



**School Committee
Meeting Book**

**September 27, 2017
7:00 pm**

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

AGENDA

**September 27, 2017 7:00pm
Town Hall—Selectmen's Meeting Room
100 Maple Avenue**

- | | | |
|-------|---|-------------|
| I. | Public Participation | |
| II. | Chairperson's Report & Members' Reports | |
| III. | Superintendent's Report | |
| IV. | Time Scheduled Appointments: | |
| A. | Beal Early Childhood Center Building Project: Presentation by Architect & Project Manager | 7:10 – 7:30 |
| B. | Beal Early Childhood Center Building Project: Public Hearing & Discussion on Future Grade Configuration | 7:30 – 7:50 |
| C. | Special Education Summer Programs: Report | 7:50 – 8:10 |
| V. | Curriculum | |
| VI. | Policy | |
| VII. | Finance & Operations | |
| A. | Fiscal Year 2019 Budget Calendar: Review | 8:10 – 8:20 |
| B. | Fiscal Year 2018 Grants: Report & Vote | 8:20 – 8:35 |
| VIII. | Old Business | |
| IX. | New Business | |
| A. | Donations for Coordinators of Development & Volunteer Activities: Vote | 8:35 – 8:40 |
| X. | Approval of Minutes | 8:40 – 8:45 |
| XI. | Executive Session | 8:45 – 9:00 |
| A. | Student Residency Request | |
| B. | Review and/or Release Executive Session Minutes | |
| XII. | Adjournment | 9:00 |

Next regular meeting: October 11, 2017



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: **9/27/17**

SPECIFIC STATEMENT OR QUESTION:

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

BACKGROUND INFORMATION:

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

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

SPECIFIC STATEMENT OR QUESTION:

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

BACKGROUND INFORMATION:

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

STAFF AVAILABLE FOR PRESENTATION:

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

ITEM NO: III. Superintendent's Report

SPECIFIC STATEMENT OR QUESTION:

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

BACKGROUND INFORMATION:

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

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

ACTION RECOMMENDED FOR ITEMS I, II, & III:

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IV. Time Scheduled Appointments:** MEETING DATE: **9/27/17**
**A.Beal Early Childhood Center Building Project: Presentation by Architect &
Project Manager**

BACKGROUND INFORMATION:

Representatives of the Architect (Lamoureux Pagano Associates) and Owner's Project Manager (PMA Consultants) of the Beal Early Childhood Center Building Project will provide a comprehensive overview of the project, and will be available to take questions from the Committee. The presentation is enclosed.

ACTION RECOMMENDED:

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

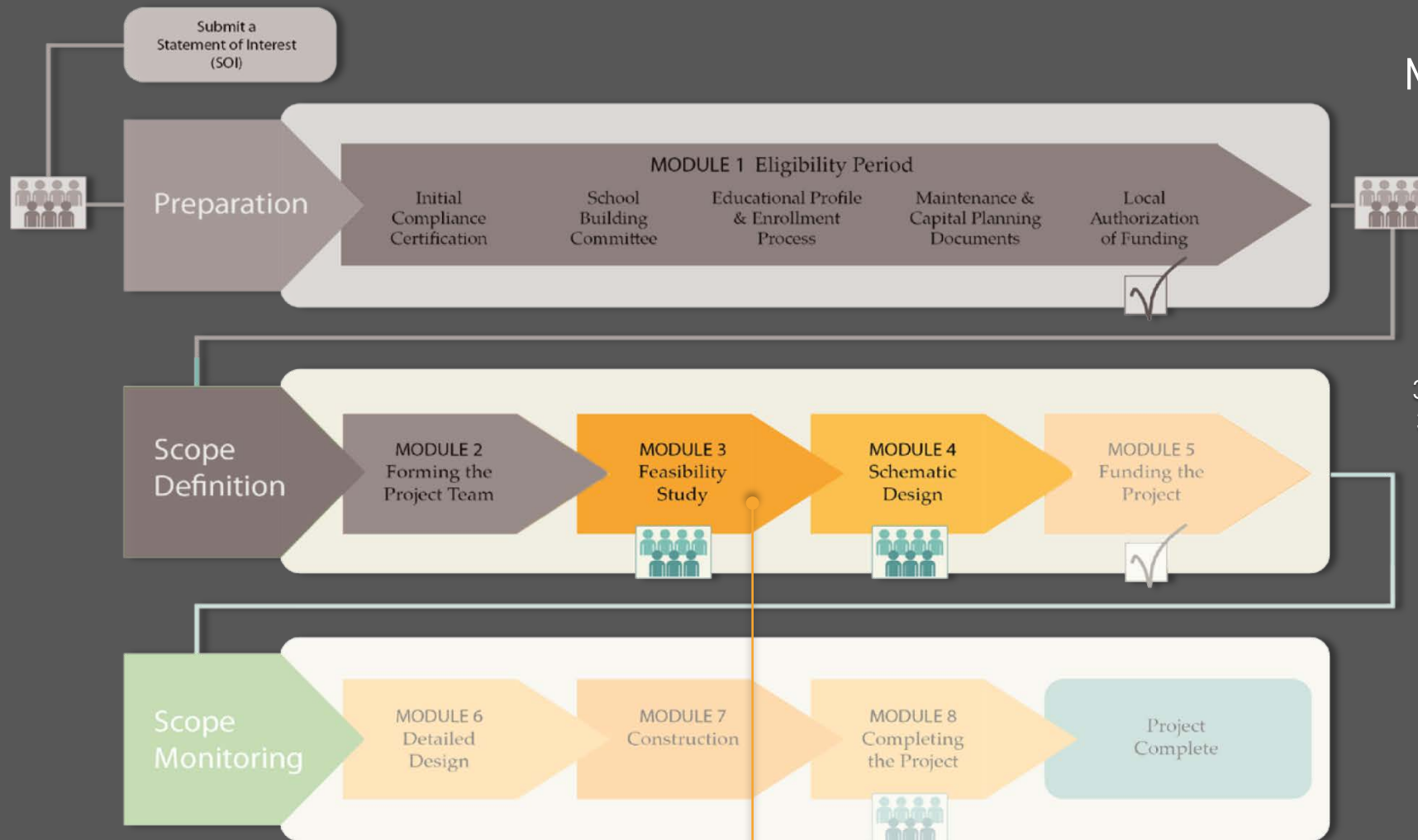
STAFF & OTHERS AVAILABLE FOR PRESENTATION:

Mr. Patrick Collins, Assistant Superintendent for Finance & Operations
Katie Crockett, Lamoureux Pagano Associates
Sean Brennan, Lamoureux Pagano Associates
Paul Queeney, PMA Consultants





MSBA Core Program Process Overview



MSBA CORE PROGRAM PROCESS

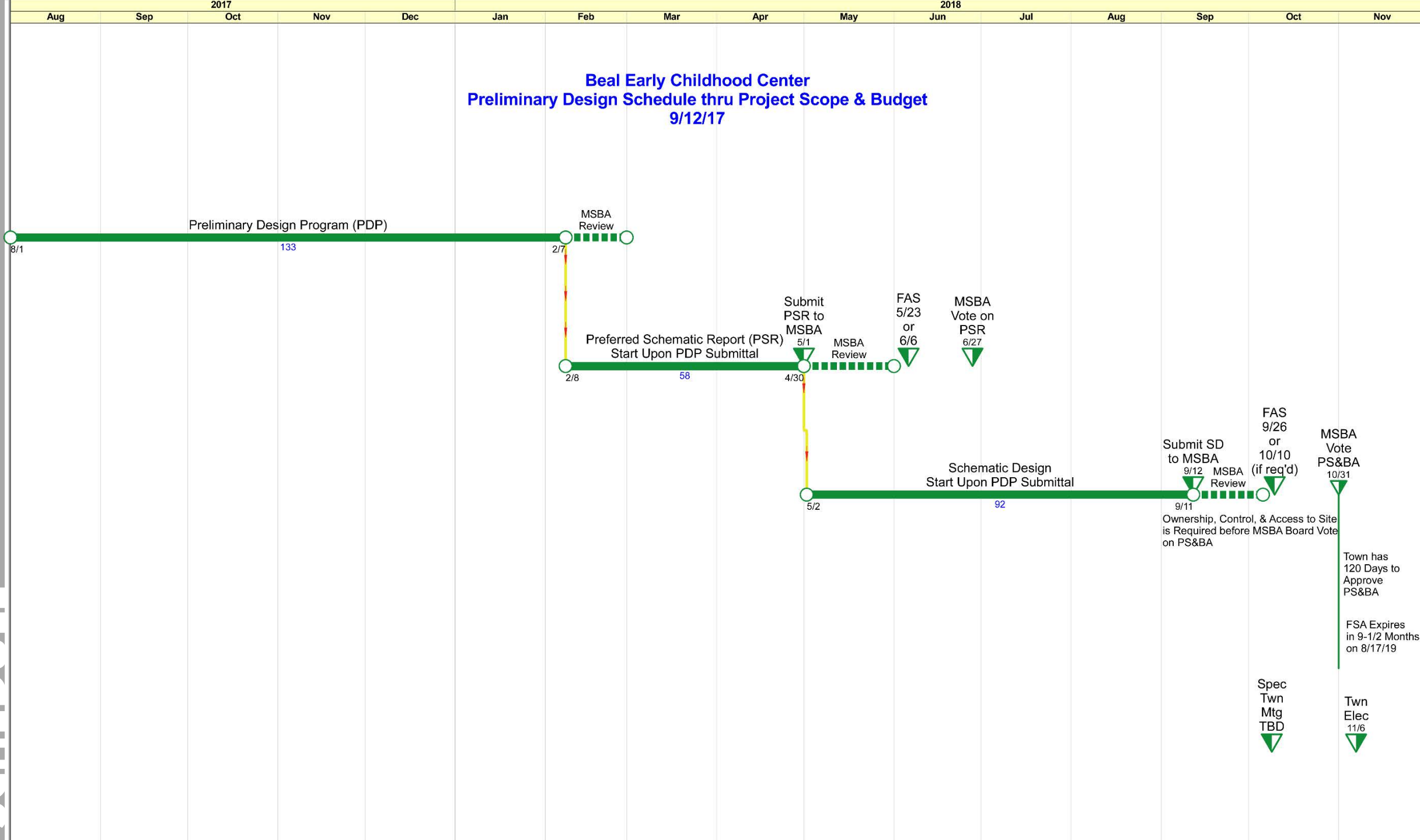
MODULE 3:
FEASIBILITY STUDY

3.1 PDP: Preliminary Design Program
3.2 PSR: Preferred Schematic Report

MODULE 4:
SCHEMATIC DESIGN

3.1 PDP: Preliminary Design Program
3.2 PSR: Preferred Schematic Report

Beal Early Childhood Center Preliminary Design Schedule thru Project Scope & Budget 9/12/17



Module 3 Checklist | Preliminary Design Program

- ☐ Copy of executed OPM Contract forwarded to MSBA
- ☐ Copy of executed Designer Contract forwarded to MSBA
- ☐ Work Plan approved by School Building Committee
- ☐ Kick-Off Meeting with MSBA
- ☐ Processed Budget Revision Request to align ProPay Budget Line Items to executed OPM and Designer Contracts submitted to MSBA
- ☐ Reviewed Project Advisories
- ☐ SBC Vote to approve Preliminary Design Program (“PDP”) Submittal and Local Actions and Approval Certification.
- ☐ PDP submitted to the MSBA
- ☐ District Response to PDP review comments submitted to MSBA
- ☐ School Committee Vote to approve Grade Reconfiguration and/or Districting and Grade Reconfiguration and Districting Approval Certification signed (if applicable)

Module 3 Checklist | Preferred Schematic Report

- ☐ SBC Vote to approve Preferred Schematic Report (“PSR”) Submittal and Local Actions and Approval Certification.
- ☐ PSR submitted to the MSBA
- ☐ District Response to PSR review comments submitted to MSBA
- ☐ Facilities Assessment Subcommittee (“FAS”) Meeting
- ☐ District Response to FAS comments submitted to MSBA
- ☐ Updates to SBC submitted to MSBA (if applicable)
- ☐ Updates to OPM and Designer Org Charts submitted to MSBA (if applicable)
- ☐ Copies of executed OPM and Designer Contract amendments (if applicable) submitted to the MSBA
- ☐ ProPay Budget Revision Request(s) submitted to MSBA (if applicable)
- ☐ Work plan updated and approved by SBC (if applicable)
- ☐ Preferred Schematic Conference Call
- ☐ MSBA Board Approval to Proceed into Schematic Design
- ☐ MSBA Board Action Letter denoting approval of authorization to proceed to schematic design

Module 4 Checklist | Schematic Design

- ☐ Updated Work Plan approved by School Building Committee
- ☐ Reviewed Project Advisories
- ☐ Evaluation of Construction Delivery Method complete and District selected to proceed through Traditional Design-Bid-Build or CM at Risk construction delivery method
- ☐ District Response to PSR review comments submitted to MSBA
- ☐ Confirmed all DESE Submittal components align
- ☐ Schematic Design Submittal Notification email sent to MSBA assigned project coordinator
- ☐ SBC Reviewed and voted to approve submittal of the Total Project Budget to the MSBA
- ☐ SBC Vote to approve Schematic Design (“SD”) Submittal and Local Actions and Approval Certification signed.
- ☐ Schematic Design Submittal submitted to the MSBA
- ☐ District Response to Schematic Design review comments submitted to MSBA
- ☐ Vote Language submitted to MSBA for review
- ☐ Updates to SBC submitted to MSBA (if applicable)
- ☐ Updates to OPM and Designer Organization Charts submitted to MSBA (if applicable)
- ☐ Copies of executed OPM and Designer Contract amendments (if applicable) submitted to the MSBA
- ☐ ProPay Budget Revision Request(s) submitted to MSBA (if applicable)
- ☐ Work plan updated and approved by SBC
- ☐ Project Scope and Budget Conference Complete
- ☐ District understands and agrees with Total Project Budget Template
- ☐ MSBA Board Approval
- ☐ MSBA Board Action Letter denoting approval of proposed project

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA ¹	# OF RMS	area totals	Comments
	34	33,800	
1,200		-	1,100 SF min - 1,300 SF max
1,200	6	7,200	1,100 SF min - 1,300 SF max
950	28	26,600	900 SF min - 1,000 SF max
		9,060	
950	6	5,700	8% of pop. in self-contained SPED
60	6	360	
500	4	2,000	1/2 size Gent. Clm
500	2	1,000	1/2 size Gent. Clm
		5,075	
1,000	2	2,000	assumed schedule 2 times / week / student
150	2	300	
1,200	2	2,400	assumed schedule 2 times / week / student
75	5	375	
		6,300	
6,000	1	6,000	6000 SF Min. Size
150	1	150	
150	1	150	
		4,225	
4,225	1	4,225	
		9,776	
5,925	1	5,925	2 seatings - 155F per seat
1,000	1	1,000	
463	1	463	
2,090	1	2,090	6000 SF for first 300 + 1 SF/student Addl
298	1	298	20 SF/Occupant
		710	
60	1	60	
250	1	250	
100	4	400	
		2,925	
545	1	545	
100	1	100	
150	1	150	
110	1	110	
375	1	375	
125	1	125	
120	1	120	
120	1	120	
250	1	250	
150	3	450	
35	1	35	
545	1	545	
		2,390	
150	1	150	
375	1	375	
375	1	375	
400	1	400	
363	1	363	
527	1	527	
200	1	200	
		0	
		74,261	
		790	
		114,550	
		1.64	

±115,000 sq. ft.

**Sherwood Middle School
Educational Program Description
Prepared for Feasibility Study Submission to the
Massachusetts School Building Authority
September 2009**

The Sherwood Middle School serves all of the approximately 950 students in grades five and six attending the Shrewsbury Public Schools. As part of the feasibility study phase for a renovation/addition or new facility for 900 students, this document will describe the educational program that Sherwood provides in order to meet the requirements of the Department of Elementary and Secondary Education (DESE). It should be noted that there is no proposal to expand the current educational program, but consideration is made for program offerings that have recently been put on hiatus due to personnel cuts related to budget constraints (e.g., visual arts, foreign language, etc.)

Program Limitations Due to Space Constraints:

The Statement of Interest submitted to the Massachusetts School Building Authority (MSBA) in 2006 documented that the current building is inadequate for delivery of the educational program due to the following factors related to educational programming:

- space limitations forcing special education services to be delivered in hallways, cafeteria, lobby, and other inappropriate locations;
- space limitations forcing specialized classes such as music to be held in spaces that are not properly equipped, too small for the large number of students in performance groups, and in spaces where the noise is disruptive to other classes (stage was converted to office spaces);
- space limitations compromising the ability for educators to meet with parents, plan lessons, collaborate, etc. while also preventing teachers from planning or setting up lessons in their own classrooms due to the necessity to share core classroom spaces for specialized subjects during “off” periods.
- space limitations that, during multiple weeks of MCAS testing each year, require substantial disruption of the educational program in order to provide storage for secure materials and testing spaces for students who require accommodations.

Sherwood Middle School was constructed prior to the passage of laws and regulations that required the education of students with special needs in the least restrictive setting, prior to the surge in population of students with severe special needs on the autism spectrum, and prior to the influx of students with English language learning needs in a community where diversity is increasing; all of these factors require additional instructional spaces, often with specialized equipment. Further, the building was constructed as a traditional junior high school, and as such it does not support the middle school team teaching approach nor does it provide adequate space for the dynamic instructional approaches that teachers are expected to use within classrooms (multiple teaching stations for small group instruction, space for computer use within the classroom, etc.).

In addition to the limitations listed above, other educational programming issues related to lack of appropriate facilities include:

- lack of sufficient technology infrastructure to provide reliable access to the Internet for online learning in the classroom, educator communication, etc.;

- lack of access to water and lack of storage compromises the ability to provide appropriate science instruction;
- lack of sufficient space to provide for the growing number of students with severe special needs, typically on the autism spectrum, who are entering our preschool program;
- lack of sufficient space to provide alternative programming for students with special education needs such as language-based disabilities, behavioral disabilities, etc. resulting in more expensive out-of-district placements in specialized schools;
- lack of sufficient media center space to provide a media collection commensurate with the size of the student population, appropriate access research opportunities for classes, etc.;
- lack of sufficient gymnasium space to accommodate three sections of physical education instruction at one time, compromising the academic schedule; further, the condition of the gym floor has been damaged in recent years by leaks that buckled the floor boards, preventing appropriate use of the space during the time waiting for repairs;
- lack of appropriate assembly space to allow for biweekly “community meetings” where each grade level meets for special announcements, community guest speakers, recognition of academic performance and citizenship, etc.; and
- lack of sufficient space for teachers of special subjects to have their own teaching rooms, requiring itinerant instruction in core subject classrooms, which in turn compromises the ability to set up instructional spaces that are dedicated to the special subject with appropriate visual aids, teaching stations, materials and technology set up, etc.

Educational Program

The educational program at Sherwood Middle School follows the Massachusetts Curriculum Frameworks and includes instruction in:

- the four core subjects of English language arts, mathematics, science, and social studies;
- foreign language (French, Mandarin Chinese, and Spanish; on hiatus in fifth grade due to personnel cuts)
- physical education;
- health;
- educational technology;
- visual arts (on hiatus from fifth grade due to personnel cuts);
- music and drama (general music instruction, chorus, orchestra, and band; drama is on hiatus due to personnel cuts);
- supplemental reading support (for at-risk students performing below standard);
- supplemental mathematics support
- curriculum enrichment (currently in place to supplant reductions in special subjects instruction lost due to personnel cuts)

The sections below are excerpted from the 2009-2010 Sherwood Middle School Handbook and provide a detailed overview of the curriculum and educational programming.

Sherwood Middle School Course of Studies

Curriculum Philosophy

Recognizing the developmental needs of the young adolescent, Sherwood Middle School must ensure that students are prepared to be successful, productive, and contributing members of an ever-changing global society. In this context, students will demonstrate communication skills, facility in social



KEY ITEMS COVERED IN EDUCATIONAL PROGRAMMING

- **Grade** and **school configuration** policies
- **Class size** policies
- School **scheduling** method
- **Teaching methodology and structure** (e.g., academies, departments, houses, teams, etc.)
- Teacher planning and room assignment policies
- **Kindergarten** (full day, half day, locations, if applicable)
- **Lunch** programs (number of servings, district kitchen, full service kitchens, warming kitchens, etc.)
- **Technology** instruction policies and program requirements (labs, in-classroom, media center, infrastructure, etc.)
- **Art** programs (in-classroom, specialized area);
- **Music/Performing Arts** programs (in-classroom, specialized area)
- **Physical Education** programs
- **Special Education** programs (in-house, collaborative, facility restrictions)
- **Transportation** policies
- **Functional and spatial relationships**
- Key programmatic **adjacencies**
- **Security** and visual access requirements



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: IV. Time Scheduled Appointments:

MEETING DATE: 9/27/17

**B. Beal Early Childhood Center Building Project: Public Hearing & Discussion on
Future Grade Configuration**

BACKGROUND INFORMATION:

The MSBA has determined that the Beal Early Childhood Center Building Project (whether a renovation/addition or a new school) must be one of two different types of grade configurations - a Kindergarten and Grade 1 school designed for 750 students, or a Kindergarten through Grade 4 school designed for 790 students. This public hearing will be one of two that give community members an opportunity to ask questions and provide feedback in advance of the School Committee vote on October 25, 2017, to decide which grade configuration to adopt.

ACTION RECOMMENDED:

That the School Committee consider the feedback provided during the Public Hearing 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

Mr. Patrick Collins, Assistant Superintendent for Finance & Operations



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: IV. Time Scheduled Appointments: **MEETING DATE: 9/27/17**
C. Special Education Summer Programs: Report

BACKGROUND INFORMATION:

During the 2016-2017 school year, the Director of Special Education and Pupil Personnel Services, the Out-of-District Coordinator, the Lead ELC Coordinator, and the Summer Coordinators for each level met on a monthly basis to design, organize and coordinate all services for students who are eligible for Extended School Year (ESY) services. The enclosed report provides a review of criteria, process, procedures, program organization, budget, summary of services and reflections and recommendations.

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. Meg Belsito, Director of Special Education and Pupil Personnel Services

Ms. Meghan Bartlett, Assistant Director of Special Education and Pupil Personnel Services



SHREWSBURY PUBLIC SCHOOLS

Office of Special Education / Pupil Personnel Services

15 Parker Road, Shrewsbury, MA 01545
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Margaret Belsito, Director
Meghan Bartlett, Assistant Director



Extended School Year Report for School Committee September 2017

Overview

During the 2016-2017 school year, the Director of Special Education and Pupil Personnel Services, the Out-of-District Coordinator, the Lead ELC Coordinator, and the Summer Coordinators for each level met on a monthly basis to design, organize and coordinate all services for students who are eligible for Extended School Year (ESY) services. Described below: a review of criteria, process, procedures, program organization, budget, summary of services and reflections and recommendations.

Criteria

Per CMR 28.05 of Massachusetts General Law, an extended year program may be identified if the Special Education student has demonstrated or is likely to demonstrate substantial regression in his or her learning skills and/or substantial difficulty in relearning such skills if an extended program is not provided. Decisions regarding ESY programs must be made on an individual basis, taking into consideration the unique needs of the child.

Process and Procedures

All services are based on specific information reflected in each student's service delivery page located in his/her Individualized Education Plan (IEP).

Staff working with students with Individualized Education Plans collected progress data on student specific IEP goals throughout the year (minimally after each school vacation). This data was used with the school based teams in order to determine eligibility for summer services.

This past school year, in an effort to centralize the staffing need, transportation and contracted services, all staff gathered student data and submitted their findings in March of 2017. All staff used common forms developed with the input of the Lead Special Education group and Summer Coordinators.

Program Organization

The district offers extended school year services for eligible students PreK-12. The programs are broken down at PreK, Elementary, Middle and High School levels.

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Budget

As indicated below, the district reviewed staffing patterns, transportation and contracted services from the past two fiscal years. Through centralizing the process for eligibility, as stated above, we can see an overall budget reduction of \$67,002.00 from FY17 to FY18.

In-District Summer Special Education Program Expenses			
	FY16 [Summer 2015]	FY17 [Summer 2016]	FY18 [Summer 2017]
Staffing	\$ 423,099	\$ 470,557	\$ 424,058
Transportation	\$ 79,456	\$ 78,298	\$ 60,003
Contract Svcs	\$ 4,544	\$ 2,208	\$ -
Totals	\$ 507,099	\$ 551,063	\$ 484,061

Summary of Services 2017

Parker Road Preschool Special Education Program

Number of Students Served: 43

Dates of Program: 7/5/17-8/10/17

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

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focus include communication, social behavior, pre-academic, fine & gross motor and adaptive skills. The student's IEP drives the teams service delivery.

The Educational Learning Center

The ELC program supports preschool age students with intensive learning profiles in a variety of goal areas. The program recommendations vary in duration based on individual student performance and learning. The program runs for four days per week for up to 6 hours per day. The program is supervised by an ELC Program Coordinator and 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 and Language services (SLP), Occupational Therapy (OT) and Physical Therapy (PT) 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.

PreK Staffing Information:

Total Number of Special Education Teachers: 1 Special Education Teacher, 1 ELC Coordinator

- Reduction of 1 Special Education Teacher from 2016

Total Number of Related Service Providers: 1 OT, 1 PT, 1 SLP, 1 Nurse

Total Number of Paraprofessionals: 13 ELC ABA Technicians, 3 Intensive Technicians

- Reduction of 2 Classroom Aides from 2016

Program Coordinator: Kristin Herrick

Elementary Summer Special Education Program

Number of Students Served: 79 (reduction of 20 from 2016)

Dates of Program: 7/5-7/6/17 & 7/10-8/10/17

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Representative Program Offerings:

Academic Program classroom

Teachers provide 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

A Teacher provides social skills instruction embedded in student interest-based group activities. The objectives of this program are designed based upon student IEPs. Social curriculums are designed to target student-specific IEP objectives. Each of the four weeks had a theme based curriculum as well as peer models.

The Educational Learning Center Program

The ELC 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.).

Walk In Services

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: 1 Social Skills Teacher, 4 Academic Teachers, 1 ELC Coordinator

- Reduction of 8 staff from 2016

Total Number of Related Service Providers: 5 (1 Reading, 1 SLP, 1 OT, 1 PT, 1 Nurse)

- Reduction of 3 staff from 2016

Total Number of Paraprofessionals: 12 Aides (classroom, 1:1, 1:2), 28 ABA Technicians

- Reduction of 7 staff from 2016

Program Coordinator: Janet Murphy

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Middle Level Summer Special Education Program

Number of Students Served: 97

Dates of Program: 7/5/17-8/10/17

Representative Program Offerings:

Academic Program

The academic program is 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 Program

The ELC provides intensive 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

The social skills program is coordinated in afternoon sessions to provide structured opportunities for previously identified students to practice and demonstrate socially appropriate skills.

Related Service Providers

Students who qualify receive related support services (Occupational Therapy, Physical Therapy, Speech and Language, Structured Reading). 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: 1 Social Skills Teacher, 4 Academic Teachers (Four week program – 4, Six week program – 2), 2 ELC Coordinators

Total Number of Related Service Providers: 1 Speech and Language, 2 Structured Reading Tutors, 1 Math Tutor, 1 Occupational Therapist, 1 Physical Therapist

Total Number of Paraprofessionals: 7 Aides, 17 ABA Technicians

Program Coordinator: Mario Gonzales

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Meghan Bartlett, Assistant Director

High School/Oak ELC and High School Essential Summer Programs 2017

Number of Students Served: Total 25 students

ELC: Weeks 1-4, 12 students am, 13 students pm. Weeks 5/6, 12 students full day (includes rising freshmen)

Essential: 12 (students includes rising freshmen)

Dates of Program:

ELC: 6 weeks: 7/5/17 - 8/10/17

Essential 4: weeks: 7/5/17 - 7/29/17

Overview:

The 2017 High School/Oak ELC (Life Skills) and High School Essential (Academic) Summer Programs were coordinated 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 the ELC also participate in a community component, Community Based Learning.

Other support services (Speech, OT, PT) are provided as outlined in the student service delivery grid in the students' IEPs.

Representative Program Offerings:

Educational Learning Center (ELC)

Summer Reading: To include as many students as possible, account for individual reading levels and focus on active listening and comprehension skills students listened to a book on tape, *Island of The Blue Dolphins*, the non-fiction book written by Scott O'Dell. In addition, the students each made their own fishing poles out of sapling trees, and went "fishing" on Lake Quinsigamond, trying to catch fish as the main character, Karana may have done.

Each day, students also read News- O'- Matic, a daily newspaper application on their iPad, consisting of 5 engaging nonfiction stories about events from all over the world. This dynamic tool was used both as part of large group lessons to promote discussion and dialogue, and as individual assignments where students then reported what they learned to the group.

Summer Math: Students focused on functional math including money and budgeting skills, elapsed time, and skills related to solving related word problems. In addition to working in a

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Meghan Bartlett, Assistant Director

structured program, the students also practiced these skills during weekly Community Based Learning trips, creating shopping lists and comparison shopping at a variety of retail stores.

A highlight of the summer is the annual “Lemonade War”. Working in teams, students created advertising posters, made supply lists and shopped for needed materials, set up the “war” space, and made announcements over the intercom system. All proceeds from this year’s war, “Yellow vs. Pink”, \$144.00, went to Friendly House, Inc. of Worcester, a local nonprofit providing support to families in the Worcester area. Over the past 5 years this event has raised more than \$646.00 for local charities including The Worcester Animal Rescue League, Horizons for Homeless Children, Wounded Warriors Project and Vested Interest for K-9’s.

In addition to planning and executing another successful Lemonade War, the students also used their math skills to plan the 4th annual end of the year pizza/picnic for the high school and middle school ELC programs. Students developed a menu and corresponding food checklist which was given to all students and staff to make personal selections. Students tallied all food requests, counted the money and determined how much pizza and salad needed to be ordered in so there would be enough for all participants while staying in the budget.

Enrichment activities this summer included participating in a Zumba class open to all ELC students, making homemade banana ice cream and bowling at AMF Bowling center.

During the summer program students also completed specific independent academic work as outlined in their IEPs. 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. Students completed daily writing prompts in the following styles: technical writing, persuasive writing, fictional narrative, and autobiographical narrative. Students also read the book *Canyons* by Gary Paulsen and excerpts from an abridged version of *The Swiss Family Robinson* by Johann David Wyss. Students answered reading comprehension questions and participated in daily group discussions about the stories.

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. Students also participated daily in “real life” group math activities where mathematical concepts were used to answer questions and solve problems in everyday situations. Students were also given the

The Shrewsbury Public Schools, in partnership with the community, will provide students with the skills and knowledge for the next century, an appreciation of our democratic tradition, and the desire to learn throughout life.



SHREWSBURY PUBLIC SCHOOLS

Office of Special Education / Pupil Personnel Services

15 Parker Road, Shrewsbury, MA 01545
Phone: 508-841-8660 Fax: 508-841-8661



Margaret Belsito, Director

Meghan Bartlett, Assistant Director

opportunity to regularly participate in group outdoor activities that promoted exercise and social skills.

SPED Staffing Information:

Total Number of Special Education Teachers: 1 Special Education Teacher, 1 ELC Coordinator

Total Number of Related Service Providers:

Total Number of Paraprofessionals: 9 ABA Technicians (Between both ELC and Essential Programs), 1 Child Specific Aide (6 weeks)

Program Coordinator: Linda Derosier

Reflections and Recommendations

1. Parker Road's intensive students merged with the ELC students under the supervision of the ELC Coordinator. This change was seamless due to the communication that occurred between the school year special educators.
2. The reallocation of ABA technicians at the PreK level to support the academic classroom was helpful. This eliminated the need for classroom aides and provided the opportunity for successful shared support for both ELC and Non-ELC participants in the academic program.
3. ABA Technicians were given the opportunity to request unpaid time off. This was not only a fiscally responsible idea, but one that offered flexibility to the technicians across buildings.
4. Aside from the ESY Coordinator there was only one ELC Coordinator at the elementary level assigned to the program full-time, but this ensured constant communication and consistency throughout the six weeks.
5. All teachers and service providers received detailed student summaries related to current levels of performance in academic, behavioral, language, and social skills.
6. 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.

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7. School-year educational Teams and Team Chairs/Directors will continue to consider the students requiring summer services when making IEP recommendations, but a number of students either did not take advantage of the service regularly or withdrew from the program. Commitment from parents about attending the summer program and the importance of maintaining skills over the summer should be emphasized in order to have the students experience maximum benefit.

8. Ongoing transportation review will assist with things like buses that were assigned only one student each week; and looking more closely into the bus routes may prove to be more cost efficient, as an example. A meeting will be scheduled with the transportation vendor.

9. There were many weeks where students signed up for the program and did not attend, called in absent or did not return office attendance phone calls. Summer Coordinators will look to have stronger parent communication in order to improve from the previous year. This communication will assist in knowing, in advance, if students are not attending or out sick, which in turn is extremely helpful when administering staffing schedules.

10. Summer Coordinators will meet with staff, as necessary, to review performance, attendance and input regarding the summer session in which they worked.

11. The Director and Assistant Director of Special Education and Pupil Personnel Services, Director of Specialized Programs and Summer Coordinators will continue to meet throughout the 2017-2018 school year in order to proactively plan for Summer 2018. This will include analyzing staffing needs and programming.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **9/27/17**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **9/27/17**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VII. Finance & Operations**
A. Fiscal Year 2019 Budget Calendar: Review

MEETING DATE: **9/27/17**

BACKGROUND INFORMATION:

Mr. Collins will present an initial Fiscal Year 2019 Budget Calendar.

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 & Operations



Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

18 September 2017

To: School Committee

Subj: FY19 INITIAL BUDGET CALENDAR

Date	Event/Action
9/27/2017	Discuss Initial FY19 Budget Calendar.
September	Administration begins development of Level-Services Budget with known/estimated cost forecasting.
October 2017	Review Budget Development Timeline with SLT, DLT, School Councils
10/11/2017	Discussion: School Committee FY19 Budget Priorities and Guidelines Vote: FY19 Budget Calendar
10/25/2017	Vote School Committee Guidelines and Fiscal Policies
12/13/2017	Budget Workshop#1
1/17/2018	Budget Workshop#2
1/24/2018	► Governor Baker Releases his State Budget Plan. State aid figures for Shrewsbury included. ► Presentation of Superintendent's Budget Recommendation
*February 2018	Town Manager Releases Initial Town-wide Budget Recommendation
2/14/2018	Special Education Budget Presentation
2/28/2018	FY19 Budget Topics include: -Curriculum & Instruction Budget Presentation -Technology Budget Presentation -Public Hearing
*March 2018	Finance Committee Hearing [Saturday morning]
3/14/2018	Vote on full-day kindergarten, preschool tuitions and school fee adjustments
April 2018	Budget Workshop#3, if needed

FY19 Initial Budget Calendar- continued

Date	Event/Action
4/13/2018	House Ways & Means Committee budget released. Updated state aid figures to Shrewsbury.
*4/19/2018	Finance Committee Public Hearing on ATM Warrant Articles and Operating Budget
*4/24/2018	Board of Selectmen Vote on FY19 Budget
*4/25/2018	School Committee Vote FY19 Budget Recommendation for Town Meeting
*4/26/2018	Finance Committee Votes on ATM Warrant Articles and Operating Budget
5/17/2018	Pre-Town Meeting
May 21,23,24	Annual Town Meeting
July	State Legislature Finalizes State Budget-Final State Aid Figures Determined. Adjust budget plans as necessary.

*These dates may be adjusted when the Town Manager publishes his FY19 Budget Calendar. This calendar may also be adjusted as information evolves and events dictate.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

**ITEM NO: VII. Finance & Operations
B. Fiscal Year 2018 Grants: Report & Vote**

MEETING DATE: 9/27/17

BACKGROUND INFORMATION:

Federal and state entitlement grants are an important source of funding for our school operations. Entitlement grants are established and allocated at the state and federal level. Entitlement grants are noncompetitive and are awarded automatically on the basis of defined formulas that differ by grant.

The report will include a summary of State and Federal Entitlement Grants and information on other grant opportunities.

ACTION RECOMMENDED:

That the Committee vote to accept all FY18 grant funds noted in the enclosed chart and use such funds for their intended purpose.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick Collins, Assistant Superintendent for Finance and Operations



Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

22 September 2017

To: School Committee

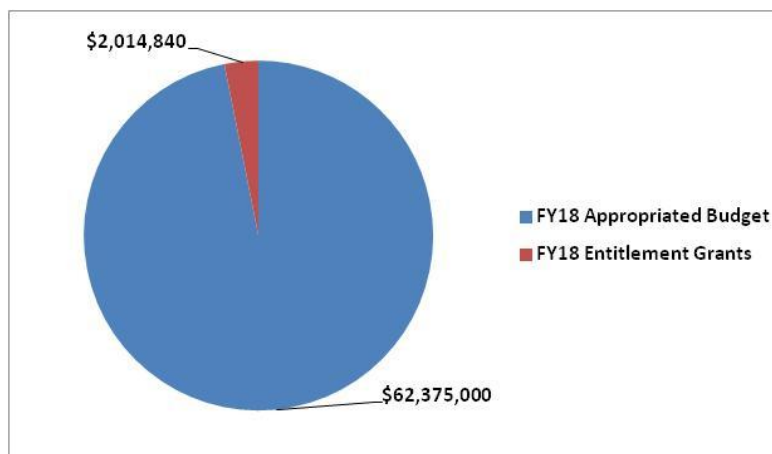
Subj: FY18 GRANTS REPORT AND VOTE TO ACCEPT FUNDING

Entitlement Grants

Federal and state entitlement grants are an important source of funding for our school operations. Entitlement grants are established and allocated at the state and federal level. Entitlement grants are noncompetitive and are awarded automatically on the basis of defined formulas that differ by grant. This report will show the amount of funding we are receiving for Fiscal Year 2018 (FY18), i.e., the 2017-2018 school year, and it will also provide comparisons to past years.

While relatively small in comparison to the appropriated budget, state and federal grants provide valuable resources for a wide variety of student supports and staff development. In FY17, funding for our two state grants was completely eliminated so now we are receiving only federal education grant funding. As of the date of this report, we will be receiving \$201,206 more than FY17 which equates to a 10.71% increase over last year. In the coming weeks, we are expecting to receive notification on the FY18 grant amounts listed in enclosed chart as “TBD”.

The chart below illustrates the FY18 entitlement grant monies allocated to Shrewsbury in relation to the entire Shrewsbury Public Schools appropriated budget.



The table below shows the grants we are currently receiving and a brief description of how the funds are invested to meet the purpose of each respective grant.

Federal and State Entitlement Grants

Grant	State Code	Description
Teacher Quality Grant	140	Federal funding for professional development. In FY18, this grant will continue to fund the Teacher Mentoring Program, Strategies for Effective Teaching Program, a variety of conference opportunities for staff, and stipends for teacher leaders.
English Language Acquisition	180 & 184	The federal allocated Title III grant enables Shrewsbury to offer targeted instruction for English Language Learners during the school year and summer. Last year our ELL population was 249 students.
Special Education Entitlement Grant	240	Federal funding to assist with the costs of educating students with disabilities. This year, the district will continue to use the majority of these funds to pay for the transportation for those students that have IEPs requiring specialized transportation.
Secondary Transition Sys. Improvement	243	The purpose of this grant program is to support the development of systemic school district best practices in Secondary Transition, to promote positive post-school outcomes for students with IEPs aged 14-21.
Special Education Program Improvement Grant	274	Federal funding to provide professional development in order to increase the effectiveness of the district's special education program. These funds will be spent on Orton-Gillingham training, Autism Spectrum Disorder training, Psychiatric consultations, Co-teaching training, and mentoring.
Early Childhood Special Education Entitlement	298	Federal funding to improve instruction targeted at social and emotional relationships through professional development opportunities to preschool teachers, speech and language pathologists and school psychologists. The status of this grant has not been announced as of September 2016.
Early Childhood Special Education Grant	262	Funding through the Department of Early Education and Care (DEEC) to provide support for preschool special education programming. Shrewsbury uses these funds for a portion of the preschool principal's salary and a portion of the preschool psychologist's salary.
Supplemental Education for Disadvantaged Children	305	Federal funding to provide academic support to children in schools that qualify for assistance due to their socioeconomic status as calculated by the federal and state governments. Attached is memo titled: "How Title I Funds are Allocated by States, Districts, & Schools".
Student Support & Acad. Enrichment	309	The priorities of Title IV, Part A are to support well-rounded educational opportunities; support safe and healthy students; and support effective use of technology.

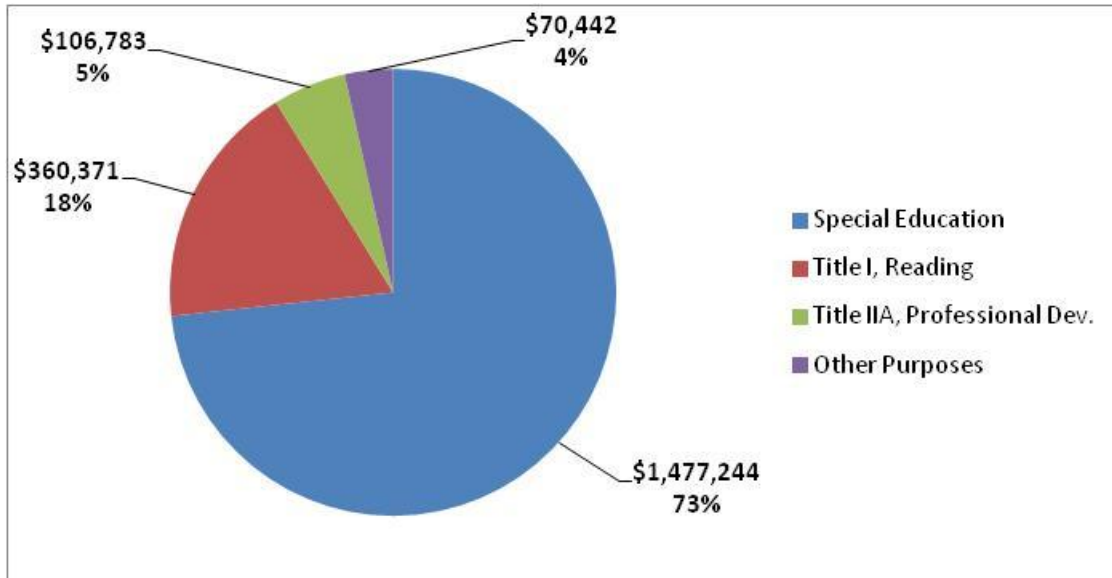
The table below illustrates the allocation of State and Federal Entitlement Grant Funds to the Shrewsbury Public Schools over the past five years.

Grant	State Code	FY14	FY15	FY16	FY17	FY18		1 Year Difference	5 Year Difference	Federal [F] or State [S]
Teacher Quality Grant (Title IIA)	140	\$86,975	\$85,455	\$86,287	\$83,487	\$106,783		\$23,296	\$19,808	F
English Language Acquisition (Title III)	180	\$22,909	\$28,420	\$30,045	\$29,580	\$32,474		\$2,894	\$9,565	F
Immigrant Grant (Title III)	184	\$0	\$7,950	\$0	\$822	\$803		(\$19)	\$803	F
Special Education Entitlement Grant	240	\$1,405,287	\$1,424,658	\$1,408,178	\$1,460,831	\$1,477,244		\$16,413	\$71,957	F
Secondary Transition Sys. Improvement	243	\$0	\$0	\$0	\$15,000	TBD		TBD	TBD	F
Early Childhood-Special Education	262	\$32,167	\$33,934	\$33,890	\$33,573	\$31,868		(\$1,705)	(\$299)	F
Special Education Program Improvement Grant	274	\$25,839	\$47,463	\$47,846	\$47,846	TBD		TBD	TBD	F
Early Childhood Special Education Entitlement	298	\$4,000	\$8,000	\$3,000	\$2,250	TBD		TBD	TBD	F
Education for Disadvantaged Children (Title I)	305	\$186,273	\$189,672	\$337,755	\$205,341	\$360,371		\$155,030	\$174,098	F
Student Support & Acad. Enrichment	309	\$0	\$0	\$0	\$0	\$5,297		\$5,297	\$5,297	F
Academic Support Services	632	\$13,400	\$9,500	\$6,700	\$0	\$0		\$0	(\$13,400)	S
Full Day Kindergarten Grant	701	\$82,138	\$79,800	\$62,380	\$0	\$0		\$0	(\$82,138)	S
Totals		\$1,858,988	\$1,914,852	\$2,016,081	\$1,878,730	\$2,014,840		\$201,206	\$185,691	
								10.71%	9.99%	

State and Federal Entitlement Grant Summary

The above data show that while federal and state grant funding for Shrewsbury decreased in FY17, it has rebounded in FY18 with increased federal dollars.

The chart below illustrates the current distribution of grants in FY18 by four major categories. Clearly, the majority of dollars are targeted at special education equating to 73% of the total.



Title I Funding Increase

In FY18 our allocation includes additional funding in the Targeted Grant [\$72,104] category and the Education Finance & Incentive Grant [\$75,061] category as we surpassed the 5% Poverty Percent threshold whereas this was not the case in FY17. The snapshot below shows our student data and allocation amounts calculated by the Massachusetts Department of Elementary and Secondary Education. Also enclosed is a primer on how Title I funds are allocated by the federal and state governments.

FY 2018 Title I, Parts A & D District Allocations									
Last updated 7.12.2017									
		2015 Census Data			FY 2018 Title I Grant Allocations				
Org Code	District Name	Poverty Number	5-17 Population	Poverty Percentage	Basic Grant	Neglected (Included in the Basic Grant Award)	Concentration Grant	Targeted Grant	Education Finance & Incentive Grant (EFIG)
0271	Shrewsbury	338	6627	5.1	\$213,207		\$0	\$72,104	\$75,061
FY 2018 Title I, Part A Total Allocation									\$360,371
Delinquent Allocation (Separate Allocation to Sites Distributed by Districts)									
Total FY 2018 Title I Allocation (Including the Delinquent Allocation)									\$360,371

Summary

In closing, grant funds play an important role in the overall financing of public education in Shrewsbury. Each grant comes with a specific purpose, compliance and reporting requirements, and accountability for use of the funds. It is recommended that the School Committee vote to accept the funds using the following motion:

“I move that the Committee accept all FY18 grant funds noted in the enclosed chart and use such funds for their intended purpose.”

How Title I Funds Are Allocated to States, Districts, & Schools

How the Federal Government Allocates Funds to States and Districts

Massachusetts's statewide allocation is determined annually by formulas derived from the U.S. Census, which is conducted every ten years. The annual statewide allocation is determined by the sum of the funds calculated for each district in the state. In the years between the decennial census the U.S. Department of Education uses census estimates in calculating grants for districts. Those estimates include the number of children ages 5-17 in families of poverty, the total school aged population, and total resident population for each district. Updated state per-pupil expenditure data as well as the number of children in locally operated neglected or delinquent institutions, foster homes, and families above the poverty level that receive assistance under the Temporary Assistance for Needy Families (TANF) program are also used. In Massachusetts, the data are then adjusted accordingly by the Massachusetts Department of Elementary and Secondary Education for different district configurations, such as single school districts, regional school districts and other special cases. No Child Left Behind (NCLB) contains the following formulas for allocating Title I funds:

- **Basic Grants:** Districts with at least 10 children in poverty and the *number of children in poverty must exceed 2 percent* of the district's school aged population.
- **Targeted Program and Education Financial Incentive Program Grants:** Districts with at least 10 children in poverty and the *number of children in poverty is at least 5 percent* of the district's school aged population.
- **Concentration Grants:** Districts with the *number of children in poverty exceeding 15 percent* of the district's school aged population.

Hold harmless provisions may apply when districts drop in population, but remain eligible for any of the above categories.

How Districts Allocate Funds to Schools

Once the money has been allocated to districts by the State, districts must allocate Title I funds to participating school attendance areas or schools, in rank order, based on the percentage of children from low-income families in each area or school. A district with an enrollment of less than 1,000 students or with only one school per grade span is not required to allocate funds to areas or schools in rank order.

If a district serves any areas or schools below 35 percent poverty, it must allocate to all its participating areas or schools an amount for each low-income child in each participating school attendance area or school that is at least 125 percent of the district's allocation per low-income child.

- A district's allocation per low-income child is the total district allocation under Title I Part A, subpart 2 divided by the number of low-income children in the district as determined using the poverty measure selected by the district to identify eligible school attendance areas. The district then multiplies this per-child amount by 125 percent.
- A district calculates 125 percent of its allocation per low-income child before it reserves any funds.
- A district must allocate at least this amount for each low-income child in every school it serves, not just for those schools below 35 percent poverty.

- If remaining funds are not sufficient to fully fund the next ranked eligible school attendance area or school, the district may serve the area or school if it determines the funds are sufficient to enable children to make adequate progress toward meeting the State's challenging performance standards.

A district serving only areas or schools at or above 35 percent poverty must allocate funds in rank order, on the basis of the total number of low-income children in each area or school but is not required to allocate 125 percent of its allocation per low-income child. However, in determining what per-child amount to allocate, the district should bear in mind the purpose of such funding—to enable children who are most at risk of not meeting the State's challenging student academic achievement standards. The per-child allocation amount must be large enough to provide a reasonable assurance that a school can operate a Title I program of sufficient quality to achieve that purpose.

A district is not required to allocate the same per-child amount to each area or school. However, it must allocate a higher per-child amount to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.

A district that opts to serve schools below 75 percent poverty using grade span groupings may determine different per-child amounts for different grade spans so long as those amounts do not exceed the amount allocated to any area or school above 75 percent poverty. Per-child amounts within grade spans may also vary so long as the district allocates higher per-child amounts to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **9/27/17**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **9/27/17**

A. Donations for Coordinators of Development & Volunteer Activities: Vote

BACKGROUND INFORMATION:

Shrewsbury Federal Credit Union and Audubon Shrewsbury would each like to make a donation in the amount of \$7,500 to Shrewsbury Public Schools to assist in the funding of the Coordinators of Development & Volunteer Activities.

The Coordinators of Development & Volunteer Activities - Ms. Michelle Biscotti and Ms. Kathleen Keohane - work on development and sponsorship efforts for the district and coordinate volunteer efforts across the district

ACTION RECOMMENDED:

That the Committee vote to accept a donation of \$7,500 from Shrewsbury Federal Credit Union to be used as funding for the Coordinators of Development & Volunteer Activities.

That the Committee vote to accept a donation of \$7,500 from Audubon Shrewsbury to be used as funding for the Coordinators of Development & Volunteer Activities.

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: **9/27/17**

BACKGROUND INFORMATION:

The minutes are enclosed.

ACTION RECOMMENDED:

That the School Committee approve the minutes of the School Committee meeting on September 13, 2017.

STAFF AVAILABLE FOR PRESENTATION:

Dr. B. Dale Magee, Chairperson

Ms. Sandra Fryc, Secretary

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

MINUTES OF SCHOOL COMMITTEE MEETING

Wednesday, September 13, 2017

Present: Dr. Dale Magee, Chairperson; Mr. Jon Wensky, Vice Chairperson; Ms. Sandy Fryc, Secretary; Ms. Erin Canzano; Mr. Jason Palitsch; Mr. Patrick Collins, Assistant Superintendent for Finance and Operations; Ms. Amy B. Clouter, Assistant Superintendent for Curriculum & Instruction; Ms. Barb Malone, Director of Human Resources; and Dr. Joseph Sawyer, Superintendent of Schools.

A complete audio/visual recording of this meeting is available on the Shrewsbury Public Schools website.

The meeting was convened by Dr. Magee at 7:00 pm.

Special Opening

The Shrewsbury High School (SHS) A Cappella Choir, under the direction of Music Teacher Michael Lapomardo, performed “The Star Spangled Banner” and “Tumekuja Kuimba” (We Have Come to Sing).

I. Public Participation

None.

II. Chairperson’s Report & Members’ Reports

None.

III. Superintendent’s Report

Dr. Sawyer noted that Shrewsbury Public Schools (SPS) enjoyed a smooth opening, and thanked everyone who helped, especially Central Office staff, secretaries, and the Public Buildings Department. He added that SPS had an excellent first professional development day and thanked Ms. Amy Clouter for arranging nationally recognized speaker Chad Hymas to present to staff, noting that Mr. Hymas’s presentation garnered more positive feedback than any other outside speaker in Dr. Sawyer’s time at SPS. Dr. Sawyer advised that all of our schools are contributing to helping victims of Hurricanes Harvey and Irma by means of various fundraisers, which demonstrates staff and students’ commitment to community service and helping those in need.

IV. Time Scheduled Appointments:

A. Accept Gifts for SHS Athletic Fields Project: Vote

Dr. Sawyer noted that SPS is in the midst of on an ongoing project to raise \$1.8 million in private funds to renovate athletic fields at Shrewsbury High School (SHS). He advised that Campaign for Shrewsbury Athletic Fields Committee Co-Chairs Jim and Paula Buonomo were making a personal gift of \$50,000, and Shrewsbury Federal Credit Union (SFCU) was committing to a \$50,000 sponsorship for naming rights to the concession stand. Mr. and Mrs. Buonomo and representatives from SFCU were not in attendance at the meeting, but Dr. Sawyer expressed his appreciation and advised they would be recognized at another time. Mr. Collins provided a brief overview of the Memorandum of Agreement with SFCU. School Committee policy requires that sponsorships involving an amount greater than \$5,000 must be approved by the School Committee. Dr. Sawyer recommended that the Committee vote to accept the gift and sponsorship.

On a motion by Mr. Palitsch, seconded by Mr. Wensky, the Committee voted unanimously to approve the memorandum of understanding regarding the proposed sponsorship for the athletic field project at Shrewsbury High School by Shrewsbury Federal Credit Union, including the acceptance of the \$50,000 in funds for this sponsorship.

On a motion by Mr. Palitsch, seconded by Mr. Wensky, the Committee voted unanimously to accept a gift of \$50,000 from Mr. James and Mrs. Paula Buonomo for the athletic field project at Shrewsbury High School.

B. Summer Programming: Report

Ms. Karen Isaacson, Director of Extended Learning, provided a report on Summer Programs for students in grades PreK-8. She discussed how the program provides value to community, helps transitioning kindergarteners, and provides English Language Education, Title I reading support, and summer reading opportunities. Ms. Isaacson cited 2017 summer enrichment registrations: Elementary = 2,806 (a 40% increase since 2012)

Middle School = 1,032 (a 75% increase since 2012)

She also noted that Title I reading program participation decreased this summer, possibly due to transportation issues for students.

Ms. Isaacson presented information on some challenges the program experienced, including concern from participants regarding a \$10 registration fee for each summer enrichment class, but noted that the fee actually represents a portion of the overall cost of running the class, and that it might be better to denote it as a cancellation fee. She closed with a description of highlights of the program.

Committee members thanked Ms. Isaacson for her work, and asked clarifying questions around students with special needs and confidentiality, the registration fee, and climate control in the summer.

V. Curriculum

None.

VI. Policy

None.

VII. Finance & Operations

A. Summer Facilities Work: Report

Mr. Collins's report provided information on summer repairs and improvements at various schools that included window cleaning, a new kitchen floor, re-paving and new sidewalks, and new public address systems. He noted that approximately \$462,000 in capital repairs and improvements were completed, and that the new public address [PA] systems were installed at Parker Road preschool, Coolidge School, and Paton School at a total cost of \$110,377. Mr. Collins added the new PA systems incorporated advanced technology that included the ability to trigger school lockdowns remotely.

In response to questions from the Committee, Mr. Collins advised that building projects are generally funded by the Public Buildings Department, and school-specific needs (lockers, PA systems) are funded by SPS.

B. Beal Building Project: Update

Mr. Collins began his report on the the Beal Building Project by providing an overview of the project, and noted that SPS is currently in the Feasibility Study phase. He advised that this phase requires study and consideration of changing current grade configuration, and requires that two potential options be explored for the Beal project, either a Kindergarten & Grade 1 school or a Kindergarten through Grade 4 school. He noted that both options under consideration include redistricting that would occur sometime prior to a projected August 2022 opening of a new or renovated/expanded Beal. Noting the demanding timeline for the feasibility phase, Mr. Collins recommended that the Committee make a determination on future grade configuration at their October 25, 2017 meeting.

The Committee asked clarifying questions about the academic impact of grade configuration, the volume of work associated with the Feasibility Phase, and the mechanics of the subsequent redistricting that will eventually occur. Dr. Sawyer advised that Ms. Clouter would be tasked with overseeing the impact to the academic program, and Mr. Collins noted that advanced technology tools and parent/community feedback would be utilized to assess potential redistricting configurations when the time comes.

C. Food Services: Annual Report

Ms. Beth Nichols, Director of Food Services, began by noting that the timing of her annual report had been changed to September to provide a more complete look at the previous school year. Ms. Nichols provided information on program offerings, staff, training requirements, menu, and legislative updates. Noting that DESE and the John Stalker Institute Partnered and funded the Massachusetts Smarter Lunchroom Initiative, Ms. Nichols added that Oak Middle School was Awarded Silver Recognition. Ms. Nichols noted the success of the Meal Magic Point of Sale (POS) System with 96% of current sales being account debits versus cash sales. She recommended no increase to meal prices for 2018, provided information on participation (district/free/reduced/paid), revenue, and financial information for FY 2017, and recommended a small increase to the Substitute Labor Rate to help attract and maintain the substitute labor pool.

The Committee asked clarifying questions about special dietary needs and the ability of Food Services to reach out directly to manufacturers as a result. Regarding a newly available link to information from Health and Human Services on free/reduced eligible families, Ms. Nichols advised that the number of families qualifying for subsidized meals remained constant at about 16%. Dr. Sawyer thanked Ms. Nichols for the report and noted that the planning for the online POS system rollout started several years ago and has contributed to increased sales and lower overall costs being enjoyed at present by Food Services.

D. Food Services Substitute Pay Rate: Vote

In her Annual Report cited previously, Ms. Nichols recommended a small increase to the Substitute Labor Rate to help attract and maintain the substitute labor pool.

On a motion by Mr. Palitsch, seconded by Mr. Wensky, the Committee voted unanimously to change the rate for substitute food service workers to \$11.88 per hour.

E. Personnel Hiring: Update

Ms. Malone's report provided an overview of personnel changes in the district for the 2017-2018 school year. She detailed the rigorous process used for professional hires and added that only 1% of those who applied were appointed to a professional position with SPS. In contrast, 8% of those who applied were appointed to a paraprofessional position, and Ms. Malone noted that this might be a reflection of a stronger economy. Overall, 61 professional searches were conducted with 44 external hires appointed to positions and 17 existing staff appointed to transfer or promotional opportunities, and 35 staff were appointed to paraprofessional or other positions. Ms. Malone noted increased turnover in the areas of performing arts and foreign languages was due in large part due to employees choosing to teach in other districts after looking elsewhere when their positions were slated for possible elimination during the budget process in the spring.

In response to questioning from the Committee, Ms. Malone advised that qualified personnel had been found for the open arts and foreign language positions, and that the need for

paraprofessional staff was ongoing due to new families moving into the district and new needs for existing students being realized.

VIII. Old Business

None.

IX. New Business

A. Bullying Statistics: Annual Report

In his annual report to the Committee on bullying, Dr. Sawyer advised that SPS is once again statistically in a good place with low numbers, noting allegations decreased (minimally) and qualified incidents increased (minimally). He noted that most instances occurred in school. Dr. Sawyer advised that while instances of bullying were few, there is opportunity to improve the social and emotional environments in our schools, and that work on social emotional learning (SEL) will factor into upcoming strategic planning work this fall.

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

Dr. Sawyer provided a brief history of the Assabet Valley Collaborative (AVC) and noted that annually the Committee must vote to appoint the Superintendent as Representative to the AVC Board of Directors. If appointed, Dr. Sawyer would continue to serve as the Chair of the AVC Board of Directors for the 2017-2018 school year.

On a motion by Mr. Palitsch, seconded by Mr. Wensky, the Committee voted unanimously to appoint Dr. Joseph M. Sawyer, Superintendent of Schools, as its representative to the Assabet Valley Collaborative Board of Directors for the 2017-2018 school year.

X. Approval of Minutes

Without objections from the Committee, the minutes from the School Committee Workshop held on August 23, 2017 were accepted as distributed.

XI. Executive Session

None.

XII. Adjournment

On a motion by Mr. Palitsch, seconded by Mr. Wensky, the committee unanimously agreed to adjourn the meeting at 9:00 pm. Roll call votes were as follows: Mr. Palitsch, yes; Ms. Canzano, yes; Ms. Fryc, yes; Mr. Wensky, yes; Dr. Magee, yes.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. Summer Facilities Report
2. Summer Facilities Slide Presentation
3. Food Services Report
4. Food Services Slide Presentation
5. MOU Shrewsbury Federal Credit Union
6. Beal Project Slides
7. 2017 Personnel Report
8. 2017 Personnel Slides
9. 2017 Summer Programs Report
10. 2017 Summer Programs Slides
11. Bullying Annual Report
12. Set(s) of minutes as listed above



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **9/27/17**

- A. Review and act on student residency request**
- B. Review and act on executive session minutes**

BACKGROUND INFORMATION:

Executive session is warranted for these purposes.

ACTION RECOMMENDED:

That the School Committee enter into executive session for the purposes of a) reviewing and voting regarding a student residency request per School Committee Policy 621, and b) reviewing, approving, and/or releasing executive session minutes.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

ITEM NO: **XII. Adjournment**