

**School Committee
Meeting Book**

**September 14, 2016
7:00 pm**

**Town Hall
Selectmen's Meeting Room**





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

**AGENDA
September 14, 2016 7:00pm
Town Hall—Selectmen's Meeting Room**

Revised 9/13/2016

Items

Suggested time allotments

	Special Opening	7:00-7:10
I.	Public Participation	7:10-7:15
II.	Chairperson's Report & Members' Reports	7:15-7:20
III.	Superintendent's Report	7:25-7:30
IV.	Time Scheduled Appointments:	
	A. Summer Programming: Report	7:30-7:45
	B. Summer Facilities: Update	7:45-7:55
	C. Beal Building Project: Update	7:55-8:05
	D. Personnel Hiring: Update	8:05-8:20
V.	Curriculum	
VI.	Policy	
	A. Bullying Statistics: Annual Report	8:20-8:30
VII.	Finance & Operations	
	A. Fiscal Year 2017 State Budget: Update	8:30-8:45
	B. Fiscal Year 2018 Budget Calendar: Update	8:45-8:50
	C. Student Activity Account Audit: Report	8:50-9:00
VIII.	Old Business	
IX.	New Business	
	A. Appointment of Superintendent as Representative to Assabet Valley Collaborative Board of Directors: Vote	9:00-9:05
X.	Approval of Minutes	9:05-9:10
XI.	Executive Session	
XII.	Adjournment	9:10

Next regular meeting: September 21, 2016





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM No: Special Opening

MEETING DATE: 9/14/16

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee start the 2016-2017 school year with a special presentation by the A Cappella Choir from Shrewsbury High School?

BACKGROUND INFORMATION:

Representatives of the A Cappella Choir will sing the National Anthem and another selection.

ACTION RECOMMENDED:

That the School Committee take whatever action it deems to be in the best interest of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent
Mr. Michael Lapomardo, Music Teacher

ITEM NO: I Public Participation

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.





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: 9/14/16

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:
A. Summer Programming: Report**

MEETING DATE: 9/14/16

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report on 2016 Summer Programs?

BACKGROUND INFORMATION:

Each summer a number of programs are offered throughout the district at various grade levels. A brief overview of the 2016 summer programs will be included in the report. The report will be provided under separate cover.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Ms. Karen Isaacson, Director of Extended Learning



**Report to the School Committee:
2016 Summer Programs Report**

Introduction

This year, over 1,800 students participated in the summer programs offered by the Shrewsbury Public Schools. These programs served students in grades PreK-12 and provided students opportunities in the areas of special education, academic support, enrichment, and kindergarten transition. This report includes more detailed information on each of the summer programs that were offered in 2016.

2016 Summer Programs	Report Page
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**Shrewsbury Public Schools
Parker Road Preschool Special Education Program**

Overview: The Special Education Program at Parker Road is an IEP driven program designed to support students who meet eligibility for Extended Year Services (ESY). The program is intended to support learners and prevent regression of skills.

Number of Students Served: 55

Dates of Program: 6/27/16-8/11/16

Program Funding Source: Special Education Budget

Representative Program Offerings:

- **Academic Classroom**

The Special Education classroom supports preschool age students in a variety of goal areas three days per week for 2.5 hour per day. The classrooms are designed to mimic a typical preschool session with specially designed instruction to meet the learning needs of each student through small and whole group activities as well as center activities. There are two sessions (morning and afternoon that each service 9-15 students per year). The areas of focus include communication, social behavior, pre-academic, fine & gross motor and adaptive skills. The student's IEP drives the teams service delivery.

- **Intensive Special Education**

The Intensive Special Education classroom supports preschool age students in a variety of goal areas three days per week for 6 hour per day. The classrooms are designed to mimic a typical preschool session in the mornings and small and individual instruction in the afternoon with specially designed instruction to meet the learning needs of each student. The areas of focus include communication, social behavior, pre-academic, fine & gross motor and adaptive skills. The student's IEP drives the teams service delivery.

- **The Early Learning Center**

The ELC program supports preschool age students in a variety of goal areas four days per week for 6 hours per day. The students are supported by ABA technicians trained in applied behavior analysis and discrete trial teaching. The students are taught in varying ratios (1:1, 1:2, 2:3) with specially designed instruction to meet their individual learning needs. The areas of focus include communication, social behavior, pre-academic, fine & gross motor and adaptive skills. The student's IEP drives the team service delivery.

- **Walk in Services**

Walk in speech, OT and physical therapy services are provided to students who require ESY in the area of speech and language and/or fine/gross motor skills. These are typically once or twice per week for 30 minutes depending on the IEP.

SPED Staffing Information:

Total Number of Special Education Teachers Involved in Program: 2
special education classroom teachers, 1 ELC Coordinator

Total Number of Special Service Providers Involved in Program: 1 OT, 1
PT, 1 SLP

Total Number of Paraprofessionals Involved in Program: 13 ELC
technicians, 3 Intensive Technicians, 2 classroom assistants

Program Coordinator: Kristin Herrick

Coordinator Reflections: I think that the ESY program ran well this summer. Students acclimated well to the new classrooms and staff while making effective progress. As always, I think it would be beneficial to review the ESY recommendations, criteria, and service delivery specific to the preschool program to reflect on the areas that were strengths and the areas that may need modifications for 2017.

Shrewsbury Public Schools
Summer Transition to Kindergarten Programs:

Get a Feel for Beal
Get a Fling for Spring
What Happens at Paton
Discover the Cool in School at Coolidge

Overview:

The program is designed to introduce incoming students to the "day in the life" of a Kindergartener. Programs are offered at Beal, Coolidge, Paton and Spring Street Schools. The program is introduced on the school website under Kindergarten information and a letter is sent home with all new student registrations. For 2016, the Kindergarten transition program was not held at Paton and Spring Street Schools due to unanticipated complications associated with the construction at these schools. The students enrolled in "What Happens at Paton" and "Get a Fling for Spring" were housed at Beal.

Number of Students Served: 75

Dates of Program: 8/1/16 - 8/4/16

Program Funding Source: Tuition

Representative Program Offerings:

The program allows incoming Kindergarten children to experience circle time, snack time, centers, recess and dismissal. The program helps teach the children how to independently transition through the routines of the day.

For students attending Beal in the fall, the program included a tour of the building. Modeling how to walk in the halls, while becoming familiar with the gym, cafeteria, Nurse's office, Media, Principal's Office, playground and a visit to their classroom.

Program Coordinator: Bridget Nichols

Coordinator Reflections:

As compared to the 2015 Summer Kindergarten program, there was a drop in registration by about 17% (15 students). One way that we may be able to publicize the program better is to provide flyers to the local preschools in

Shrewsbury, to include a flyer when the registration form is mailed to families in April, and to present information about it during Kindergarten screening day (at Beal and Coolidge.) We may also want to consider putting a few messages in the Community Bulletin between the initial mailing and Kindergarten screening day to see if that would increase enrollment.

Although many families found it disappointing that we were not able to house the Kindergarten transition programs at Spring and Paton, I think that we were still able to provide students with a "day in the life of a Kindergartener". Students were able to participate in Kindergarten activities and school routines while meeting other students who will be at their school (and possibly classroom).

**Shrewsbury Public Schools
Elementary Summer Special Education Program**

Overview:

The Floral Summer Special Education Program provides instruction for students Grades K-3. All services are based on specific information reflected in each student's service delivery page located in his/her Individualized Education Plan (IEP). Students qualify to receive summer services through data collection that demonstrates significant regression after breaks from school and academics.

Number of Students Served: 97

Dates of Program: 6/27-6/30/16 & 7/11-8/11/16

Program Funding Source: Special Education Budget

Representative Program Offerings:

Academic Program classroom teachers provide remedial instruction in reading, writing, and mathematics in a small group setting. The summer curriculum is designed based on the objectives listed in each student's IEP. The classrooms are developed by similar student needs as well as grade level.

Social Skills Program provides social skills instruction embedded in student interest-based group activities. The objectives of this program are designed based upon student IEPs. Teachers use the social curriculums that the students are working on during the school year to target student-specific objectives. Each classroom has peer models that are identified by school teams as having exceptional interpersonal skills.

The Early Learning Center Program provides students enrolled in this program during the school year with program continuation during the summer months. Programming is based on the principles of Applied Behavioral Analysis. Instruction is designed based on the individual student needs (academic, social, behavioral, life skills, etc.).

During the Summer Program, students may receive related support services (occupational therapy, physical therapy, speech and language, structured reading). These services are provided for those students who are either attending the summer program or who come for walk-in services in their specific area of need. Each service is provided by a certified professional in the specific field.

SPED Staffing Information:

Total Number of Special Education Teachers Involved in Program: 3 Social Skills, 6 Academic Teachers, 5 ELC Coordinators

Total Number of Special Service Providers Involved in Program: 8 (2 Reading, 2 Speech Therapists, 3 OT's, 1 PT)

Total Number of Paraprofessionals Involved in Program: 17 Aides (classroom, 1:1, 1:2), 30 ABA Technicians

Program Coordinator: Janet Murphy

Coordinator Reflections:

The Summer Program ran quite smoothly, especially considering this was the first year for both the Coordinator and some of the academic/social skills. The teachers and service providers received detailed student summaries related to current levels of performance in academic, behavioral, language, and social skills. The Early Learning Center (ELC) Programs continued their collaborative efforts to train staff and transition students across the summer months. Staff observed and trained with students transitioning from Parker Road Preschool to elementary school and to Sherwood Middle School. Students in the summer program were well supported due to staffing levels based on Individualized Education Plan (IEP) services. However, it is recommended that school-year educational Teams and Team Chairs continue to consider the students requiring summer services when making IEP recommendations, as many regular education students either did not take advantage of the service regularly or withdrew the student from the program. Commitment from parents about attending the summer program and the importance of maintaining skills over the summer should be emphasized if they are going to take advantage of the extended year service for their child.

There are three areas that require reflection to ensure that there are improvements for the following summer. One is transportation, two is student absenteeism and the last is staff absenteeism. The buses did not reliably have correct numbers on them which made it difficult to line students up on the correct bus (number on bus did not match number provided by bus company.) Perhaps just a proper sign in the front window would alleviate the problem. There were many weeks where students signed up for the program and did not attend, call in absent or return office attendance phone calls. Knowing in advance if students are not attending or out sick is extremely helpful when administering staffing schedules due to sick calls or personal days.

Staff absenteeism for the ESY is a concern. In particular there were a couple of staff who regularly called in sick therefore jeopardizing the program for all students in that program.

The plan is to meet with the Director of Special Education and Program Coordinators from Parker Road and Sherwood Middle School to proactively plan in order to prevent such instances as this for next summer.

**Shrewsbury Public Schools
Elementary Enrichment Program (EEP)**

Overview:

The goal of the Elementary Enrichment Program (EEP) is to spark and enhance the imagination and curiosity of children by providing them with interactive, enjoyable and educational programs in a safe and encouraging learning environment. Registration is online and takes place in two phases. The first registration is in mid February followed by a second round of registrations in April. Parents also enroll in available classes a few days prior to the opening of the Enrichment Program in June.

Number of Students Served: 744

Dates of Program: 6/27/2016-7/28/2016

Program Funding Source: Tuition

Elementary Enrichment Program Summary 2016

232321

Summary from 2015-2016 report Feb-June	Deposits	\$212,219.48
	Refunds	\$(445.00)
	Payroll	\$(9,030.00)
	Supplies	\$(4,840.68)
		\$197,903.80

Summary from 2016-2017 report July - Sept	Deposits	\$2,897.00
	Refunds	\$-
	Payroll	\$(125,149.61)
	Contractors	\$(6,432.20)
	Supplies	\$(16,296.89)
	\$(144,981.70)	

Combined totals from both reports	Deposits	\$215,116.48
	Refunds	\$(445.00)
	Payroll	\$(134,179.61)
	Contractors	\$(6,432.20)
	Supplies	\$(21,137.57)
Balance for Summer 2016 Program		\$52,922.10

Representative Program Offerings

Strategic Goal	Course	Description
	Electrical Engineering	The Electrical Engineering course used Snap Circuits®, a system used to teach many principles of engineering and physical science, and introduced the children to the components of basic circuitry including electronic flow and positive/negative poles. Students use this hands-on system to build different devices like radios, burglar alarms, and doorbells.
Engage and Challenge All Students	Creative Building and Engineering for Girls	Using "Roominates"™, young girls are encouraged to explore their interest in STEM activities. Roominate's uses building structures, circuits, design, crafts, storytelling, and creativity. Students learned to design the perfect structure, using modular furniture, walls, motors and light fixtures.
	Public Speaking Speech and Debate	Students in both of these classes learned the basic skills of public speaking including researching a topic with use of the iPad, finding key talking points, eye contact, audience awareness, creativity, voice projection, and body language.
Promote Health and Wellness	Summer Olympics	Health, fitness, teamwork and good sportsmanship were the focus of this class. Various track and field sports included the long jump, hurdles and shot put. The class was an excellent prelim to the Summer Olympic Games in Rio.
	Girls Empowerment and Friendship	This course focused on building confidence, self-esteem, friendship and leadership skills through reading, discussions, games and activities.
	Making of Tomorrow's Leaders	Intended to bring out the leader in the children, this course incorporated all academics into engaging educational activities and is meant to develop habits for lifelong social, academic and professional success.

	Bucket Fillers Club	This class focused on 4 aspects of bucket filling throughout the week – world, town, school community and family. World – created pillowcase dresses for orphan girls in Haiti. Town – created blankets and pillows for a safe home for domestic issues in a nearby town. School community – brought sunshine and happiness into the school by distributing mayflowers that carried positive messages. Family – Brought home creative ideas to fill their bucket at home.
Increase Value to the Community	Community Heroes	Students learned about acts of courage, both big and small and learned that it's never too early to start giving back to our community. Students met local heroes including a firefighter, a nurse and an Emergency Medical Technician. The class focused on character, education, teamwork, acts of kindness and volunteerism.
	HS Volunteers	Although not a course, the Elementary Enrichment program provides a tremendous opportunity for High School students to volunteer their time helping teachers and working with young students in the classroom. The high school volunteers get to see the students' myriad backgrounds, personalities and skill sets and allows them to be in a setting where they can be role models for the younger students
	21 st Century Learning with iPads	Learn 21st century skills using an iPad, students reinforced their skills while learning Math, Science, Social Studies and Language arts.
Enhance Learning Through Technology	Code and Create	Exploring Computer Code - students practice with computer science concepts such as loops, big events, and conditionals through block coding. They culminated their learning by creating their own animation or game and shared it with their peers.
	Introduction of Broadcasting with the iPad	Students in this class learned about the key roles in the newsroom along with script writing, reporting, lighting and shooting. In groups they created their own broadcast with the iPad and then edited it in iMovie. Broadcasts were shared at the end of the week.

Program Coordinator: Jean Brunell

Coordinator Reflections:

The Elementary Enrichment program enrollment continues to increase. This last session, 172 classes were offered by 68 teachers. There were also 13 support personnel (aids/ABA's) assisting students with IEP's. In addition, high school students volunteered over 5,800 hours of service to the program.

This year, an online survey was created and asked the parents 10 critical questions concerning their impressions of the program and asking their input on ways to make it better.

In general, parents were pleased with the program offerings. They requested even more STEM classes than the many already offered. All the STEM classes offered had maximum enrollment. Courses offered support the district's' strategic goals for 2015-2017.

Drop off and Pick Up was a problem for parents. High volume of traffic from the enrichment program, Special Education program and Title 1 caused considerable confusion and some safety issues. Due to the high number of students within these three programs, it is recommended consideration of Enrichment being housed in its own building. Due to the number of personnel, most of the parking is taken up by staff.

In that same survey, results were split as to the parents' preference of using either Oak Street or Floral Street for the Elementary Program. Logistically, the Oak Street location has the benefit of being in close proximity of Sherwood. Many parents strongly voiced their concern about the time it took to get from Sherwood to Floral. Floral Street School however, is more suited to a younger population.

One of the largest issues of registration involved parents registering for classes that are not age appropriate for their child. Improvements for next year would involve working with IT to include only class options, in the drop down menu format, that are appropriate for students based on grade level.

Because of the fairly large time lapse between the end of registration and the beginning of the sessions, it is recommended to increase communication with parents by creating a second mailing to be sent in early June with the classes that their students are enrolled in.

Shrewsbury Public Schools Middle School Summer Extensions

Overview:

The Middle School Summer Extensions Program seeks to provide enriching learning experiences and hands on activities for students entering grades five through eight. There is a wide range of courses offered: skill building for sports, visual and performing arts, technology and computer programming, financial literacy, the humanities, science, engineering and design, and a baby-sitting certification program. Families register students through two online registrations that occur in February and April. Students may also register on site in June and July during program hours for classes that are still open.

Number of Students Served: 380

Dates of Program: 6/27/16 - 7/28/16

Program Funding Source: Tuition

Representative Program Offerings:

- **Learn to Program with Python**

Integrating technology curriculum into summer programming, students honed their coding skills using the popular programming platform *Python*. Students learned to create pictures, how to make an object move, videos, and games. Students also learned about the importance of computer programming as well as career options in the computer science field.

- **Money Matters**

In this interactive Financial Literacy course, students used their critical thinking skills, math knowledge and public speaking ability to explore basic economic questions such as how we earn, save, and spend cash. Students also learned the basics of planning a budget, the difference between debit and credit cards, the "hidden costs" of buying a car, house, or other big-ticket items, and why it is important to be financially literate in today's society.

- **Design Squad: Challenge, Design, and Build**

Weaving math, science and engineering into one engaging course, Design Squad challenges required students to innovate and solve complex tasks by designing & building solutions to problems. Students worked in teams to develop connection prosthetics (i.e., creating devices that were able to grab an object and drop it into a container), developed and tested balloon cars (and then manipulated variables to change the distance it would travel), and built kinetic structures using student created wind powered devices.

- **Young Actors Monologue Workshop**

The Young Actors Monologue workshop was designed to help young actors develop basic acting skills. Students learned the fundamentals of diction, projection, stage direction, character development, theater games, and vocal and physical warm-ups. Students worked throughout the week to build and create their own show that was presented to family and summer program participants at the conclusion of the session.

Program Coordinator: Kristen Minio

Coordinator Reflections:

This year, the middle school summer extensions program saw continued growth in both the number of programs offered (119) and the number of students who participated in the program (335 families served; 380 individual students). The program faculty continued to offer engaging and enriching opportunities for student's continued personal and academic growth. A Parent Feedback Survey was sent to families at the conclusion of the program. Families who responded to the survey indicated that they enjoy the MSSE program because of the variety and rich content of the offerings, the content knowledge of the faculty members, and the overall price and convenience of the program. Areas for growth include continuing to increase the rigor of the programming to challenge older students and improving the registration process to make it more user friendly for families.

The MSSE program also expanded our partnership with Shrewsbury Youth and Family Services this summer to include specialty programming aimed at fostering connectedness with our male youth population. The *Way to Go Guys!* program was specifically geared toward our male student population in grades 5-8 and focused on themes related to building confidence through team building, daily challenges, and activities. Program feedback from interim director, Anna Chittim, was overwhelmingly positive and we will look to continue our partnership next year.

Shrewsbury Public Schools
Middle Level Summer Special Education Program

Overview:

The Sherwood Middle School Summer Special Education Program provides instruction for students Grades 5-8. All services are based on specific information reflected in the student's service delivery page located in his/her Individualized Education Plan (IEP). Students qualify to receive services through data collection that demonstrates significant regression during summer months, as well as IEP Team discussions.

Number of Students Served: 64

Dates of Program: 6/27/16-8/11/16

Program Funding Source: Special Education Budget

Representative Program Offerings:

- **Academic Program:** Designed to provide instruction in reading, writing, and mathematics across a small group setting. The summer curriculum reflects IEP-based, student-specific objectives, and is designed to maintain, and prevent the regression of, already-mastered skills. Classroom rosters are tailored to ensure similar student needs and delivery of instruction.
- **Educational Learning Center (ELC) Program:** Designed to provide ELC students with a continuation of their individualized educational plans. The program utilizes the tenets of Applied Behavioral Analysis as part of its methodology, as well as instruction delivery. The latter is based on the student's IEP-specific needs (academic, behavioral, life skills, etc.).
- **Social Skills Program:** Designed to provide structured opportunities for previously identified students to practice and demonstrate socially appropriate skills with typical peers.
- **Related Service Providers:** Students who qualify receive related support services (occupational therapy, physical therapy, speech and language, structured reading, etc). These services are provided either during the hours the student attends the summer program, or during previously-scheduled times as "walk-in" services. Service providers are certified professionals in their respective fields.

SPED Staffing Information:

Total Number of Special Education Teachers Involved in Program: 1 Social Skills Teacher, 7 Classroom Teachers (Four week program – 7, Six week program – 3), 1 ELC Coordinator

Total Number of Special Service Providers Involved in Program: 1 Speech and Language Pathologists, 1 Speech and Language Pathology Aide, 1 Wilson Reading Tutor, 2 walk-in Reading tutors, 1 Occupational Therapist, 1 Physical Therapist

Total Number of Paraprofessionals Involved in Program: 11 Aides, 18 ABA Technicians

Program Coordinator: Mario Gonzales

**Shrewsbury Public Schools
High School/Oak ELC
High School Essential Summer Programs**

Overview:

The 2016 High School/Oak ELC (Life Skills) and High School Essential (Academic) Summer Programs were designed to address the functional academic, communication, social and behavioral goals specific to each student in the program. Individual and small group activities in reading and math are specifically designed to target skills related to individual IEP goals. Students in both programs also participate in a community component, either Community Based Learning (ELC) or MOVE (Essential). Other support services (Speech, OT, PT) are provided as outlined in the student service delivery grid in the IEP.

Number of Students Served: Total 32 students

ELC: 16 students (weeks 1-4), 13 students (weeks 5/6)

Essential: 14 (students includes rising freshmen and MOVE participants), MOVE only: 1 student

Dates of Program: (No school the week of July 4, 2016)

ELC 6 weeks: 6/27/16 - 8/11/16

Essential 4 weeks: 6/27/16 - 7/28/16

Program Funding Source: Special Education Budget

Representative Program Offerings:

• **ELC:**

- o Summer Reading: To account for all reading levels and focus on active listening and comprehension skills, students listened to a book on tape, the non-fiction book written by Daniel James Brown, *The Boys in the Boat: Nine Americans and Their Epic Quest for Gold at the 1936 Berlin Olympics*. The book follows the lives of nine young men from the Pacific Northwest as they train to become the American gold medal rowing team at the 1936 Olympics. The book was selected, not only because it aligned with the summer programs Olympic theme, but also because it is a story about perseverance, overcoming obstacles, teamwork, trust, friendship, passion, and the importance of following your dreams. In addition to specific comprehension and vocabulary activities, students also completed related activities including individual research projects, oral presentations and a team boat building competition. An exciting culmination of the unit was a visit to the Donahue Rowing Center. With help from Linda Guida QRC President, students were able to tour the rowing center and learn about rowing from an Olympic Champion, Fred Borchelt who won a

silver medal in the 1984 Olympics in LA, rowing in a men's eight (crew boat), the same kind of boat as the young men in the book!

- o Summer Math: This summer students focused on functional math including money and budgeting skills and skills related to solving related word problems. In addition to working in a structured program, the students also organized and held their 4th annual Lemonade War. All proceeds from this year's war, "The Gatorade Challenge", \$156.50, went to Vested Interest in K9's Inc., a nonprofit providing bullet proof vests to police dogs around the country. Over the past 4 years this event has raised more than \$502.00 for local charities including The Worcester Animal Rescue League, Horizons for Homeless Children and Wounded Warriors Project.
- o In addition to planning and executing a successful Lemonade War, the students also used their math skills to plan an end of the year pizza/picnic for the high school and middle school ELC programs. As we did not have access to a grill this year, the students researched the cost of having a pizza picnic, then developed a menu and corresponding food checklist which was given to all students and staff to make personal selections. They then tallied all food requests and determined how much pizza and salad needed to be ordered in so there would be enough for all participants.
- o Enrichment activities this summer included participating in a yoga class, Zumba class and going bowling at AMF Bowling center.
- o During the summer program students also completed specific independent academic work as outlined in their IEP's. In the high school summer program, speech goals are embedded in ongoing daily activities.

High School Essential:

Throughout the four-week academic summer program students completed academic work in the areas of writing, reading, reading comprehension, and mathematics.

- o Students completed daily writing prompts in the following styles: technical writing, persuasive writing, fictional narrative, and autobiographical narrative.
- o Students also read the book *The Boy in the Striped Pajamas* by John Boyne and excerpts from an abridged version of *The Count of Monte Cristo* by Alexandre Dumas. Students answered reading comprehension questions and participated in daily group discussions about the stories.
- o Students reviewed and practiced a variety of fundamental math concepts including reading graphs, writing inequalities, rounding, order of

operations, graphing with ordered pairs, using negative numbers, angles, fractions, percents, statistical analysis, and unit conversions.

- o Students also participated daily in "real life" group math activities where mathematical concepts were used to answer questions and solve problems in everyday situations.
- o Students were also given the opportunity to regularly participate in group outdoor activities that promoted exercise and social skills.

SPED Staffing Information:

Total Number of Special Education Teachers: 2

Total Number of Special Service Providers Involved in Program: 1 Speech Therapist (Serving Oak program students and rising freshmen)

Total Number of Paraprofessionals Involved in Program:

ABA techs: 11 (several overlapping high school/Oak and Sherwood middle school programs during transition training)

Assistants: 4 (Three 6 weeks, one 4 weeks)

Program Coordinator: Linda Derosier

**Shrewsbury Public Schools
Summer R.E.C.E.S.S Reading Program**

Overview:

Our goal is to provide a relaxed environment where children can meet, read and discuss their summer reading books with their same age peers, in hopes that they stay engaged and continue reading throughout the summer. In mid May, a description and schedule of the program is posted in various locations: Shrewsbury Public Schools web site, Shrewsbury Public Library's website and calendar, a Shrewsbury on line newspaper, emails to private schools in town, as well as posters in the library. Parents sign up on line and receive a confirmation email. The hour-long classes were held this year during the month of July at Sherwood Middle School due to the library renovation.

Number of Students Served: 235

Dates of Program: 7/11/16 -7/28/15

Program Funding Source: Curriculum and Instruction Budget

Representative Program Offerings:

The teacher reads the book and discusses certain aspects of the book with the children, such as setting, theme, feelings of the characters and how the children would feel in the same situation.

Example 1: "The Boxcar Children." This book is about orphaned children and how they survived with the struggles they faced living alone. The book discussion lends itself to problem-solving. Could you survive on your own without adult supervision at such a young age? What would life be like living in a box car? After each book discussion, children work on a related craft.

Example 2: "Will I be your friend?" The follow up activity was to create a friendship bracelet, explaining that the beads on the bracelet can represent their friends. Tying the knot in the bracelet at the conclusion of the activity creates a circle of friendship.

Program Coordinator: Deborah Richard and Barbara Andreano

Coordinator Reflections:

The classes were taught by volunteers who are primarily Shrewsbury Public School employees or Shrewsbury High School seniors. This year we had 11 volunteers who graciously donated their time to help promote the love of reading in children. This year Jennifer Granillo, marketing manager for Chipotle, donated coupons for a free burrito, burrito bowl or an order of tacos to each reader attending the classes.

**Shrewsbury Public Schools
Title I Summer Programs**

Overview:

The Summer Reading Delivered Program provided 25 Title I students with leveled texts during the summer. The Title I Summer Program for July provided 18 Title I students with literacy instruction during a 4 week period. The Title I Summer Program for August provided 15 Title I students with literacy instruction during a 2 week period. Title I students were invited to participate based on reading assessments and teacher recommendations.

Number of Students Served: 40 students in Title I Summer School Programs and 25 students in Summer Reading Delivered

Dates of Program: Summer 2016

Program Funding Source: Title 1 Grant

Representative Program Offerings:

Title I Summer Programs

The structure of the Title I Summer Program was based on a balanced literacy block. Students participated in a morning meeting, an interactive read aloud, guided reading lessons, independent reading and a writing block.

Summer Reading Delivered

Students who participated in the Summer Reading Delivered Program received a packet of self-selected, high interest texts delivered to their home by mail. As a result, students had easy access to appropriate literacy materials.

Program Coordinator: Maureen Henry

Coordinator Reflections:

Overall, we had another successful program. This year we expanded our program to include a 4 week program targeting kindergarten and 1st grade students. Informal assessments indicate that participating students maintained their literacy skills. These results are consistent with previous years however we will have concrete data once the fall reading assessments are complete.

**Shrewsbury Public Schools
English Language Education (ELE)**

Overview:

Title III federal funding extends the opportunity for English Language Learner (ELL) students. Fortunately, for the summer of 2016, carry over funds from the FY'15 Title III grant 180 and from the FY'15 Immigrant grant 186 were available. This extra funding, which won't be accessible for the summer of 2017, meant that one current summer program could be expanded and a workshop program for high school students could be added. ELL students, entering grades one and two, were invited to attend a 9:00am-12:00pm class that met three times per week for three weeks at Beal School. ELL students entering grades one through eight were invited to a newly expanded summer program housed at Coolidge School. Students met for three weeks. Monday through Wednesday classes were from 9:00-12:00 and Thursdays offered full-day field trips from 9:00-3:00. Students were able to experience hands on learning at Old Sturbridge Village, the Ecotarium, and Animal Adventures. English learner students in grades 10-12 were invited to attend a two-day, 9:00-3:00, June workshop focused on career and college readiness skills. Parents of high school students attending this workshop, co-taught by a high school ESL teacher and a guidance counselor, were invited to a follow-up, two hour breakfast meeting on August 25th.

Number of Students Served: 14 students attended the ELE program at Beal School, 55 students attended the ELE program at Coolidge School, and 11 rising sophomores through seniors attended the two day high school workshop; therefore, a total of 80 students participated.

Dates of Beal Program: 7/5/16-7/21/16

Program Funding Source: FY'15 Carryover Grant 180 funded

Learning Structure:

9:00-9:15 Arrival, Attendance, Greeting and Morning Meeting

9:15-10:00 Reading

- Reading Aloud (whole group)

- Leveled Reading (small groups)

10:00-10:45 Writing

10:45-11:00 Snack & Recess

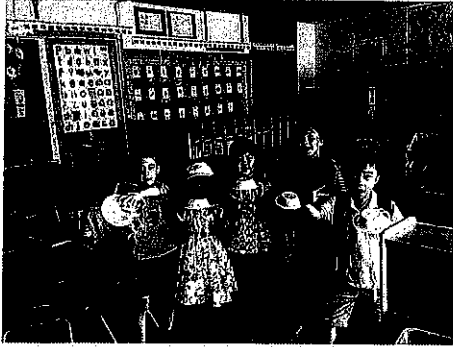
11:00-11:30 Language Games 11:30-11:55 Writing or Research time

11:55-12:00 Clean Up and Dismissal

Total number of ESL teachers involved in program: 2

Total number of paraprofessionals involved in program: 1 (district funded)

ELE Summer Program at Beal



Dates of Coolidge Program: 7/25/16 – 8/11/16

Program Funding Source: FY'16 Grant 180 funded

Learning Structure:

9:00-9:15 Arrival, Attendance, Greeting and Morning Meeting

9:15-10:00 Reading

- Reading Aloud (whole group)

- Leveled Reading (small groups)

10:00-10:45 Writing

10:45-11:00 Snack & Recess

11:00-11:30 Language Games 11:30-11:55 Writing or Research time

11:55-12:00 Clean Up and Dismissal

Total number of ESL teachers involved in program: 5

Total number of paraprofessionals involved in program: 0

Total number of high school student volunteers involved in Program: 3

Total number of volunteer chaperones: 1 ESL teacher (not teaching in program)

ELE Summer Program at Coolidge Field Trips



Dates of SHS Program: 6/22/16 & 6/23/16, follow up parent breakfast mtg.
8/25/16

Program Funding Source: FY'15 Carryover Grant 186 funded

Workshop Goals:

The purpose of the two-day workshop with high school English learner students was to spend time exploring college options, the application process, and how to use resources.

Total number of ESL teachers involved in program: 1

Total number of guidance counselors involved in program: 1

SHS EL student workshop



Overall Program Coordinator: Kathleen Lange-Madden

Coolidge On Site Program Coordinator: Marilyn Stewart (district funded)

Overall Program Coordinator Reflections: This summer was very busy! All the programs were well attended.

The Beal ELE summer program provided a significant opportunity for our young students to be immersed in an English-speaking environment for a part of a day, three times a week for three weeks. The two ESL teachers collaborated to ensure students were engaged in enriching, enjoyable, and academically challenging activities to grow their English vocabulary and literacy skills.

Coolidge ELE program teachers felt that the field trips, if possible, should be a top priority for future summer programs. The field trips gave students authentic learning experiences and broke up the three weeks nicely. Students formed different social groupings on each trip and there was relevant learning for each age group. The field trips served as a strong link to the curriculum, which, though it had to be newly created for a few of the teachers, was cohesive and provided essential knowledge. Parents were excited and appreciative that their children went on field trips.

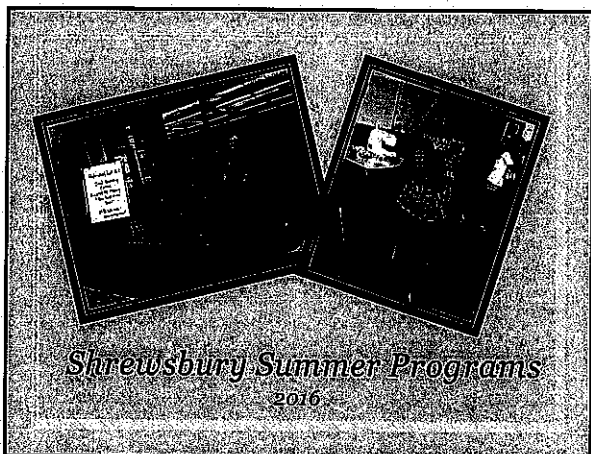
Regarding field trip learning, the ELE summer teacher team may try to create a list of possible language objectives, by age group and major language goals, that are connected to field trips. Next year, however, it will be tricky to find

additional, close places for field trips. Some ideas include, the Worcester Art Museum, a science lab or 3D print shop, or the Audubon Society. We will also explore the possibility of bringing in an outside group for an in-house learning experience.

Our high school English learner students worked in small groups and individually in the online program Naviance, as well as with other online resources. Representatives from both Quinsigamond Community College and Worcester State presented information about programs available for English learner populations at their respective institutions, what they looked for in students' applications, and took time to meet with students to answer their questions. According to the students' exit surveys, they found the extra time spent on college planning very helpful. The ESL teacher and guidance counselor also met with some parents on 8/25/16 to share what their children were working on in June and to answer any questions. The ESL team and the school counseling office have created a new English Learner homeroom structure for freshman & sophomores and juniors & seniors and are excited to build on this summer work throughout the school year.








Offering a wide range of services

Our different programs served students in the following areas:

- Special education for students in grades Pre-K-12
- Enrichment programs for students in grades Pre-K-8
- Kindergarten transition programs
- Title I reading programs
- English Language Education
- R.E.C.E.S.S. Summer Reading program



Over 800 students participated in the summer programs - nearly 4% of our student body.

Program Coordinators

- Parker Road Special Education - Kristin Herrick
- Kindergarten Transition Programs - Bridget Nichols
- Elementary Special Education - Janet Murphy
- Elementary Summer Enrichment - Jean Brunell
- Middle School Summer Extensions - Kristen Mino
- Middle School Special Education - Mario Gonzales
- ELC and Essential Summer Program - Linda Derosier
- R.E.C.E.S.S. Reading Program - Deborah Richard & Barbara Andreato
- Title I - Maureen Henry
- English Language Education - Kathleen Lange-Madden



Summer 2016 Changes

Overall enrollment rose by 78 students

The Elementary Enrichment program returned to Floral St. School

Parker Road enrichment was not offered due to construction

Janet Murphy assumed responsibility of the elementary special education program

Use of the extended day program increased from 100 students per week in 2015 to 140 students per week and an early drop-off program was added



Providing Value to the Community



Programs support the district's strategic priorities

Extending instruction through the summer helps students maintain skills and prevent regression

Self-funding Summer Programs provide affordable options for families

- \$80 Half day enrichment
- \$160 Full day enrichment program
- Extended day - \$70 PM and \$35 AM
- \$100 Kindergarten Transition
- Reduced fees available to income eligible families

2016 Participation

	2015 enrollment	2016 enrollment	Variance
Parker Road special education	53	55	+2
Elementary special education	118	97	-21
Middle school special education	78	64	-14
High School ELC & Essential summer programs	39	38	-1
Title I reading programs	45	68	+23
English Language Education	61	80	+19
Parker Road summer enrichment	75	0	-75
Kindergarten Transition programs	90	70	-20
E.L.C.E.S.S.	110	138	+28
Elementary summer enrichment	632	744	+112
Middle school summer extensions	366	380	+14
TOTAL ENROLLMENT	1749	1827	+78



2016 participation

Approximately 280 SPS employees taught in one or more programs

290 enrichment classes were offered (188 unique courses)

160 High School volunteers provided over 5800 hours of service



Challenges

- Crowded space and high volume traffic at Floral
- Parents would like to see more challenging programs for older students
- Registration process for enrichment needs improvement
 - Filter classes by age
 - Improve process for schedule confirmation
 - Provide option for online payment
- Student absenteeism in special education program impacts staffing patterns

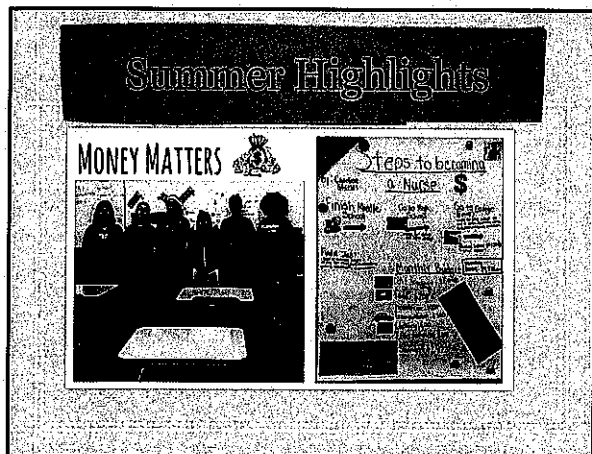
Summer Highlights

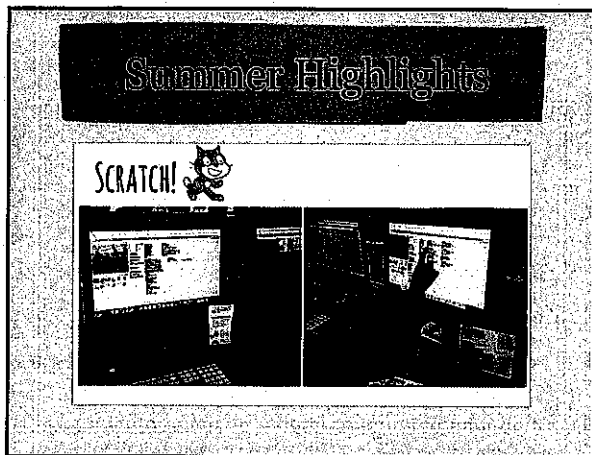
YOU GO GIRL!

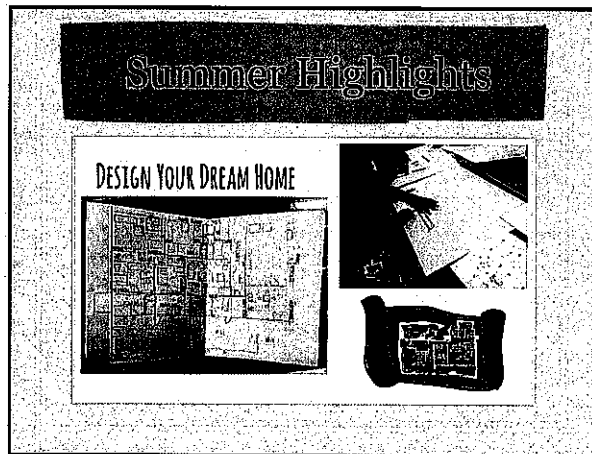
SYFS
Surrey Youth & Family Services, Inc.



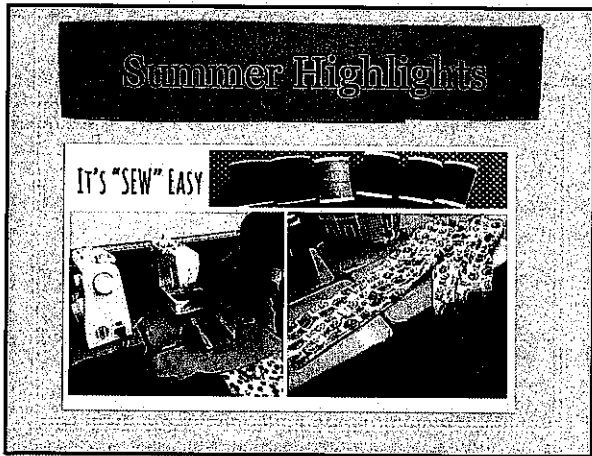


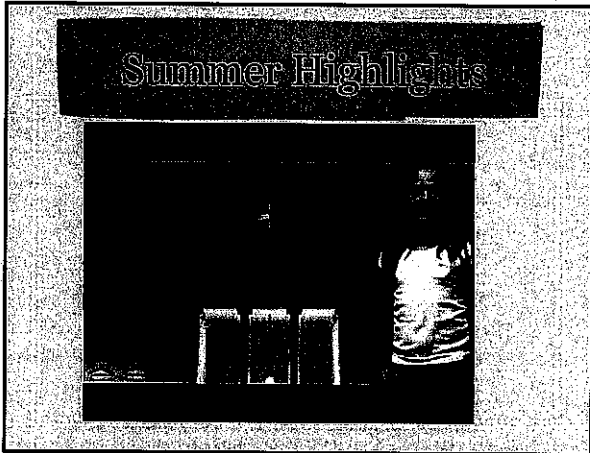


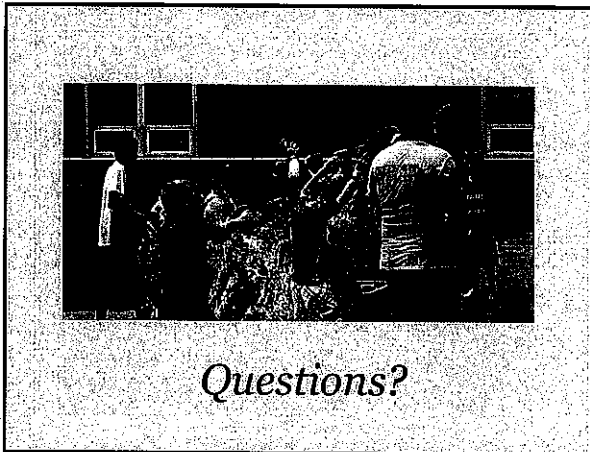
















**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

**ITEM NO: IV. Time Scheduled Appointments:
B. Summer Facilities: Update**

MEETING DATE: 9/14/16

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear an update on 2016 Summer Facilities?

BACKGROUND INFORMATION:

This past summer nearly \$3.5M in capital repairs and improvements were completed across six school buildings. Mr. Collins will provide a report and a presentation that includes some pictures of the work.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick Collins, Assistant Superintendent for Finance and Operations





Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

8 September 2016

To: School Committee

Subj: SUMMER 2016 FACILITY PROJECTS

This past summer nearly \$3.5M in capital repairs and improvements were completed across six of our school buildings under the supervision of Mr. Cox, Superintendent of Public Buildings. It was a very hectic but productive summer from a maintenance standpoint and we appreciate this level of investment in the stewardship of our educational facilities.

Mr. Cox provided the attached listing of the major projects and I will highlight these verbally and also include some pictures of the work.

Additionally, under the supervision of Angela Snell, Director of Parks, Recreation, and Cemeteries, the tennis and basketball courts were repaired and re-painted at a total cost of \$48,475. The courts had a combined 3,000 linear feet of cracks needing repairs and were in almost unplayable condition.

Of course, the largest projects are still ongoing at Paton and Spring Street Elementary Schools. It was a very tight schedule to get the major demolition and installation work done in the classroom and office spaces during the summer months. Still, much plumbing and electrical work needs to be completed in the boiler rooms to get the heating equipment operational and tested. We expect all of this will be done before the heating season begins sometime in October.

Finally, we appreciate the efforts that all staff at Paton and Spring Street Elementary Schools made to pack up classrooms and offices at the end of last school year and to unpack and re-set up classrooms just before school re-opened for the 2016-2017 school year.



Summer Project Schedules 2016

Parker Road Asbestos Tile Removal and Replacement

Rooms 7, 8 &9

Project Start Date: July 1, 2016

Project End Date: July 22, 2016

Allstate Abatement Zac Soulong 978-423-4723

Project Cost: \$32,270.52

Coolidge & Oak Middle Interior Painting

Coolidge painted all corridors and stairway frames and handrails

Oak painted all main floor corridors, metal door frames and metal doors. The bus canopy at Oak Middle will be painted in mid-September.

Project Start Date: June 23, 2016

Project End Date: August 6, 2016

Exterior Cleaning Place Mike Guenette 508-410-5195

Cori 774-633-5551

Project Cost: \$28,000.00

Coolidge Playground Paving

Paved the complete playground area and roadway leading to the tennis courts. All of the fencing separating the playground was replaced.

Project Start Date: June 27, 2016

Project End Date: August 12, 2016

Cassidy Corp. Silva Dakessian 866-978-9788 silva@cassidycorp.com

Owner: Mike Cassidy

Project Cost: \$ 110,255.00



High School Interior Painting

Painted walls in all areas of the second and third floor classroom wings, All areas occupied by Assabet Valley Collaborative, three main stairway walls and metal framing including balusters and handrails.

Project Start Date: June 27, 2016

Project End Date: August 5, 2016

King Painting Christopher Johnson 978-683-7198

Project Cost: \$89,000.00

High School Auditorium Lighting

Replaced ceiling lighting fixtures in the Auditorium.

Project Start Date: July 1, 2016

Project End Date: August 19, 2016

R&M Electric Paul Berthiaume 774-275-1143

Project Cost: \$ 67,741.85

High School Synthetic Gym Floor Repair

Repaired split in synthetic gym floor.

Project Start Date: June 29, 2016

Project End Date: July 15, 2016

Kenvo Floor Co., Inc. Mark Votta 401-294-1244

mark@kenvofloor.com

Project Cost: \$ 6,674.00



High School Wood Gym Floor Refinishing

Complete sanding and refinishing of wood gym floor.

Project Start Date: July 22, 2016

Project End Date: August 13, 2016

O'Keefe Building Maintenance David Labrie 508-883-5360 okeefesales@comcast.com

Lauri Labrie

Project Cost: \$ 19,500.00

Paton School Heating System Replacement

Complete removal and replacement of system components. System features direct digital controls, high efficiency boilers and A/C equipment.

Project Start Date: May 2016

Project End Date: October 2016

General Mechanical Contractors Inc. Joe Constantino

Project Cost: \$ 1,639,000.00

Spring Street School Heating System Replacement

Complete removal and replacement of system components. System features direct digital controls, high efficiency boilers and A/C equipment.

Project Start Date: May 2016

Project End Date: October 2016

Jim Walsh Plumbing & Heating Company, Inc. Jay Walsh

Project Cost: \$ 1,459,000.00

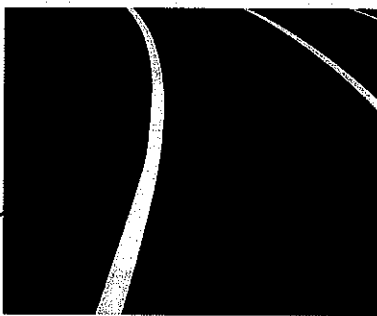
Paton and Spring Street project costs will be slightly higher as there are a few extras to be paid at the end of the job.



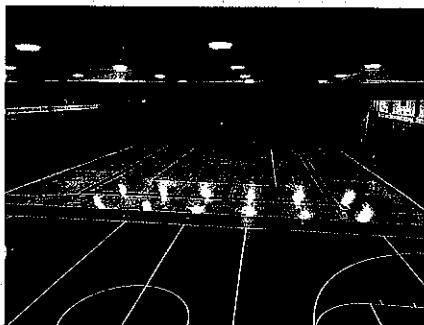
**Summer 2016
School Facility Capital Repairs and
Improvements**

September 14, 2016

S.H.S. Indoor Track – Crack Repair



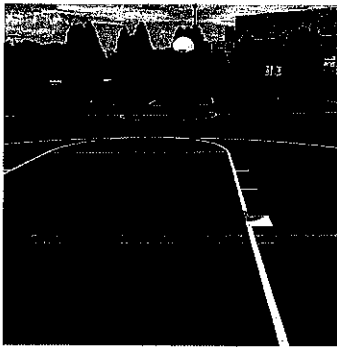
S.H.S. Gym Floor Re-Finish



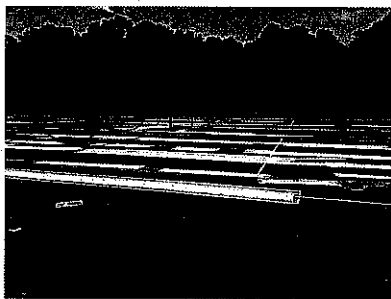
S.H.S. Basketball Courts: During



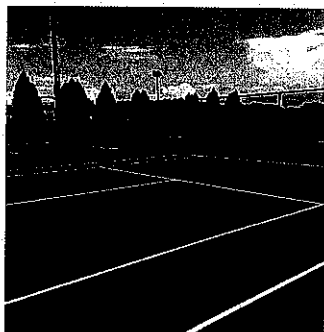
S.H.S. Basketball Courts: After



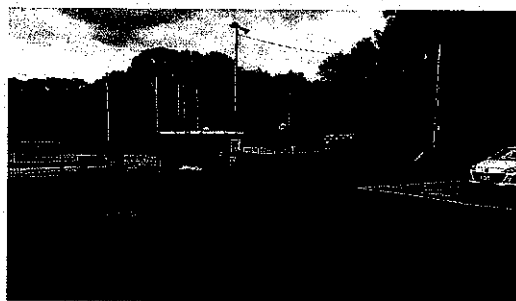
S.H.S. Tennis Courts: During



S.H.S. Tennis Courts: After



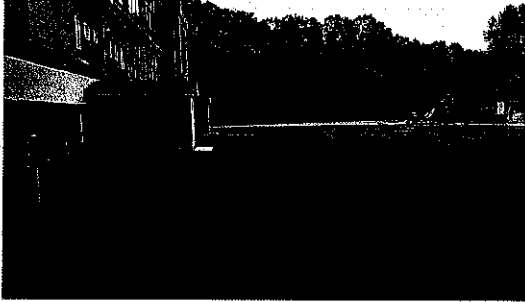
Coolidge School Paving



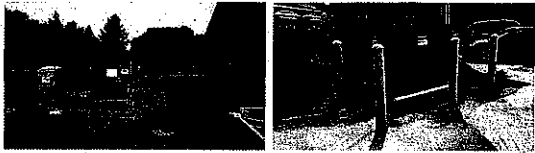
Coolidge School Paving



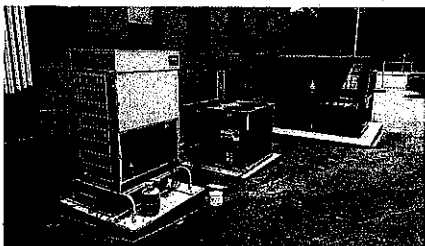
Coolidge School Paving



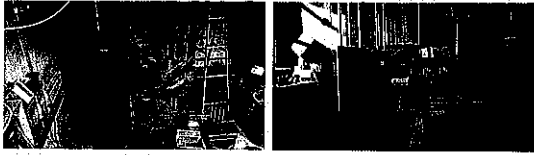
**Paton:
Temp. Fencing & Exterior Elec. Box**



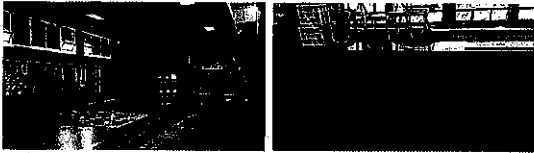
**Paton:
Exterior Mechanical Equipment**



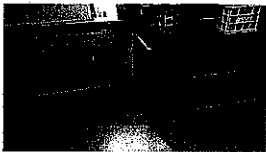
**Paton:
Boiler Room Equipment**



**Paton:
Café & Finished Classroom**



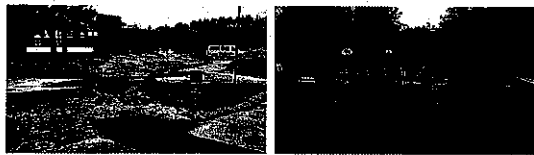
**Paton:
Classroom & New Water Heater**



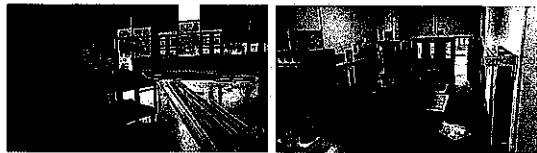
**Spring Street:
New Gas Line Installation**



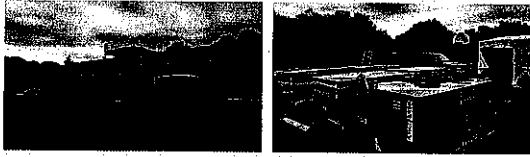
**Spring Street:
Gas Line on Driveway**



**Spring Street:
Gym and Lobby**



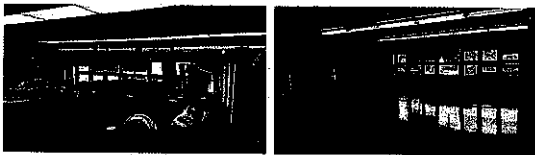
**Spring Street:
Roof Decking & New HVAC Units for
Modular Classrooms**



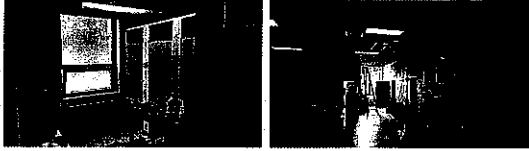
**Spring Street:
First Floor Classroom**



**Spring Street:
Second Floor Classrooms**



**Spring Street:
Bathroom and Cafeteria**





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

**ITEM NO: IV. Time Scheduled Appointments:
C. Beal Building Project: Update**

MEETING DATE: 9/14/16

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear an update on the Beal Building Project?

BACKGROUND INFORMATION:

Mr. Collins will present a report on Progress towards Milestones, MSBA Module 1: Eligibility Period, and Module 2 Overview: Forming the Project Team.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick Collins, Assistant Superintendent for Finance and Operations



Beal School Building Project Update

September 14, 2016

Topics

- **MSBA Module 1: Eligibility Period**
 - Commenced April 13, 2016
 - Concludes January 9, 2017

- **Milestones Progress**

- **Next Steps**

- **Module 2 Overview: Forming the Project Team**

Milestones Progress

Deliverable	Deadline	Status
Initial Compliance Certification	May 13, 2016	✓
School Building Committee	June 13, 2016	✓
Educational Profile Questionnaire	July 12, 2016	✓
Online Enrollment Projection	July 12, 2016	✓
Enrollment/Certification Executed	October 11, 2016	In process
Maintenance and Capital Planning Information	October 11, 2016	In process
Local Vote Authorization	January 9, 2017	Dec. 5, 2016 Special Town Meeting
Feasibility Study Agreement [with MSBA]	January 9, 2017	Contingent upon completing all above

Enrollment Certification

- This process will result in a consensus long-term enrollment projection agreed upon between the Building Committee and the MSBA.
- The purpose is to solve long-term space issues.
- Factors include:
 - District enrollment history trends and projections
 - Housing projects in the pipeline
 - Independent population growth projections
 - Educational program goals [i.e. offering universal full-day kindergarten]
 - Multiple student enrollment projection methods

Maintenance and Capital Planning Information

- MSBA requires communities to demonstrate good stewardship in maintaining school facilities to preserve the investment.
- Data includes information on:
 - Preventive and corrective maintenance systems and annual budgets
 - Capital budget plans and budgets
 - Staffing levels

Local Vote Authorization

- MSBA requires that a community appropriate sufficient funding for a Feasibility Study (FS) prior to their board of directors entering into a Feasibility Study Agreement.
- Building Committee will likely recommend in the range of \$1M-1.3M based upon comparative data provided by MSBA for similar type/size projects.
- **FS expenses are reimbursable by MSBA** at same overall rate for project—now at 50.16%
- A Special Town meeting is planned for December 5, 2016 in order to meet MSBA timeline restrictions in the Eligibility Phase.

**Module 2 Overview:
Forming the Project Team**

- 1. Procure the Owner's Project Manager [OPM]
- 1. Procure the Designer/Architect
- 1. Obtain/Re-certify Massachusetts Certified Public Purchasing Official [MCPPO] for OPM, Designer, Building Committee

****Procurements are in adherence with Mass. General Law and using MSBA template documents. Selection/Contracts with OPM and Designer require approval of MSBA.**

Questions?





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

**ITEM NO: IV. Time Scheduled Appointments:
D. Personnel Hiring: Update**

MEETING DATE: 9/14/16

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report regarding new staff hired for the 2016-2017 school year?

BACKGROUND INFORMATION:

Ms. Malone will present a report describing the personnel changes in the district for 2016 which will include information on individuals hired for professional, paraprofessional, and administrative positions. Ms. Malone will provide the School Committee with a summary of the report and be available for questions.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Ms. Barbara A. Malone, Director of Human Resources



Report to the School Committee: 2016 Personnel Report September 14, 2016

Barbara A. Malone
Director of Human Resources

Introduction

Shrewsbury Public Schools has successfully completed almost all of the hiring process to fill key positions within the District. These positions were hired to replace a portion of the educators who had retired or resigned, as well as replace paraprofessional positions open due to student needs, resignations, or retirements, and two other positions open due to resignation or retirement. In addition to these appointments three educators have transferred to different positions/schools within the district for the 2016-2017 school year. We have appointed 25 staff to professional positions (not including internal transfers/promotions), with 2.6 professional positions not yet filled at this time (2.0 due to summer resignations), and we have appointed 41 paraprofessional positions (including regular and substitute positions), 1 executive administrative assistant and 1 secretary. We also continue to fill positions available due to maternity/paternity leaves or personal illness.

New Hiring-Professional Staff

Included among the 25 professional staff hired is the new Director of Special Education and Pupil Personnel Services for the District, Margaret (Meg) Belsito, who is replacing the previous director, who resigned to take a position with another district. The 25 professional staff includes appointments to full year long term substitute positions, with a total of 15 positions hired at the preschool or elementary level, 5 positions at the middle level, and 4 positions at the high school level. In addition, Erin Kendrick, formerly a third grade teacher at Coolidge, has become the new Instructional Coach/Curriculum Coordinator for that school, and is included in the total of our three internal transfers.

As the School Committee is aware, the teacher selection process in Shrewsbury is rigorous, and through the hard work of our District Leadership Team, as well as educators, parents and students who volunteered to be part of selection meetings or demonstration lessons, we have adhered to our high standards.

The process includes interviews with principals, department directors, curriculum coordinators/instructional coaches, teachers, parents, and central office administrators. At the middle and high school levels, students also serve on the interview teams.

All teaching positions require a demonstration lesson in the classroom, which is a key ingredient in the selection and hiring process. All candidates recommended for hire are also required to interview with the Director of Human Resources and the Superintendent of Schools as the final step in the selection process, where our mission and core values are discussed individually with each finalist. A thorough reference check is conducted on each new hire, including the "CORI" (Massachusetts background check) and the "SAFIS" (national fingerprint-based FBI background check).

We continue to use www.schoolspring.com as our primary sourcing tool, which netted 1717 applicants to our professional positions. This means that 1.46% of those who applied to our professional positions ultimately received a position with us this year. Last year that percentage was 3.8% and the year before, just under 2%.

Principals, directors, and selection committees reviewed these application packets. Some applicants were selected for phone interviews, and then an even smaller number invited for face-to-face interviews and their teaching demonstration lessons. References were contacted, which resulted in the finalist recommendations.

Our new professional educators completed two days of orientation on August 25 and August 26 and each has had a mentor assigned for the upcoming year.

New Hiring-Paraprofessional Positions

As of September 7, 2016 we had hired 41 paraprofessional positions. These positions netted 662 applicants. This means we hired 6.19% of those who applied to our paraprofessional positions, compared to 4.3% last year, and 3.3% the year before. These applicants also underwent a rigorous selection process, which included applicant packet screening, phone and face to face interviews, reference checks, the CORI background checks, and the national SAFIS (FBI fingerprint-based background check).

New Hiring-Administrative Support

As of September 7 we had hired 2 administrative support positions, 1 to replace a retiring special education secretary at the high school, and 1 to replace the Superintendent's executive assistant, who moved to another state with her family.

Conclusion

Shrewsbury Public Schools continues its longstanding top notch reputation as a collaborative and desirable district in which to work.

New District Leaders

Margaret (Meg) L. Belsito, Director of Special Education and Pupil Personnel Services, District

Master of Education, concentration in Curriculum and Design, Lesley University

Bachelor of Science in Elementary and Special Education, Providence College

Erin Kendrick, Instructional Coach/Curriculum Coordinator, Coolidge Elementary School (internal transfer)

Master of Elementary Education, Lesley University

Bachelor of Arts in English, Wagner College

Transferring Educators

Beth E. McInerney, from Coolidge Elementary School to the Beal Early Childhood Center (Kindergarten)

Heather Leger, from Sherwood Middle School to Shrewsbury High School (French)

New Educators

Shrewsbury High School:

Teresa Canney, Biology

Bachelor of Science in Biology, Worcester State University

Samantha Doolittle, English

Master of Education, Harvard Graduate School of Education

Bachelor of English and Theatre, Mount Holyoke College

Andrew Giese, Chemistry
Master of Public Health, University of Massachusetts at Amherst
Bachelor of Arts in Biology and Chemistry, Assumption College

Cheryl Nelson, Mathematics
Master of Business Administration, Boston College
Bachelor of Science in Electrical Engineering, University of Miami

Oak Middle School:

Angela Grove, Social Studies
Bachelor of Arts in Philosophy and History, Randolph-Macon Women's College

Anne Marie Lockwood, Mathematics
Master of Business Administration, Nichols College
Bachelor of Science in Computer Science, Boston University

Kyle Wells, English Language Arts
Master of Education in English, University of Massachusetts at Amherst
Bachelor of Science in Psychology and Secondary Education, University of Massachusetts at Amherst

Sherwood Middle School:

Jillian O'Connor, Mathematics/Science
Master of Education, University of Massachusetts at Amherst
Bachelor of Arts in Psychology, University of Massachusetts at Amherst

Bethany Slade, Spanish
Bachelor of English and Painting, Boston University

All Elementary Schools:

Pamela Santilli, Media Specialist
Master of Education in Library Sciences, Cambridge College
Bachelor of Science in Elementary Education, Worcester State University

Beal Early Childhood Center:

Michelle Neddo, Kindergarten
Master of Education in Curriculum and Instruction, Literacy, Lesley University
Bachelor of Science in Psychology, Framingham State University

Coolidge Elementary School:

Kayla Cotter, Second Grade

Master of Special Education (Moderate Disabilities), Lesley University

Bachelor of Arts in Elementary Education, Roger Williams University

Peter Fairbrother, Third Grade

Bachelor of Arts in Elementary and Special Education, Providence College

Katherine Mills, Kindergarten

Master's of Early Childhood Education, Worcester State University

Bachelor of Arts in Early Childhood Education, Plymouth State University

Leah Terrasi, First Grade

Bachelor of Arts in Elementary Education, Worcester State University

Floral Street Elementary School:

Meaghan McCarthy, First Grade

Bachelor of Arts in Elementary Education, Stonehill College

Joshua Nichols, English Language Education

Bachelor of Arts in Philosophy, Central Christian College of Kansas

Jessica Willand, Speech Language Pathologist

Master of Science in Speech Language Pathology, Worcester State University

Bachelor of Science in Communication Sciences and Disorders, Worcester State University

Sarah Wilander, English Language Education

Bachelor of Arts in Communication Disorders and Spanish, University of Rhode Island

Paton Elementary School:

Angela Bergeron, Second Grade

Master of Special Education (Moderate Disabilities), Lesley University

Bachelor of Arts in Elementary Education, Keene State College

Jenna Violette, First Grade

Bachelor of Arts in Early Grades Education (PreK-4), West Chester University of Pennsylvania

Jenny A. White, First Grade

Bachelor of Arts in Elementary Education, Psychology, Saint Michael's College

Spring Street Elementary School:

Allison Sullivan, Second Grade

Master of Elementary Education, American International College

Bachelor of Science in Business, Westfield State University

Parker Road/Wesleyan Terrace:

Megan Braun, Preschool

Bachelor of Arts in Mathematics and American Sign Language, University of Rochester

New Administrative Support Staff

Elizabeth McCollum, Executive Administrative Assistant to the Superintendent

Lori Cyr, Special Education Secretary, Shrewsbury High School

New Paraprofessional Staff

Shrewsbury High School:

Evan Earls, ABA Technician

Donika Garner, Special Education Aide

Colleen Holmberg, Special Education Aide

Kristian Jackson, Special Education Aide

Melissa Sabo, Special Education Aide

Manas Sarma, Special Education Aide

Jean Smith, Special Education Aide

Oak Middle School:

Paige Crane, Instructional Aide

Johanna Evans, Instructional Aide

Alyssa Graveson, Special Education Aide

Michelle Hunt, Child Specific Aide

Vanessa Maher, Instructional Aide

Sherwood Middle School:

Alissa Chikeles, ABA Technician

Jennifer Cotie, Literacy Tutor

Josh Hinkson, ABA Technician

Eric Laramée, Child Specific Aide

Erin Marine, Child Specific Aide
Luanne McGrath, ABA Technician
Genevieve Steere, Child Specific Aide
Bryana Sullivan, ABA Technician
Joan Theodoss, Special Education Aide

Beal Early Childhood Center:

Sara Cantor, Child Specific Aide
Laura Henczel, Literacy Tutor
Patricia Hollyer, Instructional Aide
Amy Loconto, Instructional Aide
Andrea Sevinsky, Instructional Aide
Stephanie Toporowski, Instructional Aide

Coolidge Elementary School:

Erin Brueggemann, ABA Technician
Trendafle Ibrahim, Child Specific Aide
Sarah Nguyen, ABA Technician
Lisa Wawrzeniak, Speech Language Pathologist Assistant

Floral Street Elementary School:

Laura Merluzzo, ABA Technician

Paton Elementary School:

Cynthia Belanger, Child Specific Aide
Stephanie Curtis, Instructional Aide
Kelly Delaney, Child Specific Aide
Melissa Wass, ABA Technician

Spring Street Elementary School:

Melissa Bentley, Instructional Aide
Sharon Laramée, Instructional Aide
Angela Welch, Instructional Aide

Parker Preschool:

Anne Miller, Instructional Aide
Sheila Parnell, Child Specific Aide



Personnel Hiring Summary

September 14, 2016



Shrewsbury Public Schools

Barb Mulcare
Director of Human Resources

Personnel Hiring 2016-2017

•Rigorous Process for Professional Hires:

- Applications received and screened
- Phone pre-screens/interviews
- Selection committee face-to-face interviews (administrator, educator, and parent involvement; student involvement at middle/high school level)
- Teaching demonstration lesson (student involvement)
- Reference check
- Interview with Superintendent/Director of HR
- Background check (CORI and SAFIS)



Shrewsbury Public Schools

Personnel Hiring 2016-2017

- Applicants to our professional level positions: 1717
 - 1.46% of those who applied were appointed to a professional position with us
 - 56% have advanced degrees (Master or higher)
- Applicants to our paraprofessional level positions: 662
 - 6.19% of those who applied were appointed to a paraprofessional position with us



Shrewsbury Public Schools

Personnel Hiring 2016-2017

- Total professional level searches conducted: 29
 - Retirements, resignations:
 - 1 Leadership: Director of Special Education and Pupil Personnel Services
 - 1 District Leadership Team: Curriculum Coordinator/Instructional Coach
 - 25 Full-time educators
 - 4 Part-time educators



Shrewsbury Public Schools

Personnel Hiring 2016-2017

- Total administrative support searches conducted: 2
 - 1 replacement for retiree
 - 1 replacement for resignation in central office
- Total paraprofessional level searches conducted: 41
 - retirements and resignations



Shrewsbury Public Schools

Personnel Hiring Summary

*Thank you to the Town of
Shrewsbury and all the educators,
parents and students who led or
served on search committees*

2016-2017



Shrewsbury Public Schools

Barb Malone
Director of Human Resources



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **9/14/16**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

**ITEM NO: VI. Policy
A. Bullying Statistics: Annual Report**

MEETING DATE: 9/14/16

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report regarding Bullying Statistics for the 2015-2016 School Year?

BACKGROUND INFORMATION:

The Bullying Prevention and Intervention Policy adopted in December 2010 indicates that the superintendent or a designee shall report annually to the School Committee regarding the frequency of bullying behaviors during the prior school year and to update the Committee regarding steps being taken in the schools to minimize such behaviors while promoting the continuous improvement of learning environments.

The report will be provided under separate cover.

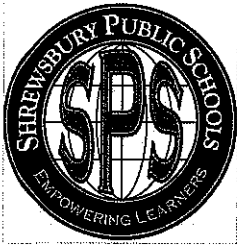
ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools





Shrewsbury Public Schools

Joseph M. Sawyer, Ed.D.
Superintendent

September 14, 2016

To: School Committee
Re: Bullying Prevention and Intervention – Annual Report

The Bullying Prevention and Intervention Policy adopted in December 2010 indicates that *the superintendent or a designee shall report annually to the School Committee regarding the frequency of bullying behaviors during the prior school year and to update the Committee regarding steps being taken in the schools to minimize such behaviors while promoting the continuous improvement of learning environments.* This report satisfies this policy requirement.

Frequency of bullying behaviors

It is important to note that, in order for behavior to be deemed “bullying,” it must involve *repeated* behaviors that cause physical and/or emotional harm. Therefore, only situations that meet this standard are reported as “bullying.” There are, of course, many times where students do not treat each other according to our school communities’ expectations, but these are usually not scenarios where the same aggressor repeatedly acts inappropriately towards the same target, thereby qualifying as “bullying.”

There were no incidences of bullying at the preschool level. The following tables provide statistics for grades K-12 for the 2015-2016 school year and, for comparison, the statistics for the previous year. You will see that the statistics are overall almost exactly the same.

2015-2016	Allegations of Bullying	Qualifying as Bullying	Aggressors	Targets
Elementary Level	8	1	2	1
Middle Level	7	2	2	3
High School Level	12	2	1	2
<i>Total</i>	<i>27</i>	<i>5</i>	<i>5</i>	<i>6</i>

2014-2015	Allegations of Bullying	Qualifying as Bullying	Aggressors	Targets
Elementary Level	9	3	4	3
Middle Level	9	1	1	3
High School Level	8	1	2	1
<i>Total</i>	<i>26</i>	<i>5</i>	<i>7</i>	<i>7</i>

The following table shows the type of incidents and locations that were documented as bullying in the past year (some incidents were included in more than one category).

2015-2016	Verbal	Physical	Cyber	At School	Outside School
Elementary Level	1	0	0	1	0
Middle Level	0	1	1	1	1
High School Level	2	0	1	2	2

Again, it is important to note that these statistics refer to situations defined as bullying. There were certainly many more instances of problematic behavior that were addressed, but that did not qualify under the definition of being repeated between the same aggressor(s) and target(s).

Actions that are taken by school administrators to resolve situations of bullying and problem behavior generally may include conferences with the children involved and their parents; loss of privileges; assigned seating in class or on the bus; and other typical disciplinary actions. For the most serious cases, changes of the aggressor's class

assignment or schedule, in-school or out-of-school suspensions given to the aggressor(s), and "safety plans" created to ensure the actions were not repeated towards the target are additional steps that may be taken.

Ongoing work to minimize bullying

The very small number of situations that qualified as "bullying" can be viewed as very positive data regarding our schools' culture and climate and how students treat one another. As always, it remains important for our school communities to continue to reinforce expectations regarding respectful behavior, as well as to help promote a climate where students are willing to share concerning behaviors with a trusted adult.

The ongoing work our schools have been doing to focus on social competencies, to provide explicit anti-bullying instruction in health classes, and to use school-wide approaches during all school meetings or assemblies has helped to promote positive school climates. As stated in this report last year, work still needs to be done to raise the consciousness of families regarding students' online behavior, which can spill over into the school setting (even when it doesn't technically qualify as bullying), which is why our district and school goals continue to focus on digital citizenship. Bullying intervention and prevention training for new staff has been provided during new teacher orientation, while yearly maintenance training also is provided for all staff. Our schools continue to focus on the quality of our school cultures in order to maximize kind, respectful behavior and minimize the number of situations where students treat each other inappropriately.

Connecting students to positive environments through productive academic and co-curricular programs is very important for making students feel part of the school community. The additional part time adjustment counselor positions we added last year at both Sherwood and Oak provided more capacity to address mental and behavioral health needs among students, and we will continue to assess how we can best provide support in this area, which continues to be a concern, not only in our school district but within our society.

I look forward to answering any questions you have on this topic.





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

**ITEM NO: VII. Finance & Operations
A.Fiscal Year 2017 State Budget: Update**

MEETING DATE: 9/14/16

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear an update on the Fiscal Year 2017 State Budget?

BACKGROUND INFORMATION:

Mr. Collins will present an update on the Fiscal Year 2017 State Budget that will include an analysis of State Aid and Charges, and an update on State Aid programs for Elementary and Secondary education.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick Collins, Assistant Superintendent for Finance and Operations





Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

7 September 2016

To: School Committee

Subj: FY17 STATE BUDGET UPDATE

Background

Each year both the Town Manager and School Department make projections about various types of state aid for the upcoming fiscal year. They are *projections* because our local budget process, culminating with appropriations at the Annual Town Meeting in May, precedes the completion of the annual state budget process which typically ends in late June or early July.

Town-wide Comparison of Projected v. Actual State Aid

On August 8, 2016, Mr. Morgado issued the attached report to the Board of Selectmen titled: ***Figure Four State Aid and Charges FY2012 to FY2017***. He had budgeted a Net State Aid figure of \$21,314,351 and the approved state budget results in an actual Net State Aid figure of \$21,331,765 or \$17,414 more than budgeted.

This is good news and certainly an example of his acumen and accuracy in predicting the outcome of the state budget process.

The largest category of aid is of course Chapter 70 Education Aid coming in at \$19,574,876 or 92% of the total. It's important to highlight that this category of aid increased by \$329,230 or \$55 per student in "MinimumAid" as a result of the Legislature wanting to provide every community some form of an increase. Had the Legislature not funded "Minimum Aid", Shrewsbury would have had no increase in Chapter 70 aid in FY17.

Final State Budget Impact on School Department Budget

There are several categories of "direct" state aid to the School Department that we now have more definitive information as a result of the state budget process.



The table below indicates our FY17 budgeted amount before and after completion of the state budget process.

Funding Description	FY17 Budget Amount Before	FY17 Budget Amount After	Difference
Special Education-Circuit Breaker Reimbursement	\$3,525,000	\$3,511,000 to \$3,559,000	(\$14,000) to \$34,000
Full-Day Kindergarten Grant	\$62,380	\$0	(\$62,380)
MCAS Remediation Grant	\$6,700	\$0	(\$6,700)

Regarding Circuit Breaker Reimbursement, I have used a 74-75% expected reimbursement rate and our submitted Net Claim Amount from our July 2016 cost submission to make the updated estimate. Typically, MA DESE will publish a Preliminary Reimbursement Calculation for each district in late September so we await this information as well.

It was surprising to many to see the Full-Day Kindergarten Grant be eliminated completely from the State Budget. It had been level-funded in both the Governor's and House Budgets so there was a general consensus it would remain intact for FY17, despite prior year actions to reduce or eliminate it.

The elimination of the MCAS Remediation Grant is a relatively minor negative impact but yet again another reduction in state funding. We do plan to continue this program to assist high school students who need remedial support in order to pass the exam for graduation and will have to add this funding into our FY18 budget process to ensure continuity.

I am not recommending any action be taken at this early point in the fiscal year. A better milestone is an October/November overall budget projection will take into account the aforementioned changes and a myriad of other factors to provide a better sense of our budget status.

Finally, I have enclosed a summary of state budget process published by the Massachusetts Department of Elementary and Secondary Education highlighting the largest education funding categories. While the Town Manager budgeted zero dollars for Out of District Vocational Transportation and Homeless Student Transportation Reimbursements, we expect to receive some funding, albeit significantly reduced from FY16. The chart below depicts the differences for these two categories. These are considered "General Fund" receipts going straight to the town and therefore have no impact on the School Department budget.

Category of Reimbursement	FY16 Amount	FY17 Estimated Amount	Difference
Out of District Vocational Transportation	\$95,274	\$14,053	(\$81,221)
Homeless Transportation	\$16,113	\$5,051	(\$11,062)



**FIGURE FOUR
STATE AID AND CHARGES
FISCAL YEAR 2012 TO 2017**

Line Item	Change From Town Meeting	Fiscal Year					
		2017 Actual	2016 Actual	2015 Actual	2014 Actual	2013 Actual	2012 Actual
REVENUE							
A. EDUCATION							
Chapter 70	\$0	\$19,524,868	\$19,195,638	\$19,045,813	\$18,897,238	\$18,748,463	\$18,511,623
School Transportation	\$0	\$0	\$0	\$0	\$0	\$0	\$0
School Construction (Removed in FY 2006)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Charter School Tuition Reimbursement	\$0	\$50,008	\$72,333	\$125,925	\$185,207	\$263,968	\$409,002
Tuition State Wards	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Charter School Capital Facility Reimbursement	\$0	\$0	\$0	\$0	\$0	\$0	\$0
School Lunch (Offset)	\$0	\$0	\$0	\$27,289	\$28,962	\$30,010	\$30,201
School Choice Receiving Tuition	\$0	\$0	\$4,989	\$0	\$69,167	\$79,568	\$96,050
Sub-Total	\$0	\$19,574,876	\$19,272,960	\$19,199,027	\$19,180,574	\$19,122,009	\$19,046,876
B. GENERAL GOVERNMENT							
Unrestricted General Government Aid (2009)	\$0	\$2,678,416	\$2,567,992	\$2,478,757	\$2,411,871	\$2,356,176	\$2,185,815
Lottery, Beano & Charity Games	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Additional Assistance	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Highway Fund	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Police Career Incentive	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Veteran's Benefits	\$5,499	\$107,134	\$99,127	\$93,389	\$70,805	\$41,977	\$38,498
Exemptions (Vets, Blind, Surviving)	\$0	\$95,423	\$86,883	\$87,239	\$88,204	\$88,386	\$91,885
Exemptions (Elderly)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
State Owned Land	(\$483)	\$128,648	\$130,198	\$130,198	\$145,774	\$142,947	\$142,901
Public Libraries	(\$506)	\$42,014	\$46,278	\$46,571	\$39,514	\$38,995	\$36,947
Sub-Total	\$4,510	\$3,051,635	\$2,930,478	\$2,836,154	\$2,756,168	\$2,668,481	\$2,496,046
Total State Aid	\$4,510	\$22,626,511	\$22,203,438	\$22,035,181	\$21,936,742	\$21,790,490	\$21,542,922
CHARGES							
County Tax	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Mosquito Control	\$0	\$76,750	\$66,332	\$69,238	\$67,979	\$64,430	\$60,128
Mosquito Control (Underestimate)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Air Pollution Districts	\$0	\$11,501	\$11,221	\$11,061	\$11,072	\$10,543	\$10,002
RMV Non-Renewal Surcharge	\$0	\$26,060	\$26,060	\$26,060	\$26,540	\$22,180	\$22,400
WRTA Assessment	\$0	\$80,539	\$80,539	\$81,585	\$81,159	\$81,552	\$97,053
Special Education	\$0	\$0	\$0	\$0	\$0	\$187	\$4,904
MBTA	\$0	\$158,953	\$159,786	\$153,687	\$152,105	\$149,868	\$114,259
School Choice Tuition	(\$12,398)	\$171,845	\$211,728	\$179,040	\$147,441	\$129,193	\$117,984

Figure 4 - State Aid Charges



**FIGURE FOUR
STATE AID AND CHARGES
FISCAL YEAR 2012 TO 2017**

Line Item	Change From Town Meeting	Fiscal Year 2017 Actual	Fiscal Year 2017 Based on House Ways & Means (Town Meeting)					Fiscal Year 2013 Actual	Fiscal Year 2014 Actual	Fiscal Year 2015 Actual	Fiscal Year 2016 Actual	Fiscal Year 2017 Actual
			Fiscal Year 2017 Actual	Fiscal Year 2017 Actual	Fiscal Year 2017 Actual	Fiscal Year 2017 Actual	Fiscal Year 2017 Actual					
Charter School Tuition	\$0	\$727,084	\$727,084	\$1,056,817	\$1,179,335	\$1,320,873	\$1,442,205	\$1,556,385				
Sub-Total	(\$12,398)	\$1,252,732	\$1,265,130	\$1,610,178	\$1,700,006	\$1,807,169	\$1,900,158	\$1,983,115				
Overestimate - Mosquito Control	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
Overestimate - Special Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
Overestimate - Regional Transit	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
Sub-Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
Total Net Charges	(\$12,398)	\$1,252,732	\$1,265,130	\$1,610,178	\$1,700,006	\$1,807,169	\$1,900,158	\$1,983,115				
School Lunch Offset	\$0	\$0	\$0	\$0	\$27,289	\$28,962	\$30,010	\$30,201				
Library Offset	(\$506)	\$42,014	\$42,520	\$46,278	\$46,571	\$39,514	\$38,995	\$36,947				
School Choice Receiving Tuition	\$0	\$0	\$0	\$4,989	\$0	\$69,167	\$79,568	\$96,050				
Total Off-Sets	(\$506)	\$42,014	\$42,520	\$51,267	\$73,860	\$137,643	\$148,573	\$163,198				
Line Item	Change From Town Meeting	Fiscal Year 2017 Actual	Fiscal Year 2017 Based on House Ways & Means					Fiscal Year 2013 Actual	Fiscal Year 2014 Actual	Fiscal Year 2015 Actual	Fiscal Year 2016 Actual	Fiscal Year 2017 Actual
"Education" Local Aid	\$0	\$19,574,876	\$19,574,876	\$19,272,960	\$19,199,027	\$19,180,574	\$19,122,009	\$19,046,876				
"General Government" Local Aid	\$4,510	\$3,051,635	\$3,047,125	\$2,930,478	\$2,836,154	\$2,756,168	\$2,668,481	\$2,496,046				
Less Charges and Offsets	(\$12,904)	\$1,294,746	\$1,307,650	\$1,661,445	\$1,773,866	\$1,944,812	\$2,048,731	\$2,146,313				
Net Total	\$17,414	\$21,331,765	\$21,314,351	\$20,541,993	\$20,261,315	\$19,991,930	\$19,741,759	\$19,396,609				
Change from Previous Year		\$789,772	\$772,358	\$280,678	\$269,385	\$250,171	\$345,150	(\$356,816)				
"General Government" Less Charges		\$1,798,903	\$1,781,995	\$1,320,300	\$1,136,148	\$948,999	\$768,323	\$512,931				

Figure 4 - State Aid Charges



Massachusetts Department of Revenue
Division of Local Services
Municipal Databank/Local Aid Section
Cherry Sheet: Municipalities, Final Budget

1. Where present, uncheck NULL boxes and enter values (no commas) to set min and max data ranges.
2. Report will always include all data, but will display only communities within set ranges.
3. Click "View Report" and scroll down to check report status.
4. To view or sort data, export to Excel.

Close

Municipality	shrewsbury	Year	2017
11 1 1 of 2 > < Fund Next < >			
C.S. 1-ER Commonwealth of Massachusetts Department of Revenue FY2017 NOTICE TO ASSESSORS OF ESTIMATED RECEIPTS General Laws, Chapter 58, Section 25A Shrewsbury			
A. EDUCATION:			
Distributions and Reimbursements:			
Chapter 70		19,524,868	
School Transportation		0	
Charter Tuition Reimbursement		50,008	
Smart Growth		0	
Offset Items - Reserve for Direct Expenditure:			
School Choice Receiving Tuition		0	
Sub-Total, All Education Items:		19,574,876	
GENERAL GOVERNMENT:			
Distributions and Reimbursements:			
Unrestricted General Government Aid		2,678,418	
Local Share of Racing Taxes		0	
Regional Public Libraries		0	
Urban Revitalization		0	
Veterans Benefits		107,134	
Exemp: VBS and Elderly		95,423	
State Owned Land		128,648	
Offset Item - Reserve for Direct Expenditure:			
Public Libraries		42,014	
Sub-Total, All General Government:		3,051,635	
C. TOTAL ESTIMATED RECEIPTS:		22,626,511	



Massachusetts Department of Revenue
 Division of Local Services
 Municipal Databank/Local Aid Section
 Cherry Sheet: Municipalities, Final Budget

1. Where present, uncheck NULL boxes and enter values (no commas) to set min and max data ranges.
2. Report will always include all data, but will display only communities within set ranges.
3. Click "View Report" and scroll down to check report status.
4. To view or sort data, export to Excel.

Close

Municipality	shrewsbury	Year	2017
<p>14 4 2 of 2 Find Next</p>			
C.S. 1-EC Commonwealth of Massachusetts Department of Revenue FY2017 NOTICE TO ASSESSORS OF ESTIMATED CHARGES General Laws, Chapter 59, Section 21 Shrewsbury			
A. COUNTY ASSESSMENTS:			
County Tax		0	
Suffolk County Retirement		0	
Essex County Reg Comm Center		0	
Sub-Total, County Assessments:		0	
B. STATE ASSESSMENTS AND CHARGES:			
Retired Employees Health Insurance		0	
Retired Teachers Health Insurance		0	
Mosquito Control Projects		76,750	
Air Pollution		11,501	
Metropolitan Area Planning Council		0	
Old Colony Planning Council		0	
RMV Non-Renewal Surcharge		26,060	
Sub-Total, State Assessments:		114,311	
C. TRANSPORTATION AUTHORITIES:			
MBTA		158,953	
Boston Metro. Transit District		0	
Regional Transit		80,539	
Sub-Total, Transportation Assessments:		239,492	
D. ANNUAL CHARGES AGAINST RECEIPTS:			
Special Education		0	
STRAP Repayments		0	
Multi-Year Repayment		0	
Sub-Total, Annual Charges Against Receipts:		0	
E. TUITION ASSESSMENTS:			
School Choice Sending Tuition		171,845	
Charter School Sending Tuition		727,084	
Sub-Total, Tuition Assessments:		898,929	
F. TOTAL ESTIMATED CHARGES:		1,252,732	



School Finance and District Support

FY17 Update on State Aid Programs for Elementary and Secondary Education

August 10, 2016

The Governor has signed the fiscal year 2017 budget and the legislative session has ended. Here is a summary of the major provisions relating to state aid for elementary and secondary education.

Chapter 70

The FY17 budget allocates \$4,627,705,061 in Chapter 70 education aid to Massachusetts local and regional school districts. This is an increase of \$116 million or 2.6 percent. Every operating district receives at least \$55 in additional aid per student, and 101 operating districts receive increases so that they can keep pace with increases in their foundation budgets.

Special Education Circuit Breaker

The circuit breaker program has been funded at \$277,281,180, an increase of \$5.6m from last year's funding. Claim forms for FY16 expenses were due July 8th. Claims will be reviewed as they are received, and initial payments will be made this fall. We plan to post reimbursement information by mid-September. We expect the reimbursement rate for the initial payments this year will be between 73 and the statutory maximum of 75 percent. After we have posted the reimbursement information, we will announce the districts that will be audited this year as required by statute.

In addition to the reimbursement of FY16 expenses, \$5 million will be available for payments to districts experiencing extraordinary increases in their eligible FY17 expenses.

Charter School Tuition Reimbursement

The appropriation for charter school tuition is \$80,500,000, which is 58.8 percent of the full entitlement. The \$80.5 million includes \$35.3 in facilities aid which is funded at 100 percent. The remaining \$45.2 million covers 88.7 percent of the first year increase in tuition; the remaining five years of reimbursements are not funded.

The individual district amounts will change throughout the year as enrollment and tuition rates are finalized.

Regional and Vocational Transportation

Funding for regional school transportation funding was increased to \$61,021,000, a \$2m increase over FY16 and non-resident vocational transportation was funded at \$250,000, a decrease of \$1.5m from FY16. Payments will be made to districts based on reported expenses on the FY16 end of year financial returns. Final reimbursement percentages in FY16 were 73 percent for regional transportation and 54.6 percent for non-resident vocational. Reimbursements for regional transportation in FY17 will likely be between 70 percent and 72 percent, while the reimbursement percentage for non-resident vocational transportation will likely be approximately 7.8 percent. Final percentages will be calculated after we have received and processed all districts' end of year returns.

Homeless Transportation

The appropriation for homeless transportation reimbursement was funded at \$8,350,000 which is level funding. Payments will be made to districts based on reported expenses on the FY16 end of year financial returns. The final reimbursement percentage in FY16 was 36.1 percent for homeless transportation. The FY17 line item funding will enable us to reimburse districts between 31 and 33 percent.

Last Updated: August 10, 2016





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

**ITEM NO: VII. Finance & Operations
B. Fiscal Year 2018 Budget Calendar: Update**

MEETING DATE: 9/14/16

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear an update on the Fiscal Year 2018 Budget Calendar?

BACKGROUND INFORMATION:

Mr. Collins will present a Fiscal Year 2018 Initial Budget Calendar.

ACTION RECOMMENDED:

That the School Committee accept the report and take whatever steps action as it deems necessary in the best interest of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick Collins, Assistant Superintendent for Finance and Operations





Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

8 September 2016

To: School Committee

Subj: FY18 INITIAL BUDGET CALENDAR

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 [Tentative]	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	► Governor Baker Releases his State Budget Plan. State aid figures for Shrewsbury included. ► Presentation of Superintendent's Budget Recommendation
1/27/2017	Town Manager Releases Initial Town-wide Budget Recommendation
2/8/2017	Special Education Budget Presentation
3/1/2017	-Curriculum & Instruction Budget Presentation -Technology Budget Presentation -Public Hearing
3/4/2017	-Finance Committee Hearing [Saturday morning]



FY18 Initial Budget Calendar- continued

Date	Event/Action
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	-House Ways & Means Committee budget released. Updated state aid figures to Shrewsbury. -Town Manager will subsequently publish his revised FY18 recommendation.
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.

*This calendar will be adjusted as information evolves and events dictate.





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

**ITEM NO: VII. Finance & Operations
C. Student Activity Account Audit: Report**

MEETING DATE: 9/14/16

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report on the Student Activity Account Audit.

BACKGROUND INFORMATION:

Mr. Collins will present information on two reports: Shrewsbury High School Student Activity Fund, Independent Accountant's Report on Applying Agreed-Upon Procedures dated June 30, 2015 and Shrewsbury Middle and Elementary Schools Student Activity Fund, Independent Accountant's Report on Applying Agreed-Upon Procedures dated June 30, 2015.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick Collins, Assistant Superintendent for Finance and Operations





Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

1 September 2016

To: School Committee

Subj: STUDENT ACTIVITY FUND AUDIT

Background

Student Activity Funds in Massachusetts are governed by MGL Chapter 71, Section 47. The Massachusetts Department of Elementary and Secondary Education also provides further guidance via their recently published *Audit Guidelines for Student Activity Accounts*. The district has School Committee Policies #941 and 942 that regulate our Student Activity Funds on a local level.

In the spring of 2016 I engaged Scanlon Associates to conduct the required external audit which is to occur at least once every three years. I specifically asked them to focus their attention on our secondary schools where we have the largest amount of activity and transactions.

Per the School Committee policies I have enclosed their reports.

Independent Auditor's Reports

Two reports are enclosed; Shrewsbury High School Student Activity Fund, Independent Accountant's Report on Applying Agreed-Upon Procedures dated June 30, 2015 and Shrewsbury Middle and Elementary Schools Student Activity Fund, Independent Accountant's Report on Applying Agreed-Upon Procedures dated June 30, 2015.

Each report specifies several notes and findings to be remedied. Principals have received these reports and I will work with them to address each of the items noted. Further, I will continue to monitor progress of the remedies via continuation of my own annual internal reviews.

Future Actions

In accordance with the auditor's notes on School Committee policy, I will be making pertinent recommendations to specify checking account maximum thresholds for each of the funds.



SHREWSBURY HIGH SCHOOL

STUDENT ACTIVITY FUND

**INDEPENDENT ACCOUNTANT'S REPORT ON
APPLYING AGREED-UPON PROCEDURES**

JUNE 30, 2015



SHREWSBURY HIGH SCHOOL

STUDENT ACTIVITY FUND

**INDEPENDENT ACCOUNTANT'S REPORT ON
APPLYING AGREED-UPON PROCEDURES**

JUNE 30, 2015

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INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING AGREED-UPON PROCEDURES

Town of Shrewsbury School Committee
Town of Shrewsbury
Shrewsbury, Massachusetts

We have performed the procedures enumerated below, which were agreed to by the Town of Shrewsbury School Committee, solely to assist you with respect to the evaluation of the accounting controls in place over the student activity funds at the Shrewsbury High School. This engagement to apply agreed upon procedures was performed in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of the school. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose. Our procedures were as follows:

- We obtained an understanding of the internal control procedures associated with the student activity funds sufficient to discuss with the School Committee the effectiveness of the overall system, and if needed, to make recommendations for improvements.
- We reviewed the reconciliation of the bank statements with the ledger as of the end of the period.
- We reviewed the guidelines of the student activity funds.
- We prepared from the ledger at the school and other supporting documentation, analyses to support the following schedules.
 - Schedule of cash balances as of June 30, 2015
 - Schedule of account balances as of June 30, 2015

We were not engaged to, and did not conduct an audit, the objective of which would be the expression of an opinion on the Shrewsbury High School Student Activity Fund financial statements and compliance with *Student Activity Accounts Guidelines for Massachusetts School Districts*. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of the Town of Shrewsbury's School Committee and the Town of Shrewsbury's School Department management and is not intended to be and should not be used by anyone other than these specified parties.

Scanlon & Associates, LLC
Scanlon & Associates, LLC
South Deerfield, Massachusetts
April 29, 2016



SCHEDULE A

**SHREWSBURY HIGH SCHOOL
STUDENT ACTIVITY FUND
BALANCE SHEET
June 30, 2015**

ASSETS

Cash:

In Custody of School Principal:

Checking Account:

Bank of America

\$ 21,320.52

In Custody of Town Treasurer:

Agency Account:

Bank of America

160,769.62

Trust Account:

Bartholomew & Company

30,000.00

TOTAL ASSETS

\$ 212,090.14

FUND BALANCE

Fund Balance:

Student Activity Fund (SCHEDULE B)

\$ 212,090.14

See Accompanying Notes.



**SHREWSBURY HIGH SCHOOL
STUDENT ACTIVITY FUND
ACCOUNT BALANCES
June 30, 2015**

SCHEDULE B-1

<u>Name of Organization/Fund</u>	<u>Balance</u>
Academic Decathlon	\$ 453.37
Academic Mentors	2,156.15
Acapella Choir	814.81
Automated External Defibrillator (AED) Fund	468.07
Alumni Continuing Grant	200.00
American Studies	161.84
Amnesty International	446.30
Animal Rights	108.61
Anime Club	156.72
AP Arts	73.93
AP Exams	2,444.36
Application Bootcamp (Summer)	12,157.50
Art Revolving	984.64
Asia-Africa Club	686.41
Asian Club	855.84
Athletic Department	4,340.90
Athletic-Ski Team	457.12
Audit Fee	772.61
Black History Month	75.00
Career Counseling Grant	61.94
Caring Foods	16.10
Chemistry Club	88.42
Chess Club	184.17
Chinese Culture Club	83.32
Class of 2013	4.01
Class of 2014	4,452.33
Class of 2015	6,211.76
Class of 2016	22,779.79
Class of 2017	15,553.26
Class of 2018	5,563.62
Concussion Testing	1,501.24
Dream Team	24.90
Education Leadership for a Nonviolent Age (ELNA)	170.13
Engineering Club	715.12
Entrepreneur Club	720.03
Education Television Studio (ETS)	45.29
Excelsior	625.00
Fashion for Charity	64.35
Family Consumer Services (FCS) Foods	1.64
French Club	828.46
TOTAL SCHEDULE B-1	\$ 87,509.06

See Accompanying Notes.



**SHREWSBURY HIGH SCHOOL
STUDENT ACTIVITY FUND
ACCOUNT BALANCES
June 30, 2015**

SCHEDULE B-2

<u>Name of Organization/Fund</u>	<u>Balance</u>
Field Trips - 2014	\$ 0.89
Field Trips - Accounting	697.56
Field Trips - Art	187.07
Field Trips - English	2,287.48
Field Trips - French	176.41
Field Trips - Science	524.97
Field Trips - Social Studies	1,096.53
Field Trips - Spanish	14.21
Future Teachers Club	40.00
Gay Straight Alliance	256.46
General Interest Fund	3,970.10
Global-Make a Difference (G-Mad)	138.97
GMP Club	400.00
Green Club	1,163.63
Guidance Literature	10,104.53
Guidance PSAT	1,097.10
Habitat for Humanity	346.81
History Club	78.00
Homeroom Activities	955.88
Local Area Network (LAN)	145.00
Latin Club	451.00
Latin Honor Society	3,849.41
Library - Media	186.32
Life Skills Vocational Fund	10.84
Little Colonials	0.01
Lock Money	420.00
Math Honor Society	1,016.93
Math Team	775.58
Mock Trial	50.00
Music-Band	6,471.02
Music-Orchestra	542.46
Music Revolving	2,187.07
Muslim Student Association	140.52
National Art Honor Society	221.59
National Honor Society	7,162.32
New Entrant Assistance Team	38.85
Outdoors Club	49.39
Parent Forum Fund (PTO)	2,434.86
Parking Permits Lost	30.00
Photo Club	21.00
TOTAL SCHEDULE B-2	\$ 49,740.77

See Accompanying Notes.



**SHREWSBURY HIGH SCHOOL
STUDENT ACTIVITY FUND
ACCOUNT BALANCES
June 30, 2015**

SCHEDULE B-3

<u>Name of Organization/Fund</u>	<u>Balance</u>
Political Action Group	\$ 51.77
Quiz Team	125.00
School Store	4,278.13
Science Fair	400.00
Senior Exhibition	196.76
Senior Greeter	1,000.00
Service Learning Grant	2,956.22
SHS Animal Rights Club	398.59
SHS Dance Team	753.58
SHS Drama	11,879.26
SHS Faces Project	16.42
SHS Improvement	969.84
SHS Model United Nations	484.36
SHS Planners	482.76
SHS Plants and Planting Fund	410.31
SHS Activites Promo	122.07
Ski Club	40.10
Students for a Medically Aware Community (SMAC)	1,324.57
Spanish Club	242.40
Spanish National Honor Society	989.32
Special Peer Connection	2,564.19
Special Education (SPED) Life Skills	63.36
Speech and Debate Team	5,642.92
Sports Management	18.86
Spring Musical	22,755.86
Student Council	4,054.75
Student Social Services	2,732.45
Sunshine Fund (Teachers)	1,080.26
Teenage Republican Club	382.98
Therapeutic-PM	210.00
Town Crier	57.83
Music National Honor Society (Tri-M)	2,126.86
World Language Club	1.47
Yearbook	6,027.06
TOTAL SCHEDULE B-3	<u>74,840.31</u>
TOTAL SCHEDULE B-1	87,509.06
TOTAL SCHEDULE B-2	49,740.77
TOTAL ACCOUNT BALANCES	<u><u>\$ 212,090.14</u></u>

See Accompanying Notes.



SHREWSBURY HIGH SCHOOL
Student Activity Fund
Accompanying Notes
June 30, 2015

General

The student activity fund is a group of self-balancing accounts for the use of student activities. The fund is governed under provisions established by Section 47 of Chapter 71 of the Massachusetts General Laws and policies adopted by the Shrewsbury School Committee under this Act. All moneys received are deposited with the Town Treasurer into a Student Activity Agency Account for the school.

The School Committee has authorized the Principal of the School to maintain a checking account. The checking account is used for expenditures only. Periodically, to the extent that funds are available in the Student Activity Agency Account, the Town Treasurer reimburses the Student Activity checking account, through the warrant process.

Revenues

The revenue of this fund is revenue that is earned by activities of classes or clubs and is not derived from Town activities. Examples include class dues, class dances, class projects such as food sales, sale of small goods, etc., of which are credited to the proper activity fund.

Expenditures

Expenditures are charged to each club or class account.



SHREWSBURY HIGH SCHOOL
Student Activity Fund
Notes and Findings
June 30, 2015

1. Student Activity Policy

The current student activity management policy was last updated by the School Committee in 2001. The School Committee and School Department administration should periodically review the policy to see if updates need to be made.

Also, the policy does not specify a limit to the checking account. The current procedure is that when the balance gets low, the school requests \$50,000 to be transferred from the agency account to the checking account. The policy should indicate a maximum balance to the checking account in accordance with Section 47 of Chapter 71 of the Massachusetts General Laws.

2. Sunshine Fund and Parent Fund

As of June 30, 2015, the accounts of the Student Activity Fund included balances in the Sunshine Fund, which was a teachers' account, and the Parent Forum Fund, which was a Parent-Teacher Organization account. These accounts have subsequently been closed by disbursing funds to a staff member as custodian of the sunshine fund and to two individuals who are custodians of the PTO funds.

The Student Activity Fund should only be used for funds from student groups and should not be used for teachers' or PTO funds.

3. Application Bootcamp – Revolving Fund

As of June 30, 2015, the accounts of the Student Activity Fund included an "Application Bootcamp" account. This was from fees for students participating in a summer program. The account has subsequently been closed out to the Town and set up as a revolving account.

Fees paid for student participation in programs should be accounted for as revolving accounts in the Town and should not be operated through the Student Activity Fund.

4. Inactive Accounts

There are a number of inactive accounts in the Student Activity Fund. Subsequent to June 30, 2015, the school closed 28 accounts with no activity for several years, with a total of \$7,511.71, to the General Interest account.

In addition, there are 27 accounts with a combined balance of \$11,376.73 as of June 30, 2015, that had no activity in the 2014-2015 school year but represent funds of student groups that are still active.

The school should annually review the accounts that have had no activity for several years. Any that represent groups that are no longer active should be closed out to the General Interest account or to a similar account to the group and should be expended in accordance with School Committee policy.

5. Graduated Class Accounts

The accounts include balances in the Class of 2014 account of \$4,452.33. Also, the Class of 2015 has funds of \$5,224.43 as of January 31, 2016, the most recent monthly report available.



SHREWSBURY HIGH SCHOOL
Student Activity Fund
Notes and Findings
June 30, 2015

The School Committee policy states that class officers will inform the Principal, by the date of graduation, of the disposition of any remaining balance in the class fund.

The school should contact the officers of these graduated classes to determine the disposition of the remaining balances in their class funds.

6. Athletic Receipts

The receipts of the Athletic Department account include deposits identified as donations. During the 2014-2015 school year the total donations deposited into this account were \$2,914.00.

The Student Activity Fund should be used only for funds raised by students for their activities. Money that is donated for athletic department use should be deposited with the Town into a gift account that can be used for athletic purposes, with disbursements through the warrant process.

7. Target Receipts

The school deposited a check from Target Corporation's Take Charge of Education program into the General Interest Fund account. This money is generated from parents signing up at Target stores for a percentage of their purchases to benefit the school.

The Massachusetts Department of Elementary and Secondary Education in its *Agreed Upon Procedures and Audit Guidelines: Student Activity Funds* states in Appendix A: Frequently Asked Questions its opinion that reward programs based on parents signing up at retail establishments resulting in the school receiving a percentage of what is purchased by the parent or family member are typically designed to raise money for classroom supplies and thus, if designed in that manner, cannot be deposited into a student activity fund. Fund raisers held to supplement operations should be considered a gift to the school and should be deposited with the Town into the school's gift account to be expended through the warrant process without further appropriation.

8. Guidance Literature Account

The accounts of the Student Activity Fund include a "Guidance Literature" account, which had a balance of \$10,104.53 as of June 30, 2015, and a balance of \$15,828.82 as of April 28, 2016. Money deposited into this account is from student transcript fees. Disbursements from this account are for guidance department expenses.

This account appears to be operated as a revolving account. Fees are paid to supplement the operational costs of the guidance department. Fees collected for operational expenses should be deposited with the Town into a revolving account. Disbursements would be processed through the warrant process for the purposes of the revolving account.

9. Use of Interest Account

The School Committee policy does not include guidelines on specific uses of interest earnings. The General Interest account is from interest earnings on the fund and is also from closed out old inactive accounts, deposits from picture commissions, and other small miscellaneous receipts not classified to any other account.

Interest and other unrestricted funds should be expended on items and activities for the benefit of the students.



SHREWSBURY HIGH SCHOOL
Student Activity Fund
Notes and Findings
June 30, 2015

10. Internal Revenue Service Reporting for Vendors – Form 1099

Disbursements exceeding \$600 in aggregate to any one individual or entity must be reviewed to determine if a Form 1099-MISC is required to be filed with the Internal Revenue Service.

A process should be implemented whereby W-9 forms are received from individuals and vendors and if disbursements made to an individual or vendor equal or exceed \$600 in total disbursements for a calendar year, a Form 1099-MISC should be issued to the individual or vendor at the end of the year by the Town.

11. Inappropriate Expenses

Our tests of expenses paid from the Student Activity Fund identified the following payments which we believe are inappropriate charges to the fund:

\$430 from the Athletic Department account for a ring and a watch to a coach for a sectional coach of the year award

\$73 from the General Interest account for flowers for a faculty member as a thank you for work on the School Store

\$14.54 from the General Interest account for two replacement locks on display cases in the school

\$89.70 from the General Interest account and \$179.40 from the School Store account for 26 week subscriptions to a local newspaper

Funds in the Student Activity Fund are to be used exclusively for student-related activities and should not be used to pay operating expenses of the school or for the benefit of faculty or staff.

12. Undocumented Expense

Our test of expenses paid from the fund identified a payment of \$2,760 to the Worcester Sharks for tickets to a hockey game from the Athletic Department account, which had no backup documentation attached to the check request form.

Disbursements from the fund should be documented with an invoice or other documentation attached to the check request form.

13. Variances to Town's Balances

As of June 30, 2015, the school has a balance in the agency account that is \$668.85 higher than the balance that the Town Treasurer is carrying. This is a combination of \$415.00 in reconciling items on the Treasurer's balance, which consists mainly of returned checks, and \$1,083.85 in old reconciling items at the school that the school has adjusted out in the current school year.

There is also a variance to the Town's general ledger of \$16,294.90 between the Town Treasurer and the Town Accountant's Munis general ledger, with the Town Accountant's general ledger being lower. The Town Accountant and Town Treasurer should research this variance.



SHREWSBURY MIDDLE AND ELEMENTARY SCHOOLS

STUDENT ACTIVITY FUND

**INDEPENDENT ACCOUNTANT'S REPORT ON
APPLYING AGREED-UPON PROCEDURES**

JUNE 30, 2015



SHREWSBURY MIDDLE AND ELEMENTARY SCHOOLS

STUDENT ACTIVITY FUND

**INDEPENDENT ACCOUNTANT'S REPORT ON
APPLYING AGREED-UPON PROCEDURES**

JUNE 30, 2015

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INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING AGREED-UPON PROCEDURES


Town of Shrewsbury School Committee
Town of Shrewsbury
Shrewsbury, Massachusetts

We have performed the procedures enumerated below, which were agreed to by the Town of Shrewsbury School Committee, solely to assist you with respect to the evaluation of the accounting controls in place over the student activity funds at the Shrewsbury Middle and Elementary Schools. This engagement to apply agreed upon procedures was performed in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of the school. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose. Our procedures were as follows:

- We obtained an understanding of the internal control procedures associated with the student activity funds sufficient to discuss with the School Committee the effectiveness of the overall system, and if needed, to make recommendations for improvements.
- We reviewed the reconciliation of the bank statements with the ledger as of the end of the period.
- We reviewed the guidelines of the student activity funds.
- We prepared from the ledger at the school and other supporting documentation, analyses to support the following schedules.
 - Schedule of cash balances as of June 30, 2015
 - Schedule of account balances as of June 30, 2015

We were not engaged to, and did not conduct an audit, the objective of which would be the expression of an opinion on the Shrewsbury Middle and Elementary Schools Student Activity Fund financial statements and compliance with *Student Activity Accounts Guidelines for Massachusetts School Districts*. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of the Town of Shrewsbury's School Committee and the Town of Shrewsbury's School Department management and is not intended to be and should not be used by anyone other than these specified parties.


Scanlon & Associates, LLC
South Deerfield, Massachusetts
April 29, 2016



SCHEDULE A

**SHREWSBURY MIDDLE AND ELEMENTARY SCHOOLS
STUDENT ACTIVITY FUND
BALANCE SHEET
June 30, 2015**

ASSETS

Cash:

In Custody of School Department Director of Business Services:

Checking Account:

Bank of America

\$ 4,090.86

In Custody of Town Treasurer:

Agency Account:

Bank of America

151,100.15

TOTAL ASSETS

\$ 155,191.01

FUND BALANCE

Fund Balance:

Student Activity Fund (SCHEDULE B)

\$ 155,191.01

See Accompanying Notes.



**SHREWSBURY MIDDLE AND ELEMENTARY SCHOOLS
STUDENT ACTIVITY FUND
ACCOUNT BALANCES
June 30, 2015**

SCHEDULE B

<u>Name of School/Account</u>	<u>Balance</u>
Beal School	\$ 304.70
Coolidge School	1,019.68
Floral Street School	12,020.05
Parker Road Preschool	89.44
Paton School	2,668.32
Spring Street School	687.96
Oak Middle School	74,318.66
Sherwood Middle School	63,440.68
Interest Account	641.52
TOTAL SCHEDULE B	<u>\$ 155,191.01</u>

See Accompanying Notes.



SCHEDULE B-1

SHREWSBURY MIDDLE AND ELEMENTARY SCHOOLS
STUDENT ACTIVITY FUND
OAK MIDDLE SCHOOL - SUBSIDIARY ACCOUNT BALANCES
June 30, 2015

<u>Name of Account</u>	<u>Balance</u>
Student Voice	\$ 5,843.83
ELNA	1,862.10
Ski Club	1,286.00
Yearbook	20,032.89
Miscellaneous Balance	947.49
Returned/Bad Checks	85.40
Grade 8 Activities	4,407.02
Interest Based Workshop	534.73
Musical	18,494.17
Speech	4,825.33
Teamworks	4,230.28
Grade 7 Activities	1,566.40
Heiffer Project	2,407.50
Spanish Field Trip	317.00
Media	26.15
French Field Trip	352.00
Drama Club	6,225.21
ELA Plays	875.16
TOTAL SCHEDULE B-1	\$ 74,318.66

See Accompanying Notes.



SCHEDULE B-2

**SHREWSBURY MIDDLE AND ELEMENTARY SCHOOLS
STUDENT ACTIVITY FUND
SHERWOOD MIDDLE SCHOOL - SUBSIDIARY ACCOUNT BALANCES
June 30, 2015**

<u>Name of Account</u>	<u>Balance</u>
Adjusment	\$ 511.95
Art	923.35
Drama	7,799.70
Gift	3,839.18
Mock Dig	(154.75)
Concord Field Trip	14,661.70
Coffee Cart	45.31
Worcester Art Museum Field Trip	4,152.68
Ski Club	2,092.96
Yearbook	12,732.34
Book Fair	825.61
Christa McAuliffe Field Trip	9,354.54
Lost Books	728.59
Miscellaneous	1,230.08
Gap Junction	461.19
Statehouse Field Trip	4,800.00
Deposit/Void	255.97
Miscellaneous Charges	(276.02)
Replacement Check	528.48
Town Fee	(324.48)
Bad Check	(80.00)
Unaccounted	(382.70)
Deposit Correction	85.00
Miscellaneous	(350.00)
Refund	(45.00)
Town Fee Paid	25.00
TOTAL SCHEDULE B-2	\$ 63,440.68

See Accompanying Notes.



SHREWSBURY MIDDLE AND ELEMENTARY SCHOOLS
Student Activity Fund
Accompanying Notes
June 30, 2015

General

The student activity fund is a group of self-balancing accounts for the use of student activities. The fund is governed under provisions established by Section 47 of Chapter 71 of the Massachusetts General Laws and policies adopted by the Shrewsbury School Committee under this Act. All moneys received are deposited with the Town Treasurer into a Student Activity Agency Account for the school.

The School Committee has authorized the School Department Director of Business Services to maintain a checking account. The checking account is used for expenditures only. Periodically, to the extent that funds are available in the Student Activity Agency Account, the Town Treasurer reimburses the Student Activity checking account, through the warrant process.

Revenues

The revenue of this fund is revenue that is earned by activities of classes or clubs and is not derived from Town activities. Examples include class dues, class dances, class projects such as food sales, sale of small goods, etc., of which are credited to the proper activity fund.

Expenditures

Expenditures are charged to each club or class account.



SHREWSBURY MIDDLE AND ELEMENTARY SCHOOLS
Student Activity Fund
Notes and Findings
June 30, 2015

General Comments

1. Student Activity Policy

The current student activity management policy was last updated by the School Committee in 2001. The School Committee and School Department administration should periodically review the policy to see if updates need to be made.

Also, the policy does not specify a limit to the checking account. The current procedure is that when the balance gets low, the school department central office requests \$20,000 to be transferred from the agency account to the checking account. The policy should indicate a maximum balance to the checking account in accordance with Section 47 of Chapter 71 of the Massachusetts General Laws.

2. Variances to Town's Balances

As of June 30, 2015, the school department has a balance in the fund that is \$9,132.18 higher than the balance that the Town Treasurer is carrying. This is a combination of \$8,258.84 in reconciling items on the Treasurer's balance, which consists mainly of timing of reporting deposits to the Town, deposit corrections to be made to the Town's books, and returned checks, and \$873.34 in reconciling items at the school department, mainly from deposits in transit and other timing items.

There is also a variance to the Town's general ledger of \$35,179.97 between the Town Treasurer and the Town Accountant's Munis general ledger, with the Town Accountant's general ledger being higher. The Town Accountant and the Town Treasurer should research this variance.

School Specific Comments

As part of our agreed-upon procedures, we examined the accounting records and tested transactions processed through the central office of the school department. We also visited and interviewed personnel at the Oak Middle School and the Sherwood Middle School to gain an understanding of procedures used at the school level and to examine records supporting transactions and subsidiary accounts at the schools. The following findings are specific to the identified schools.

3. Oak Middle School Procedures

Frequency of Deposits

We noted that deposits to the fund are made by the school about once a month. Funds received are kept locked in the safe at the school office until deposited.

The school should make deposits more frequently, at least once a week, or more often if there are large deposits to be made. Keeping funds on hand for longer periods of time before deposit increases the risk that checks will be returned for insufficient funds.

Expenditures

Our test of expenditures from the fund indicated that there was one expenditure for t-shirts which included 20 t-shirts purchased for staff members for a total of \$186.55.



SHREWSBURY MIDDLE AND ELEMENTARY SCHOOLS
Student Activity Fund
Notes and Findings
June 30, 2015

Student activity funds should be used for purchases to benefit students and not to benefit faculty or staff members.

4. Sherwood Middle School Procedures

Training of Personnel

The person currently maintaining the accounting records for the student activities at the school was not properly trained when she started the position.

All personnel with responsibilities for the student activity fund should be properly trained. An ongoing process of training should be in place to ensure that all individuals maintain the necessary skills to perform their duties in an adequate manner.

Accounting Records

The accounting records used to maintain the subsidiary accounts at the school is not adequate to track the activity in the subsidiary accounts.

The secretary who maintains the accounting records does not post them until she receives monthly reports from the central office, and then posts to the accounts from the central office reports.

The accounting records for the subsidiary accounts are listed sequentially with the activity in each account, but there is no reconciliation of the accounting records to the balance provided from the central office. A spreadsheet has been set up with the monthly balances in the subsidiary accounts but the activity is not included. The account balances include accounts that are reconciling items to the Town.

The school should set up an accounting system that provides more detail of activity in subsidiary accounts and that reconciles to the central office reports. The accounting records could be set up with an Excel spreadsheet similar to what is used at Oak Middle School, or using QuickBooks, as is done at the High School. The personnel at the school handling the accounting should be properly trained in the accounting method to be used and the personnel in the Business Office should assist in training and implementation of the accounting. The accounting records should be posted during the month, and at the end of each month, the central office reports should be used as a check and verification to the activity in the subsidiary accounts and any adjustments necessary should be made to the subsidiary accounts to balance to the central office reports.

Reconciling Accounts and Deficit Accounts

Several subsidiary accounts are shown with deficit balances. Some of these accounts, as well as some accounts with positive balances, are items to reconcile to the Town. The reconciling accounts should be closed to the "Miscellaneous" account. Other accounts, such as the "Mock Dig" account, should not operate with a deficit, and if they do, funds should be transferred from other accounts.

Target and Stop & Shop Receipts

The school deposits checks from Target Corporation's Take Charge of Education program and from Stop & Shop's Education Bucks program into the "Gift" account of the student activity



SHREWSBURY MIDDLE AND ELEMENTARY SCHOOLS
Student Activity Fund
Notes and Findings
June 30, 2015

fund. This money is generated from parents signing up at the stores for a percentage of their purchases to benefit the school.

The Massachusetts Department of Elementary and Secondary Education, in its *Agreed Upon Procedures and Audit Guidelines: Student Activity Funds*, in Appendix A: Frequently Asked Questions, states its opinion that reward programs based on parents signing up at retail establishments resulting in the school receiving a percentage of what is purchased by the parent or family member are typically designed to raise money for classroom supplies and thus, if designed in that manner, cannot be deposited into a student activity fund. Fund raisers held to supplement operations should be considered a gift to the school and should be deposited with the Town into the school's gift account to be expended through the warrant process without further appropriation.

Lost Books Account

The subsidiary accounts at the school include a "Lost Books" account. This account should not be included in the Student Activity Fund and should be closed into the Lost Books Revolving account at the Town.





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **9/14/16**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: IX. New Business
A. Superintendent's Annual Goals: Vote

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee vote to approve the Superintendent's Annual Goals.

BACKGROUND INFORMATION:

The goals will be provided under separate cover.

ACTION RECOMMENDED:

That the School Committee vote to approve the Superintendent's Annual Goals.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

**B. Appointment of Superintendent as Representative to
Assabet Valley Collaborative Board of Directors: Vote**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee vote to appoint the Superintendent as Representative to the Assabet Valley Collaborative Board of Directors.

BACKGROUND INFORMATION:

The mission of the Assabet Valley Collaborative (AVC) is to provide effective and efficient services to meet current and evolving needs of member communities to promote student success and community integration. AVC's Board of Directors meets monthly during the school year and more often as needed.

ACTION RECOMMENDED:

That the School Committee vote to appoint the Superintendent as Representative to the Assabet Valley Collaborative Board of Directors.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: X. Approval of Minutes

MEETING DATE: 9/14/16

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandra Fryc, Chairperson

Mr. Jon Wensky, Secretary



**School Committee Workshop
Shrewsbury High School
64 Holden Street
Shrewsbury, Massachusetts**

Wednesday, August 24, 2016

Present: Ms. Sandy Fryc, Chairperson; Ms. Erin Canzano; Mr. Jon Wensky, Secretary; Dr. Dale Magee, Vice Chairperson; Mr. John Samia; Mr. Patrick Collins, Assistant Superintendent of Finance and Operations; Ms. Mary Beth Banios, Assistant Superintendent for Curriculum & Instruction; Ms. Meg Belsito, Director of Special Education & Pupil Personnel Services; and Dr. Joseph Sawyer, Superintendent of Schools.

The meeting was convened by Ms. Fryc at 3:07 pm in the Class of 2002 Conference Room at Shrewsbury High School.

Approval of Workshop Minutes

On a motion by Mr. Wensky, seconded by Ms. Canzano, the committee unanimously agreed to approve the Workshop Minutes from April 14, 2016, as amended with the addition of Dr. Magee as an attendee; December 9, 2015; January 13, 2016; and March 30, 2016.

Executive Session

At 3:09 pm, on a motion made by Ms. Fryc, seconded by Mr. Wensky, the committee unanimously agreed to adjourn into executive session for the purpose of approval of minutes from multiple Executive Session meetings. Roll call votes were as follows: Ms. Canzano, yes; Dr. Magee, yes; Mr. Samia, yes; Mr. Wensky, yes; and Ms. Fryc, yes.

The Committee returned to open session at 3:14 pm.

Approval of Meeting Minutes

On a motion from Ms. Canzano, seconded by Mr. Wensky, the committee voted unanimously to approve the minutes from the School Committee meetings of April 26, May 25, June 8, and June 15, 2016.

Planning for 2016-17 School Year: Discussion

Dr. Sawyer provided potential topics for the 2016-2017 School Committee meetings by date. These include a discussion on class rank, and the potential for the committee to vote to take a position on upcoming state ballot questions regarding lifting the cap on charter schools and



legalizing recreational marijuana. Committee members expressed an interest in taking a position on the charter school question due to its direct relevance to and potential effect upon the school district. The Committee expressed interest in learning more about the marijuana issue and how it has impacted schools in states where it is already legalized, but was undecided on whether it would take any official position on this matter. Dr. Sawyer recommended that the committee take a position on proposed legislation for Charter Schools. Reports on both topics will be provided in the early fall at School Committee meetings.

Mr. Collins recommended adding a vote in October to recommend that Town Meeting appropriate funds for the feasibility study for the Beal School building project. Dr. Sawyer recommended changing the date of the joint School Council meeting from October 3 to October 17 so the meeting will not take place during the Rosh Hashanah holiday. Dr. Magee proposed dedicating ten minutes per School Committee meeting to addressing one aspect of the budget/budget process.

Regarding strategic planning, Dr. Sawyer suggested targeting spring of 2017 to summarize and provide updates on improvement plans relative to the current five year plan, with an eye towards proposing the next five year plan in the fall of 2017, with School Committee approval by December 2017.

Mr. Collins addressed fiscal planning and referenced previous work done by Needham Public Schools and Shrewsbury Public Schools (2006) as examples of fiscal projections that communicate complex information in a way that is understandable to the community. Committee members offered ideas on how and when to present information in the short- and long-term to best inform the community. Mr. Collins, Mr. Samia, and Dr. Magee will meet as a subcommittee again in September to address fiscal planning.

Updates to the Committee

Ms. Belsito advised that overall the Department of Elementary and Secondary Education (DESE) Coordinated Program Review report on special education, English language learner education, and civil rights compliance, was very good, and that the district was 100% in compliance across the many special education indicators, which is highly unusual. She indicated that there were some minor findings in English language education and civil rights that would be readily addressed to come into compliance, including the location of where English language learner students were being serviced in the Coolidge building and the need for overall annual self-assessment of civil rights compliance. She noted she would be meeting the following day with a representative from DESE regarding the required corrective action plan.

Mr. Collins advised that a recent DESE grant audit was really a review, and noted that the overall result was positive. He complimented Ms. Elizabeth Callahan on her work compiling a great deal of information in a short period of time. All documents were produced in the time requested, and only one expense was identified as having been misclassified by category.



Ms. Malone addressed the SAFIS (fingerprint) background check requirement and noted that all new hires were in compliance or were waiting on letters of suitability from previous districts, and that only a handful of existing employees were waiting to be fingerprinted. Ms. Malone noted that employees would not be able to start work with students until they were compliant. Dr. Sawyer noted that even though employees paid the fee for being fingerprinted, there were costs to the district due to additional staff hours needed to process the associated forms.

Mr. Collins presented information and data on special revenue and revolving account funds, and listed Shrewsbury Education Foundation (SEF) grants and full day kindergarten as examples. Mr. Collins advised that these funds play an important role in the financial health of the district, and that they are typically not addressed in detail at Town Meeting because they are not part of the appropriated budget that Town Meeting approves, although information is provided in the Town Meeting budget packet. Committee members indicated that it is good to have transparency regarding various sources of funding, and that it was clear that these funds are crucial for the district and that they are already being leveraged to offset the appropriated budget in various ways that leave little to no opportunity for any additional relief.

Regarding the Shrewsbury High School athletic fields, Mr. Collins noted that efforts are being focused on "Priority 1", installing turf on the SHS stadium field, and on a fundraising campaign for the fields. Mr. Collins also advised that a community member had reached out and wanted to meet to discuss potential environmental concerns surrounding artificial turf.

Mr. Collins addressed current HVAC projects at Spring Street and Paton elementary schools, and noted that the Paton project will be largely done at the start of school. The Spring Street project was moving at a slower pace, but the expectation is that school will open on time. The heating system is not expected to be functional until late September, but this should not have an impact given local weather conditions.

China Exchange: Vote

Ms. Banios and Sherwood Middle School Principal Jane Lizotte have been invited to visit schools in Daxing, China, with a specific focus on teaching and learning at the Daxing Elementary School, from September 8-15 through Boston Ivy, LLC. Dr. Sawyer noted that the committee is the appointing authority for Ms. Banios, and recommended that the committee vote to approve third-party subsidized travel for Ms. Banios as it serves a legitimate public purpose, namely to build the exchange program between Daxing and Shrewsbury.

On a motion by Ms. Canzano, seconded by Dr. Magee, the committee voted unanimously to authorize third-party subsidized travel and lodging for the Assistant Superintendent's trip to Daxing, China, to benefit the existing exchange program.

Evaluation of the Superintendent: Discussion

The existing evaluation process was deemed difficult because of the time of year that it takes



place. Committee members and Dr. Sawyer discussed changing the timetable so that the evaluation could be done at the end of the calendar year in the future. This would entail condensing the process in 2016. In the short term, Dr. Sawyer will provide a list of goals for the committee to review. An evaluation would be performed in December, 2016, for June - December 2016. In January 2017, the process would begin for the 2017 calendar year.

Dr. Sawyer suggested utilizing Google Drive or Schoology as a means of communicating with the committee around the performance evaluation. Dr. Magee noted that the existing evaluation consists of three levels - summary, categories, and fine detail -and added that it did not always allow members to convey their feedback accurately, and wanted to know if/what permission might be necessary from the DESE to change the form or format.

Adjournment

On a motion by Mr. Wensky, seconded by Dr. Magee, the committee unanimously agreed to adjourn the meeting at 5:07 pm. Roll call votes were as follows: Ms. Canzano, yes; Dr. Magee, yes; Mr. Samia, yes; Mr. Wensky, yes; Ms. Fryc, yes.

Respectfully submitted,

Elizabeth McCollum

Documents referenced:

- 1) School Committee Meeting Dates & Potential Topics 2016-2017 Document
- 2) Title IIA and Title III Review Summary
- 3) 2016 Coordinated Program Review
- 4) FY 2017 Special Education Program Plan Statement
- 5) SAFIS (Fingerprint) Background Check Audit Memo
- 6) Title IIA and Title III Financial Review Memo
- 7) Special Revenue Funds Historical Data: FY14-16 Memo
- 8) Special Revenue Funds Spreadsheets and Graphs
- 9) Facility Project Updates Memo
- 10) Spring Street and Paton School Projects Presentation
- 11) Travel Expenses Disclosure Document





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **9/14/16**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

ITEM NO: **XII. Adjournment**

