540180	Texts/Ins Equip	\$ 17	\$ 2,000	\$ 943	\$ 2,040	\$ 2,040	\$ -	
540200	Ins Materials	\$ 1,142	\$ 5,447	\$ 4,379	\$ 5,610	\$ 5,610	\$ -	
540220	Office Supplies	\$ 5,788	\$ 2,489		\$ 3,240	\$ 3,240	\$ -	
540240	R&M Equipment Suppl			\$ 21,549	\$ -	\$ -	\$ -	
540340	Civic Activity Supplies				\$ -	\$ -	\$ -	
570010	Travel Prof Dev				\$ -	\$ -	\$ -	
570020	Dues & Membership	\$ 5,250	\$ 5,153	\$ 5,256	\$ 5,256	\$ 5,256	\$ -	
570060	Conference ProDev	\$ 30		\$ -			\$ -	
580700	Principal Tech HW		\$ -	\$ -			\$ -	
940: High School Totals		\$ 841,659	\$ 934,207	\$ 957,331	\$ 930,151	\$ 1,093,231	\$ 163,080	

941: High School Special Education		Actual	Actual	Actual	Budget	Proposed	Difference	Notes
		FY14	FY15	FY16	FY17	FY18	(FY17- FY18 Prop.)	
510500	Dir of HS Special Education Salary						\$ -	
510500	Teacher Salary Special Education	\$ 343,819	\$ 389,843	\$ 469,802	\$ 480,961	\$ 500,193	\$ 19,232	6.0 FTE. Add .10 FTE
510600	PACE Program Aide			\$ 15,692	\$ 17,385	\$ -	\$ (17,385)	1.0 FTE
520000	Purchase of Services	\$ 175	\$ 140	\$ 175			\$ -	
540140	Books Periodicals & Subscriptions				\$ 1,500	\$ 1,500	\$ -	
540180	Texts/Ins Equip Spedical Education						\$ -	
540200	Ins Materials Special Education	\$ 1,085	\$ 994	\$ 1,393	\$ 1,224	\$ 1,224	\$ -	
570020	Dues & Memberships Special Education						\$ -	
570060	Conference Special Education						\$ -	
570200	Site Based Funds						\$ -	
585000	Construction						\$ -	
941: SHS Special Education Totals		\$ 345,079	\$ 390,977	\$ 487,062	\$ 501,070	\$ 502,917	\$ 1,847	

942: Math		Actual	Actual	Actual	Budget	Proposed	Difference (FY17- FY18 Prop.)	Notes
		FY14	FY15	FY16	FY17	FY18		
510500	Dir of Math Salary	\$ 55,604	\$ 57,188	\$ 58,190	\$ 63,886	\$ 65,157	\$ 1,271	0.6 FTE
510500	Teacher Salary Math	\$ 988,423	\$ 1,178,907	\$ 1,302,908	\$ 1,321,183	\$ 1,442,597	\$ 121,414	16.8 FTE
530310	Student Activity Transpo						\$ -	
540180	Texts/Ins Equip Math						\$ -	
540200	Ins Materials	\$ 1,762	\$ 1,351	\$ 1,466	\$ 1,479	\$ 1,479	\$ -	
540220	Office Supplies				\$ -		\$ -	
540250	Ins Technology HW				\$ -		\$ -	
570020	Dues & Memberships Math		\$ 400	\$ 408	\$ 408	\$ 408	\$ -	
570060	Conferences Math				\$ -		\$ -	
<b>942: Math Totals</b>		<b>\$ 1,045,789</b>	<b>\$ 1,237,846</b>	<b>\$ 1,362,973</b>	<b>\$ 1,386,956</b>	<b>\$ 1,509,641</b>	<b>\$ 122,685</b>	

943: Science		Actual	Actual	Actual	Budget	Proposed	Difference (FY17- FY18 Prop.)	Notes
		FY14	FY15	FY16	FY17	FY18		
510500	Dir of Science Salary	\$ 55,270	\$ 57,356	\$ 58,808	\$ 63,992	\$ 65,426	\$ 1,434	0.6 FTE
510500	Teacher Salary Science	\$ 969,435	\$ 1,208,308	\$ 1,255,798	\$ 1,205,175	\$ 1,305,924	\$ 100,749	18 FTE
520080	R&M Equipment Science	\$ 320			\$ 510	\$ 510	\$ -	
530310	Students Activity Transpo				\$ -	\$ -	\$ -	
540180	Texts/Ins Equip Science	\$ 4,586	\$ 3,971	\$ 5,536	\$ 5,875	\$ 5,875	\$ -	
540200	Ins Materials Science	\$ 8,197	\$ 7,575	\$ 8,232	\$ 7,956	\$ 7,956	\$ -	
570020	Dues & Memberships Science				\$ -	\$ -	\$ -	
570060	Conference Science				\$ -	\$ -	\$ -	
<b>943: Science Totals</b>		<b>\$ 1,037,808</b>	<b>\$ 1,277,210</b>	<b>\$ 1,328,375</b>	<b>\$ 1,283,508</b>	<b>\$ 1,385,691</b>	<b>\$ 102,183</b>	

945: Health		Actual	Actual	Actual	Budget	Proposed	Difference (FY17- FY18 Prop.)	Notes
		FY14	FY15	FY16	FY17	FY18		
510500	Dir of Health Salary	\$ 89,989	\$ 91,383	\$ 90,542	\$ 103,632	\$ 105,706	\$ 2,074	1.0 FTE
510500	Teachers Salary Health	\$ 598,125	\$ 651,521	\$ 578,351	\$ 537,988	\$ 616,561	\$ 78,573	7.6 FTE
540140	Reference Materials					\$ -	\$ -	
540200	Ins Materials Health	\$ 2,482	\$ 2,494	\$ 2,562	\$ 2,574	\$ 2,574	\$ -	
540220	Office Supplies				\$ -	\$ -	\$ -	
570020	Dues & Memberships		\$ 250	\$ 250	\$ 255	\$ 255	\$ -	
570060	Conferences Health		\$ 250	\$ 70	\$ 255	\$ 255	\$ -	
<b>945: Health Totals</b>		<b>\$ 690,596</b>	<b>\$ 745,898</b>	<b>\$ 671,775</b>	<b>\$ 644,704</b>	<b>\$ 725,351</b>	<b>\$ 80,647</b>	

946: Social Sciences		Actual	Actual	Actual	Budget	Proposed	Difference (FY17- FY18 Prop.)	Notes
		FY14	FY15	FY16	FY17	FY18		
510500	Dir Salary	\$ 57,394	\$ 59,009	\$ 60,044	\$ 65,782	\$ 67,090	\$ 1,308	0.6 FTE
510500	Teacher Salary Humanities	\$ 831,098	\$ 978,644	\$ 1,049,468	\$ 1,105,640	\$ 1,232,279	\$ 126,639	16.4 FTE
540180	Texts/Ins Equip Humanities	\$ 1,416	\$ 478	\$ 582	\$ 591	\$ 591	\$ -	
540200	Ins Materials Humanities	\$ 289	\$ 632	\$ 590	\$ 590	\$ 590	\$ -	
570020	Dues & Memberships Human		\$ 100	\$ 204	\$ 204	\$ 204	\$ -	
570060	Conferences Humanities		\$ 200	\$ 204	\$ 204	\$ 204	\$ -	
<b>946: Social Sciences Totals</b>		<b>\$ 890,197</b>	<b>\$ 1,039,064</b>	<b>\$ 1,111,092</b>	<b>\$ 1,173,011</b>	<b>\$ 1,300,958</b>	<b>\$ 127,947</b>	

947: English		Actual	Actual	Actual	Budget	Proposed	Difference (FY17- FY18 Prop.)	Notes
		FY14	FY15	FY16	FY17	FY18		
510500	Dir of English Salary	\$ 47,955	\$ 50,552	\$ 55,994	\$ 61,721	\$ 62,956	\$ 1,235	0.6 FTE
510500	Teacher Salary English	\$ 952,590	\$ 1,167,766	\$ 1,202,289	\$ 1,247,419	\$ 1,366,974	\$ 119,555	17.4 FTE
530310	Student Transport English						\$ -	
540140	Books Periodicals & Subscriptions						\$ -	
540180	Texts/Ins Equip English						\$ -	
540200	Ins Materials English	\$ 1,848	\$ 743	\$ 764	\$ 765	\$ 765	\$ -	
570020	Dues & Membership English		\$ 300	\$ 306	\$ 306	\$ 306	\$ -	
570060	Conference English		\$ 800	\$ 816	\$ 816	\$ 816	\$ -	
<b>947: English Totals</b>		<b>\$ 1,002,393</b>	<b>\$ 1,220,161</b>	<b>\$ 1,260,169</b>	<b>\$ 1,311,027</b>	<b>\$ 1,431,817</b>	<b>\$ 120,790</b>	

948: Guidance		Actual	Actual	Actual	Budget	Proposed	Difference (FY17- FY18 Prop.)	Notes
		FY14	FY15	FY16	FY17	FY18		
510160	Guidance Extra Duty Summer Sal	\$ 13,131	\$ 25,663	\$ 20,334	\$ 30,000	\$ 30,000	\$ -	Per Diem Pay for Summer Registration & Scheduling
510500	Dir of Guidance	\$ 55,051	\$ 57,839	\$ 58,854	\$ 63,378	\$ 64,646	\$ 1,268	0.6 FTE
510500	Guidance Salary	\$ 470,283	\$ 549,894	\$ 569,138	\$ 589,295	\$ 610,748	\$ 21,453	7.4 FTE
510600	Guidance Secretary & Para Salary	\$ 84,926	\$ 96,838	\$ 109,897	\$ 104,736	\$ 106,829	\$ 2,093	2.5FTE ( Shift .5 from revolving to Oper. Budget)
510900	Professional Improvement						\$ -	
540000	Supplies Guidance						\$ -	
540140	Reference Materials	\$ 184	\$ 1,027	\$ 1,524	\$ 1,530	\$ 1,530	\$ -	
540220	Office Supplies	\$ 738	\$ 930	\$ 377	\$ 510	\$ 510	\$ -	
570020	Dues & Memberships Guidance	\$ 2,119	\$ 500	\$ 130	\$ 510	\$ 510	\$ -	
570060	Conference Guidance						\$ -	
580700	Technology Hardware				\$ -	\$ -	\$ -	
580800	Technology Software	\$ 3,421	\$ 4,000	\$ 4,080	\$ 4,080	\$ 4,080	\$ -	
<b>948: Guidance Totals</b>		<b>\$ 629,853</b>	<b>\$ 736,690</b>	<b>\$ 764,334</b>	<b>\$ 794,039</b>	<b>\$ 818,853</b>	<b>\$ 24,814</b>	

951: Athletics		Actual	Actual	Actual	Budget	Proposed	Difference (FY17- FY18 Prop.)	Notes
		FY14	FY15	FY16	FY17	FY18		
510090	Police Details	\$ 3,052	\$ 4,601	\$ 3,913	\$ 4,500	\$ 4,500	\$ -	
510500	Athletic Director Salary	\$ 98,903	\$ 100,634	\$ 102,399	\$ 104,707	\$ 107,821	\$ 3,114	1.0 FTE
510520	Athletic Trainer Salary					\$ 57,000	\$ 57,000	1.0 FTE
510500	Coaching Salaries	\$ 51,249					\$ -	Fund via athletic fee account
520000	Athletic Trainer Contract		\$ 40,000	\$ 47,441	\$ 42,000	\$ -	\$ (42,000)	Contracted Athletic Trainer (see above)
520080	R & M Equipment Athletics	\$ 18,250	\$ 16,967	\$ 18,628	\$ 15,300	\$ 15,300	\$ -	Previously funded through Athletic Fees
520150	Field Maintenance						\$ -	fund via athletic revolving gate receipts
520375	Doctors Fees	\$ 43,526	\$ 900	\$ 900	\$ 1,000	\$ 1,000	\$ -	
530310	Athletic Transportation	\$ 104,510	\$ 109,670	\$ 109,187	\$ 110,000	\$ 111,650	\$ 1,650	Historically under-budgeted
530510	Official Fees			\$ 12,084			\$ -	fund via athletic revolving gate receipts
530520	Timer Fees						\$ -	fund via athletic revolving gate receipts
530530	Ticket Supervisor Fees						\$ -	fund via athletic revolving gate receipts
530540	Announcer Fees						\$ -	fund via athletic revolving gate receipts
530550	EMT						\$ -	fund via athletic revolving gate receipts
530560	Facility Rental	\$ 34,079	\$ 29,819	\$ 40,227	\$ 42,000	\$ 42,000	\$ -	
540020	Oil and Fuel						\$ -	
540130	Athletic Equipment & Uniform	\$ 25,518	\$ 6,164	\$ 9,916	\$ 13,362	\$ 13,362	\$ -	
540310	Athletic Supp & Awards		\$ 275	\$ 9,454	\$ 8,322	\$ 8,322	\$ -	
570020	Associate Dues & Memberships	\$ 14,900	\$ 12,500	\$ 17,015	\$ 12,750	\$ 12,750	\$ -	
570060	Conferences	\$ 459	\$ 2,151	\$ 2,553	\$ 1,372	\$ 1,372	\$ -	
570280	Athletic Insurance	\$ 3,536	\$ 3,536	\$ 3,536	\$ 3,607	\$ 3,607	\$ -	
<b>951: Athletics Totals</b>		<b>\$ 397,984</b>	<b>\$ 327,216</b>	<b>\$ 377,253</b>	<b>\$ 358,920</b>	<b>\$ 378,684</b>	<b>\$ 19,764</b>	

956: Family Consumer Science		Actual	Actual	Actual	Budget	Proposed	Difference (FY17- FY18 Prop.)	Notes
		FY14	FY15	FY16	FY17	FY18		
510500	FCS Teacher Salary	\$ 233,958	\$ 240,375	\$ 247,027	\$ 258,547	\$ 269,652	\$ 11,105	3.0 FTE
510800	Ins Aide Salary				\$ 16,940	\$ -	\$ (16,940)	1.0 FTE
520080	R& M Equipment FCS		\$ 300	\$ 306	\$ 306	\$ 306	\$ -	
540200	Ins Materials FCS	\$ 9,694	\$ 10,826	\$ 10,986	\$ 11,032	\$ 11,032	\$ -	
540220	Office Supplies	\$ 174	\$ 200	\$ 204	\$ 204	\$ 204	\$ -	
570020	Dues & Memberships FCS		\$ 200	\$ 204	\$ 204	\$ 204	\$ -	
570060	Conference FCS		\$ 200	\$ 204	\$ 204	\$ 204	\$ -	
570200	Site Based Funds			\$ -			\$ -	
<b>956: Family Con Science Totals</b>		<b>\$ 243,826</b>	<b>\$ 252,100</b>	<b>\$ 258,931</b>	<b>\$ 287,437</b>	<b>\$ 281,602</b>	<b>\$ (5,835)</b>	

958: World Languages		Actual	Actual	Actual	Budget	Proposed	Difference (FY17- FY18 Prop.)	Notes
		FY14	FY15	FY16	FY17	FY18		
510500	Dir of World Lang Salary	\$ 75,075	\$ 76,798	\$ 78,741	\$ 82,605	\$ 84,258	\$ 1,653	0.8 FTE
510500	Teacher Salary World Lang	\$ 1,423,212	\$ 1,571,493	\$ 1,669,335	\$ 1,727,514	\$ 1,806,873	\$ 79,359	22.57 FTE
510800	Ins Aide Salary	\$ 24,272	\$ 24,883	\$ 25,335	\$ 23,358	\$ 27,016	\$ 3,658	1.0 FTE
510900	Professional Improvement						\$ -	
540140	Reference Materials	\$ 50	\$ (5)	\$ 106	\$ 153	\$ 153	\$ -	
540180	Texts/Ins Equip World Lang	\$ 2,517	\$ 2,453	\$ 1,912	\$ 2,550	\$ 2,550	\$ -	
540200	Ins Materials World Lang SW	\$ 2,997	\$ 3,207	\$ 3,332	\$ 3,129	\$ 3,129	\$ -	
540220	Office Supplies	\$ 105	\$ 197	\$ 161	\$ 204	\$ 204	\$ -	
540700	Technology Supplies		\$ 1,005		\$ -	\$ -	\$ -	
570020	Dues & Memberships World Lang				\$ -	\$ -	\$ -	
570060	Conferences World Lang	\$ 1,260		\$ (23)	\$ 1,020	\$ 1,020	\$ -	
<b>958: World Languages Totals</b>		<b>\$ 1,529,487</b>	<b>\$ 1,680,031</b>	<b>\$ 1,778,899</b>	<b>\$ 1,840,533</b>	<b>\$ 1,925,203</b>	<b>\$ 84,670</b>	

959: Engineering 7-12		Actual	Actual	Actual	Budget	Proposed	Difference (FY17- FY18 Prop.)	Notes
		FY14	FY15	FY16	FY17	FY18		
510500	Teacher Salary TechEd	\$ 163,601	\$ 165,445	\$ 168,329	\$ 220,641	\$ 232,752	\$ 12,111	2.6 FTE
520080	R&M Equipment TechEd						\$ -	
540180	Tech Lab Materials	\$ 3,459	\$ 3,481	\$ 4,699	\$ 3,876	\$ 3,876	\$ -	
540200	Ins Materials TechEd	\$ 3,346	\$ 3,752	\$ 3,000	\$ 3,947	\$ 3,947	\$ -	
540220	Teacher Salary TechEd						\$ -	
570020	Dues & Memberships TechEd						\$ -	
570060	Conference TechEd						\$ -	
570200	Site Based Funds						\$ -	
<b>959: Tech Education 7-12 Totals</b>		<b>\$ 170,405</b>	<b>\$ 172,678</b>	<b>\$ 176,028</b>	<b>\$ 228,464</b>	<b>\$ 240,575</b>	<b>\$ 12,111</b>	

960: Beal School		Actual	Actual	Actual	Budget	Proposed	Difference	Notes
		FY14	FY15	FY16	FY17	FY18	(FY17- FY18 Prop.)	
510500	Principal Salary	\$ 102,395	\$ 85,498	\$ 87,208	\$ 87,141	\$ 87,427	\$ 286	Salary offset by \$20 K in FDK Fee
510500	Teacher Salary	\$ 516,189	\$ 670,952	\$ 770,671	\$ 692,234	\$ 750,973	\$ 58,739	10.25 FTE
510500	Librarian Salary	\$ 17,078	\$ 5,255		\$ 9,969		\$ (9,969)	0.19 FTE
510600	Secretary Salary	\$ 55,266	\$ 30,686	\$ 30,936	\$ 29,386	\$ 32,597	\$ 3,211	1.5 FTE (Cost offset by FDK Fee)
510800	Kinder Ins Aide & Media Salary	\$ 116,531	\$ 145,484	\$ 144,932	\$ 116,042	\$ 263,347	\$ 147,305	6.58 FTE (Total Cost offset by FDK Fees)
520000	Purchase of Services						\$ -	
520080	R&M Equipment ConServ	\$ 581	\$ 200	\$ 510	\$ 510	\$ 510	\$ -	
520090	R&M Buildings ConServ				\$ -	\$ -	\$ -	
540000	Supplies ProDev				\$ -	\$ -	\$ -	
540140	Books Periodicals Subs	\$ 400	\$ 199	\$ 196	\$ 204	\$ 204	\$ -	
540150	Printing				\$ -	\$ -	\$ -	
540170	Library Supplies		\$ 200	\$ 204	\$ 204	\$ 204	\$ -	
540180	Texts/Ins Equip			\$ 800	\$ -	\$ -	\$ -	
540200	Ins Materials	\$ 6,686	\$ 6,041	\$ 5,551	\$ 5,841	\$ 5,841	\$ -	
540220	Office Supplies	\$ 968	\$ 1,446	\$ 1,958	\$ 2,040	\$ 2,040	\$ -	
540240	R&M Equipment Supp				\$ -	\$ -	\$ -	
540250	Ins Technology HW		\$ 200	\$ 200	\$ 204	\$ 204	\$ -	
570020	Dues & Memberships				\$ -	\$ -	\$ -	
570060	Conference ProDev		\$ 1,000	\$ 1,020	\$ 1,020	\$ 1,020	\$ -	
580800	Ins Technology SW						\$ -	
960: Beal School Totals		\$ 816,092	\$ 947,160	\$ 1,044,185	\$ 944,796	\$ 1,144,367	\$ 199,571	

962: Coolidge School		Actual	Actual	Actual	Budget	Proposed	Difference	Notes
		FY14	FY15	FY16	FY17	FY18	(FY17- FY18 Prop.)	
510500	Principal Salary	\$ 107,060	\$ 102,740	\$ 105,105	\$ 103,500	\$ 105,570	\$ 2,070	9 FTE with .1 offset to Full Day Kindergarten Receipts (Reflects actual FY 16 Salary)
510500	Teacher Salary	\$ 1,065,810	\$ 1,299,887	\$ 1,344,051	\$ 1,358,742	\$ 1,414,101	\$ 55,359	18.9 FTE
510500	Librarian Salary	\$ 16,078	\$ 22,133	\$ 15,713	\$ 9,969	\$ 26,971	\$ 17,002	0.19 FTE
510505	Tech Special Salary						\$ -	
510600	Secretary Salary	\$ 40,154	\$ 37,553	\$ 35,392	\$ 35,291	\$ 37,453	\$ 2,162	1.0 FTE (Cost offset by FDK Fees)
510800	Ins Aide & Media Salary	\$ 145,039	\$ 153,281	\$ 163,475	\$ 162,713	\$ 180,646	\$ 17,933	8.9 FTE
520080	R&M Equipment ConServ						\$ -	
520090	R&M Buildings ConServ	\$ 138	\$ 150	\$ 300	\$ 306	\$ 306	\$ -	
540000	Supplies ProDev			\$ 810	\$ 816	\$ 816	\$ -	
540030	R&M Buildings Suppl.				\$ -	\$ -	\$ -	
540140	Books Periodicals Subs				\$ -	\$ -	\$ -	
540140	Capital Equipment	\$ 1,162	\$ 228	\$ 199	\$ 204	\$ 204	\$ -	
540150	Printing				\$ -	\$ -	\$ -	
540180	Texts/Ins Equip				\$ -	\$ -	\$ -	
540200	Ins Materials	\$ 6,862	\$ 7,222	\$ 7,702	\$ 7,715	\$ 7,715	\$ -	
540220	Office Supplies	\$ 2,224	\$ 1,018	\$ 1,402	\$ 1,428	\$ 1,428	\$ -	
540240	R&M Equipment Supplies			\$ 1,014	\$ 1,020	\$ 1,020	\$ -	
540250	Ins Technology Supplies				\$ -	\$ -	\$ -	
540270	Library Supplies	\$ 64			\$ -	\$ -	\$ -	
570020	Dues & Memberships				\$ -	\$ -	\$ -	
570060	Conferences ProDev			\$ 510	\$ 510	\$ 510	\$ -	
580700	Principal Tech HW	\$ 1,064	\$ 7,740		\$ -	\$ -	\$ -	
962: Coolidge School Totals		\$ 1,385,654	\$ 1,631,953	\$ 1,675,673	\$ 1,682,215	\$ 1,776,740	\$ 94,525	

964: Paton School		Actual	Actual	Actual	Budget	Proposed	Difference (FY17- FY18 Prop.)	Notes
		FY14	FY15	FY16	FY17	FY18		
510500	Principal Salary	\$ 101,000	\$ 101,254	\$ 103,279	\$ 101,784	\$ 103,820	\$ 2,036	95 FTE with .05 offset to Full Day Kindergarten Receipts (Reflects actual FY 17 Salary)
510500	Teacher Salary	\$ 1,163,961	\$ 1,343,994	\$ 1,384,072	\$ 1,310,106	\$ 1,335,464	\$ 25,358	17.95 FTE
510500	Librarian Salary	\$ 16,078	\$ 22,133	\$ 15,713	\$ 9,969	\$ 26,971	\$ 17,002	0.19 FTE
510505	Tech Special Salary						\$ -	
510600	Secretary Salary	\$ 38,745	\$ 39,400	\$ 40,096	\$ 40,882	\$ 43,393	\$ 2,511	95 FTE (offset .05 to Full Day Kindergarten)
510800	Ins Aide & Media Salary	\$ 110,883	\$ 123,437	\$ 132,974	\$ 111,418	\$ 144,361	\$ 32,943	6.4 FTE
520080	R&M Equipment ConServ	\$ 1,365	\$ 200	\$ 120	\$ 204	\$ 204	\$ -	
520090	R&M Buildings ConServ				\$ -	\$ -	\$ -	
540000	Supplies Prof Dev		\$ 200	\$ 204	\$ 204	\$ 204	\$ -	
540030	R&M Buildings				\$ -	\$ -	\$ -	
540140	Books Periodicals Subs	\$ 799	\$ 997	\$ 1,014	\$ 1,020	\$ 1,020	\$ -	
540150	Printing				\$ -	\$ -	\$ -	
540180	Texts/Ins Equip	\$ 2,253	\$ 3,562	\$ 3,922	\$ 4,080	\$ 4,080	\$ -	
540200	Ins Materials	\$ 7,336	\$ 5,569	\$ 5,102	\$ 5,100	\$ 5,100	\$ -	
540220	Office Supplies	\$ 1,186	\$ 1,130	\$ 806	\$ 1,153	\$ 1,153	\$ -	
540240	R & M Equipment Supp				\$ -	\$ -	\$ -	
540250	Ins Technology Supp				\$ -	\$ -	\$ -	
540270	Library Supplies		\$ 200	\$ 204	\$ 204	\$ 204	\$ -	
540340	Civic Activity Supplies						\$ -	
570010	Travel Prof Dev						\$ -	
570020	Dues & Memberships						\$ -	
570060	Conferences ProDev						\$ -	
580700	Principal Tech HW						\$ -	
580800	Principal Tech SW						\$ -	
<b>964: Paton School Totals</b>		<b>\$ 1,443,605</b>	<b>\$ 1,642,075</b>	<b>\$ 1,687,507</b>	<b>\$ 1,586,124</b>	<b>\$ 1,665,974</b>	<b>\$ 79,850</b>	

968: Spring Street School		Actual	Actual	Actual	Budget	Proposed	Difference (FY17- FY18 Prop.)	Notes
		FY14	FY15	FY16	FY17	FY18		
510500	Principal Salary	\$ 105,545	\$ 104,057	\$ 106,399	\$ 104,817	\$ 106,913	\$ 2,096	925 FTE offset .075 to Full Day Kindergarten (Reflects actual FY 17 Salary)
510500/01	Teacher Salary	\$ 1,170,118	\$ 1,304,677	\$ 1,380,296	\$ 1,371,612	\$ 1,508,434	\$ 136,822	17.43 FTE
510500	Librarian Salary	\$ 16,078	\$ 22,893	\$ 15,723	\$ 9,969	\$ 26,988	\$ 17,019	0.19 FTE
510505	Tech Special Salary						\$ -	
510600	Secretary Salary	\$ 37,913	\$ 38,481	\$ 39,257	\$ 40,003	\$ 42,459	\$ 2,456	95 FTE (offset .05 to Full Day Kindergarten)
510800	Ins Aide & Media Salary	\$ 124,412	\$ 126,804	\$ 145,862	\$ 133,728	\$ 155,495	\$ 21,767	7.27 FTE
520080	R&M Equipment ConServ						\$ -	
520090	R&M Buildings ConServ	\$ 70	\$ 430	\$ 440	\$ 510	\$ 510	\$ -	
540000	Supplies Prof Dev		\$ 358	\$ 365	\$ 365	\$ 365	\$ -	
540030	R&M Buildings Supp				\$ -	\$ -	\$ -	
540140	Books Periodicals Subs	\$ 499	\$ 500	\$ 510	\$ 510	\$ 510	\$ -	
540150	Printing				\$ -	\$ -	\$ -	
540180	Texts/Ins Equip	\$ 4,250	\$ 4,583	\$ 5,518	\$ 4,590	\$ 4,590	\$ -	
540200	Educational Supplies	\$ 984	\$ 1,200	\$ 3,399	\$ 1,224	\$ 1,224	\$ -	
540220	Office Supplies	\$ 4,262	\$ 2,858	\$ 3,239	\$ 3,060	\$ 3,060	\$ -	
540240	R&M Equipment Supp				\$ -	\$ -	\$ -	
540250	Principal Tech				\$ -	\$ -	\$ -	
540270	Library Supplies				\$ -	\$ -	\$ -	
570020	Dues & memberships	\$ 89	\$ 200	\$ 20	\$ 204	\$ 204	\$ -	
570060	Conferences ProDev	\$ 215	\$ 700	\$ 714	\$ 714	\$ 714	\$ -	
580500	Equipment Replacement						\$ -	
580700	Principal Tech HW						\$ -	
<b>968: Spring Street School</b>		<b>\$ 1,464,433</b>	<b>\$ 1,607,740</b>	<b>\$ 1,701,742</b>	<b>\$ 1,671,306</b>	<b>\$ 1,851,466</b>	<b>\$ 180,160</b>	



969: Floral Street School		Actual	Actual	Actual	Budget	Proposed	Difference	Notes
		FY14	FY15	FY16	FY17	FY18	(FY17- FY18 Prop.)	
510500	Principal Salary	\$ 103,020	\$ 111,214	\$ 113,994	\$ 111,403	\$ 114,745	\$ 3,342	1.0 FTE (Reflects actual FY 17 Salary)
510500	Teacher Salary	\$ 2,503,943	\$ 2,625,047	\$ 2,721,324	\$ 2,733,878	\$ 2,908,551	\$ 174,673	34.3 FTE
510500	Librarian Salary	\$ 16,828	\$ 7,007		\$ 9,969	\$ -	\$ (9,969)	0.19 FTE
510505	Tech Special Salary						\$ -	
510510	Asst Principal Salary	\$ 92,208	\$ 95,399	\$ 98,675	\$ 102,540	\$ 107,597	\$ 5,057	1.0 FTE
510600	Secretary Salary	\$ 77,634	\$ 76,987	\$ 78,560	\$ 80,005	\$ 84,919	\$ 4,914	2.0 FTE
510800	Ins Aide & Media Salary	\$ 251,845	\$ 232,944	\$ 259,009	\$ 260,934	\$ 281,173	\$ 20,239	12.33 FTE
520080	R&M Equipment Con Srv						\$ -	
520090	R&M Buildings Con Srv						\$ -	
540000	Supplies ProDev		\$ 600		\$ 1,275	\$ 1,275	\$ -	
540030	R&M Buildings Supp	\$ 57	\$ 395	\$ 240	\$ 510	\$ 510	\$ -	
540140	Books Periodicals Subs	\$ 1,363	\$ 1,992	\$ 896	\$ 2,040	\$ 2,040	\$ -	
540150	Printing				\$ -	\$ -	\$ -	
540180	Texts/Ins Equip	\$ 7,291	\$ 10,626	\$ 8,464	\$ 10,200	\$ 10,200	\$ -	
540200	Ins Materials	\$ 11,374	\$ 5,528	\$ 7,031	\$ 7,878	\$ 7,878	\$ -	
540220	Office Supplies	\$ 210	\$ 1,203	\$ 385	\$ 1,275	\$ 1,275	\$ -	
540240	R&M Equipment Supp		\$ 1,506	\$ 718	\$ 765	\$ 765	\$ -	
540270	Library Supplies		\$ 64	\$ 196	\$ 306	\$ 306	\$ -	
570020	Dues & Memberships				\$ 1,274	\$ 1,274	\$ -	
570060	Conference ProDev	\$ 165	\$ (0)				\$ -	
580700	Ins Technology HW						\$ -	
580800	Ins Technology SW						\$ -	
969: Floral Street School Totals		\$ 3,065,937	\$ 3,170,512	\$ 3,289,493	\$ 3,324,252	\$ 3,522,508	\$ 198,256	

970: Parker Rd Preschool		Actual	Actual	Actual	Budget	Proposed	Difference	Notes
		FY14	FY15	FY16	FY17	FY18	(FY17- FY18 Prop.)	
510500	Preschool Director Salary	\$ 83,006	\$ 58,124	\$ 59,684	\$ 55,000	\$ 56,650	\$ 1,650	1.0 FTE (0.3 FTE funded through grant and 0.2 FTE Preschool)
510500	Teacher Salary	\$ 388,466	\$ 392,822	\$ 479,394	\$ 375,032	\$ 429,011	\$ 53,979	5.85 FTE (Offset Preschool fee account)
510600/800	Secretary/Ins Aide Salary	\$ 75,543	\$ 65,484	\$ 36,267	\$ 17,938	\$ 114,223	\$ 96,285	1.05 FTE (Offset by Preschool fee account for secretary & 2 aides)
520080	R&M Equipment ConServ						\$ -	
540000	Supplies Prof Dev						\$ -	
540030	R&M Buildings Supp						\$ -	
540150	Printing						\$ -	
540180	Texts/Ins Equip						\$ -	
540200	Ins Materials						\$ -	
540220	Office Supplies						\$ -	
540240	R&M Equipment Supp						\$ -	
540250	Principal Tech						\$ -	
570010	Travel ProDev		\$ 350				\$ -	
570060	Conferences ProDev						\$ -	
580800	Ins Technology SW						\$ -	
970: Parker Rd Preschool		\$ 547,014	\$ 516,780	\$ 575,346	\$ 447,970	\$ 599,884	\$ 151,914	

GRAND TOTALS	\$ 52,040,646	\$ 57,196,278	\$ 58,455,419	\$ 60,407,384	\$ 64,083,917	\$ 3,676,533	6.09%
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Grand Total FY18 Superintendent's Proposed Budget	\$ 58,455,419	\$ 60,407,384	\$ 64,083,917	\$ 3,676,533	6.09%
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FinCom Category	School Committee Recap Sheet	Description	FY15 Budget	FY16 Budget	FY15 - FY16 Difference	FY17 Budget	FY16 - FY17 Difference	FY18 Budget	FY17-FY18 Difference	%	Notes
900-1	A1	Administrative Central Office, Principals & Unit B	2,495,526	2,601,002	105,476	2,771,897	170,895	2,989,117	217,220	7.84%	COLA/COLA+ Steps for Unit B/proposed position
900-1	A2	Unit A (Teachers & Nurses)	34,275,215	35,561,825	1,286,610	36,398,880	837,055	38,483,544	2,084,664	5.73%	Per Unit A contract/proposed positions
900-1	A3	Aides/ABA/Paraprofessionals	5,236,965	5,743,235	506,270	5,884,240	141,005	6,552,571	668,331	11.36%	New positions and agreed 2% COLA
900-2	A4	Secretaries, Technology & Other Non-Represented	1,749,853	1,860,922	111,069	2,027,286	166,364	2,225,527	198,241	9.78%	COLA/steps/some position wage reclassifications proposed position
900-1	A5	Substitutes - Daily, Long Term & Sub Nurses	735,000	770,600	35,600	814,600	44,000	835,600	21,000	2.58%	Based on mid-year FY17 spend rate
900-1	A6	Other Wages (See Note 1)	629,373	596,412	(32,961)	769,282	172,870	781,282	12,000	1.56%	Add \$6,000 for MCAS due to loss of grant
900-1	A7	Employee Benefits	318,500	273,602	(44,898)	289,500	15,898	315,070	25,570	8.83%	Increase tuition reimbursement based on spend rate
900-4G	B1	Regular Education & Voke Transportation	1,966,616	1,983,862	17,246	1,973,667	(10,195)	2,012,216	38,549	1.95%	Projected 1.5% rate inc.
900-4G	B2	Special Education Transportation	330,300	343,365	13,065	343,365	-	531,000	187,635	54.65%	Increased OOD and specialized in district services
900-9	C1	Special Education Tuitions (See Note 2)	3,660,651	3,171,843	(488,808)	3,781,724	609,881	4,237,074	455,350	12.04%	Current & projected placements with 2.5% rate inc.
900-9	C2	Vocational Tuitions	2,165,772	2,239,245	73,473	2,151,020	(88,225)	1,695,792	(455,228)	-21.16%	103 projected students at \$16,464 [30 in Gr. 9]
900-4	D1	Administrative Contracted Services	481,822	464,814	(17,008)	515,961	51,147	529,911	13,950	2.70%	Increase for data systems maint. and legal expenses
900-4	D2	Educational Contracted Services	618,254	638,840	20,586	700,760	61,920	683,520	(17,240)	-2.46%	Increase for special education contractors/shift athletic contracted services to staff position
900-5	D3	Textbooks/Curriculum Materials	433,680	297,431	(136,249)	207,935	(89,496)	207,935	-	0.00%	No change necessary
900-6	D4	Professional Development	236,078	226,317	(9,761)	227,587	1,270	230,987	3,400	1.49%	Inc. for Powerschool training
900-5	D5	Educational Supplies & Materials	232,890	236,888	3,998	239,368	2,480	239,368	-	0.00%	No change necessary
900-6	D6	Other Miscellaneous (i.e. Off. Supp., Ref. Mat.)	1,113,983	925,968	(188,015)	633,194	(292,774)	754,135	120,941	19.10%	Repl. Network switches
900-6	D7	Equipment	409,900	439,348	29,448	592,118	152,770	694,268	102,150	17.25%	Inc. lease for incoming grades 5 and 9 student iPads
900-6	D8	Utilities - Telephone Exp.	105,900	80,000	(25,900)	85,000	5,000	85,000	-	0.00%	No change necessary
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<b>Total:</b>			<b>57,196,278</b>	<b>58,455,519</b>	<b>1,259,241</b>	<b>60,407,384</b>	<b>1,951,865</b>	<b>64,083,917</b>	<b>3,676,533</b>	<b>6.09%</b>	

Note 1 Other Wages includes custodian & police details, extra duty & mentoring stipends, Summer Special Education salaries, and crossing guards.

Note 2 SPED Tuition projection year ending is net Special Education Circuit Breaker Reimbursement funding.

ORG	OBJ	PROJ	CHAR. CODE	FinCom Category	Green Sheet RC	ACCOUNT DESCRIPTION	FY16 Budget	FY17 Budget	FY18 Proposed	Difference
11120199	510500		A1	900-1	911	Superintendent Salary	180,000	183,150	186,813	3,663
11141199	510510		A1	900-1	911	Bus & Fin Admin Salary	107,000	132,188	132,371	184
11142199	510510		A1	900-1	911	Human Resources Admin Salary	115,544	118,144	121,688	3,544
12122199	510510		A1	900-1	911	Asst Superint Admin Salary	133,512	135,382	138,089	2,707
20210199	510500		A1	900-1	920	Dir of PupPers Salary SW	23,735	24,000	25,600	1,600
22145199	510510		A1	900-1	922	Info Tech Admin Salary	98,730	100,441	103,483	3,042
26210299	510500		A1	900-1	926	Dir of SPED Salary SW	94,939	96,000	102,400	6,400
30220199	510501 6		A1	900-1	930	Principal Salary	113,098	115,360	118,821	3,461
30220199	510510 6		A1	900-1	930	Asst Principal Salary OMS	205,494	211,834	220,097	8,263
35220199	510501		A1	900-1	935	Principal Salary	118,693	121,353	123,780	2,427
35220199	510510 10		A1	900-1	935	Asst Principal Salary SMS	202,287	208,554	216,437	7,883
40220199	510501 7		A1	900-1	940	Principal Salary	132,799	136,119	138,842	2,723
40220199	510510 7		A1	900-1	940	Asst Principal Salary HS	320,218	327,711	441,429	113,718
51210199	510500		A1	900-1	951	Athletic Director Salary	103,415	104,707	107,821	3,114
60220199	510501 1		A1	900-1	960	Principal Salary	85,040	87,141	87,427	286
62220199	510501		A1	900-1	962	Principal Salary	101,172	103,500	105,570	2,070
64220199	510501		A1	900-1	964	Principal Salary	99,788	101,784	103,820	2,036
68220199	510501 4		A1	900-1	968	Principal Salary SS	0	104,817	106,913	2,096
68220199	510501		A1	900-1	968	Principal Salary	102,510	0	0	0
69220199	510501		A1	900-1	969	Principal Salary	99,690	111,403	114,745	3,342
69220199	510510 5		A1	900-1	969	Asst Principal Salary FS	108,686	102,540	107,597	5,057
70210191	510501		A1	900-1	970	Principal Salary	54,652	55,000	56,650	1,650
99999999	999999		A1	900-1	910	Control Account	0	90,770	128,724	37,954
<b>Sub-Total Administrative Central Office, Principals &amp; Unit B</b>							<b>2,601,002</b>	<b>2,771,897</b>	<b>2,989,117</b>	<b>217,220</b>
20320199	510500 1		A2	900-1	920	Nurse Salary BS	58,167	39,772	30,182	(9,590)
20320199	510500 2		A2	900-1	920	Nurse Salary CS	71,580	73,185	74,641	1,456
20320199	510500 3		A2	900-1	920	Nurse Salary PS	73,204	74,854	76,351	1,497
20320199	510500 4		A2	900-1	920	Nurse Salary SS	54,623	57,923	62,979	5,056
20320199	510500 5		A2	900-1	920	Nurse Salary FS	77,057	78,794	80,370	1,576
20320199	510500 6		A2	900-1	920	Nurse Salary OMS	84,657	79,306	83,806	4,500
20320199	510500 7		A2	900-1	920	Nurse Salary HS	154,114	157,588	161,115	3,527
20320199	510500 8		A2	900-1	920	Nurse Salary PRD	30,620	66,750	36,263	(30,487)
20320199	510500 10		A2	900-1	920	Nurse Salary SMS	72,904	95,257	101,599	6,342
20320199	510500		A2	900-1	920	Nurse Salary	64,937	85,846	88,647	2,801
21230199	510500 1		A2	900-1	921	Teacher Salary Phys Ed BS	30,816	31,507	32,321	814
21230199	510500 3		A2	900-1	921	Teacher Salary Phys Ed PS	34,891	37,583	38,335	752
21230199	510500 4		A2	900-1	921	Teacher Salary Phys Ed SS	34,891	37,583	38,335	752
21230199	510500 5		A2	900-1	921	Teacher Salary Phys Ed FS	112,868	118,047	120,959	2,912
21230199	510500 6		A2	900-1	921	Teacher Salary Phys Ed OMS	216,094	231,041	242,906	11,865

ORG	OBJ	PROJ	CHAR. CODE	FinCom Category	Green Sheet RC	ACCOUNT DESCRIPTION	FY16 Budget	FY17 Budget	FY18 Proposed	Difference
21230199	510500	7	A2	900-1	921	Teacher Salary Phys Ed HS	380,822	388,572	406,854	18,282
21230199	510500	10	A2	900-1	921	Teacher Salary Phy Ed SMS	224,765	254,596	217,820	(36,776)
22145199	510500		A2	900-1	922	Instructional Technology Salary	0	101,140	102,659	1,519
22210199	510500		A2	900-1	922	Dir of InsTech Salary SW	190,173	93,712	97,124	3,412
23210199	510500		A2	900-1	923	Performing Arts	62,524	99,388	101,585	2,197
23230199	510500	1	A2	900-1	923	Teacher Salary Music BS	37,611	41,199	43,808	2,609
23230199	510500	2	A2	900-1	923	Teacher Salary Music CS	26,044	28,985	30,954	1,970
23230199	510500	3	A2	900-1	923	Teacher Salary Music PS	21,976	23,207	24,422	1,215
23230199	510500	4	A2	900-1	923	Teacher Salary Music SS	37,956	38,803	40,965	2,162
23230199	510500	5	A2	900-1	923	Teacher Salary Music FS	106,616	109,747	112,685	2,938
23230199	510500	6	A2	900-1	923	Teacher Salary Music OMS	235,201	248,750	259,589	10,840
23230199	510500	7	A2	900-1	923	Teacher Salary Music HS	206,696	176,063	179,569	3,506
23230199	510500	10	A2	900-1	923	Teacher Salary Music SMS	165,860	171,334	128,250	(43,084)
24210199	510500		A2	900-1	924	Dir of Art Salary SW	98,426	100,441	104,807	4,366
24230199	510500	1	A2	900-1	924	Teacher Salary Art BS	21,602	27,216	28,813	1,598
24230199	510500	2	A2	900-1	924	Teacher Salary Art CS	21,602	27,216	28,813	1,598
24230199	510500	3	A2	900-1	924	Teacher Salary Art PS	27,760	29,590	32,024	2,434
24230199	510500	4	A2	900-1	924	Teacher Salary Art SS	37,802	33,116	34,884	1,768
24230199	510500	5	A2	900-1	924	Teacher Salary Art FS	115,318	119,113	123,330	4,217
24230199	510500	6	A2	900-1	924	Teacher Salary Art OMS	52,325	80,426	81,753	1,327
24230199	510500	7	A2	900-1	924	Teacher Salary Art HS	309,885	322,891	339,812	16,921
24230199	510500	10	A2	900-1	924	Teacher Salary Art SMS	113,898	77,284	103,393	26,109
26230299	510500	1	A2	900-1	926	Teacher Salary SPED BS	214,517	268,912	352,352	83,440
26230299	510500	2	A2	900-1	926	Teacher Salary SPED CS	419,980	436,114	631,792	195,678
26230299	510500	3	A2	900-1	926	Teacher Salary SPED PS	319,221	322,736	510,305	187,569
26230299	510500	4	A2	900-1	926	Teacher Salary SPED SS	592,589	447,765	745,085	297,320
26230299	510500	5	A2	900-1	926	Teacher Salary SPED FS	476,772	471,314	610,815	139,501
26230299	510500	6	A2	900-1	926	Teacher Salary SPED OMS	966,880	923,169	1,252,130	328,961
26230299	510500	7	A2	900-1	926	Teacher Salary SPED HS	599,140	527,817	641,408	113,591
26230299	510500	8	A2	900-1	926	Professional Salaries PRP	197,989	175,436	641,227	465,791
26230299	510500	10	A2	900-1	926	Teacher Salary SPED SMS	1,109,484	969,515	1,211,940	242,425
26230299	510500		A2	900-1	926	Teacher Salary SPED	1,386,473	1,905,907	129,308	(1,776,599)
26280291	510500	8	A2	900-1	926	Psychologist Sal SPED PRP	0	60,900	64,573	3,673
26280299	510500	1	A2	900-1	926	Psychologist Sal SPED BS	106,018	112,022	116,895	4,873
26280299	510500	2	A2	900-1	926	Psychologist Sal SPED CS	90,272	92,307	94,153	1,846
26280299	510500	3	A2	900-1	926	Psychologist Sal SPED PS	139,448	144,140	148,604	4,464
26280299	510500	4	A2	900-1	926	Psychologist Sal SPED SS	117,793	124,237	132,041	7,804
26280299	510500	5	A2	900-1	926	Psychologist Sal SPED FS	164,298	172,529	180,764	8,235
26280299	510500	6	A2	900-1	926	Psychologist Sal SPED OMS	244,977	282,187	294,688	12,501
26280299	510500	7	A2	900-1	926	Psychologist Sal SPED HS	181,294	185,364	245,556	60,192

ORG	OBJ	PROJ	CHAR. CODE	FinCom Category	Green Sheet RC	ACCOUNT DESCRIPTION	FY16 Budget	FY17 Budget	FY18 Proposed	Difference
26280299	510500	10	A2	900-1	926	Psychologist Sal SPED SMS	302,492	292,881	302,936	10,055
26280299	510500		A2	900-1	926	Psychologist Sal SPED	56,192	0	0	0
27230199	510500		A2	900-1	927	Teacher Salary ESL	714,826	739,807	805,211	65,404
30230199	510500	6	A2	900-1	930	Teacher Salary OMS	2,969,121	3,087,289	3,257,186	169,897
30250199	510500	6	A2	900-1	930	Librarian Salary OMS	71,503	0	80,719	80,719
35230199	510500	10	A2	900-1	935	Teacher Salary SMS	3,282,086	3,298,381	3,363,800	65,419
35230199	510505	10	A2	900-1	935	Tech Special Salary SMS	88,587	76	0	(76)
35250199	510500	10	A2	900-1	935	Librarian Salary SMS	22,376	22,880	23,338	458
40230199	510505	7	A2	900-1	940	Tech Special Salary HS	114,739	118,704	135,467	16,763
40250199	510500	7	A2	900-1	940	Librarian Salary HS	90,272	79,283	85,188	5,905
41230299	510500	7	A2	900-1	941	Teacher Salary SPED HS	432,323	480,961	500,193	19,232
42210199	510500	7	A2	900-1	942	Dir of Math Salary HS	62,487	63,886	65,157	1,271
42230199	510500	7	A2	900-1	942	Teacher Salary Math HS	1,292,473	1,321,183	1,420,537	99,354
43210199	510500	7	A2	900-1	943	Dir of Science Salary HS	62,729	63,992	65,426	1,434
43230199	510500	7	A2	900-1	943	Teacher Salary Science HS	1,158,563	1,205,175	1,327,984	122,809
45210199	510500		A2	900-1	945	Dir of Health Salary SW	100,603	103,632	105,706	2,074
45230199	510500	2	A2	900-1	945	Teacher Salary Health CS	35,347	84,313	88,041	3,729
45230199	510500	3	A2	900-1	945	Teacher Salary Health PS	126,617	84,313	88,041	3,729
45230199	510500	4	A2	900-1	945	Teacher Salary Health SS	0	16,802	17,665	863
45230199	510500	5	A2	900-1	945	Teacher Salary Health FS	132,045	85,734	87,976	2,242
45230199	510500	6	A2	900-1	945	Teacher Salary Health OMS	82,052	83,893	85,563	1,670
45230199	510500	7	A2	900-1	945	Teacher Salary Health HS	208,167	182,934	231,610	48,676
45230199	510500	10	A2	900-1	945	Teacher Salary Health SMS	54,006	0	17,665	17,665
46210199	510500	7	A2	900-1	946	Dir of Social Sci Salary HS	64,340	65,782	67,090	1,308
46230199	510500	7	A2	900-1	946	Teacher Salary Social Sci HS	1,040,637	1,105,640	1,232,279	126,639
47210199	510500	7	A2	900-1	947	Dir of English Salary HS	58,064	61,721	62,956	1,235
47230199	510500	7	A2	900-1	947	Teacher Salary English HS	1,207,779	1,247,419	1,366,974	119,555
48210199	510500		A2	900-1	948	Dir of Guidance SW	61,981	63,378	64,646	1,268
48270199	510500	7	A2	900-1	948	Guidance Salary HS	564,388	589,295	610,748	21,453
56230199	510500	7	A2	900-1	956	FCS Teacher Salary HS	248,947	258,547	269,652	11,105
58210199	510500		A2	900-1	958	Dir of WLang Salary SW	80,784	82,605	84,258	1,653
58230199	510500	6	A2	900-1	958	Teacher Salary WLang OMS	664,050	683,530	703,814	20,284
58230199	510500	7	A2	900-1	958	Teacher Salary WLang HS	778,830	814,727	758,145	(56,582)
58230199	510500	10	A2	900-1	958	Teacher Salary WLang SMS	211,288	229,257	344,915	115,658
59230199	510500	7	A2	900-1	959	Teacher Salary TechEd HS	124,102	129,440	139,747	10,307
59230199	510500		A2	900-1	959	Teacher Salary TechEd	89,212	91,201	93,005	1,804
60230199	510500	1	A2	900-1	960	Teacher Salary BS	700,316	692,234	750,973	58,739
60250199	510500	1	A2	900-1	960	Librarian Salary BS	16,010	9,969	0	(9,969)
62230199	510500	2	A2	900-1	962	Teacher Salary CS	1,352,831	1,358,742	1,414,101	55,359
62250199	510500	2	A2	900-1	962	Librarian Salary CS 45	16,010	9,969	26,971	17,002

ORG	OBJ	PROJ	CHAR. CODE	FinCom Category	Green Sheet RC	ACCOUNT DESCRIPTION	FY16 Budget	FY17 Budget	FY18 Proposed	Difference
64230199	510500	3	A2	900-1	964	Teacher Salary PS	1,350,124	1,310,106	1,335,464	25,358
64250199	510500	3	A2	900-1	964	Librarian Salary PS	16,010	9,969	26,971	17,002
68230199	510500	4	A2	900-1	968	Teacher Salary SS	1,364,749	1,371,612	1,508,434	136,822
68250199	510500	4	A2	900-1	968	Librarian Salary SS	16,010	9,969	26,988	17,019
69230199	510500	5	A2	900-1	969	Teacher Salary FS	2,700,325	2,733,878	2,908,551	174,673
69250199	510500	5	A2	900-1	969	Librarian Salary FS	16,010	9,969	0	(9,969)
70230199	510500	8	A2	900-1	970	Teacher Salary - Preschool	365,994	375,032	429,011	53,979
99999999	999999		A2	900-1	910	Control Account	0	188,580	206,091	17,511
			<b>Sub-Total</b>			<b>Unit A (Teachers &amp; Nurses)</b>	<b>35,561,825</b>	<b>36,398,880</b>	<b>38,483,544</b>	<b>2,084,664</b>
26230299	510800	1	A3	900-1	926	Ins Aide Salary SPED BS	344,771	378,920	251,389	(127,531)
26230299	510800	2	A3	900-1	926	Ins Aide Salary SPED CS	391,751	371,041	356,845	(14,196)
26230299	510800	3	A3	900-1	926	Ins Aide Salary SPED PS	244,034	270,239	450,817	180,578
26230299	510800	4	A3	900-1	926	Ins Aide Salary SPED SS	328,802	278,500	327,743	49,242
26230299	510800	5	A3	900-1	926	Ins Aide Salary SPED FS	509,080	404,365	462,786	58,422
26230299	510800	6	A3	900-1	926	Ins Aide Salary SPED OMS	580,509	638,098	631,194	(6,904)
26230299	510800	7	A3	900-1	926	Ins Aide Salary SPED HS	553,693	628,078	812,698	184,621
26230299	510800	8	A3	900-1	926	Aides/Tutors Salaries	664,335	874,826	688,529	(186,297)
26230299	510800	10	A3	900-1	926	Ins Aide Salary SPED SMS	754,365	934,867	946,292	11,425
26230299	510800		A3	900-1	926	Ins Aide Salary SPED	266,000	88,960	250,000	161,040
27230199	510800		A3	900-1	927	Aides/Tutors Salaries	83,226	69,318	68,791	(527)
30230199	510801	6	A3	900-1	930	Tutor Salary OMS	30,042	30,752	31,519	767
30250199	510800	6	A3	900-1	930	Librarian Aide Salary OMS	11,639	12,150	12,456	306
35250199	510800	10	A3	900-1	935	Librarian Aide Salary SMS	24,940	26,035	26,692	657
35340199	510801	10	A3	900-1	935	Tutor Salary SMS	0	0	8,555	8,555
40230199	510800	7	A3	900-1	940	Ins Aide Salary HS	24,940	2,635	0	(2,635)
41230299	510801	7	A3	900-1	941	Tutor Salary PACE SHS	25,751	17,385	0	(17,385)
56230199	510800		A3	900-1	956	Aides/Tutors Salaries	19,448	16,940	0	(16,940)
58230199	510800	7	A3	900-1	958	Aides/Tutors Salaries	25,751	23,359	27,016	3,657
60230192	510800	1	A3	900-1	960	Kinder Ins Aide Salary BS	114,645	77,611	203,314	125,702
60230192	510801	1	A3	900-1	960	Tutor Salary BS	16,309	14,133	35,121	20,988
60250199	510800	1	A3	900-1	960	Librarian Aide Salary BS	23,277	24,300	24,912	613
62230199	510800	2	A3	900-1	962	Ins Aide Salary CS	114,666	124,625	138,173	13,548
62230199	510801	2	A3	900-1	962	Tutor Salary CS	15,688	13,788	17,560	3,772
62250199	510800	2	A3	900-1	962	Librarian Aide Salary CS	23,155	24,300	24,912	613
64230199	510800	3	A3	900-1	964	Ins Aide Salary PS	91,389	76,940	105,940	29,001
64230199	510801	3	A3	900-1	964	Tutor Salary PS	12,875	10,179	13,508	3,329
64250199	510800	3	A3	900-1	964	Librarian Aide Salary PS	23,277	24,300	24,912	613
68230199	510505	4	A3	900-1	968	Ins Aide Salary SS	105,430	97,052	114,823	17,771
68230199	510800	4	A3	900-1	968	Tutor Salary SS 46	15,021	12,376	15,759	3,383

ORG	OBJ	PROJ	CHAR. CODE	FinCom Category	Green Sheet RC	ACCOUNT DESCRIPTION	FY16 Budget	FY17 Budget	FY18 Proposed	Difference
68250199	510500	4	A3	900-1	968	Librarian Aide Salary SS	23,277	24,300	24,912	612
69230199	510800	5	A3	900-1	969	Ins Aide Salary FS	169,714	160,819	197,898	37,079
69230199	510801	5	A3	900-1	969	Tutor Salary FS	54,881	54,987	44,126	(10,861)
69250199	510800	5	A3	900-1	969	Librarian Aide Salary FS	36,457	45,128	39,148	(5,980)
70230191	510800	8	A3	900-1	970	Ins Aide Salary PRP	0	0	93,672	93,672
70230199	510800	7	A3	900-1	970	Aides/Tutors Salaries	20,097	17,937	20,553	2,616
99999999	999999		A3	900-1	910	Control Account	0	15,000	60,000	45,000
<b>Sub-Total</b>			<b>Aides/ABA/Parprofessionals</b>				<b>5,743,235</b>	<b>5,884,240</b>	<b>6,552,569</b>	<b>668,329</b>
10140199	510600		A4	900-2	910	System Wide Courier	31,124	55,000	55,000	0
10310199	510600		A4	900-2	910	Census Taker	38,337	45,000	52,999	7,999
11120199	510140		A4	900-2	911	Stipends	4,000	4,000	4,000	0
11120199	510520		A4	900-2	911	Admin Support	55,784	56,899	57,643	744
11141199	510520		A4	900-2	911	Bus & Fin Admin Support Salary	52,117	53,159	58,366	5,207
11141199	510600		A4	900-2	911	Bus & Fin Clerical Salaries	88,292	95,762	142,502	46,740
11142199	510520		A4	900-2	911	Human Resources Admin Suppor	54,570	55,661	56,775	1,114
12122199	510600		A4	900-2	911	Asst Superint Admin Salaries	29,848	32,351	32,992	641
20320199	510600		A4	900-2	920	PupPers Clerical Salary	27,461	36,067	37,836	1,769
22290199	510600		A4	900-2	922	ETS Para Salary	56,908	58,027	72,759	14,732
22440199	510600		A4	900-2	922	Other Salaries	467,624	497,053	509,226	12,173
26210199	510600		A4	900-2	926	Clerical Salaries	149,575	164,337	172,661	8,324
26210299	510510		A4	900-2	926	SPED Out of Dist Coord Sal	85,528	84,689	99,989	15,300
30220199	510600	6	A4	900-2	930	Secretary Salary OMS	132,753	139,837	148,571	8,734
35220199	510600	10	A4	900-2	935	Secretary Salary SMS	77,222	84,207	91,519	7,312
40220199	510600	7	A4	900-2	940	Secretary Salary HS	203,523	207,433	228,039	20,606
48210199	510600	7	A4	900-2	948	Guidance Secretary HS	87,146	104,736	106,829	2,093
51210199	510520	7	A4	900-2	951	Athletic Trainer Salary	0	0	57,000	57,000
60220199	510600	1	A4	900-2	960	Secretary Salary BS	28,833	29,386	32,597	3,211
62220199	510600	2	A4	900-2	962	Secretary Salary CS	36,442	35,292	37,453	2,161
64220199	510600	3	A4	900-2	964	Secretary Salary PS	38,092	40,882	43,393	2,511
68220199	510510	4	A4	900-2	968	Secretary Salary SS	37,273	40,003	42,459	2,456
69220199	510510	5	A4	900-2	969	Secretary Salary FS	78,470	80,005	84,919	4,914
99999999	999999		A4	900-2	910	Control Account	0	27,500	0	(27,500)
<b>Sub-Total</b>			<b>Secretaries, Technology &amp; Other Non-Represented</b>				<b>1,860,922</b>	<b>2,027,286</b>	<b>2,225,527</b>	<b>198,241</b>
10230199	510700	1	A5	900-3	910	Subs Salary Daily BS	22,610	23,449	23,449	0
10230199	510700	2	A5	900-3	910	Subs Salary Daily CS	30,938	32,083	32,083	0
10230199	510700	3	A5	900-3	910	Subs Salary Daily PS	18,558	19,245	19,245	0
10230199	510700	4	A5	900-3	910	Subs Salary Daily SS	16,261	16,863	16,863	0
10230199	510700	5	A5	900-3	910	Subs Salary Daily FS <sup>47</sup>	28,428	29,480	29,480	0



ORG	OBJ	PROJ	CHAR. CODE	FinCom Category	Green Sheet RC	ACCOUNT DESCRIPTION	FY16 Budget	FY17 Budget	FY18 Proposed	Difference
10230199	510700	6	A5	900-3	910	Subs Salary Daily OMS	37,131	38,506	38,506	0
10230199	510700	7	A5	900-3	910	Subs Salary Daily HS	55,278	57,325	57,325	0
10230199	510700	8	A5	900-3	910	Sub Salaries Daily PRD	0	13,929	13,929	0
10230199	510700	10	A5	900-3	910	Subs Salary Daily SMS	47,365	49,119	49,120	1
10230199	510700		A5	900-3	910	Subs Salary Daily	13,432	0	0	0
10230199	510705	1	A5	900-3	910	Long Term Subs Salary BS	37,032	42,795	41,366	(1,429)
10230199	510705	2	A5	900-3	910	Long Term Subs Salary CS	50,736	59,000	56,673	(2,327)
10230199	510705	3	A5	900-3	910	Long Term Subs Salary PS	34,703	40,102	38,764	(1,338)
10230199	510705	4	A5	900-3	910	Long Term Subs Salary SS	12,110	14,004	13,527	(477)
10230199	510705	5	A5	900-3	910	Long Term Subs Salary FS	54,506	52,962	60,884	7,922
10230199	510705	6	A5	900-3	910	Long Term Subs Salary OMS	79,595	82,060	88,909	6,849
10230199	510705	7	A5	900-3	910	Long Term Subs Salary HS	99,826	105,338	111,508	6,170
10230199	510705	8	A5	900-3	910	Long Term Sub Salary PRD	16,637	19,214	18,584	(630)
10230199	510705	10	A5	900-3	910	Long Term Subs Salary SMS	84,855	88,526	94,785	6,259
20320199	510700	1	A5	900-3	920	Nurse Subs Salary BS	3,400	3,400	3,400	0
20320199	510700	2	A5	900-3	920	Nurse Subs Salary CS	3,400	3,400	3,400	0
20320199	510700	3	A5	900-3	920	Nurse Subs Salary PS	3,400	3,400	3,400	0
20320199	510700	4	A5	900-3	920	Nurse Subs Salary SS	3,400	3,400	3,400	0
20320199	510700	5	A5	900-3	920	Nurse Subs Salary FS	3,400	3,400	3,400	0
20320199	510700	6	A5	900-3	920	Nurse Subs Salary OMS	3,400	3,400	3,400	0
20320199	510700	7	A5	900-3	920	Nurse Subs Salary HS	3,400	3,400	3,400	0
20320199	510700	10	A5	900-3	920	Nurse Subs Salary SMS	3,400	3,400	3,400	0
20320199	510700		A5	900-3	920	Nurse Subs Salary	3,400	3,400	3,400	0
<b>Sub-Total Substitutes - Daily, Long Term &amp; Sub Nurses</b>							<b>770,600</b>	<b>814,600</b>	<b>835,600</b>	<b>21,000</b>
10352199	510095		A6	900-3	910	Extra Duty Cont Salary	105,000	175,000	180,000	5,000
10352799	510090	1	A6	900-3	910	Cust/Police OT Salary BS	55,000	0	0	0
10352799	510090		A6	900-3	910	Cust/Police OT Salary	0	57,000	57,000	0
10550899	510502		A6	900-3	910	Crossing Guard Salaries	32,000	32,500	33,500	1,000
12235799	510140		A6	900-3	912	Mentoring Stipends SW	28,000	0	0	0
20320199	510160		A6	900-3	920	Nurse Extra Duty - Summer	32,000	18,000	18,000	0
25230299	510500		A6	900-3	925	Teacher Salary SPEDSum	95,290	182,500	182,500	0
25230299	510800		A6	900-3	925	Ins Aide Salary SPEDSum	207,340	237,500	237,500	0
27230199	510600		A6	900-3	927	Clerical Support - Sum Coord	1,782	1,782	1,782	0
40230199	510500	7	A6	900-3	940	Professional Salaries	10,000	10,000	16,000	6,000
48270199	510160		A6	900-3	948	Guidance Extra Duty - Summer	30,000	30,000	30,000	0
99999999	999999		A6	900-3	910	Control Account		25,000	25,000	0
<b>Sub-Total Other Wages</b>							<b>596,412</b>	<b>769,282</b>	<b>781,282</b>	<b>12,000</b>



ORG	OBJ	PROJ	CHAR. CODE	FinCom Category	Green Sheet RC	ACCOUNT DESCRIPTION	FY16 Budget	FY17 Budget	FY18 Proposed	Difference
10230199	510920		A7	900-3	910	Employer Retirement Contributi	114,702	130,000	130,000	0
10235199	510900		A7	900-3	910	Tuition Reimbursement Staff	150,000	150,000	175,000	25,000
10520199	510395		A7	900-4	910	Long Term Disability Insurance	8,900	9,500	10,070	570
<b>Sub-Total Employee Benefits</b>							<b>273,602</b>	<b>289,500</b>	<b>315,070</b>	<b>25,570</b>
10330199	530310		B1	900-4G	910	Pupil Transport RegDay	1,659,683	1,622,130	1,657,030	34,900
10330199	530312		B1	900-4G	910	McKenny Vento - Trans	45,000	45,000	45,000	0
10330199	530315		B1	900-4G	910	Vocational Transportation	177,909	181,967	183,966	1,999
23352199	530310	7	B1	900-4G	923	Student Activity Transport	4,570	4,570	4,570	0
40352799	530310	7	B1	900-4G	940	StudAct Transport HS	10,000	10,000	10,000	0
51351199	530310	7	B1	900-4G	951	Athletic Transportation HS	86,700	110,000	111,650	1,650
<b>Sub-Total Regular Education &amp; Voke Transportation</b>							<b>1,983,862</b>	<b>1,973,667</b>	<b>2,012,216</b>	<b>38,549</b>
25330299	530310		B2	900-4G	925	Summer SPED Transportation	65,724	65,724	75,000	9,276
26330299	530310		B2	900-4G	926	Pupil Transport Service	0	0	175,000	175,000
26330299	530340		B2	900-4G	926	Bus Monitor	277,641	277,641	281,000	3,359
<b>Sub-Total Special Education Transportation</b>							<b>343,365</b>	<b>343,365</b>	<b>531,000</b>	<b>187,635</b>
20910199	530220		C1	900-9	920	Tuition Recovery High School	0	59,160	21,525	(37,635)
25930299	530220		C1	900-9	925	TuitNonPublic Summer	0	0	112,077	112,077
26910191	530250		C1	900-9	926	TuitPublic PreK	22,542	30,549	0	(30,549)
26920196	530240		C1	900-9	926	Tuition Out of State School	699,980	502,886	778,609	275,723
26930191	530220		C1	900-9	926	TuitNonPublic PreK	1,572,283	1,921,674	1,841,197	(80,477)
26940194	520330		C1	900-9	926	TuitColl Admin Serv MS	877,038	1,267,455	1,483,666	216,211
<b>Sub-Total Special Education Tuitions</b>							<b>3,171,843</b>	<b>3,781,724</b>	<b>4,237,075</b>	<b>455,351</b>
10910199	530210		C2	900-9	910	Occupational Day High School	2,239,245	2,151,020	1,695,792	(455,228)
<b>Sub-Total Vocational Tuitions</b>							<b>2,239,245</b>	<b>2,151,020</b>	<b>1,695,792</b>	<b>(455,228)</b>
10140199	520100		D1	900-4	910	Advertising	4,000	4,000	4,000	0
10140199	520820		D1	900-4	910	Medicaid	17,500	15,000	15,000	0
10140199	520830		D1	900-4	910	E-Rate Charges	5,000	5,000	5,000	0
10360899	510620		D1	900-4	910	School Security	41,090	60,000	60,000	0
10411199	520095		D1	900-4	910	R&M - Vehicles	3,500	5,000	5,500	500
10423199	520080		D1	900-4	910	R&M Equipment ConServ SW	14,000	14,000	14,000	0
10530199	520140		D1	900-4	910	Rental of Equipment	139,000	135,000	140,000	5,000
10620199	530580		D1	900-6	910	Meeting Support	4,500	4,500	4,500	0
11110199	520320		D1	900-4	911	Legal Services	21,750	22,500	24,000	1,500
11140199	520000		D1	900-6	911	Professional Services	7,500	7,500	7,500	0
11140199	520120		D1	900-4	911	Data Processing	95,533	111,550	118,000	6,450

ORG	OBJ	PROJ	CHAR. CODE	FinCom Category	Green Sheet RC	ACCOUNT DESCRIPTION	FY16 Budget	FY17 Budget	FY18 Proposed	Difference
20320199	520080		D1	900-6	920	R&M Equipment	510	510	510	0
21423199	520080		D1	900-6	921	R&M Equipment Phys Ed	5,218	5,218	5,218	0
22400199	520080		D1	900-6	922	R&M Equipment	41,300	61,520	61,520	0
23423199	520080		D1	900-6	923	R&M Equipment Music	1,428	1,428	1,428	0
24423199	520080		D1	900-6	924	R&M Equipment Art	765	765	765	0
26210299	520320		D1	900-4	926	SPED Legal Fees	30,000	30,000	30,000	0
26400199	520080		D1	900-6	926	R&M Equipment	3,000	3,000	3,000	0
26940299	520330		D1	900-4	926	Administrative Services	5,250	5,500	6,000	500
30220199	520390	6	D1	900-6	930	Speakers and Consultants OMS	204	204	204	0
35422199	520090	10	D1	900-4	935	R & M - Building ConServ SMS	2,040	2,040	2,040	0
35422199	540030	10	D1	900-6	935	R&M Buildings Supp SMS	2,040	2,040	2,040	0
40422199	520090	7	D1	900-4	940	R&M Buildings ConServ HS	2,040	2,040	2,040	0
43423199	520080	7	D1	900-5	943	R&M Equipment Science HS	510	510	510	0
51351199	520080		D1	900-5	951	R&M Equipment Athletics	15,300	15,300	15,300	0
56423199	520080		D1	900-5	956	R&M Equipment FCS	306	306	306	0
60423199	520080	1	D1	900-4	960	R&M Equipment ConServ BS	510	510	510	0
62422199	520090	2	D1	900-4	962	R&M Buildings ConServ CS	306	306	306	0
64423199	520080	3	D1	900-4	964	R&M Equipment ConServ PS	204	204	204	0
68422199	520090	4	D1	900-4	968	R&M Buildings ConServ SS	510	510	510	0
<b>Sub-Total Administrative Contracted Serives</b>							<b>464,814</b>	<b>515,961</b>	<b>529,911</b>	<b>13,950</b>
20230199	520370		D2	900-4	920	Health Services	20,400	75,400	75,400	0
20230199	520370		D2	900-5	920	Health Services 2	55,000	0	0	0
20320191	520354		D2	900-4	920	Translations	4,080	5,000	5,000	0
20320199	520000		D2	900-5	920	Nurse Contract Service	22,032	25,000	25,000	0
20320199	520330		D2	900-4	920	Physician Services	10,200	10,500	10,500	0
25232299	520590		D2	900-5	925	SPED Summer Therapy	10,000	7,500	7,500	0
26230199	520380		D2	900-6	926	Home/Hospital Tutoring	20,000	38,000	13,000	(25,000)
26230299	520350		D2	900-4	926	Educational Services	105,000	126,850	126,850	0
26230299	520354		D2	900-4	926	Translations	12,000	18,000	18,000	0
26232299	520352		D2	900-4	926	Evaluations	6,000	14,000	38,760	24,760
26232299	520610		D2	900-4	926	SPED Therapies	190,000	200,000	225,000	25,000
26280199	520360		D2	900-4	926	Psychological Services	95,000	79,000	79,000	0
30352164	570320		D2	900-5	930	Student Membership OMS	510	510	510	0
40352175	520400		D2	900-5	940	Graduation Excercise	10,200	16,000	16,000	0
51210199	520000		D2	900-5	951	Athletic Train ContServ	41,500	42,000	0	(42,000)
51351199	520375	7	D2	900-5	951	Doctor Fees HS	918	1,000	1,000	0
51351199	530560	7	D2	900-4	951	Facility Rental HS	36,000	42,000	42,000	0
<b>Sub-Total Educational Contracted Services</b>							<b>638,840</b>	<b>700,760</b>	<b>683,520</b>	<b>(17,240)</b>

ORG	OBJ	PROJ	CHAR. CODE	FinCom Category	Green Sheet RC	ACCOUNT DESCRIPTION	FY16 Budget	FY17 Budget	FY18 Proposed	Difference
12240199	540180		D3	900-5	912	Textbooks	254,288	164,792	164,792	0
23240199	540180		D3	900-5	923	Texts/Ins Equip Music SW	2,224	2,224	2,224	0
27240199	540180		D3	900-5	927	Texts/Ins Equip ESL SW	2,084	2,084	2,084	0
30240199	540180 6		D3	900-5	930	Texts/Ins Equip OMS	4,080	4,080	4,080	0
35240199	540180 10		D3	900-5	935	Texts/Ins Equip SMS	4,830	4,830	4,830	0
40240199	540180 7		D3	900-5	940	Texts/Ins Equip HS	2,040	2,040	2,040	0
43240199	540180 7		D3	900-5	943	Texts/Ins Equip Science HS	5,875	5,875	5,875	0
46230199	540200 7		D3	900-5	946	Texts/Ins Equip Humanities	590	590	590	0
58240175	540180		D3	900-5	958	Textbooks	2,550	2,550	2,550	0
64240199	540180 3		D3	900-5	964	Texts/Ins Equip PS	4,080	4,080	4,080	0
68240199	540180 4		D3	900-5	968	Texts/Ins Equip SS	4,590	4,590	4,590	0
69240199	540180 5		D3	900-5	969	Texts/Ins Equip FS	10,200	10,200	10,200	0
<b>Sub-Total Textbook/Curriculum Materials</b>							<b>297,431</b>	<b>207,935</b>	<b>207,935</b>	<b>0</b>
11110199	570020		D4	900-6	911	Dues & Memberships	8,500	8,750	8,750	0
11110199	570060		D4	900-6	911	Conferences	8,500	8,750	8,750	0
11120199	570050		D4	900-6	911	In State Conference	4,600	4,600	4,600	0
12230199	570060		D4	900-6	912	Conference Registration	23,000	23,000	23,000	0
12235199	520330		D4	900-4	912	ProDev Contractual Services	0	130,500	130,500	0
12235199	570010		D4	900-6	912	Travel ProDev SW	2,500	2,500	2,500	0
12235199	570020		D4	900-6	912	Dues & Memberships	3,500	3,500	3,500	0
12235799	510095		D4	900-4	912	Curriculum Dev Stipends	50,000	0	0	0
12235799	510096		D4	900-4	912	Prof Dev Stipends	80,500	0	0	0
20235199	570060		D4	900-6	920	Conferences	510	510	510	0
21235199	570020		D4	900-6	921	Dues & Memberships Phys Ed	1,632	1,632	1,632	0
21235199	570060		D4	900-6	921	Conferences Phys Ed	0	0	0	0
22235199	570020		D4	900-6	922	Dues & Memberships	1,530	450	450	0
22235199	570060		D4	900-6	922	Conferences	0	350	3,750	3,400
23235199	570020		D4	900-6	923	Dues & Memberships Music	1,428	1,428	1,428	0
23235199	570060		D4	900-5	923	Conferences Music	1,224	1,224	1,224	0
24235199	570020		D4	900-6	924	Dues & Memberships Art	357	357	357	0
24235199	570060 7		D4	900-6	924	Conference Registration	0	0	0	0
26210199	570060		D4	900-6	926	Conferences	1,750	1,750	1,750	0
26235199	570020		D4	900-6	926	Dues & Memberships	630	630	630	0
27235199	570020		D4	900-6	927	Dues & Memberships ESL	286	285	285	0
27235199	570060		D4	900-6	927	Conferences ESL	734	735	735	0
30235199	570020 6		D4	900-6	930	Dues & Memberships OMS	1,020	1,020	1,020	0
30235199	570060 6		D4	900-6	930	Conferences ProDev OMS	3,060	3,060	3,060	0
35235199	570020 10		D4	900-5	935	Dues & Memberships SMS	1,020	1,020	1,020	0
35235199	570060 10		D4	900-6	935	Conferences ProDev SMS	2,550	2,550	2,550	0

ORG	OBJ	PROJ	CHAR. CODE	FinCom Category	Green Sheet RC	ACCOUNT DESCRIPTION	FY16 Budget	FY17 Budget	FY18 Proposed	Difference
40235199	570020	7	D4	900-6	940	Dues & Memberships HS	5,256	5,256	5,256	0
41235299	570020	7	D4	900-6	941	Dues & Memberships SPED HS	0	1,500	1,500	0
42235199	570020	7	D4	900-6	942	Dues & Memberships Math HS	408	408	408	0
45210199	570020		D4	900-6	945	Dues & Memberships	255	255	255	0
45235199	570060		D4	900-6	945	Conferences Health	255	255	255	0
46230199	570020	7	D4	900-6	946	Dues & Memberships Social ScHS	204	204	204	0
46235199	570060	7	D4	900-6	946	Conferences Social Sci HS	204	204	204	0
47235199	570020	7	D4	900-6	947	Dues & Memberships English HS	306	306	306	0
47235199	570060	7	D4	900-6	947	Conferences English HS	816	816	816	0
48235199	570020		D4	900-6	948	Dues & Memberships Guidance	510	510	510	0
51235199	570060	7	D4	900-6	951	Conferences HS	1,372	1,372	1,372	0
51351199	570020		D4	900-6	951	Dues & Memberships	12,750	12,750	12,750	0
56235199	570020		D4	900-6	956	Dues & Memberships FCS	204	204	204	0
56235199	570060		D4	900-6	956	Conferences FCS	204	204	204	0
58235199	570060		D4	900-6	958	Conferences WLang	1,020	1,020	1,020	0
60235199	570060	1	D4	900-6	960	Conferences ProDev BS	1,020	1,020	1,020	0
62235199	570060	2	D4	900-6	962	Conferences ProDev CS	510	510	510	0
68235199	570010	4	D4	900-6	968	Dues & Memberships SS	204	204	204	0
68235199	570020	4	D4	900-6	968	Conferences ProDev SS	714	714	714	0
69235199	570020	5	D4	900-6	969	Dues & Memberships FS	1,274	1,274	1,274	0
<b>Sub-Total Professional Development</b>							<b>226,317</b>	<b>227,587</b>	<b>230,987</b>	<b>3,400</b>
12230199	540200		D5	900-5	912	Educational Supplies - MCAS	2,500	2,500	2,500	0
20320199	540000		D5	900-5	920	PupPers Supplies SVV	15,300	15,300	15,300	0
21230199	540200	1	D5	900-5	921	Phys Ed Supplies BS	322	322	322	0
21230199	540200	2	D5	900-5	921	Phys Ed Supplies CS	322	322	322	0
21230199	540200	3	D5	900-5	921	Phys Ed Supplies PS	322	322	322	0
21230199	540200	4	D5	900-5	921	Phys Ed Supplies SS	322	322	322	0
21230199	540200	5	D5	900-5	921	Phys Ed Supplies FS	322	322	322	0
21230199	540200	6	D5	900-5	921	Phys Ed Supplies OMS	322	322	322	0
21230199	540200	7	D5	900-5	921	Phys Ed Supplies HS	322	322	321	(1)
22260199	540000		D5	900-5	922	AV Supplies SW	4,590	7,069	7,069	0
22260199	580600		D5	900-5	922	AV Equipment SW	7,650	7,650	7,650	0
23230199	540200		D5	900-5	923	Ins Materials Music SW	1,690	1,690	1,690	0
24230199	540200		D5	900-5	924	Ins Materials Art SW	18,409	18,409	18,409	0
26230199	540300		D5	900-5	926	Testing Supplies	30,000	30,000	30,000	0
26232299	540200		D5	900-5	926	Educational Supplies	50,000	50,000	50,000	0
27230199	540200		D5	900-5	927	Ins Materials ESL SW	270	270	270	0
30230164	540200		D5	900-5	930	Educational Supplies OMS	10,199	10,199	10,199	0
35230164	540200		D5	900-5	935	Educational Supplies <sup>52</sup>	10,010	10,010	10,010	0

ORG	OBJ	PROJ	CHAR. CODE	FinCom Category	Green Sheet RC	ACCOUNT DESCRIPTION	FY16 Budget	FY17 Budget	FY18 Proposed	Difference
40230199	540200	7	D5	900-5	940	Ins Materials HS	5,610	5,610	5,610	0
41230299	540200	7	D5	900-5	941	Ins Materials SPED HS	1,224	1,224	1,224	0
42230199	540200	7	D5	900-5	942	Ins Materials Math HS	1,479	1,479	1,479	0
43230199	540200	7	D5	900-5	943	Ins Materials Science HS	7,956	7,956	7,956	0
45230199	540200	2	D5	900-5	945	Ins Materials Health CS	360	360	360	0
45230199	540200	3	D5	900-5	945	Ins Materials Health PS	360	360	360	0
45230199	540200	4	D5	900-5	945	Ins Materials Health SS	360	360	360	0
45230199	540200	5	D5	900-5	945	Ins Materials Health FS	360	360	360	0
45230199	540200	6	D5	900-5	945	Ins Materials Health OMS	360	360	360	0
45230199	540200	7	D5	900-5	945	Ins Materials Health HS	414	414	414	0
45230199	540200	10	D5	900-5	945	Ins Materials Health SMS	360	360	360	0
46230199	540200		D5	900-5	946	Educational Supplies	591	591	591	0
47230199	540200	7	D5	900-5	947	Ins Materials English HS	765	765	765	0
51351199	540130	7	D5	900-5	951	Athletic Uforms & Equip HS	13,362	13,362	13,362	0
56230199	540200	7	D5	900-5	956	Ins Materials FCS HS	11,032	11,032	11,032	0
58230199	540200		D5	900-5	958	Ins Materials WLang SW	3,129	3,129	3,129	0
59230199	540180	7	D5	900-5	959	Ins Materials TechEd HS	3,876	3,876	3,876	0
59230199	540200	7	D5	900-5	959	Ins Materials TechEd HS	3,947	3,947	3,947	0
60230199	540200	1	D5	900-5	960	Ins Materials PhysEd BS	5,841	5,841	5,841	0
60250199	540170	1	D5	900-5	960	Library Supplies BS	204	204	204	0
62230199	540200	2	D5	900-5	962	Ins Materials CS	7,715	7,715	7,715	0
64230199	540200	3	D5	900-5	964	Ins Materials PS	5,100	5,100	5,100	0
64250199	540270	3	D5	900-5	964	Library Supplies PS	204	204	204	0
68230143	540200		D5	900-5	968	Educational Supplies	1,224	1,224	1,224	0
69230199	540200	5	D5	900-5	969	Ins Materials FS	7,878	7,878	7,878	0
69250199	540270	5	D5	900-5	969	Library Supplies FS	306	306	306	0
<b>Sub-Total Educational Supplies and Materials</b>							<b>236,888</b>	<b>239,368</b>	<b>239,368</b>	<b>0</b>
10140199	540150		D6	900-6	910	Postage	35,130	35,130	33,000	(2,130)
10210899	540280		D6	900-5	910	Copier Supplies	116,500	110,000	110,000	0
10230199	570200		D6	900-6	910	Control Account	311,704	0	0	0
10235199	570010		D6	900-6	910	Car Allowance/Mileage	18,000	18,000	18,000	0
10340199	570000		D6	900-6	910	Other Charges & Expend	1,000	5,000	5,000	0
10411199	540190		D6	900-5	910	Custodial Supplies	56,500	70,000	75,000	5,000
10411199	570170		D6	900-5	910	Other - Moving Expenses	15,000	33,000	20,000	(13,000)
11110199	540140		D6	900-5	911	Reference Materials	250	250	250	0
11120199	570010		D6	900-6	911	Car Allowance/Mileage	7,200	8,300	8,700	400
11140199	540220		D6	900-5	911	Office Supplies	12,000	12,000	12,500	500
11145199	580700		D6	900-6	911	Admin Tech Hardware SW	3,500	3,500	3,500	0
22245199	540250		D6	900-6	922	Ins Technology Supp SW	17,122	19,000	19,000	0

ORG	OBJ	PROJ	CHAR. CODE	FinCom Category	Green Sheet RC	ACCOUNT DESCRIPTION	FY16 Budget	FY17 Budget	FY18 Proposed	Difference
22245199	570070		D6	900-6	922	Ins Tech Network Infrs & Main	49,512	7,000	83,000	76,000
22245199	580800		D6	900-6	922	Ins Technology SW SW	76,750	86,000	136,723	50,723
22245199	580900		D6	900-6	922	Ins Technology NW	110,515	130,050	133,000	2,950
22250199	540140		D6	900-5	922	Books Periodicals Subs SW	14,400	14,687	14,687	0
22250199	540270		D6	900-5	922	Library Supplies SW	1,020	1,040	1,040	0
23210199	540140		D6	900-5	923	Reference Materials	102	102	102	0
23210199	540220		D6	900-5	923	Office Supplies	408	408	408	0
24210199	540220		D6	900-5	924	Office Supplies	102	102	102	0
26210199	540220		D6	900-5	926	Office Supplies	1,000	1,000	1,000	0
26210299	570010		D6	900-6	926	Car Allowance/Mileage	4,500	4,500	5,000	500
30220199	540150	6	D6	900-5	930	Printing OMS	4,080	4,080	4,080	0
30220199	540220	6	D6	900-5	930	Office Supplies OMS	2,550	2,550	2,550	0
30235199	540000	6	D6	900-6	930	Supplies ProDev OMS	1,020	1,020	1,020	0
30245199	540250	6	D6	900-5	930	Ins Technology Supp OMS	2,550	2,550	2,550	0
30245199	580800	6	D6	900-6	930	Ins Technology SW OMS	2,550	2,550	2,550	0
30250199	540140	6	D6	900-5	930	Books Periodicals Subs OMS	2,040	2,040	2,040	0
30250199	540270	6	D6	900-5	930	Library Supplies OMS	510	510	510	0
30423199	540240	6	D6	900-5	930	R&M Equipment Supp OMS	2,040	2,040	2,040	0
35220199	540150	10	D6	900-6	935	Printing SMS	3,060	3,060	3,060	0
35220199	540220	10	D6	900-5	935	Office Supplies SMS	6,120	6,120	6,120	0
35235199	540000	10	D6	900-6	935	Supplies ProDev SMS	1,020	1,020	1,020	0
35250199	540140	10	D6	900-5	935	Books Periodicals Subs SMS	918	918	918	0
35250199	540270	10	D6	900-5	935	Library Supplies SMS	204	204	204	0
35423199	520080	10	D6	900-4	935	R&M Equipment ConServ SMS	510	510	510	0
35423199	520240	10	D6	900-6	935	R&M Equipment Supp SMS	510	510	510	0
40220199	540220	7	D6	900-5	940	Office Supplies HS	3,240	3,240	3,240	0
40250199	540140	7	D6	900-5	940	Books Periodicals Subs HS	4,080	4,080	4,080	0
48210199	540140		D6	900-5	948	Reference Materials	1,530	1,530	1,530	0
48210199	540220		D6	900-6	948	Office Supplies	510	510	510	0
51351199	510090	7	D6	900-5	951	Police Details HS	4,128	4,500	4,500	0
51351199	540310	7	D6	900-5	951	Athletic Supp & Awards HS	8,322	8,322	8,322	0
51526199	570280	7	D6	900-4	951	Athletic Insurance HS	3,607	3,607	3,607	0
56210199	540220		D6	900-5	956	Office Supplies	204	204	204	0
58210199	540140		D6	900-5	958	Reference Materials	153	153	153	0
58210199	540220		D6	900-5	958	Office Supplies	204	204	204	0
60220199	540220	1	D6	900-5	960	Office Supplies BS	2,040	2,040	2,040	0
60245199	540250	1	D6	900-6	960	Ins Technology HW BS	204	204	204	0
60250199	540140	1	D6	900-5	960	Books Periodicals Subs BS	204	204	204	0
62220199	540220	2	D6	900-5	962	Office Supplies CS	1,428	1,428	1,428	0
62235199	540000	2	D6	900-5	962	Supplies ProDev CS 54	816	816	816	0

ORG	OBJ	PROJ	CHAR. CODE	FinCom Category	Green Sheet RC	ACCOUNT DESCRIPTION	FY16 Budget	FY17 Budget	FY18 Proposed	Difference
62423199	540240	2	D6	900-5	962	R&M Equipment Supp CS	1,020	1,020	1,020	0
62730199	540140	2	D6	900-6	962	Capital Equipment CS	204	204	204	0
64220199	540220	3	D6	900-5	964	Office Supplies PS	1,153	1,153	1,153	0
64235199	540000	3	D6	900-5	964	Supplies ProDev PS	204	204	204	0
64250199	540140	3	D6	900-5	964	Books Periodicals Subs PS	1,020	1,020	1,020	0
68220199	540150	4	D6	900-5	968	Office Supplies SS	3,060	3,060	3,060	0
68235199	540000	4	D6	900-5	968	Supplies ProDev SS	365	365	365	0
68250199	510800	4	D6	900-5	968	Books Periodicals Subs SS	510	510	510	0
69220199	540150	5	D6	900-5	969	Office Supplies FS	1,275	1,275	1,275	0
69235199	540000	5	D6	900-5	969	Supplies ProDev FS	1,275	1,275	1,275	0
69250199	540140	5	D6	900-5	969	Books Periodicals Subs FS	2,040	2,040	2,040	0
69422199	540030	5	D6	900-6	969	R&M Buildings Supp FS	510	510	510	0
69423199	540240	5	D6	900-5	969	R&M Equipment Supp FS	765	765	765	0
<b>Sub-Total Other Miscellaneous (i.e. Off. Suppl. Ref. Mat.)</b>							<b>925,968</b>	<b>633,194</b>	<b>754,137</b>	<b>120,943</b>
22245199	580700		D7	900-5	922	Ins Technology HW SW	428,230	581,000	683,150	102,150
23245899	580700		D7	900-6	923	Technology Hardware	306	306	306	0
23245899	580800		D7	900-6	923	Technology Software	306	306	306	0
27245899	580800		D7	900-6	927	Technology Software	816	816	816	0
30225199	580700	6	D7	900-5	930	Principal Tech HW OMS	1,020	1,020	1,020	0
35225199	580700	10	D7	900-6	935	Principal Tech HW SMS	3,570	3,570	3,570	0
35225199	580800	10	D7	900-5	935	Principal Tech SW SMS	1,020	1,020	1,020	0
48245175	580800		D7	900-6	948	Technology Software	4,080	4,080	4,080	0
<b>Sub-Total Equipment</b>							<b>439,348</b>	<b>592,118</b>	<b>694,267</b>	<b>102,150</b>
10413199	520040		D8	900-6	910	Utility-Telephone	80,000	85,000	85,000	0
<b>Sub-Total Utilities - Telephone Exp.</b>							<b>80,000</b>	<b>85,000</b>	<b>85,000</b>	<b>0</b>
<b>GRAND TOTAL</b>							<b>58,455,519</b>	<b>60,407,384</b>	<b>64,083,917</b>	<b>3,676,534</b>



## Special Education Circuit Breaker Reimbursement

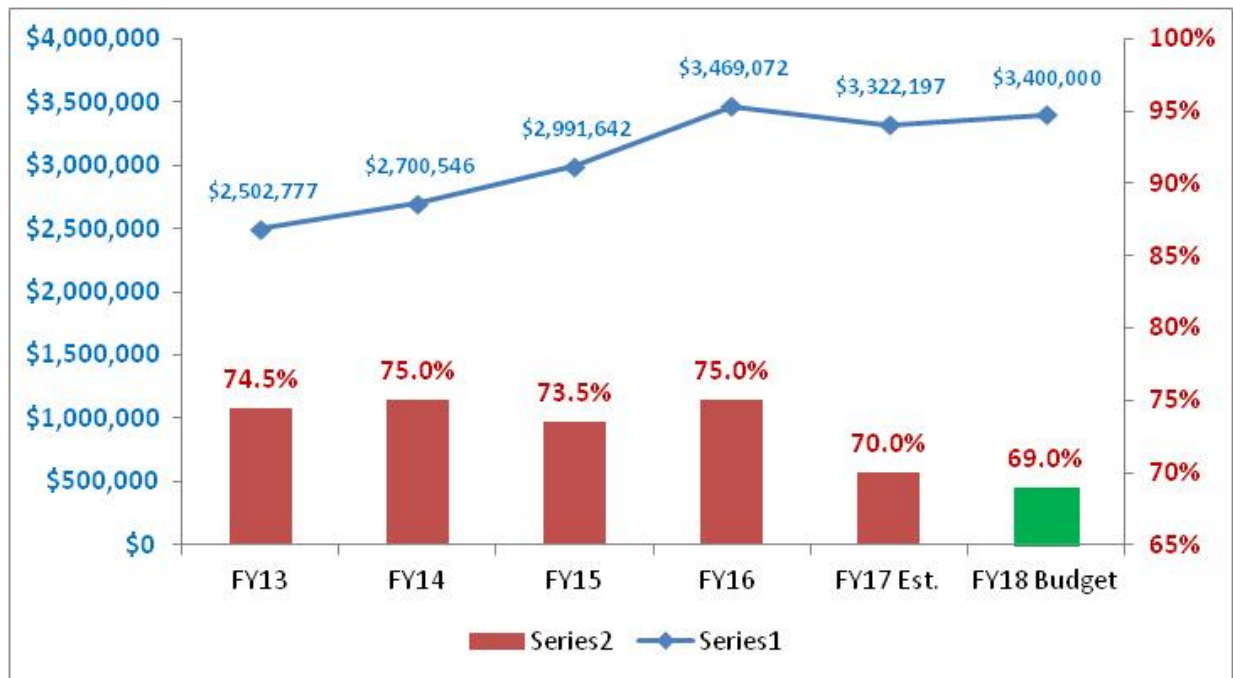
The state special education reimbursement program, commonly known as the Circuit Breaker program, was started in FY04 to provide additional state funding to districts for high-cost special education students. The threshold for eligibility is tied to four times the state average foundation budget per pupil as calculated under the chapter 70 program, with the state paying “up to 75 percent of the costs above that threshold, subject to appropriation”. For example, in FY15 let’s say the state average foundation budget per pupil is \$10,450. So if a special education student cost a district \$95,000, the district's eligible reimbursement for that student would be  $(\$95,000 - (4 * \$10,450)) * .75 = \$39,900$ .

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

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

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





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

Circuit Breaker reimbursements are deposited into a district's special education reimbursement account. These funds may be expended by the school committee in the year received or in the following fiscal year for any special education- related purposes, without further appropriation. As with all special revenues, the district must make a projection on the upcoming fiscal year's estimated amount. For FY18, we have estimated \$3.4M in Circuit Breaker reimbursement which is used to offset or lower our appropriations budget for out-of-district tuition costs.

## Federal and State Grants

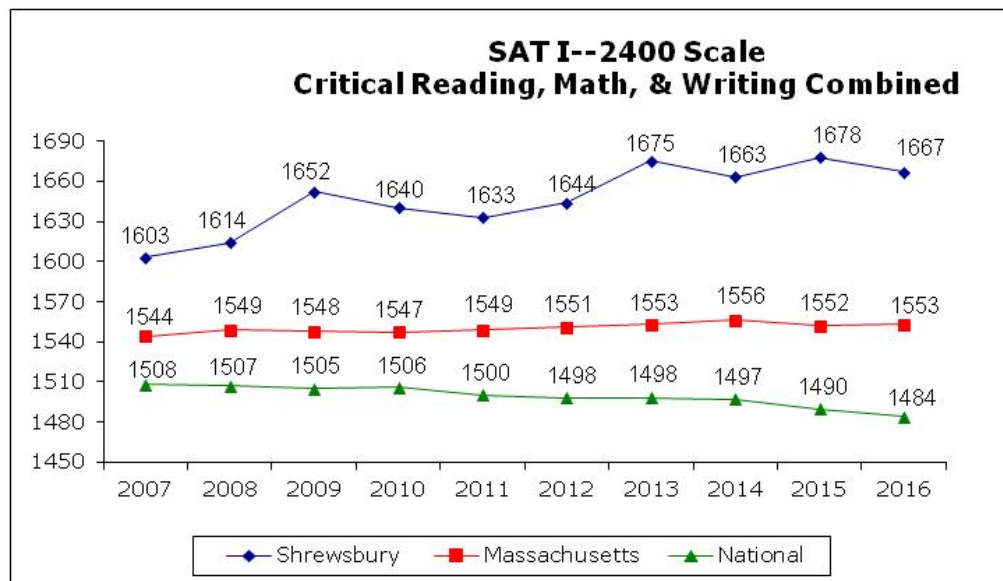
Like all Massachusetts school districts, Shrewsbury receives a number of federal and state entitlement grants. These are typically allocated towards a targeted group of students to support their educational programs and fulfill mandated services. The chart below displays a five-year history of grant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

Grant	FY13	FY14	FY15	FY16	FY17	1 Year Difference	5 Year Difference
Teacher Quality Grant (Title IIA)	\$91,194	\$86,975	\$85,455	\$86,287	\$83,487	(\$2,800)	(\$7,707)
English Language Acquisition (Title III)	\$27,084	\$22,909	\$28,420	\$30,045	\$29,580	(\$465)	\$2,496
Immigrant Grant (Title III)	\$0	\$0	\$7,950	\$0	\$822	\$822	\$822
Special Education Entitlement Grant	\$1,448,018	\$1,405,287	\$1,424,658	\$1,408,178	\$1,460,831	\$52,653	\$12,813
Early Childhood Special Education Entitlement	\$0	\$4,000	\$8,000	\$3,000	\$0	(\$3,000)	\$0
Early Childhood-Special Education	\$34,031	\$32,167	\$33,934	\$33,890	\$33,573	(\$317)	(\$458)
Full Day Kindergarten Grant	\$82,138	\$82,138	\$79,800	\$62,380	\$0	(\$62,380)	(\$82,138)
Special Education Program Improvement Grant	\$44,361	\$25,839	\$47,463	\$47,846	\$47,846	\$0	\$3,485
Supplemental Education for Disadvantaged Children (Title I)	\$175,479	\$186,273	\$189,672	\$337,755	\$205,341	(\$132,414)	\$29,862
Academic Support Services	\$14,900	\$13,400	\$9,500	\$6,700	\$0	(\$6,700)	(\$14,900)
<b>Totals</b>	<b>\$1,917,205</b>	<b>\$1,858,988</b>	<b>\$1,914,852</b>	<b>\$2,016,081</b>	<b>\$1,861,480</b>	<b>(\$154,601)</b>	<b>(\$55,725)</b>
						<b>(7.7%)</b>	<b>(2.9%)</b>

It's important to note that for FY18 we have assumed that the Academic Support Services and Quality Full Day kindergarten Grants will not be funded. All other grants are expected to be "level-funded" from the FY17 amounts.

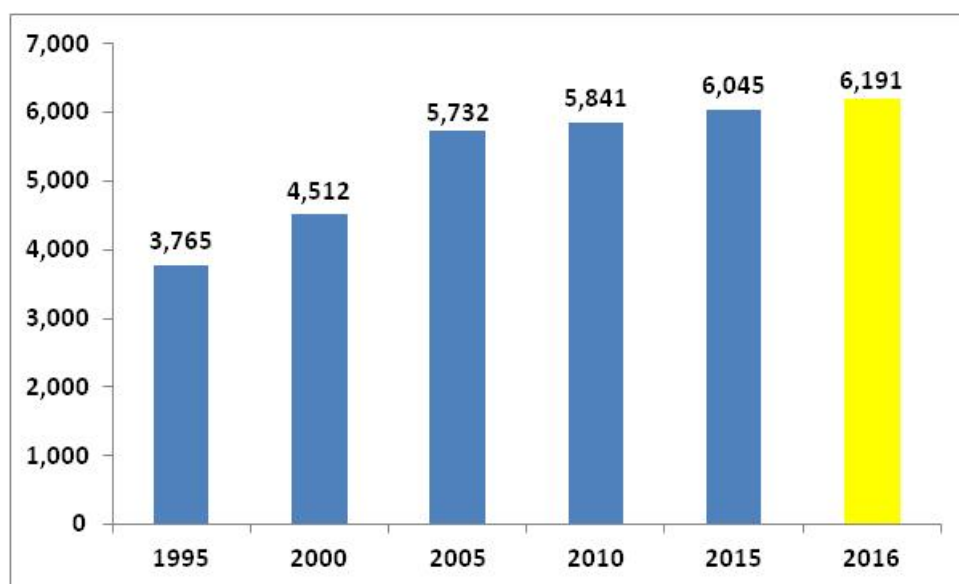


# INFORMATIONAL SECTION



## ENROLLMENT AND CLASS SIZE

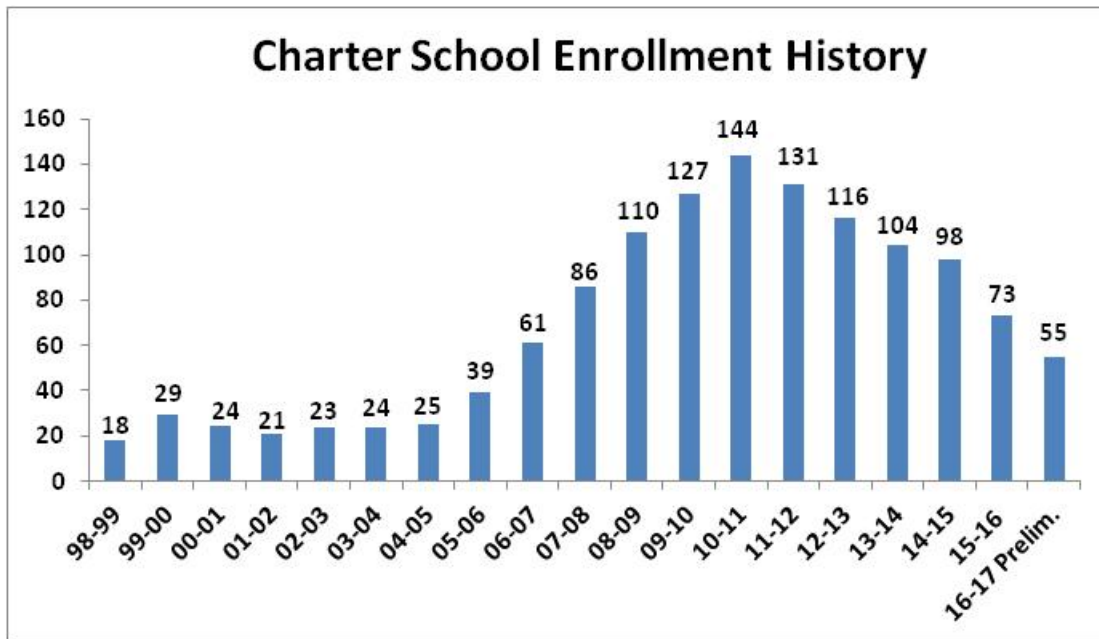
As noted earlier, school district enrollment has grown significantly over the past two decades. Preschool through grade 12 enrollment spiked by 64% from 1995 to 2016, an increase of 2,427 students.



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

### Charter School Enrollment

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



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

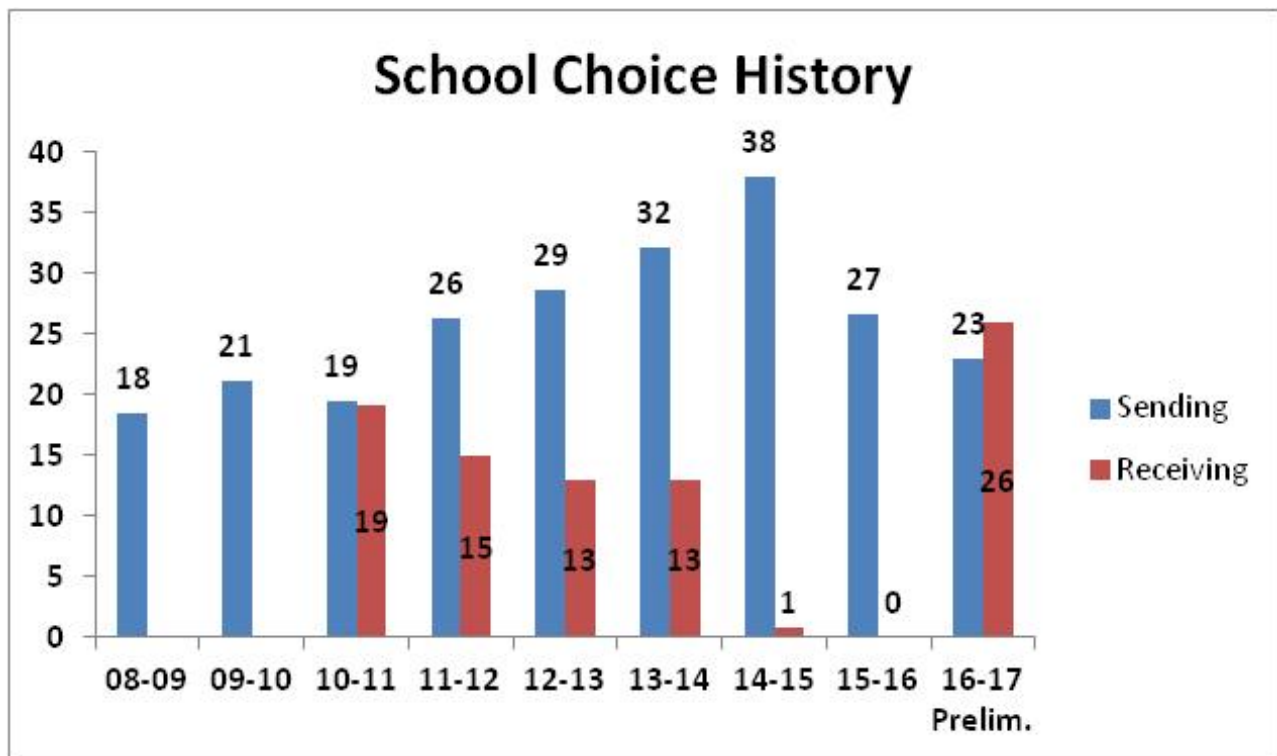
### School Choice Enrollment

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

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

The FY17 budget process was an opportunity for the school committee to reconsider this topic. As part of the overall FY17 plan, and in an effort to create a new recurring revenue, the School Committee voted to accept up to 30 School Choice students in the 2016-2017 school year in the following grade levels: Grade 2= 9 students, Grade 4=6 students, Grade 5=5 students, Grade 6=10 students. As of this writing, the district has 26 student School Choice students enrolled as seen in the chart below.

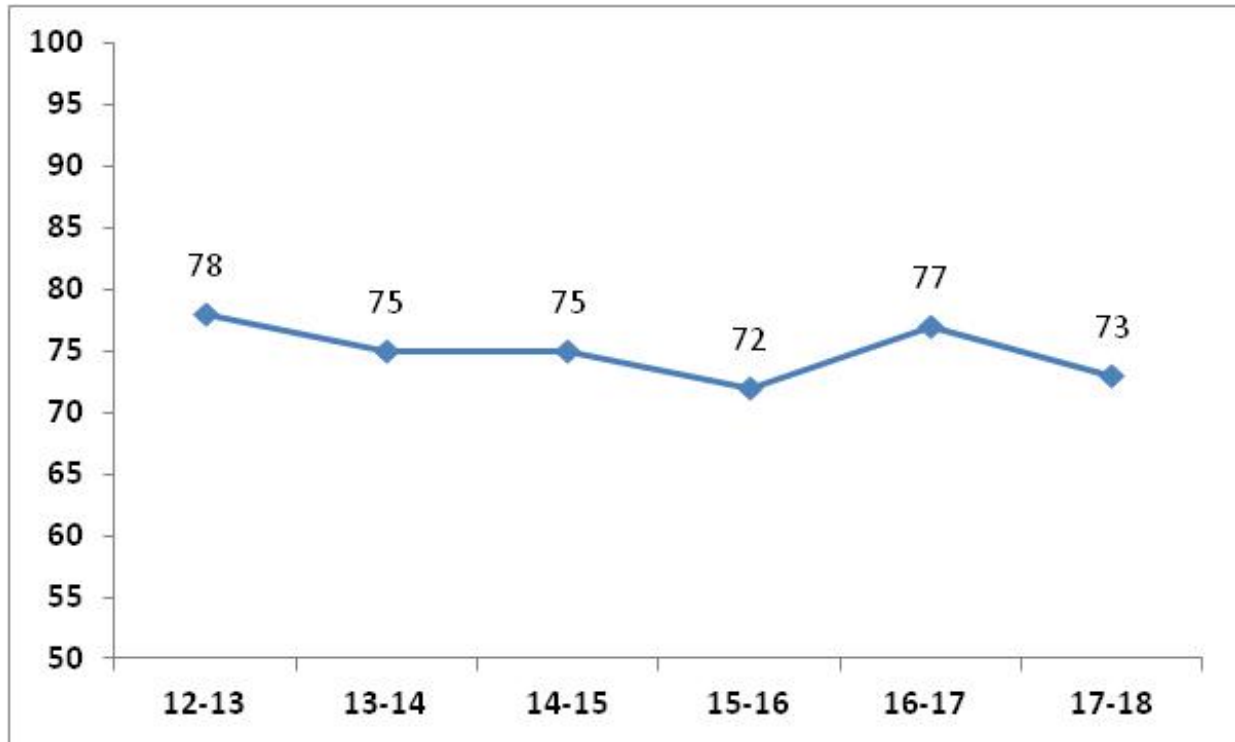
For each student we enroll the district will receive \$5,000 in tuition that goes into the School Choice Revolving Fund and is available for use by the school committee to offset teacher salary costs. As part of the FY18 financial plan, the district has budgeted for \$125,000 in revenue expecting that 25 students will persist into the next school year.



### Special Education Out-of District Enrollment

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

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



### **Recovery High School Enrollment**

Not included in the special education numbers above are students enrolled in the newly opened Recovery High School located in Worcester, MA. This is a therapeutic environment for high-school aged students who are engaged in overcoming a drug or alcohol addiction. Shrewsbury Public Schools is still financially responsible for these students. Currently, there are two students enrolled and we have budgeted for an enrollment of two students next year. Students and/or parents must opt into and be accepted by this school.

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

Each year a number of ninth graders opt to enroll at Assabet Valley Regional Technical High School located in Marlboro, MA. This school offers eighteen different "Chapter 74" vocational/technical programs that students can explore and ultimately select one for their trade skills development. For FY17 the tuition per student is \$16,464. In addition, the district contracts three buses for transportation to and from Shrewsbury to the school. The chart below shows the recent enrollment by grade and projected enrollment for the 2017-2018 school year [FY18].

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

	<b>School Year</b>						
	11-12	12-13	13-14	14-15	15-16	16-17	<i>17-18 Budget</i>
<b>Grade 9</b>	40	28	37	35	37	18	<i>30</i>
<b>Grade 10</b>	29	36	29	37	25	31	<i>18</i>
<b>Grade 11</b>	38	31	37	25	35	24	<i>31</i>
<b>Grade 12</b>	25	32	28	37	24	35	<i>24</i>
<b>Total</b>	<b>132</b>	<b>127</b>	<b>131</b>	<b>134</b>	<b>121</b>	<b>108</b>	<b><i>103</i></b>

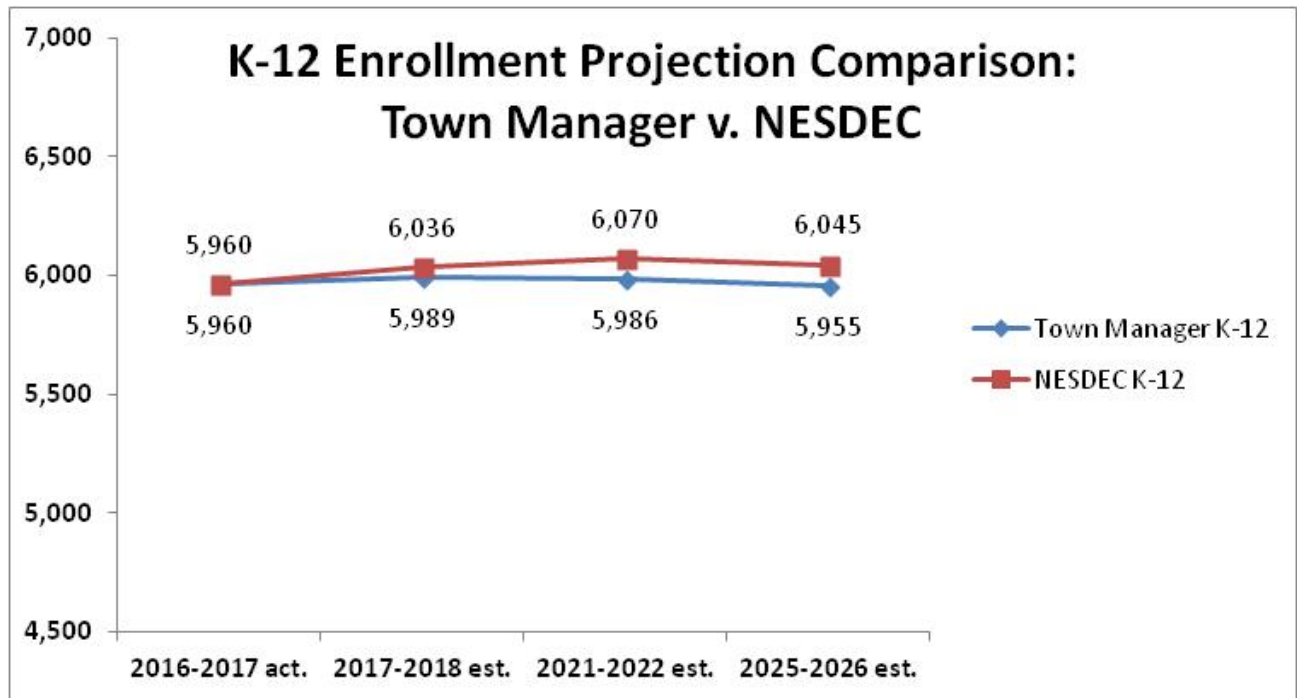
Per state law and for budgetary reasons, current eighth grade students must apply no later than April 1, 2017 to be considered by the Shrewsbury Superintendent of Schools for approval for enrollment in the 2017-2018 school year. Additionally, students must meet all application and admissions requirements of Assabet Valley Technical High School.

### **Enrollment Projections**

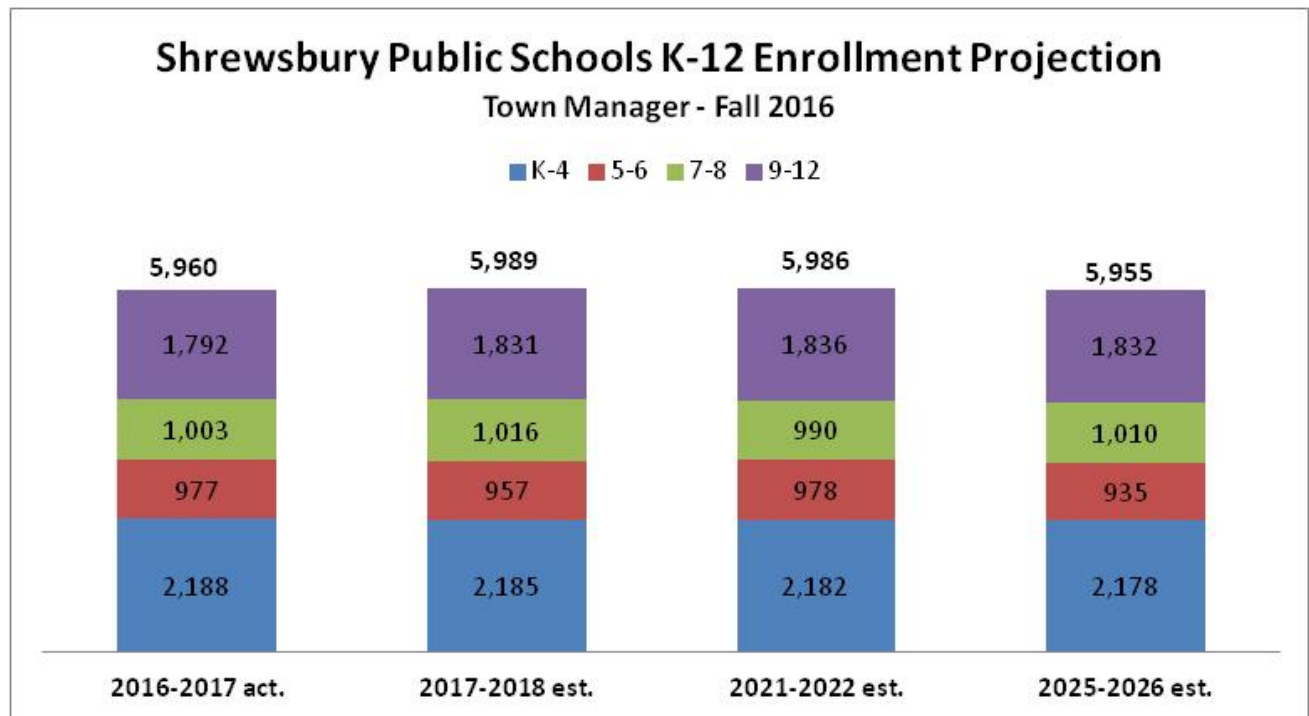
The district conducts an annual review of enrollment projections for two main purposes. First, the enrollment projections provide data for class size planning for the upcoming school and fiscal year. Secondly, the projections are reviewed for capital space planning purposes.

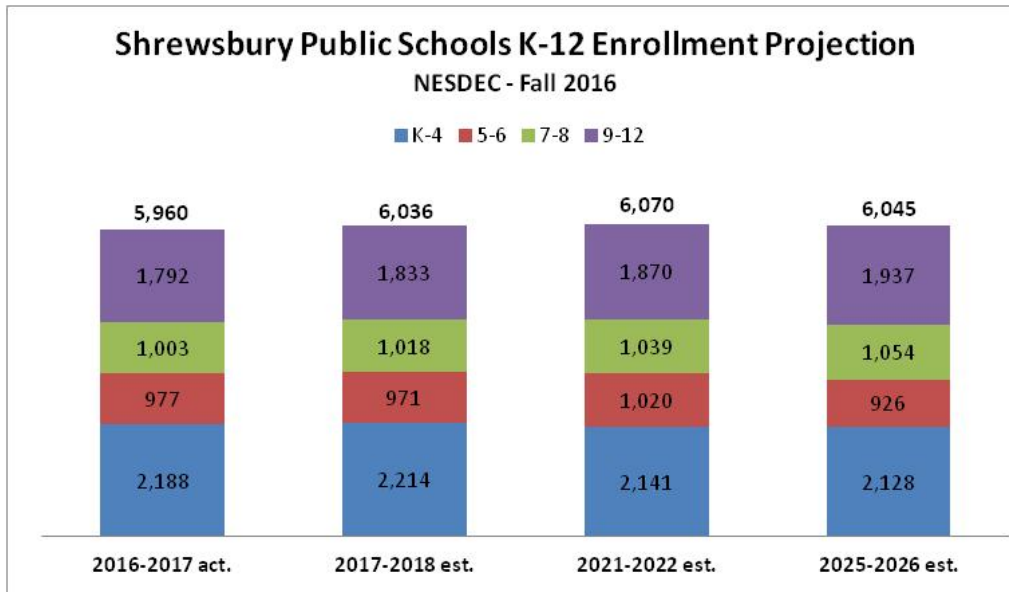
Each year the district receives a projection from the Town Manager's Office and a second independent projection from the New England School Development Council [NESDEC]. Each of these is enclosed to show both enrollment history and projection by grade level. A comparison of the two projections is depicted below. It includes only K-12 enrollment because the Town Manager Projection excludes a projection for Preschool-aged students. As one can see there is a difference of 47 students for the 2017-2018 school year using the different methods.





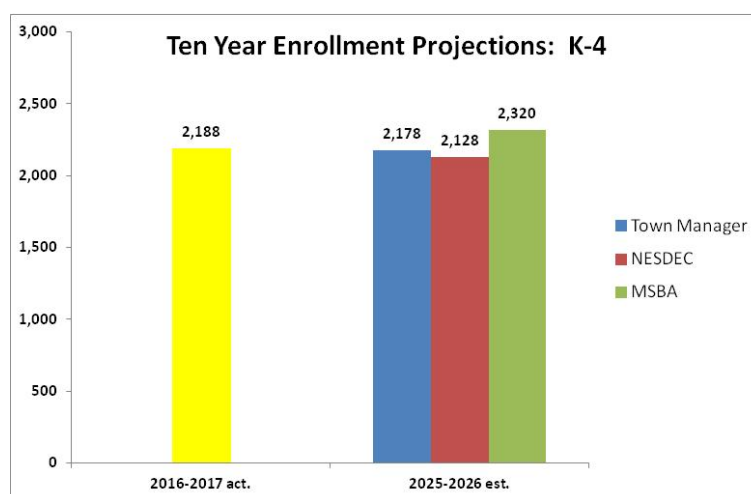
Another way to look at the projection information is using our existing district grade configuration; K-4, 5-6, 7-8, 9-12. These charts are below.





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


Below we have depicted a new enrollment projection related to the Beal Early Childhood Project. The chart shows a ten-year average projection of 2,320 students in grades K-4 in the 2025-2026 school year. This is a more comprehensive projection model devised by the Massachusetts School Building Authority based upon more input data about housing projects in the permitting process and assuming a full-day kindergarten seat for all students in the future. It is this projection that is the basis of the upcoming Feasibility Study to explore our long-term space and facility issues in grades K-4.



## STUDENT PERFORMANCE AND OUTCOMES

The following pages highlight student performance using a number of standardized tests. It should be evident that Shrewsbury's year-to-year performance and comparison to peer school districts is very strong. District educators and out students are imbued with the value and objective of continuous improvement. The charts on the following page summarizes district performance on the 2016 administration of the MCAS [Massachusetts Comprehensive Assessment System] and PARCC.[Partnership for Assessment of College and Career Readiness] tests. Shrewsbury students continue to perform well in comparison to state averages and we continue to focus on ways to continue to improve, especially for students performing below expects standards.

[Profiles Home](#)
[Directories](#)
[Statewide Reports](#)
[State Profile](#)
[Profiles Help](#)



### Massachusetts School and District Profiles Shrewsbury

MCAS Tests of Spring 2016  
Percent of Students at Each Achievement Level for Shrewsbury  
Data Last Updated on September 26, 2016.

[More about the data](#)

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Included	CPI	SGP	Included in SGP
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE				
GRADE 04 - ENGLISH LANGUAGE ARTS <sup>3</sup>													N/A	N/A
GRADE 04 - MATHEMATICS <sup>3</sup>													N/A	N/A
GRADE 05 - ENGLISH LANGUAGE ARTS <sup>3</sup>													N/A	N/A
GRADE 05 - MATHEMATICS <sup>3</sup>													N/A	N/A
GRADE 05 - SCIENCE AND TECH/ENG	69	47	34	16	36	31	24	38	7	14	476	88.7	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS <sup>3</sup>													N/A	N/A
GRADE 06 - MATHEMATICS <sup>3</sup>													N/A	N/A
GRADE 07 - ENGLISH LANGUAGE ARTS <sup>3</sup>													N/A	N/A
GRADE 07 - MATHEMATICS <sup>3</sup>													N/A	N/A
GRADE 08 - ENGLISH LANGUAGE ARTS <sup>3</sup>													N/A	N/A
GRADE 08 - MATHEMATICS <sup>3</sup>													N/A	N/A
GRADE 08 - SCIENCE AND TECH/ENG	59	41	12	6	47	35	33	40	8	19	546	83.0	N/A	N/A
GRADE 10 - ENGLISH LANGUAGE ARTS	96	91	73	47	23	45	2	6	2	3	435	99.0	45.5	374
GRADE 10 - MATHEMATICS	92	78	76	54	17	24	4	15	3	8	435	96.8	53.0	373
GRADE 10 - SCIENCE AND TECH/ENG	90	73	54	29	36	44	8	21	2	5	414	96.7	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS													N/A	N/A
ALL GRADES - MATHEMATICS													N/A	N/A
ALL GRADES - SCIENCE AND TECH/ENG	71	54	31	17	40	37	23	33	6	13	1,436	88.8	N/A	N/A

NOTE: Spring 2016 state-level achievement and growth results in grades 3-8 ELA and Mathematics are not reported because most students in Massachusetts participated in the PARCC test.

<sup>3</sup> Spring 2016 results in grades 3-8 ELA and Mathematics are not reported because all students in this organization participated in the PARCC test.

NOTE: Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in the state, district, or school from fall of grade 9 through spring of grade 10 are included in state, district, or school results.

## Class Size Projections: 2017-2018

After the district receives the projections, the administration makes school-based class size enrollment projections. These projections are then measured against the school committee for class size by grade level. At this juncture, the FY18 budget plan includes sufficient classroom teachers to keep within all class size guidelines with a few exceptions. The December 2016 school-based projection can be seen on in the chart below.

Grade Level	Proj. 2017-18	Beal			Coolidge			Floral Street			Paton			Spring St.		
		Students	Clsrms/Sec	Avg.	Students	Clsrms/Sec	Avg.	Students	Clsrms/Sec	Avg.	Students	Clsrms/Sec	Avg.	Students	Clsrms/Sec	Avg.
HDK	149	149	4/8	19												
FDK	219	114	6	19	42	2	21				21	1	21	42	2	21
Grade 1	460	66	3	22	113	5	23	124	6	21	74	4	19	83	4	21
Grade 2	446				82	4	21	210	9	23	82	4	21	72	4	18
Grade 3	471				94	4	24	195	8	24	93	4	23	89	4	22
Grade 4	477				92	4	23	216	9	24	95	4	24	74	3	25
Total K	368															
Total 1-4	1854	School Avg./Class 19			School Avg./Class 22			School Avg./Class 23			School Avg./Class 21			School Avg./Class 21		
Totals	2,222	329	17		423	19		745	32		365	17		360	17	

Grade Level	Proj. 2017-18	Sherwood Middle			Oak Middle			High School			Preschool Programs			
		Students	Sections	Avg.	Students	Sections	Avg.	Students	Sections	Avg.	Program	Students	R/Sec	Avg.
Grade 5	471	471	20	24										
Grade 6	500	500	20	25										
Grade 7	501				501	20	25				Parker Rd.	155	3/14	11
Grade 8	517				517	20	26				Little Col. (SHS)	25	1/2	13
Grade 9	455							455	NA	NA	Wesleyan Ter.	55	2/6	9
Grade 10	524							524	NA	NA				
Grade 11	426							426	NA	NA				
Grade 12	437							437	NA	NA				
		School Avg./Class 24			School Avg./Class 25			School Avg./Class NA			School Avg./Class 11			
Totals	3,831	971	40		1,018	40		1,842	NA	NA	235			
In-District Total K-12		6,053												
In-District Total PreK-12		6,288												

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

## Massachusetts School and District Profiles Shrewsbury

### PARCC Tests of Spring 2016 Percent of Students at Each Achievement Level for Shrewsbury

Data Last Updated on September 26, 2016.

[More about the data](#)

Grade and Subject	Level 4 and 5 %		Level 5 %		Level 4 %		Level 3 %		Level 2 %		Level 1 %		Avg Scaled Score	Number of Students Included	Trans. CPI		Trans. Student Growth Percentile (SGP)	
	DIST	STATE	DIST	STATE	DIST	STATE	DIST	STATE	DIST	STATE	DIST	STATE			#	Mean	#	Median
GRADE 3 ELA/L	81		21		60		12		4		3		781	430	433	94.8	—	—
GRADE 3 Math	85		42		44		7		6		1		783	432	435	94.9	—	—
GRADE 4 ELA/L	80		31		49		15		5		1		774	463	466	91.1	441	53.0
GRADE 4 Math	78		27		51		15		5		1		776	466	469	92.4	440	59.0
GRADE 5 ELA/L	80		16		63		15		4		1		772	457	472	94.9	429	46.0
GRADE 5 Math	76		25		51		17		6		1		770	460	475	92.8	429	41.0
GRADE 6 ELA/L	75		26		49		16		7		2		769	498	498	91.8	465	46.0
GRADE 6 Math	69		19		50		17		12		2		763	499	499	87.4	465	38.0
GRADE 7 ELA/L	78		36		42		13		7		3		772	476	480	93.3	448	34.0
GRADE 7 Math	63		14		49		27		8		2		759	479	483	85.2	452	38.0
GRADE 8 ELA/L	78		27		51		14		5		4		772	533	540	94.5	511	45.0
GRADE 8 Math	72		22		50		15		8		5		770	537	543	88.4	511	50.0
GRADES 3-8 ELA/L	78		26		52		14		5		2		773	2,857	2,889	93.4	2,294	45.0
GRADES 3-8 MATH	74		25		49		16		8		2		770	2,873	2,904	90.0	2,297	45.0

#### Achievement Levels:

Level 4 and 5: Met or Exceeded Expectations (750-850)  
 Level 5: Exceeded Expectations (varies by grade - 850)  
 Level 4: Met Expectations (750 - varies by grade)  
 Level 3: Approached Expectations (725-749)  
 Level 2: Partially met Expectations (700-724)  
 Level 1: Did not meet Expectations (650-699)

Trans.SGP = Transitional Student Growth Percentile generated using current PARCC and prior MCAS scores

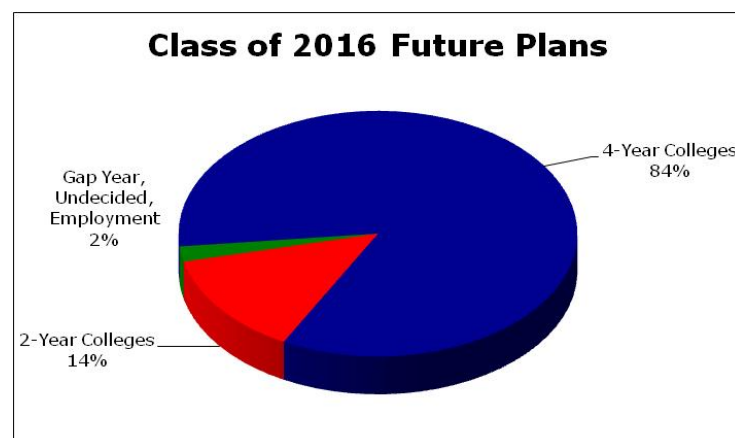
Trans.CPI = Transitional Composite Performance Index generated using linked PARCC and MCAS scores

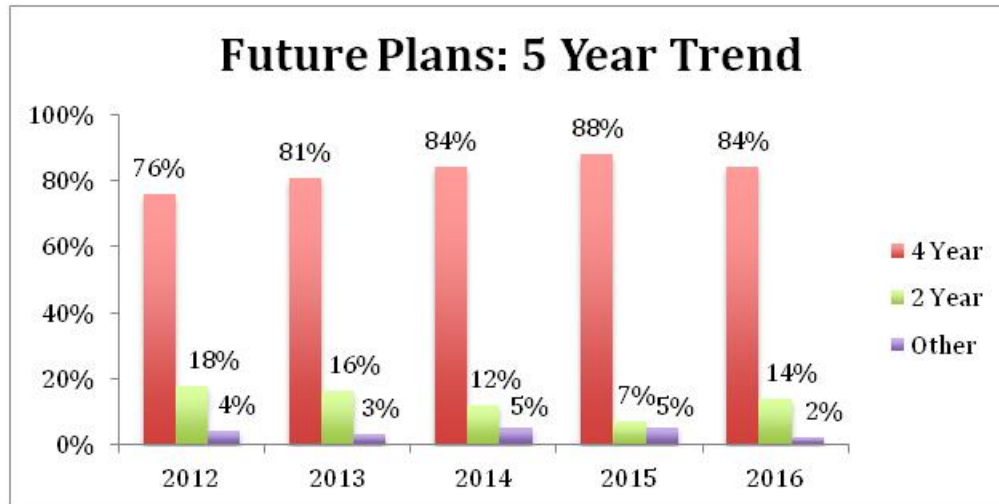
NOTE: Spring 2016 state-level achievement and growth results in grades 3-8 ELA and Mathematics are not reported because some students in Massachusetts participated in the MCAS test.

NOTE: Students who took the Alternate Assessment are included in Mean CPI, but not in achievement level or growth results.

## How are High School Students and Graduates Doing?

Over the following pages we highlight student performance in a number of ways and as you will see our students are doing very well. A full 98% of our graduates from the Class of 2016 went on to further their formal education at four or two-year institutions. For the past four years over 80% of our graduates have opted to pursue a bachelor's degree by attending a four-year college or university.



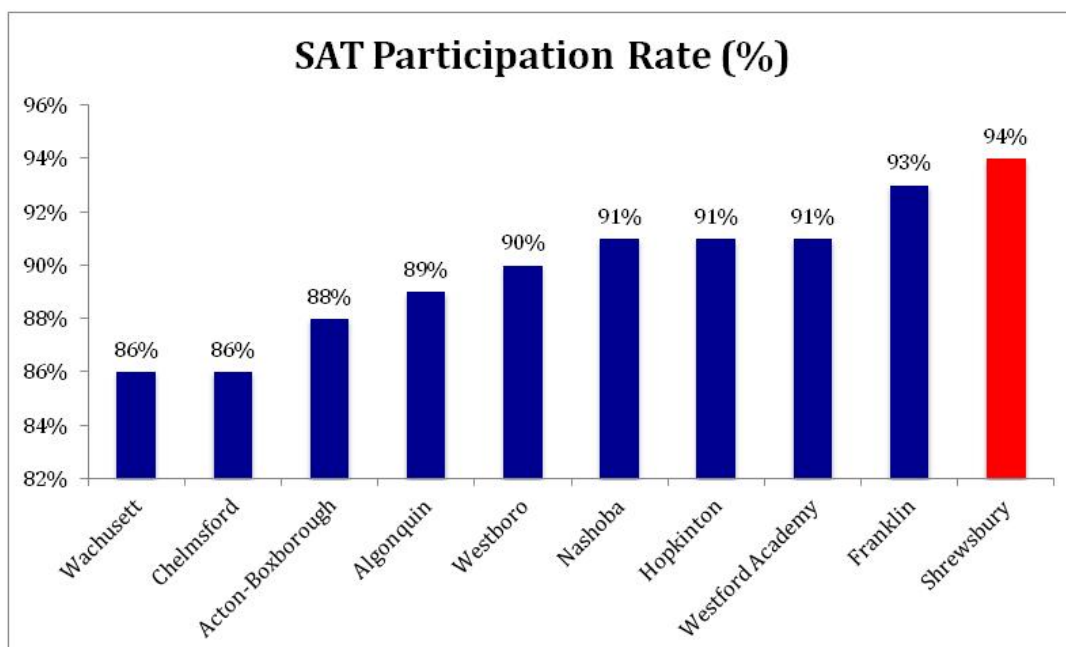


### Scholastic Aptitude Test [SAT] Results

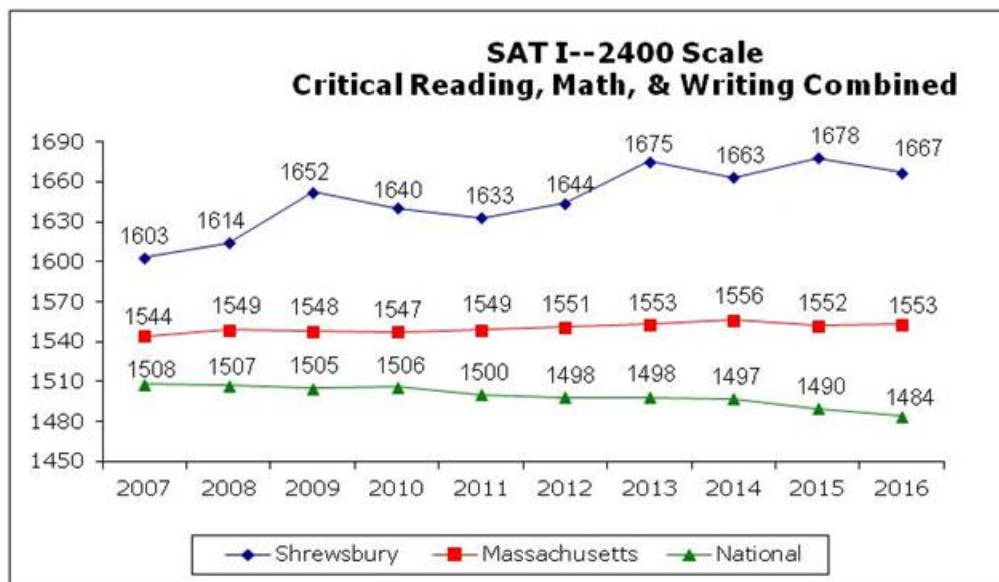
The outcomes of a Shrewsbury education are evident on the national SAT exam. While some colleges are “test optional” the *CollegeBoard®* suggests one reason to still take the SAT is:

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

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

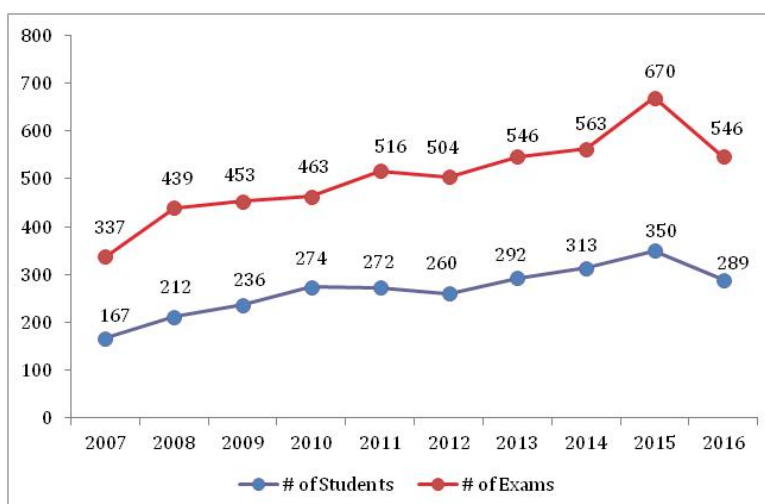


Further, not only does Shrewsbury have a very high participation rate but performance has also increased by 23 points in the last five years while the state and national averages have remained flat and declined, respectively, as shown in the following chart.



### Advanced Placement Participation and Performance Results

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



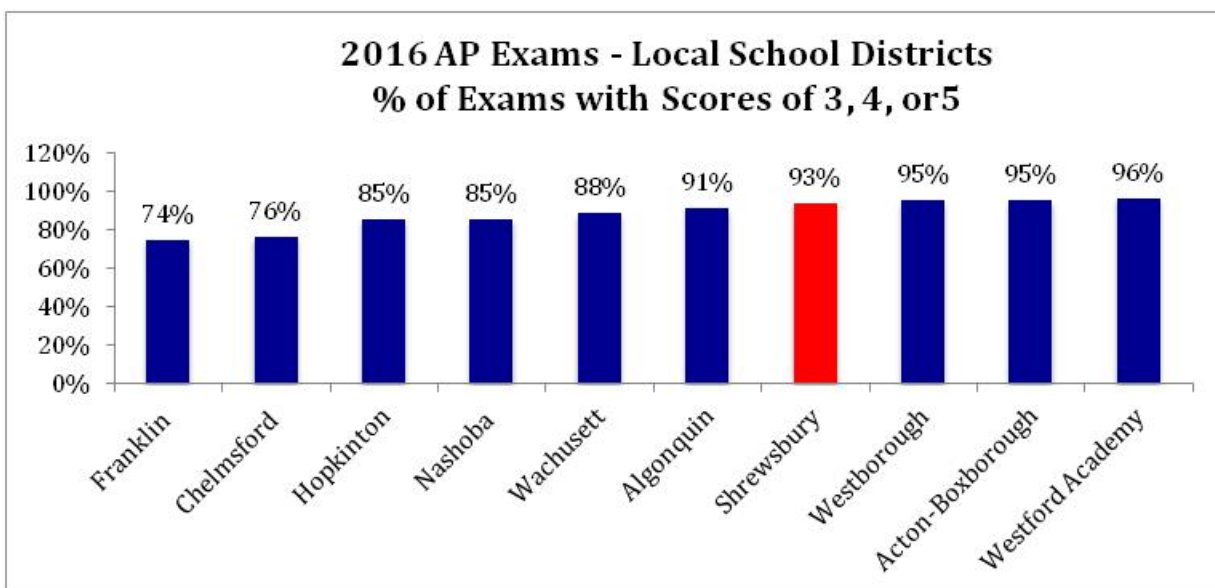


An AP exam score is a weighted combination of scores on the multiple-choice section and on the free-response section. The final score is reported on a 5-point scale as follows:

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

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

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



Finally, AP exam performance hit a new level of achievement in 2015 with 124 students being recognized as AP Scholars and the Class of 2016 was strong as well with 107 AP Scholars. The various award levels are described in detail below along with a historical record of student success by year in the chart below.



## Award Levels 2016

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

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

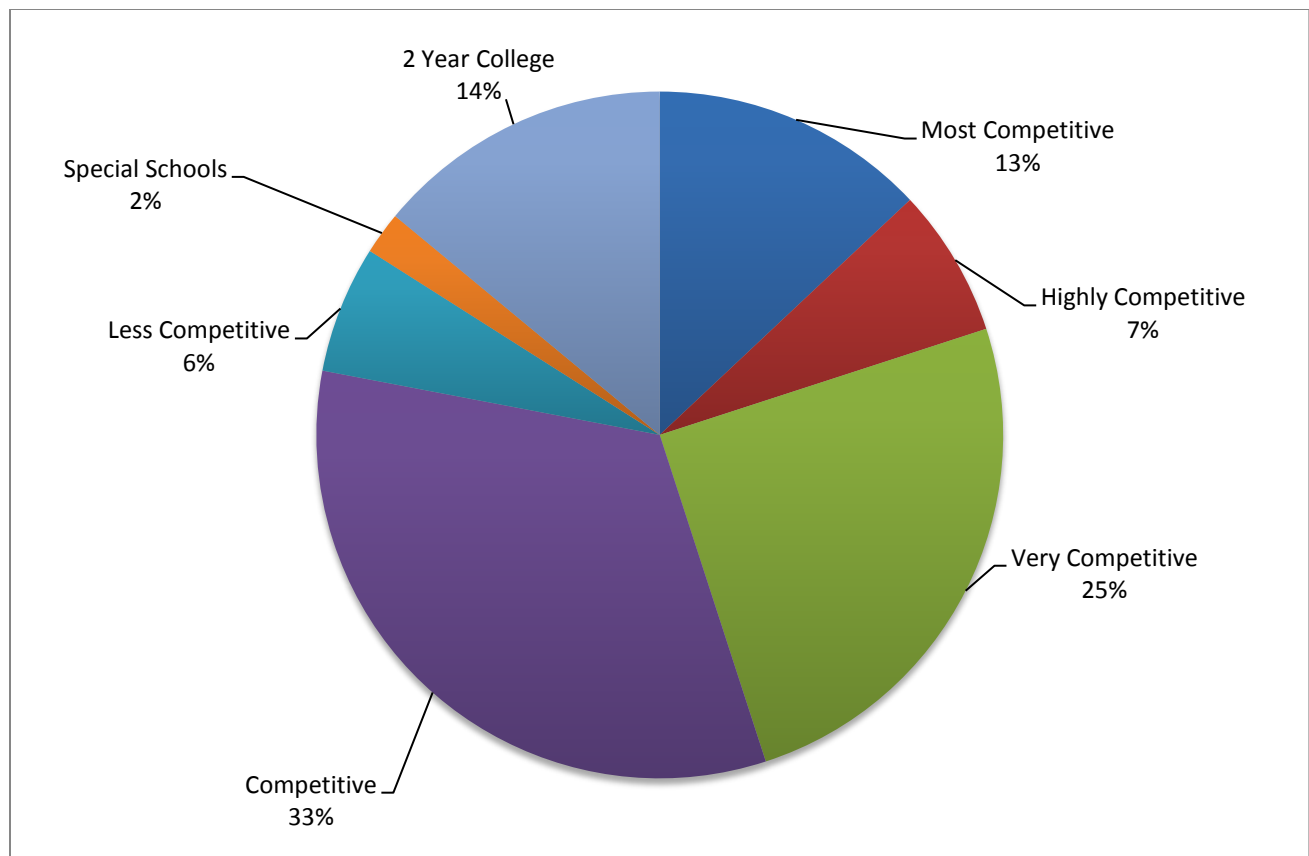
AP Scholar with Distinction: Granted to students who receive an average score of at least 3.5 on all AP Exams taken, **and** scores of 3 or higher on five or more of these exams.

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

Year	AP Scholar	AP Scholar w/Honors	AP Scholar w/Distinction	AP National Scholar	Total # of AP Scholars
2016	47	21	33	6	107
2015	48	39	37	2	124
2014	29	25	31	1	85
2013	41	26	31	1	98
2012	19	25	44	2	88
2011	31	27	25	1	83
2010	31	15	19	3	65
2009	23	17	38	4	78
2008	30	20	32	3	82
2007	21	11	16	2	48
2006	20	11	16	2	47

## College and University Enrollments

There are many means by which institutions of higher learning are measured and benchmarked. *Barron's Profiles of American Colleges* is one such instrument with rankings by category published annually. This pie chart shows the Class of 2016 allocation of actual student enrollments, not acceptances, using Barron's selectivity indexing system.



In terms of Class of 2016 enrollments, the following two listings show the most highly enrolled schools divided into private versus public institutions.

#### Top 7\* Most Popular Schools- Private

1. Northeastern —13
2. Assumption College —8
3. Wentworth Institute of Technology —8
4. Boston University—5
5. Nichols —5
6. Roger Williams —5
7. Clark University —4

### Top 11\* Most Popular Schools- Public

1. Quinsigamond Community College —48
2. Massachusetts, University of—Amherst —40
3. Worcester State University—20
4. New Hampshire, University of—13
5. Keene State College —13
6. Massachusetts, University of Lowell—11
7. Massachusetts, University of Dartmouth—8
8. University of Connecticut—7
9. Westfield State University —6
10. Fitchburg State—5
11. James Madison University—4

\*Schools with 4 or more attendees.

### Summary Comments

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

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

## FINANCIAL INDICATORS

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

### Average Single-Family Tax Bill: FY12-FY17

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

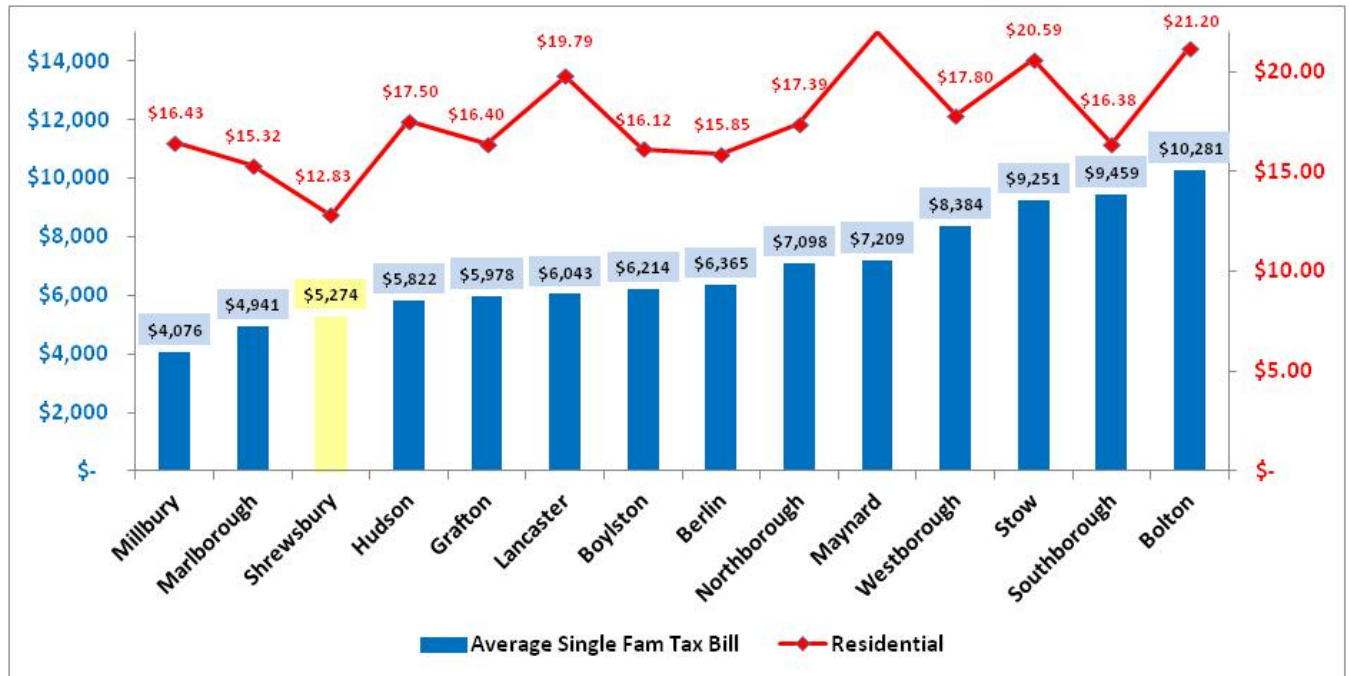
The chart below depicts a six-year history of single-family assessed values, tax rates, and tax bills. The state rank-high to low [1 being the highest tax burden] consistently places Shrewsbury near the middle of the 338 towns included in the ranking.

Fiscal Year	Single Family Assessed Values	Single Family Parcels	Single Family Average Value	Residential Tax Rate	Average Single Family Tax Bill	State Rank - High to Low*	# of Towns Included
2012	\$3,389,541,500	9,098	\$372,559	\$ 11.11	\$4,139	156	338
2013	\$3,387,789,755	9,148	\$370,331	\$ 11.67	\$4,322	151	338
2014	\$3,385,300,300	9,190	\$368,368	\$ 12.17	\$4,483	152	338
2015	\$3,518,931,500	9,235	\$381,043	\$ 13.20	\$5,030	123	338
2016	\$3,691,375,869	9,267	\$398,336	\$ 13.00	\$5,178	129	338
2017	\$3,821,907,838	9,298	\$411,046	\$ 12.83	\$5,274	TBD	TBD

*\* Massachusetts Department of Revenue*

### FY17 Property Tax Rate and Average Single Family Home Tax Bill

The next chart displays both the FY17 average single-family tax bill and the residential tax rate per \$1,000 of value. Listed in the chart are all the communities that belong to Assabet Valley Collaborative. Amongst this group Shrewsbury ranks third from bottom in average tax bill and is the lowest tax rate at \$12.83.



\* Massachusetts Department of Revenue

Another informative tax-related indicator is shown in the chart below. Detailed in the chart are the FY16 classes of revenue collected by communities to pay all the operating and capital expenses for its operation. Highlighted in yellow is the portion of revenue collected as Tax Levy. With 54.58% of its operation funded via Tax Levy, Shrewsbury ranks at the bottom of this geographical comparison group.

#### Assabet Valley Collaborative Member Communities

Municipality	Tax Levy	State Aid	Local Receipts	Other Revenue	Total Budget	Tax Levy % of Budget	State Aid % of Budget
Bolton	19,542,631	656,980	1,245,146	892,858	22,337,615	87.49	2.94
Stow	23,966,070	968,730	2,941,000	744,212	28,620,012	83.74	3.38
Lancaster	16,446,926	1,090,069	2,493,679	1,032,271	21,062,945	78.08	5.18
Berlin	10,068,200	804,749	942,470	1,426,362	13,241,781	76.03	6.08
Southborough	37,046,774	5,497,894	5,572,514	2,581,383	50,698,565	73.07	10.84
Boylston	10,611,471	868,855	1,928,679	1,656,588	15,065,593	70.44	5.77
Northborough	45,068,900	5,377,896	9,546,702	3,998,818	63,992,316	70.43	8.40
Westborough	65,343,189	8,976,446	23,885,732	4,786,352	102,991,719	63.45	8.72
Maynard	28,358,147	7,281,844	7,949,433	2,701,586	46,291,010	61.26	15.73
Grafton	36,724,456	12,473,636	6,639,611	6,389,696	62,227,399	59.02	20.05
Hudson	46,226,495	14,597,670	14,015,339	4,129,352	78,968,856	58.54	18.49
Marlborough	91,331,454	29,479,657	28,795,521	7,938,934	157,545,566	57.97	18.71
Millbury	22,972,522	8,766,985	8,926,856	1,323,674	41,990,037	54.71	20.88
Shrewsbury	67,548,981	25,553,814	14,564,500	16,101,375	123,768,670	54.58	20.65

\* Massachusetts Department of Revenue-FY17 Budget

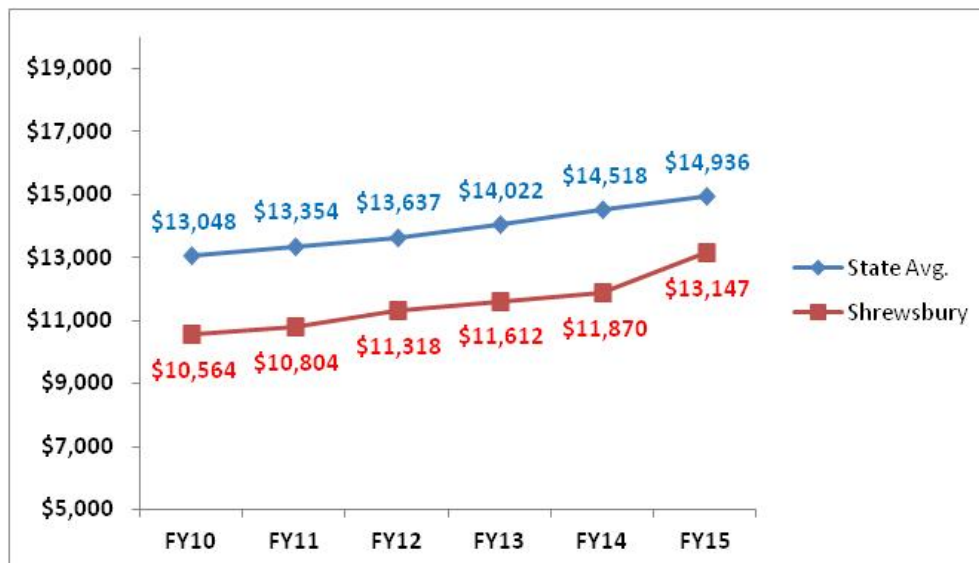
**Comparable Communities per the  
Massachusetts Department of Elementary and Secondary Education**

Municipality	Tax Levy	State Aid	Local Receipts	Other Revenue	Total Budget	Tax Levy % of Budget	State Aid % of Budget
Princeton	7,971,832	468,776	1,004,000	634,629	10,079,237	79.09	4.65
Burlington	99,399,287	8,814,378	19,939,948	7,558,252	135,711,865	73.24	6.49
Sharon	62,977,906	10,441,604	9,871,365	3,758,731	87,049,606	72.35	12.0
Paxton	9,439,899	963,524	2,112,795	615,713	13,131,931	71.89	7.34
Sterling	17,508,985	1,758,722	3,686,125	1,461,066	24,414,898	71.71	7.20
Chelmsford	89,718,236	16,453,562	15,305,762	5,480,750	126,958,310	70.67	12.96
Milton	71,171,510	9,945,010	19,738,643	3,697,997	104,553,160	68.07	9.51
Arlington	108,977,901	20,704,878	26,079,262	4,764,314	160,526,355	67.89	12.90
Rutland	13,612,289	1,872,221	4,648,259	564,121	20,696,890	65.77	9.05
Walpole	64,779,276	10,328,669	16,230,137	8,399,942	99,738,024	64.95	10.36
Natick	99,817,043	13,016,665	27,586,735	16,500,377	156,920,820	63.61	8.30
Holden	34,093,593	3,708,341	13,145,568	3,977,596	54,925,098	62.07	6.75
Melrose	53,404,539	13,790,601	23,366,053	4,769,388	95,330,581	56.02	14.47
Shrewsbury	67,548,981	25,553,814	14,564,500	16,101,375	123,768,670	54.58	20.65
Franklin	67,670,020	31,467,684	22,679,565	5,910,131	127,727,400	52.98	24.64

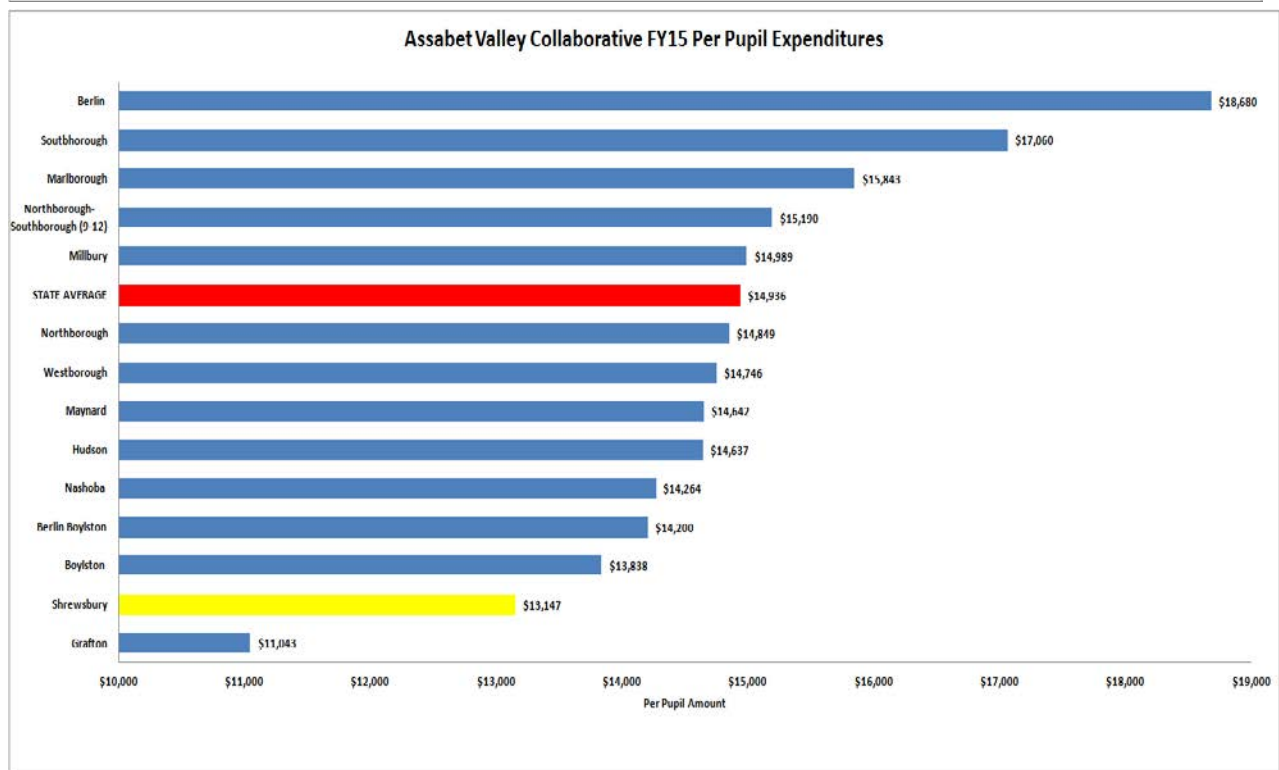
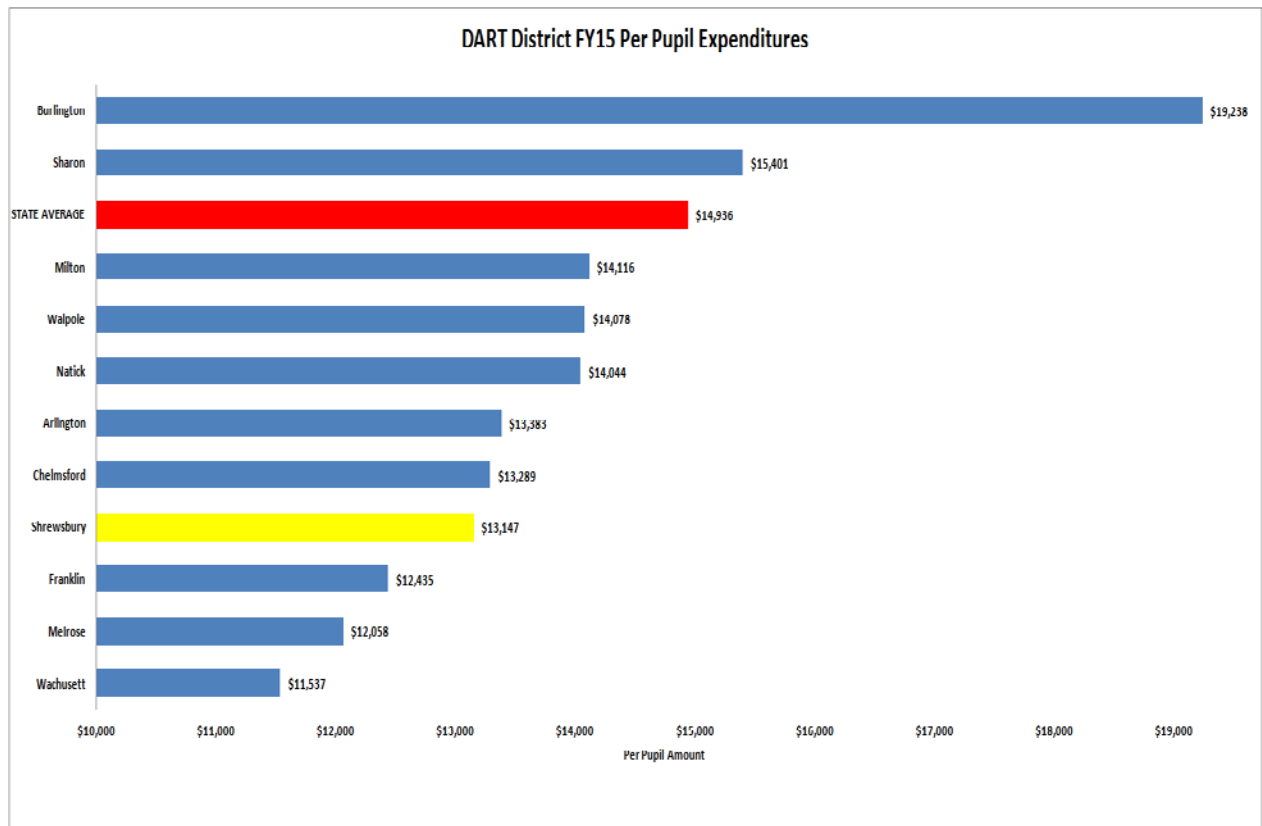
\* Massachusetts Department of Revenue- FY17 Budget

### Average Cost Per Pupil

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



\* Massachusetts Department of Elementary and Secondary Education



\* Massachusetts Department of Elementary and Secondary Education

\*The Department of Elementary and Secondary Education provides data for comparable districts by grades span, total enrollment, and special student populations, called the District Analysis Review and Assistance Tools (DART).

The chart below provides a comparison of like-size school districts in total enrollment. We selected the ten districts with the next highest and next lowest enrollments so that Shrewsbury was the median enrollment. So, while we are median enrollment for the group, the district is below median in average cost per pupil.

<b>20 Districts Closest in Enrollment to S.P.S.</b>			
<b>Cost Rank</b>	<b>District</b>	<b>Pupils</b>	<b>FY15 Avg. Cost</b>
1	CAMBRIDGE	7,049	\$27,569
2	LEXINGTON	6,875	\$17,867
3	NEEDHAM	5,626	\$15,900
4	HOLYOKE	6,692	\$15,742
5	ANDOVER	6,237	\$15,602
6	BARNSTABLE	5,576	\$15,013
7	PITTSFIELD	6,462	\$14,460
8	NATICK	5,520	\$14,044
9	ACTON BOXBOROUGH	5,790	\$14,016
10	BRAINTREE	5,770	\$13,838
11	FITCHBURG	5,659	\$13,783
12	CHELSEA	7,015	\$13,770
13	WESTFIELD	5,756	\$13,623
14	PEABODY	6,191	\$13,496
15	WEYMOUTH	6,812	\$13,407
16	LEOMINSTER	6,569	\$13,305
17	SHREWSBURY	6,222	\$13,147
18	ATTLEBORO	6,268	\$12,980
19	METHUEN	7,176	\$12,808
20	BRIDGEWATER	5,509	\$12,759
21	FRANKLIN	6,160	\$12,435
The 20 school districts closest to Enrollment: 10 just above and 10 just below.			

*\* Massachusetts Department of Elementary and Secondary Education.*

The next two charts depict average cost per pupil in comparison to a community's relative wealth using income per capita and equalized property valuation per capita as the yardsticks. These are the two measures incorporated into the Chapter 70 education funding formula to measure "aggregate wealth" and ability to pay for education.

In both instances we selected Shrewsbury as median for the wealth measure and then sorted by average cost per pupil. As one can see Shrewsbury's average cost per pupil falls below the median in each comparison.



DOR Income, US Census and EQV used in FY2017 Cherry Sheets						
Rank	Municipality	School District	2013 US Census	2013 DOR Income	DOR Income Per Capita	FY15 Average PPX [High to Low]
1	Chilmark	Martha's Vineyard	913	\$ 42,905,000	\$ 46,993	\$ 27,614
2	Berlin	Berlin preK-5	2,942	\$ 137,395,000	\$ 46,701	\$ 18,680
3	Dedham	Dedham	25,299	\$ 1,145,623,000	\$ 45,283	\$ 17,780
4	Mattapoisett	Mattapoisett	6,172	\$ 300,431,000	\$ 48,676	\$ 15,817
5	Marion	Marion	4,919	\$ 247,311,000	\$ 50,277	\$ 15,978
6	Norfolk	Norfolk	11,689	\$ 531,508,000	\$ 45,471	\$ 14,898
7	Northborough	Northborough K-8	14,762	\$ 715,516,000	\$ 48,470	\$ 14,849
8	North Reading	North Reading	15,377	\$ 774,844,000	\$ 50,390	\$ 14,137
9	Walpole	Walpole	24,818	\$ 1,146,776,000	\$ 46,207	\$ 14,078
10	Ipswich	Ipswich	13,574	\$ 655,915,000	\$ 48,321	\$ 14,069
11	Natick	Natick	35,214	\$ 1,752,670,000	\$ 49,772	\$ 14,044
12	Littleton	Littleton	9,246	\$ 416,651,000	\$ 45,063	\$ 13,993
13	Mendon	Mendon-Upton	5,904	\$ 280,488,000	\$ 47,508	\$ 13,742
14	Wrentham	Wrentham	11,268	\$ 507,151,000	\$ 45,008	\$ 13,386
15	Holliston	Holliston	14,162	\$ 708,004,000	\$ 49,993	\$ 13,446
16	Shrewsbury	Shrewsbury	36,309	\$ 1,751,632,000	\$ 48,242	\$ 13,147
17	Boylston	Boylston	4,431	\$ 221,074,000	\$ 49,893	\$ 13,226
18	Reading	Reading	25,327	\$ 1,241,500,000	\$ 49,019	\$ 12,520
19	Hanover	Hanover	14,280	\$ 653,688,000	\$ 45,776	\$ 12,474
20	Sutton	Sutton	9,133	\$ 419,062,000	\$ 45,884	\$ 12,411
21	Princeton	Wachusett	3,436	\$ 170,313,000	\$ 49,567	\$ 11,537
				Averages	\$ 47,739	\$ 14,849
The 20 school districts closest to Shrewsbury in Income/Capita: 10 just above and 10 just below						

DOR Income, US Census and EQV used in FY2017 Cherry Sheets						
Rank	Municipality	School District	2013 US Census	2014 EQV	EQV Per Capita	FY15 Average PPX [High to Low]
1	Plainfield	Mohawk Trail	650	\$ 87,121,300	\$ 134,033	\$ 17,492
2	Pelham	Pelham K-6	1,319	\$ 180,375,200	\$ 136,751	\$ 17,297
3	Lanesborough	Lanesborough K-6	3,037	\$ 419,083,500	\$ 137,993	\$ 16,615
4	Blandford	Gateway Reg.	1,246	\$ 172,518,200	\$ 138,458	\$ 15,338
5	Plainville	Plainville K-6	8,825	\$ 1,227,709,400	\$ 139,117	\$ 14,549
6	Williamstown	Williamstown K-6	7,599	\$ 1,044,563,700	\$ 137,461	\$ 14,558
7	Westhampton	Westhampton	1,603	\$ 219,564,300	\$ 136,971	\$ 14,509
8	Saugus	Saugus	27,735	\$ 3,766,040,400	\$ 135,787	\$ 14,166
9	Goshen	Chesterfield-Goshen K-8	1,058	\$ 145,887,900	\$ 137,890	\$ 14,061
10	Mansfield	Mansfield	23,566	\$ 3,215,394,000	\$ 136,442	\$ 13,790
11	Mendon	Mendon-Upton	5,904	\$ 808,861,300	\$ 137,002	\$ 13,742
12	Chelmsford	Chelmsford	34,722	\$ 4,733,578,400	\$ 136,328	\$ 13,289
13	Groton	Groton-Dunstable	11,115	\$ 1,533,032,100	\$ 137,925	\$ 13,254
14	Shrewsbury	Shrewsbury	36,309	\$ 4,974,698,800	\$ 137,010	\$ 13,147
15	Raynham	Bridgewater-Raynham	13,554	\$ 1,862,199,900	\$ 137,391	\$ 12,759
16	Georgetown	Georgetown	8,468	\$ 1,172,756,500	\$ 138,493	\$ 12,602
17	Kingston	Kingston	12,819	\$ 1,722,383,000	\$ 134,362	\$ 12,523
18	Franklin	Franklin	32,581	\$ 4,528,882,700	\$ 139,004	\$ 12,435
19	Sutton	Sutton	9,133	\$ 1,234,142,300	\$ 135,130	\$ 12,411
20	Princeton	Wachusett Reg.	3,436	\$ 459,644,500	\$ 133,773	\$ 11,537
21	Northfield	Pioneer Valley Reg.	3,023	\$ 416,996,200	\$ 137,941	\$ 15,386
				Averages	\$ 136,917	\$ 14,004
The 20 school districts closest to Shrewsbury in EQV/Capita: 10 just above and 10 just below						

\* Massachusetts Department of Elementary and Secondary Education and Department of Revenue.

## Free Cash

A municipality's Free Cash amount is a critical factor in the overall stability of a community. It is also heavily weighed by bond rating agencies which ultimately impacts borrowing rates. The Massachusetts Department of Revenue has offered guidance that a community ought to maintain a Free Cash level that is 5% of its operating budget.

The Board of Selectmen have adopted several fiscal policies for Fiscal Year 2017. One such policy is the goal of attaining a combined Free Cash and Stabilization Fund amount that is 6.5% of the operating budget but also not go below a lower limit of 4%. As shown below, the Combined Free Cash and Stabilization Account Balance has been within this range for the past five years, albeit declining a bit each year.

### *Free Cash Balance History*

End of Fiscal Year	Initial Certified Balance	Free Cash Used: Transfer to Water Dept.	Adjusted Free Cash	Stabilization Account Balance	Combined Balance	Operating Budget [Ensuing FY]	Combined Balance as Percent of Budget
FY12	\$ 5,591,137	\$ 24,000	\$ 5,567,137	\$ 348,025	\$5,915,162	\$ 97,647,737	6.1%
FY13	\$ 5,062,332	\$ 266,290	\$ 4,796,042	\$ 350,544	\$5,146,586	\$ 101,372,766	5.1%
FY14	\$ 5,580,257	\$ 610,000	\$ 4,970,257	\$ 358,744	\$5,329,001	\$ 109,312,699	4.9%
FY15	\$ 5,092,731	\$ 209,000	\$ 4,883,731	\$ 416,487	\$5,300,218	\$ 111,429,799	4.8%
FY16	\$ 6,098,965	\$ 495,000	\$ 5,603,965	\$ 602,560	\$6,206,525	\$ 114,370,468	5.4%

*\* Extract from Shrewsbury Town Manager Report to Board of Selectmen, September 16, 2016.*

## School Related Debt Service

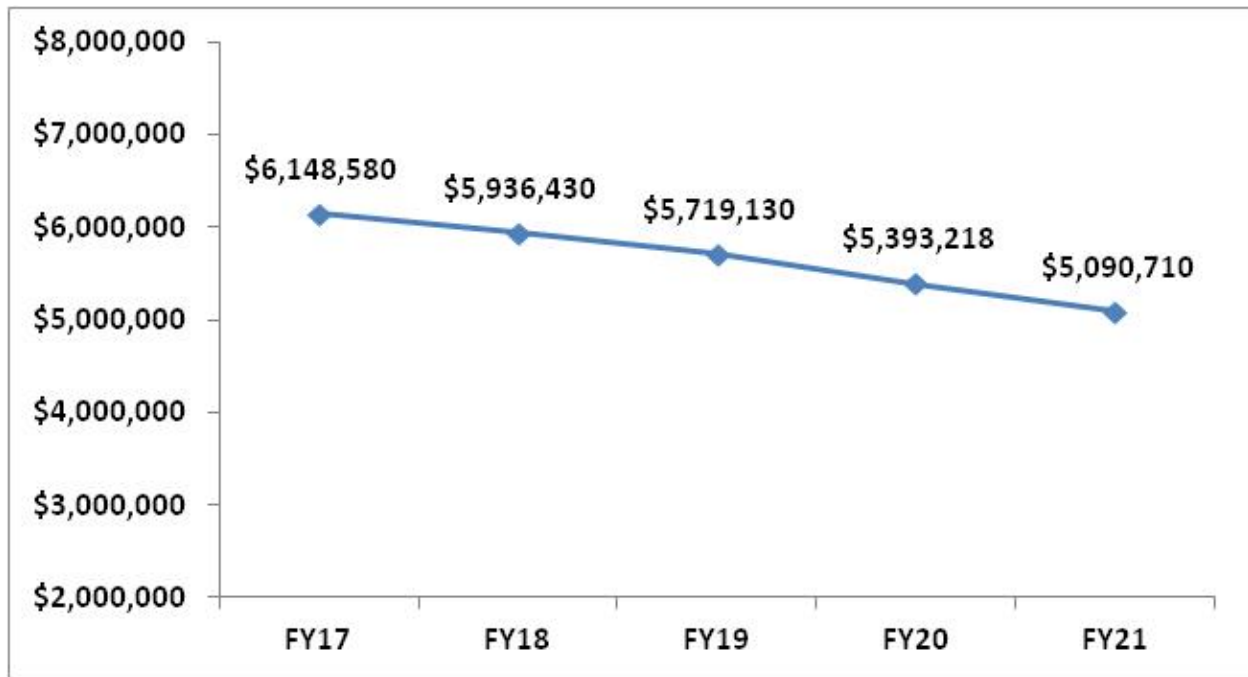
With strong enrollment growth over the past two decades the community has built a new elementary school [Floral Street School-1996], a new high school [Shrewsbury High School-2002], and new middle school [Sherwood Middle School-2012]. Additionally, the former high school was renovated into a new middle school [Oak Middle School-2004] and an addition was made to a former elementary school to handle expanding preschool enrollment [Parker Road Preschool-2003], and Spring Street School received a new roof and windows. All of these projects required debt financing, and the community has been supportive of capital projects voting affirmatively to raise property taxes to fund these investments in our school facilities.

The debt service for each project is issued, managed, and budgeted by the Town via the Town Treasurer's Office. Charted below are the debt service schedules for remaining payments in FY17 and beyond.

### Remaining Debt Service Schedules: School Projects

Like most communities Shrewsbury carries some debt for past school projects. The chart below depicts the total school-related debt payments for FY17 through FY21. The debt for purchase of the land for Shrewsbury High School and the Parker Road Renovation/Addition project will expire during this time period. More detailed debt service schedules by school building are located on succeeding pages.

***Five Year Debt Service Totals: School Projects***



*\*Shrewsbury High School land purchase debt expires in FY19.*

*\*\*Parker Road Preschool Addition/Renovation expires in FY20.*

**Spring Street School Renovation Project:**

Date	Principal Balance	Interest Payment	Principal & Interest	Fiscal Year Total
6/30/2017	\$ 65,000	\$ 13,250	\$ 78,250	\$ 78,250
6/30/2018	\$ 65,000	\$ 11,300	\$ 76,300	\$ 76,300
6/30/2019	\$ 65,000	\$ 8,700	\$ 73,700	\$ 73,700
6/30/2020	\$ 65,000	\$ 7,400	\$ 72,400	\$ 72,400
6/30/2021	\$ 65,000	\$ 6,100	\$ 71,100	\$ 71,100
6/30/2022	\$ 60,000	\$ 4,800	\$ 64,800	\$ 64,800
6/30/2023	\$ 60,000	\$ 3,300	\$ 63,300	\$ 63,300
6/30/2024	\$ 60,000	\$ 1,800	\$ 61,800	\$ 61,800
	\$ 505,000	\$ 56,650	\$ 561,650	\$ 561,650

**Oak Middle School Renovation:**

Date	Principal Balance	Interest Payment	Principal & Interest	Fiscal Year Total
6/30/2017	\$ 420,000	\$ 44,780	\$ 464,780	\$ 464,780
6/30/2018	\$ 410,000	\$ 40,630	\$ 450,630	\$ 450,630
6/30/2019	\$ 400,000	\$ 36,580	\$ 436,580	\$ 436,580
6/30/2020	\$ 390,000	\$ 32,143	\$ 422,143	\$ 422,143
6/30/2021	\$ 380,000	\$ 27,235	\$ 407,235	\$ 407,235
6/30/2022	\$ 370,000	\$ 21,990	\$ 391,990	\$ 391,990
6/30/2023	\$ 360,000	\$ 16,245	\$ 376,245	\$ 376,245
6/30/2024	\$ 350,000	\$ 10,038	\$ 360,038	\$ 360,038
6/30/2025	\$ 340,000	\$ 3,400	\$ 343,400	\$ 343,400
	\$ 3,420,000	\$ 229,640	\$ 3,309,640	\$ 3,309,640

**Parker Road Addition:**

Date	Principal Balance	Interest Payment	Principal & Interest	Fiscal Year Total
6/30/2017	\$ 85,000	\$ 3,075	\$ 88,075	\$ 88,075
6/30/2018	\$ 85,000	\$ 2,225	\$ 87,225	\$ 87,225
6/30/2019	\$ 80,000	\$ 1,400	\$ 81,400	\$ 81,400
6/30/2020	\$ 80,000	\$ 500	\$ 80,500	\$ 80,500
	\$ 330,000	\$ 7,200	\$ 337,200	\$ 337,200

**Land Acquisition @ Shrewsbury High School:**

Date	Principal Balance	Interest Payment	Principal & Interest	Fiscal Year Total
6/30/2017	\$ 115,000	\$ 10,475	\$ 125,475	\$ 125,475
6/30/2018	\$ 115,000	\$ 7,025	\$ 122,025	\$ 122,025
6/30/2019	\$ 110,000	\$ 3,575	\$ 113,575	\$ 113,575
	\$ 340,000	\$ 21,075	\$ 361,075	\$ 361,075

**Shrewsbury High School Building Project:**

Date	Principal Balance	Interest Payment	Principal & Interest	Fiscal Year Total
6/30/2017	\$ 2,940,000	\$ 802,000	\$ 3,742,000	\$ 3,742,000
6/30/2018	\$ 2,930,000	\$ 655,250	\$ 3,585,250	\$ 3,585,250
6/30/2019	\$ 2,925,000	\$ 508,875	\$ 3,433,875	\$ 3,433,875
6/30/2020	\$ 2,915,000	\$ 362,875	\$ 3,277,875	\$ 3,277,875
6/30/2021	\$ 2,905,000	\$ 217,375	\$ 3,122,375	\$ 3,122,375
6/30/2022	\$ 2,895,000	\$ 72,375	\$ 2,967,375	\$ 2,967,375
	\$ 17,510,000	\$ 2,618,750	\$ 20,128,750	\$ 20,128,750

**Sherwood Middle School Building Project:**

Date	Principal Balance	Interest Payment	Principal & Interest	Fiscal Year Total
6/30/2017	\$ 1,000,000	\$ 650,000	\$ 1,650,000	\$ 1,650,000
6/30/2018	\$ 1,000,000	\$ 615,000	\$ 1,615,000	\$ 1,615,000
6/30/2019	\$ 1,000,000	\$ 580,000	\$ 1,580,000	\$ 1,580,000
6/30/2020	\$ 1,000,000	\$ 540,000	\$ 1,540,000	\$ 1,540,000
6/30/2021	\$ 1,000,000	\$ 490,000	\$ 1,490,000	\$ 1,490,000
6/30/2022	\$ 1,000,000	\$ 440,000	\$ 1,440,000	\$ 1,440,000
6/30/2023	\$ 1,000,000	\$ 390,000	\$ 1,390,000	\$ 1,390,000
6/30/2024	\$ 1,000,000	\$ 345,000	\$ 1,345,000	\$ 1,345,000
6/30/2025	\$ 1,000,000	\$ 305,000	\$ 1,305,000	\$ 1,305,000
6/30/2026	\$ 1,000,000	\$ 265,000	\$ 1,265,000	\$ 1,265,000
6/30/2027	\$ 1,000,000	\$ 225,000	\$ 1,225,000	\$ 1,225,000
6/30/2028	\$ 1,000,000	\$ 185,000	\$ 1,185,000	\$ 1,185,000
6/30/2029	\$ 1,000,000	\$ 145,000	\$ 1,145,000	\$ 1,145,000
6/30/2030	\$ 1,000,000	\$ 105,000	\$ 1,105,000	\$ 1,105,000
6/30/2031	\$ 1,000,000	\$ 63,750	\$ 1,063,750	\$ 1,063,750
6/30/2032	\$ 1,000,000	\$ 21,250	\$ 1,021,250	\$ 1,021,250
	\$ 16,000,000	\$ 5,365,000	\$ 21,365,000	\$ 21,365,000

**Moody's Rating**

The system of rating securities was originated by John Moody in 1909. The purpose of Moody's ratings is to provide investors with a simple system of gradation by which future relative creditworthiness of securities may be gauged.

Gradations of creditworthiness are indicated by rating symbols, with each symbol representing a group in which the credit characteristics are broadly the same. There are nine symbols as shown below, from that used to designate least credit risk to that denoting greatest credit risk:

**Aaa, Aa, A, Baa, Ba, B, Caa, Ca, C**

Moody's appends numerical modifiers 1, 2, and 3 to each generic rating classification from Aa through Caa.

Municipal Ratings are opinions of the investment quality of issuers and issues in the US municipal and tax-exempt markets. As such, these ratings incorporate Moody's assessment of the default probability and loss severity of these issuers and issues. Municipal Ratings are based upon the analysis of four primary factors relating to municipal finance: economy, debt, finances, and administration/management strategies. Each of the factors is evaluated individually and for its effect on the other factors in the context of the municipality's ability to repay its debt.

***Municipal Long-Term Rating Definitions:***

- |            |  |
|------------|--|
| <b>Aaa</b> | Issuers or issues rated Aaa demonstrate the strongest creditworthiness relative to other US municipal or tax-exempt issuers or issues. |
| <b>Aa</b>  | Issuers or issues rated Aa demonstrate very strong creditworthiness relative to other US municipal or tax-exempt issuers or issues.    |
| <b>A</b>   | Issuers or issues rated A present above-average creditworthiness relative to other US municipal or tax-exempt issuers or issues.       |
| <b>Baa</b> | Issuers or issues rated Baa represent average creditworthiness relative to other US municipal or tax-exempt issuers or issues.         |
| <b>Ba</b>  | Issuers or issues rated Ba demonstrate below-average creditworthiness relative to other US municipal or tax-exempt issuers or issues.  |
| <b>B</b>   | Issuers or issues rated B demonstrate weak creditworthiness relative to other US municipal or tax-exempt issuers or issues.            |
| <b>Caa</b> | Issuers or issues rated Caa demonstrate very weak creditworthiness relative to other US municipal or tax-exempt issuers or issues.     |
| <b>Ca</b>  | Issuers or issues rated Ca demonstrate extremely weak creditworthiness relative to other US municipal or tax-exempt issuers or issues. |

**C** Issuers or issues rated C demonstrate the weakest creditworthiness relative to other US municipal or tax-exempt issuers or issues.

***Modifiers for Municipal Ratings:*** Moody's applies numerical modifiers 1, 2, and 3 in each generic rating classification from Aa through Caa. The modifier 1 indicates that the obligation ranks in the higher end of its generic rating category; the modifier 2 indicates a midrange ranking; and the modifier 3 indicates a ranking in the lower end of that generic rating category.

In FY10 Shrewsbury's bond rating edged upward from Aa3 to Aa2 and the Aa2 rating was recently re-affirmed on July 1, 2016 with a new issue.

## Teacher Salaries and Staffing Chart

It is the philosophy of the School Committee to provide a fair and regionally competitive salary and benefits package to attract and retain high-quality educators. At the same time, the School Committee is cognizant of the fiscal limitations and pressures that exist in our community. The chart below shows the FY18 salary grid for members of the S.E.A. A new collective bargaining agreement was recently negotiated and covers fiscal years 2017-2019.

FY18							
Step	B	B-15	M	M-15	M-30	M-45	M-60
1	\$ 46,675	\$ 48,852	\$ 51,765	\$ 53,695	\$ 55,802	\$ 58,200	\$ 59,838
2	\$ 48,255	\$ 50,273	\$ 53,519	\$ 55,451	\$ 57,555	\$ 59,487	\$ 61,591
3	\$ 49,384	\$ 51,940	\$ 54,574	\$ 57,031	\$ 59,135	\$ 61,241	\$ 62,994
4	\$ 51,414	\$ 53,519	\$ 56,327	\$ 58,608	\$ 60,716	\$ 62,645	\$ 64,400
5	\$ 52,994	\$ 55,098	\$ 57,906	\$ 60,013	\$ 62,118	\$ 64,225	\$ 65,978
6	\$ 55,274	\$ 57,555	\$ 60,364	\$ 62,469	\$ 64,573	\$ 66,507	\$ 68,434
7	\$ 59,310	\$ 61,064	\$ 64,048	\$ 65,698	\$ 68,260	\$ 70,365	\$ 72,119
8	\$ 61,591	\$ 63,523	\$ 66,154	\$ 68,787	\$ 70,892	\$ 72,645	\$ 74,577
9	\$ 63,872	\$ 65,802	\$ 68,961	\$ 71,068	\$ 73,173	\$ 75,104	\$ 76,857
10	\$ 68,085	\$ 69,839	\$ 73,523	\$ 75,278	\$ 77,209	\$ 78,614	\$ 80,718
11	\$ 72,525	\$ 74,455	\$ 77,614	\$ 79,545	\$ 81,826	\$ 83,756	\$ 86,038
12	\$ 76,050	\$ 78,199	\$ 80,868	\$ 83,568	\$ 86,611	\$ 87,686	\$ 89,833
13	\$ 80,370	\$ 82,518	\$ 85,188	\$ 87,888	\$ 90,931	\$ 92,005	\$ 94,153

As noted earlier, eighty-one percent of the district's operating budget is allocated towards salaries and wages for staff. New staff positions for FY18 have been included in response to either enrollment increases or the need to better respond to students with specialized services. We anticipate needing an additional 8.0 FTE additional special education paraprofessionals due to new students enrolling with identified needs. At Shrewsbury High School enrollment is projected to reach an all-time high and we have added the following positions in response: 1.0 FTE assistant principal, 2.4 FTE classroom teachers, and 1.0 FTE adjustment counselor. Further, we plan to restructure the middle schools special education supervision model and add 1.0 FTE team chairperson to better supervise the eligibility and delivery of services. Finally, we have budgeted to "in-source" our athletic trainer position rather than contracting with a local company as we believe this will lead to more comprehensive services and flexible scheduling.

The following pages include the district's staffing chart by full-time equivalent [FTE] and job position.

	FY 2016							FY 2017							
Shrewsbury Public Schools	Staffing	Levels	as of Town Meeting	May 2015				Staffing	Levels	as of Town Meeting	May 2016				
Position	Elem.	Gr.5/6	Gr.7/8	H.S.	PreK	PreK-12	Total	Elem.	Gr.5/6	Gr.7/8	H.S.	PreK	PreK-12	Total	
Administration															
Superintendent						1.00	1.00						1.00	1.00	
Asst. Superintendent for Curriculum						1.00	1.00						1.00	1.00	
Asst. Superintendent for Bus. & Ops.						1.00	1.00						1.00	1.00	
Dir. Special Education						1.00	1.00						1.00	1.00	
Out of District Coordinator						1.00	1.00						1.00	1.00	
Dir. Of Human Resources						1.00	1.00						1.00	1.00	
Principals	5.00	1.00	1.00	1.00			8.00	5.00	1.00	1.00	1.00			8.00	
Asst. Principals	1.00	2.00	2.00	3.00			8.00	1.00	2.00	2.00	3.00			8.00	
Director of Technology						1.00	1.00						1.00	1.00	
Assistant Director Special Ed.							0.00							0.00	
Department Directors	0.60	0.60	0.60	3.80	1.00	5.09	11.69	0.00	0.60	0.60	3.80	1.00	5.09	11.09	
Athletic Director						1.00	1.00						1.00	1.00	
Subtotal	6.60	3.60	3.60	7.80	1.00	13.09	35.69	6.00	3.60	3.60	7.80	1.00	13.09	35.09	
Instructional: Classroom															
K-4 Classroom	98.00						98.00	97.00						97.00	
Academic Subjects (5-8)		40.00	40.00				80.00		40.00	40.00				80.00	
English/Language Arts				16.40			16.40				16.40			16.40	
Mathematics				16.80			16.80				16.80			16.80	
Science				18.60			18.60				18.60			18.60	
Social Studies				14.40			14.40				14.40			14.40	
Foreign Language		4.25	6.40	11.30			21.95		4.25	6.40	11.30			21.95	
ESL	5.60	1.00	1.00	1.90			9.50	5.60	1.00	1.00	1.90			9.50	
Subtotal	103.60	45.25	47.40	79.40	0.00	0.00	275.65	102.60	45.25	47.40	79.40	0.00	0.00	274.65	
Instructional: Specialist															
Fam & Con Science				3.00	0.80		3.80				3.00	0.80		3.80	
Technology Education		0.50	0.50	4.20			5.20		0.00	0.00	4.20			4.20	
Performing Arts	4.00	2.30	3.50	2.40			12.20	4.00	2.30	3.50	2.40			12.20	
Art	4.10	1.50	1.50	4.40			11.50	4.10	1.10	1.50	4.40			11.10	
Physical Education	3.00	3.60	3.00	6.00			15.60	3.00	3.60	3.00	6.00			15.60	
Instructional Technology / VHS				0.20			0.20				0.20			0.20	
Health Education	2.00	2.00	2.00	3.00			9.00	1.40	1.60	2.00	3.00			8.00	
Jobs for Bay State Graduates							0.00							0.00	
TV Studio				0.80			0.80				0.80			0.80	
Subtotal	13.10	9.90	10.50	24.00	0.80	0.00	58.30	12.50	8.60	10.00	24.00	0.80	0.00	55.90	
Instructional: Support															
Special Education	24.60	15.80	11.80	11.90	11.90	1.00	77.00	24.20	14.80	11.80	11.90	11.90	1.00	75.60	
Guidance				7.60			7.60				7.60			7.60	
Curriculum Coaches/Coord.	6.00	3.00	3.00				12.00	6.00	3.00	3.00				12.00	
Title I/Reading	1.00	1.00					2.00	1.00	0.00					1.00	
Media Specialists	1.00	0.50	0.50	1.00			3.00	1.00	0.50	0.50	1.00			3.00	
Adj. Coun/Sch. Psych.	8.00	3.40	3.40	2.00	1.00		17.80	8.00	3.40	3.40	2.00	1.00		17.80	
Speech/Language & OT	9.80		2.00	1.00	3.00	2.00	17.80	10.40		2.00	1.00	3.00	2.00	18.40	
Nurse	5.00	1.40	1.40	2.00		1.51	11.31	5.00	1.40	1.40	2.00		1.51	11.31	
Subtotal	55.40	25.10	22.10	25.50	15.90	4.51	148.51	55.60	23.10	22.10	25.50	15.90	4.51	146.71	
									88						

FY 2018						
Projected Staffing Levels as of Town Meeting May 2017						
Elem.	Gr.5/6	Gr.7/8	H.S.	PreK	PreK-12	Total
					1.00	1.00
					1.00	1.00
					1.00	1.00
					1.00	1.00
					1.00	1.00
5.00	1.00	1.00	1.00			8.00
1.00	2.00	2.00	4.00			9.00
					1.00	1.00
						0.00
0.00	0.60	0.60	3.80	1.00	5.19	11.19
					1.00	1.00
6.00	3.60	3.60	8.80	1.00	13.19	36.19
98.00						98.00
	40.00	40.00				80.00
			17.40			17.40
			16.80			16.80
			18.00			18.00
			16.40			16.40
	3.70	7.37	11.50			22.57
5.60	1.00	1.00	1.90			9.50
103.60	44.70	48.37	82.00	0.00	0.00	278.67
			3.00	0.80		3.80
	0.00	1.00	3.00			4.00
3.90	2.00	3.50	2.30			11.70
3.90	1.90	1.00	4.40			11.20
3.70	2.00	3.00	6.00			14.70
			0.20			0.20
2.60	1.00	1.00	3.00			7.60
						0.00
			0.80			0.80
14.10	6.90	9.50	22.70	0.80	0.00	54.00
24.60	13.40	12.40	12.00	10.40	2.00	74.80
			7.60			7.60
6.00	2.50	3.50				12.00
1.00						1.00
1.00	0.50	1.00	1.00			3.50
8.00	3.40	3.40	3.00	1.00		18.80
9.20	1.60	2.00	1.00	4.00	1.00	18.80
5.00	1.40	1.91	2.00	1.00		11.31
54.80	22.80	24.21	26.60	16.40	3.00	147.81



<b>Classified Staff</b>															
Tutors/Technology Support	9.90	1.70	3.60	2.00		8.00	25.20		9.90	1.70	3.60	2.00		8.00	25.20
Instructional Aides	35.50			1.00	5.50		42.00		35.50			1.00	5.50		42.00
SPED/ABA/COTA/Speech Aide	69.00	26.03	19.00	28.40	24.80	17.80	185.03		68.80	26.03	19.00	28.40	24.80	21.80	188.83
Media Aides/Paraprofessionals	5.50	1.00	1.00	1.00			8.50		5.50	1.00	1.00	0.00			7.50
Secretary	6.50	2.00	2.00	7.40	1.00	12.55	31.45		6.50	2.00	2.00	7.40	1.00	12.55	31.45
Door Monitor (Security)	2.00	0.40	0.40				2.80		2.00	0.40	0.40				2.80
Courier/Athletic Trainer						1.00	1.00							1.00	1.00
<b>Subtotal</b>	128.40	31.13	26.00	39.80	31.30	39.35	295.98		128.20	31.13	26.00	38.80	31.30	43.35	298.78
<b>Totals</b>	307.10	114.98	109.60	176.50	49.00	56.95	814.13		304.90	111.68	109.10	175.50	49.00	60.95	811.13

*\*Note that some positions are funded independently of the appropriated budget. For example, some positions are grant funded.*

11.84	2.65	2.00	2.00		9.00	27.49
37.07			1.00	3.30		41.37
60.16	38.00	24.08	36.00	25.00	10.67	193.91
5.66	1.25	0.58	0.00			7.49
6.50	2.00	2.00	7.40	1.00	12.60	31.50
1.15	0.60	0.63	0.50		1.00	3.88
			1.00		1.00	2.00
122.38	44.50	29.29	47.90	29.30	34.27	307.64
300.88	122.50	114.97	188.00	47.50	50.46	824.31

## RECOGNITIONS OF SUCCESS



Newsweek ranked Shrewsbury High School 146<sup>th</sup> out of 14,454 high schools in the nation in its attempt to find the schools that “*do the absolute best job of preparing students for college.*” Plus, S.H.S. received special distinction for the achievement of low income students.



S.H.S. was named a **Silver Medalist** in U.S. News & World Report's national ranking of high schools placing it in the **top 3.6%** of the over 19,000 high schools in their study.

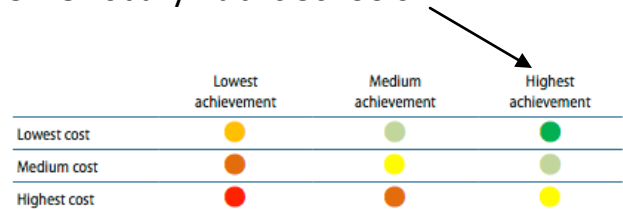


The town **ranked 15th** in Money Magazine's America's 50 best small towns in 2013.



SPS is a national leader in "return on education investment": Our district is **among only 1.8% of K-12 districts** in the U.S. who received the highest ratings for cost effectiveness overall and also when controlling for economic and demographic factors.

### Shrewsbury Public Schools



The full report is published as:

*Return on Educational Investment: 2014*

*A District-by-District Evaluation of U.S. Educational Productivity*

By Ulrich Boser July 2014.



Shrewsbury Public Schools Food Service Program was **ranked 3<sup>rd</sup> in Massachusetts and 41<sup>st</sup> nationwide** according to a recent survey by Niche Marketing Group.



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **01/25/17**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **01/25/17**

**A. Assabet Valley Collaborative: Notice of Application for Mortgage**

**SPECIFIC STATEMENT OR QUESTION:**

Notice to the School Committee that the Assabet Valley Collaborative is applying for a mortgage in order to purchase real property.

**BACKGROUND INFORMATION:**

Massachusetts General Law Chapter 40 Section 4E requires educational collaboratives to notify member district school committees of a collaborative's application for a mortgage within 30 days of submitting the application. The Assabet Valley Collaborative is applying for a mortgage to purchase real property to house the operation of the Collaborative. The enclosed materials provide details.

**ACTION RECOMMENDED:**

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

**STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools



## Building Purchase Update Updated 1/10/2017

\*\*\*\*\*

### KEY:

- ✓ indicates - complete as of 1/10/2017
- Δ indicates - steps remaining as of 1/10/2017

\*\*\*\*\*

### Timeline:

1. ✓ Offer to MESPA - 12/15/2016
2. ✓ Offer reviewed & insubstantial changes agreed to by attorneys for MESPA and AVC counsel.
3. ✓ Revised offer accepted and signed by MESPA and AVC on 12/23/2016  
→ [SIGNED OFFER LETTER](#)
4. ✓ Post purchase intent in Central Register - regarding uniqueness of property; Must be posted for 30 Days before signing Purchase & Sale.  
→ [PDF of Central Register Posting](#) ( submitted 12/28/2016; published in Central register on 1/4/2017)
5. ✓ Apply for real estate mortgage  
→ Status update: Proposals from Marlborough Savings Bank; Avidia, and MassDevelopment
  - ◆ Marlborough Savings Bank proposal recommended
  - ◆ 20% - 10 year, 15 year and 20 year rates proposed
6. ✓ Special Board meeting on January 6th, 2017 at 12:30 p.m. to vote to approve terms of mortgage.

**Motion and Vote (at January 6, 2017 Board of Directors Meeting):**

After determining that the mortgage rates presented are the most favorable available at this time and that the mortgage is necessary to carry out the purposes for which the collaborative is established the AVC Board of Directors voted unanimously (7-0) to approve the application for \$716,000 mortgage from Marlborough Savings Bank including the following terms: 20% downpayment; 4.75% interest rate; 15 year term) for the purchase of real property at 28 Lord Road (Suites 125 and 130) in Marlborough, MA

7. Δ Upon Board approval of terms of mortgage, Board members are required to notify member School Committees of AVC's application for real estate mortgage (must be done by February 4th, 2017 = 30 days of application)
8. Δ Inspection & report (underway) - to be reviewed by Board of Directors at January 27, 2017 Board meeting.
9. Δ Purchase and Sale to be completed between February 3, 2017 and February 8, 2017 (30-35 days following posting in Central Register).
10. Δ Marlborough Savings Bank will order an appraisal following the Purchase & Sale and will conduct underwriting activities (will take approximately 3 weeks)
11. Δ Closing - to take place by March 31, 2017

## Notification to School Committees: (1/10/2017)

On January 6, 2017, the Assabet Valley Collaborative (AVC) Board of Directors voted to approve the terms of a mortgage for the purchase of two business condominium units (Suite 125 and Suite 130) at 28 Lord Road in Marlborough Massachusetts. This notification is provided to School Committees to comply with [MGL Chapter 40 Section 4E](#) and in accordance with [AVC's Approved Collaborative Agreement](#).

### Mortgage Terms:

Agreed Upon Purchase Price (pending inspection): \$895,000

Down payment: \$179,000 (20%)

Principal: \$716,000

Mortgage Rate: 4.75%

Mortgage Term: 15 years

Anticipated Interest to be paid during Term: \$ 4.75%

10 year = 4.65%

15 year = 4.75%

20 year = 5.00%

### **Additional information:**

Condominium Fees: \$16,238

### Projected Annual Costs:

<b>MESPA Office Space-Estimated Acquisition and Operating Costs</b>				
<b>28 Lord Road Ste 125&amp;130, Marlborough, MA 01752</b>				
<b>(9,559 sq ft-City Assessor)</b>				
	<b><u>FY17</u></b>	<b><u>FY18</u></b>		
<b>Occupancy Costs:</b>				
Custodial/Meeting setup	\$ 25,175	\$ 25,175		
Condo Association Fees	\$ 16,238	\$ 16,238		5.7% incr.
Insurance	\$ 6,550	\$ 6,681		
Property Loan (\$716k@4.75%)	\$ 66,831	\$ 66,831		
Telephone/Internet	\$ 5,250	\$ 5,355		
Utilities	\$ 9,100	\$ 9,282		
	<b>\$</b>	<b>\$</b>		
<b>Total Occupancy Costs</b>	<b>129,144</b>	<b>129,562</b>		

### **Rationale/Justification for Board Vote to approve purchase and mortgage terms:**

The mortgage will provide financing to AVC for the acquisition of real property including 9,559 square feet of space that includes administrative and professional offices, training space for adults and young adult students, and a large training center that can serve up to 100 participants simultaneously. The office spaces will be used by AVC administrators and consultants to perform the work of operating the organization and the work of providing consultation and training services to AVC member districts as well as other customers who pay for services at AVC. AVC has become an active and vibrant PD provider, though lack of ample training space has limited offerings in the past. In addition, for large events, AVC has historically rented space from local hotels increasing the cost significantly - passed on to participants through fees.

Training and classroom space will be used for professional learning activities and will provide a “home base” for educational and vocational activities for post-graduate (18-22 year old) students enrolled in AVC’s Evolution Marlborough program - when these students are not engaged in activities in the community (work, travel training, community-based instruction). Relocation of these offices and services from AVC’s Alternative School Building (also in Marlborough) to 28 Lord Road will make 3 more classrooms available to the Alternative School for the purpose of expanding enrollment and implementing much needed renovations (including the installation of an elevator and a new roof).

### **What does AVC’s purchase of property mean for AVC’s services and financial stability?**

- Mortgage terms have been approved by AVC’s administration and by a vote of the Board of Directors, who, upon review of audited financial statements and trends, have determined that the organization is in sound financial condition and can absorb the additional cost of mortgage payments within the operational budget of the organization.
- The increase of space available to AVC is projected to increase potential for revenue (thus funding the cost of the building acquisition) in the following ways:
  - AVC will offer more PD for increased revenue



- AVC will be able to lease out training space to other entities. Marlborough is a prime location for state-wide events given its central geography in the state and its location outside of traffic congestion of the metropolitan area.
- AVC will be able provide low-cost PD in the space utilizing an increasing pool of AVC staff experts & consultants including in topics related to personalized learning, leadership, technology, cultural proficiency, equity and inclusive practices.
- AVC will be able to increase enrollment in school programs at AVCAS and Evolution Marlborough as a result of expanded space (added tuitions).
- AVC will be able to continue to increase staffing for Family Success Partnership (FSP) wraparound program, with more office spaces to support this growth.

### **What does AVC's purchase of property mean for AVC's member districts?**

It is expected that the purchase of 28 Lord Road, Suites 125 and 130, will add value to districts in the following ways:

- Expanded capacity to host professional development events of interest to member districts
- Expanded capacity to host job-alikes/role-alikes due to more meeting spaces and central location; given meeting room sizes, bringing multiple groups together is possible
- Expanded capacity to provide space to member districts for district business/PD
- Cost-savings for large PD events by significantly reducing rental and food costs associated with renting large venues in the hotel market
- New service domains including leadership coursework, learning laboratories, film screenings, and "unconferences" now possible.

It is expected that the purchase of 28 Lord Road, Suites 125 and 130, will not pose significant risk to member school districts for the following reasons:

- AVC is in sound financial condition (as per [Audited Financial Statements from FY16](#))
- AVC's mortgage includes a down payment of 20% (or \$179,000) with a mortgage term of 15 years; this purchase will accelerate equity that will further strengthen the organization's current and future financial stability.
- This purchase is an investment in property that will add assets and increase capacity of the organization to add services and revenue.

- Given the health and stability of AVC, there is no current concern about the organization not being able to meet financial obligations and no current concern about districts leaving the organization. Since 2011, AVC has admitted 2 new members (going from 13 to 15 districts) and three additional districts have inquired about membership.
- There is no current concern that the organization would be terminated or closed in the near future, however, if that were to change and the Collaborative was terminated, the property would be sold. The proceeds from the sale of the building would be used to first address any obligations or debts of the organization. The remaining funds from the sale of the building (along with any other remaining funds) would be distributed to member districts using the formula in the current approved [Collaborative Agreement](#).
- The building purchase is also an investment by our member districts as our 'disposition of assets' process in the Collaborative Agreement (should the collaborative be terminated in the future) would return more funds (from the sale of the building) to districts who have paid for more services through the collaborative since 2002 or since beginning membership.
- The following bullets below are excerpted from AVC's Approved Collaborative Agreement - filtered by the issues of real property debts and obligations (in the event of termination of the Collaborative):
  - "... a final independent audit will take place and will be provided to all appointed representatives and member districts as well as to the Department [of Elementary and Secondary Education], including an accounting of assets and liabilities (debts and obligations) of the collaborative and the proposed disposition of same according to Board policy
  - "Prior to termination, the Board shall:
    - determine the fair market value of all assets for the collaborative, including, but not limited to, real estate, capital property, equipment and supplies owned by the collaborative...
    - ...determine the means of meeting all liabilities (debts and obligations) of the collaborative .... All liabilities must be met before any monies are distributed to member districts.
    - ...ensure the appropriate disposition of all assets of the collaborative, including any unencumbered funds held by the collaborative, and any capital property and real estate owned by the collaborative. Unless

the Board determines otherwise, all assets shall be sold and the monies shall be distributed to the member districts based on a weighted average of all costs paid by each district to the collaborative since FY2002 - or the year of membership if after FY2002 - based on audited financial statements.”

AVC’s representatives on the Board of Directors (superintendents) are required to provide notice to their respective school committees about the Collaborative’s Application for Mortgage within 30 days of submitting the application.

This notice is intended to meet that requirement.

If there are additional questions or concerns, please do not hesitate to contact AVC’s administration:

Cathy Cummins, Executive Director - [ccummins@avcollaborative.org](mailto:ccummins@avcollaborative.org)

Anne Mahan, Assistant Executive Director of Finance & Operations - [amahan@avcollaborative.org](mailto:amahan@avcollaborative.org)

508-460-0491



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **01/25/17**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee approve the minutes of the School Committee meeting on January 11, 2017?

**BACKGROUND INFORMATION:**

1. The minutes are enclosed.

**ACTION RECOMMENDED:**

That the School Committee approve the minutes of the School Committee meeting on January 11, 2017.

**STAFF AVAILABLE FOR PRESENTATION:**

Ms. Sandra Fryc, Chairperson

Mr. Jon Wensky, Secretary

**SHREWSBURY PUBLIC SCHOOLS  
SHREWSBURY HIGH SCHOOL - 64 HOLDEN STREET  
SHREWSBURY, MASSACHUSETTS**

**MINUTES OF SCHOOL COMMITTEE MEETING**

**Wednesday, January 11, 2017**

Present: Ms. Sandy Fryc, Chairperson; Dr. Dale Magee, Vice Chairperson; Ms. Erin Canzano; Mr. John Samia; Mr. Patrick Collins, Assistant Superintendent for Finance and Operations; Ms. Mary Beth Banios, Assistant Superintendent for Curriculum & Instruction; Ms. Barb Malone, Director of Human Resources; and Dr. Joseph Sawyer, Superintendent of Schools. Mr. Jon Wensky, Secretary, was not in attendance.

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

The meeting was convened by Ms. Fryc at 7:00pm.

**I. Public Participation**

None.

**II. Chairperson's Report & Members' Reports**

None.

**III. Superintendent's Report**

Dr. Sawyer thanked Shrewsbury Media Connection and Shrewsbury Public Schools (SPS) staff for their assistance in broadcasting the meeting from Shrewsbury High School (SHS) on short notice due to a construction incident at the Shrewsbury Town Hall. He noted having attended a project by the 6 Gold Team at Sherwood Middle School that entailed students creating a new menu item to be featured at the Rail Trail Flatbread Co. restaurant in Hudson, MA. Dr. Sawyer congratulated the SHS Speech and Debate Team on their success at the recent Newton South Winter Tournament. Finally he thanked contributors to the Colonial Fund - including Shrewsbury Federal Credit Union who contributed \$5,000 and matched another \$5,000 in donations -and noted that the SHS Educational TV studio was a recent beneficiary of the Colonial Fund, having installed upgraded studio equipment.

**IV. Time Scheduled Appointments:**

**A. Superintendent's State of the District Report**

In his annual State of the District Presentation, Dr. Sawyer began by noting how students at SPS are actively engaged in learning (with 88% of students, parents, and educators agreeing on a recent survey that learning experience at SPS is engaging) and are enjoying co-curricular success in areas including Robotics, Speech and Debate, Performing Arts, and Athletics. He went on to address how society's complexity and pace create challenges regarding technology, stress, substance abuse and safety. Dr. Sawyer noted that SPS educators – whom he believes are among the best anywhere – are motivated and student-centered, and this year have had more choice regarding the topics of their own professional development (for which he acknowledged the leadership of Ms. Banios and the Professional Development Committee regarding the offering of an expanded range of Professional Development programs). Regarding facilities, Dr. Sawyer noted that infrastructure is strong overall and that work on the Beal Early Childhood Building project was progressing well, but noted space constraints at the middle and high school levels, as well as space needs across the district for servicing special student populations, namely special education and English language learning programming. Finally, Dr. Sawyer noted that rapidly evolving changes in public education present great opportunities due to the ubiquitous availability of information and diversity of the student population, but added that funding to meet these changes is not keeping pace with the associated costs. Dr. Sawyer closed by acknowledging the hard work done by staff on behalf of students at SPS - much of which is not done in the public eye - and that as a result the evidence indicates that our students continue to enjoy a “world class education.”

Committee members thanked Dr. Sawyer for the report; noted the complexity around mandates, school budgets, and the items that fall under the “umbrella” of education; advised that “performance” and “budget” are not coupled in the realm of education; and noted that the complete State of the District report would be available online at the SPS website.

## **V. Curriculum**

None.

## **VI. Policy**

### **A. Student Activity Account Policy Updates: First Reading**

Ms. Canzano, Policy Subcommittee Member, noted that School Committee Policies 941- Management of High School Student Activity Account Funds - and 942 - Management of Student Activity Funds (Pre-K-8) - were being recommended for updates in order to align with Massachusetts regulations. Mr. Collins added that Student Activity Funds are comprised of money students pay to participate in school-related activities, and that the policies were being updated to reflect recommendations resulting from an external audit of the Student Activity Funds last fall. Mr. Collins noted that changes to both were in parallel and denoted in red text, and that they addressed issues around interest income and maximum account thresholds.

Dr. Magee noted that he would like verbiage added to the policies noting that they would be reviewed within five years of their last revision, and Dr. Sawyer advised that the language would be added to the policy drafts.

## **VII. Finance & Operations**

### **A. Financial Projections Subcommittee: Report & Discussion**

Committee Members Dr. Magee and Mr. Samia are members of the Financial Projections Subcommittee. Dr. Magee gave the presentation, which focused on funding of the School Department Budget. Dr. Magee noted that there are multiple budgets - Town Meeting, Foundation, and Overall Operational - containing some, but not all, overlapping content. He addressed the factors determining State Aid (Chapter 70), noted that it is subject to appropriation by the state of Massachusetts, and advised that it is not keeping up with inflation because the state's formula, updated in 2007 to reflect local community income and property value, deems that Shrewsbury has been receiving more funding towards its foundation budget than it should. Dr. Magee addressed grants, which have been flat for a decade; fees, which have doubled in the last decade; property tax, which is tied to population and commercial growth; limits imposed by Massachusetts' Proposition 2 ½; and noted that most inflationary pressure shifts to the town appropriated budget.

Committee members thanked Dr. Magee for an excellent report, noted its clarity, and commented on how he distilled very complex material into a presentation that was concise and comprehensible. Dr. Sawyer expressed his thanks to Dr. Magee for the presentation, and to the Subcommittee for its work on budget related issues. Mr. Collins noted the importance of long term financial stewardship by the Committee, and acknowledged their willingness to face budget concerns with honest discussion.

## **VII. Finance & Operations**

### **B. Student Pay Rate for Information Technology Support: Vote**

Ms. Malone advised that the current student rate for casual work of \$11.06/hour was not adequate to attract students who have an IT skill set. She asked the Committee to set a rate of \$15.00, which was based on general market rates and would better reflect their skill set and help SPS recruit qualified candidates.

In response to questioning from the Committee, Ms. Malone noted that job opportunities might include doing inventory of technology equipment, or providing additional technology support when staff need to be deployed to multiple sites for things like state testing. Dr. Sawyer recommended a vote to approve the new rate.

On motion by Mr. Samia, seconded by Dr. Magee, the Committee voted unanimously to set a pay rate of \$15.00 per hour for college students performing occasional Information Technology-related work for the Shrewsbury Public Schools. Such work could include, but

would not be limited to, assisting with inventory, technical support, organization, labeling, configuration, network tasks, and audio/visual-related tasks.

## **VIII. Old Business**

None.

## **IX. New Business**

### **A. Performance Evaluation of the Superintendent: Report & Vote**

Ms. Fryc began by noting that the timetable for the Superintendent's Performance Evaluation had changed recently so that it would be done at the end of the calendar year going forward, and advised that the current evaluation was for the time period of June -December 2016.

Ms. Fryc advised that Dr. Sawyer achieved "Significant Progress" on his goals:

1. Professional Practice Goal - with 112 school visits; considerable interaction with teachers, staff, and students; and a District Leadership Team survey providing positive data regarding Dr. Sawyer's visibility in schools

2. Student Learning Goal - to increase awareness around the risks associated with substance abuse, Dr. Sawyer met with students and staff, utilized social media for communication, and addressed all SHS students via Morning Announcements, and 70% of students indicated they had an increased understanding.

3. District Improvement - Ms. Fryc noted that complete data would not be available until spring, but based on the information they had, Dr. Sawyer was on track to meeting his goal.

For Instructional Leadership, Standard I, Dr. Sawyer received an overall rating of "Proficient", but earned "Exemplary" ratings in the the *Assessment* and *Data-Informed Decision Making* subcategories. For Management and Operations, Standard II, Dr. Sawyer received an overall rating of "Proficient", with an "Exemplary" rating in the *Fiscal Systems* subcategory. For Family and Community Engagement, Standard III, Dr. Sawyer received an overall rating of "Proficient", with an "Exemplary" rating in the *Communication* subcategory. For Professional Culture, Standard IV, Dr. Sawyer received an overall rating of "Proficient", with "Exemplary" ratings in the *Commitment to High Standards* and *Managing Conflict* subcategories.

Suggestions for ongoing opportunities for improvement include prioritization of needs, continued classroom visits, regular policy subcommittee meetings, and communication protocol.

The Committee expressed its appreciation for all of Dr. Sawyer's work on behalf of the district, and thought it was appropriate to pair his State of the District Report with the Summative Evaluation at one meeting. Members commented on his "grace and professionalism," and noted that we "have the right person" for the position of Superintendent. They noted that while



Shrewsbury is a high-performing district, it is always growing and changing, and as a team reflects the goals and positive tone set by Dr. Sawyer. The written report noted:

*The Town of Shrewsbury is fortunate to have Dr. Sawyer as its school superintendent. The district is very successful due to his vision and leadership. Students in Shrewsbury receive an outstanding education; one that is progressive and engaging so that they graduate with the skills needed to be successful. On behalf of the school committee, I would like to thank Dr. Sawyer for his tireless effort and forward thinking vision. The role of superintendent is not an easy job, but one that Dr. Sawyer does extremely well.*

In response to the evaluation, Dr. Sawyer acknowledged the work of his Administrative, District Leadership, and Central Office Teams; all SPS staff; the School Committee; other Town department heads; and the parent community, in contributing to the success of SPS. He thanked the Committee, and advised he would take their suggestions under advisement, continue to promote innovation in the district, and work on goals for the next evaluation.

On a motion by Dr. Magee, seconded by Ms. Canzano, the Committee voted unanimously to approve the performance evaluation of the Superintendent of Schools.

## **X. Approval of Minutes**

On a motion by Dr. Magee, seconded by Ms. Canzano, the Committee voted unanimously to approve the minutes of the School Committee meeting on December 21, 2016.

## **XI. Executive Session**

Ms. Fryc requested a motion to adjourn to Executive Session for the purpose of review, approval, and/or release of executive session minutes. On a motion by Dr. Magee, seconded by Ms. Canzano, on a roll call vote: Mr. Samia, yes; Ms. Canzano, yes; Dr. Magee, yes; Ms. Fryc, yes, the Committee voted to adjourn to Executive Session at 8:27 pm.

## **XII. Adjournment**

On a motion by Dr. Magee, seconded by Mr. Samia, the committee unanimously agreed to adjourn the meeting at 8:40 pm. Roll call votes were as follows: Dr. Magee, yes; Ms. Canzano, yes; Mr. Samia, yes; Ms. Fryc, yes.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. State of the District Report
2. State of the District Slide Presentation
3. School Committee Policy 941 Draft
4. School Committee Policy 942 Draft
5. Financial Projections Subcommittee Slide Presentation
6. Student IT Pay Rate Memo
7. Performance Evaluation of the Superintendent Report



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **01/25/17**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee enter into executive session for the purpose of discussing collective bargaining with Shrewsbury Education Association Unit A?

**BACKGROUND INFORMATION:**

Executive session is warranted for these purposes.

**ACTION RECOMMENDED:**

That the School Committee enter into executive session.

**STAFF AVAILABLE FOR PRESENTATION:**

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

ITEM NO: **XII. Adjournment**