



**School Committee
Meeting Book**

**January 31, 2018
7:00 pm**

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

AGENDA

**January 31, 2018 7:00pm
Town Hall—Selectmen's Meeting Room
100 Maple Avenue**

Items

Suggested time allotments

I.	Public Participation	7:00-7:10
II.	Chairperson's Report & Members' Reports	
III.	Superintendent's Report	
IV.	Time Scheduled Appointments: A. Beal Building Project Preliminary Design Program: Vote	7:10 – 7:30
V.	Curriculum A. SHS Program of Studies 2018-2019: Vote	7:30 – 7:40
VI.	Policy A. School Year Calendar for 2018-2019: Discussion	7:40 – 7:50
VII.	Finance & Operations A. Fiscal 2019 Budget: Superintendent's Recommendation	7:50 – 8:25
VIII.	Old Business	
IX.	New Business A. Assabet Valley Collaborative: Update	8:25 – 8:35
X.	Approval of Minutes	8:35 – 8:40
XI.	Executive Session A. For the purposes of negotiations with the Shrewsbury Paraprofessionals Association B. For the purposes of negotiations with non-represented employees	8:40 – 9:10
XII.	Adjournment	9:10

Next regular meeting: February 14, 2018



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: 1/31/18

SPECIFIC STATEMENT OR QUESTION:

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

BACKGROUND INFORMATION:

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

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

SPECIFIC STATEMENT OR QUESTION:

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

BACKGROUND INFORMATION:

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

STAFF AVAILABLE FOR PRESENTATION:

School Committee Members
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: 1/31/18**
A. Beal Building Project Preliminary Design Program: Vote

BACKGROUND INFORMATION:

The School Committee heard a presentation related to the contents of the Preliminary Design Program at its January 10 meeting. Since that time, an updated version was presented to the Beal Building Committee, who voted unanimously on January 23 to approve submitting it to the Massachusetts School Building Authority (MSBA).

The updated slides that were presented to the Beal Building Committee are enclosed, and the entirety of documents related to the Preliminary Design Program will be provided via web link under separate cover.

ACTION RECOMMENDED:

That the School Committee vote to endorse the Preliminary Design Program submission to be made to the Massachusetts School Building Authority for the Beal Building Project.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick C. Collins, Assistant Superintendent for Finance & Operations
Dr. Joseph M. Sawyer, Superintendent of Schools
Kathryn Crockett, Project Architect, Lamoureux Pagano Associates
Sean Brennan, Project Architect, Lamoureux Pagano Associates



PROJECT TASK

AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
JANUARY
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
JANUARY
FEBRUARY

PRELIMINARY DESIGN DEVELOPMENT [PDP] ● ● ● ● ● ● ●

MSBA REVIEW OF PDP ●

PREFERRED SCHEMATIC REPORT [PSR] ● ● ● ●

MSBA REVIEW OF PSR ● ● MSBA VOTE 6/27

SCHEMATIC DESIGN [SD] ● ● ● ● ●

MSBA REVIEW OF SCHEMATIC DESIGN [SD] ● ● MSBA VOTE 10/31

SPECIAL TOWN MEETING ● TBD

TOWN BALLOT VOTE [WITHIN 120 DAYS AFTER MSBA VOTE] ● ● ● ● TBD

2017

2018

2019



Beal Early Childhood Center
1 Maple Avenue, Shrewsbury, MA 01545
MSBA Feasibility Study
Preliminary Design Program (PDP)

January 18, 2018 – DRAFT REVIEW

MSBA
Massachusetts School Building Authority
40 Broad Street, Suite 500, Boston, MA 02111

OWNER
Town of Shrewsbury, MA
100 Maple Avenue, Shrewsbury, MA 01545

OPM
PMA Consultants
35 Braintree Hill Office Park, Suite 300, Braintree, MA 02184

DESIGNER
Lamoureux Pagano & Associates, Inc.
108 Grove Street, Suite 300, Worcester, MA 01605

Prepared by:

LAMOUREUX • PAGANO
ARCHITECTS PROJECT MANAGERS

DRAFT

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3.1.4	EVALUATION OF EXISTING CONDITIONS
3.1.5	SITE DEVELOPMENT REQUIREMENTS
3.1.6	PRELIMINARY EVALUATION OF ALTERNATIVES
	B. Base Repair Option
	C. Existing Site Development Options
	D. New Construction on Alternate Site
	E. Comparative Cost Analysis
	F. Recommended Alternatives for Further Development and Evaluation
3.1.7	LOCAL ACTIONS AND APPROVALS
	B. Local Actions and Approvals Certification

Beal K-4 Elementary	Existing Conditions			Proposed 12-01-17			Proposed 12-12-17			Proposed 01-11-17			MSBA Guidelines			
ROOM TYPE	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	ROOM NFA ¹	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES		13	9,272			48,500			47,100			46,650		34	33,800	
(List classrooms of different sizes separately)																
Pre-Kindergarten w/ toilet						0			0			0	1,200		-	1,100 SF min - 1,300 SF max
Kindergarten w/ toilet				1,200	8	9,600	1,150	8	9,200	1,150	8	9,200	1,200	6	7,200	1,100 SF min - 1,300 SF max
Kindergarten without toilet		10	7,185			0			0			0				
General Classrooms - Grade 1-6		3	2,087	950	32	30,400	925	32	29,600	925	32	29,600	950	28	26,600	900 SF min - 1,000 SF max
Commons				650	8	5,200	650	8	5,200	650	8	5,200				
ESL/ELL				500	4	2,000	450	4	1,800	450	3	1,350				
Teacher Planning				325	4	1,300	325	4	1,300	325	4	1,300				
SPECIAL EDUCATION		4	2,753			14,260			14,160			12,360			9,060	
(List rooms of different sizes separately)																
Self-Contained SPED [Substantially Separate]		2	2,248	950	4	3,800	925	4	3,700	925	4	3,700	950	6	5,700	8% of pop. in self-contained SPED
Self-Contained SPED - toilet				80	4	320	80	4	320	80	4	320	60	6	360	
Resource Room [Inclusion]				375	16	6,000	375	16	6,000	375	12	4,500	500	4	2,000	1/2 size Genl. Cirm.
Small Group Room / Reading				250	4	1,000	250	4	1,000	250	3	750	500	2	1,000	1/2 size Genl. Cirm.
Reading Office				120	1	120	120	1	120	120	1	120				
Reading Storage				120	1	120	120	1	120	120	1	120				
Speech	285	1	285	250	2	500	250	2	500	250	2	500				
OT/PT	220	1	220	950	2	1,900	950	2	1,900	925	2	1,850				
Special Education Site Coordinator Office				150	1	150	150	1	150	150	1	150				
Special Education Conference Room				350	1	350	350	1	350	350	1	350				
ART & MUSIC		1	332			5,300			5,075			5,075			5,075	
Art Classroom - 25 seats		1	332	1,000	2	2,000	1,000	2	2,000	1,000	2	2,000	1,000	2	2,000	assumed schedule 2 times / week / student
Art Workroom w/ Storage & kiln				150	2	300	150	2	300	150	2	300	150	2	300	
Music Classroom / Large Group - 25-50 seats				1,500	2	3,000	1,500	1	1,500	1,500	1	1,500				
Music Classroom						0	1,275	1	1,275	1,275	1	1,275	1,200	2	2,400	assumed schedule 2 times / week / student
Music Practice / Ensemble				75	0	0	75	0	0	75	0	0	75	5	375	
HEALTH & PHYSICAL EDUCATION		4	3,269			7,650			7,650			7,650			6,300	
Gymnasium	3,126	1	3,126	7,000	1	7,000	7,000	1	7,000	7,000	1	7,000	6,000	1	6,000	6000 SF Min. Size
Gym Storeroom [Includes Recreation Storage]		3	143	500	1	500	500	1	500	500	1	500	150	1	150	
Health Instructor's Office w/ Shower & Toilet				150	1	150	150	1	150	150	1	150	150	1	150	
MEDIA CENTER		1	691			4,225			4,225			4,225			4,225	
Media Center / Reading Room	691	1	691	3,025	1	3,025	3,025	1	3,025	3,025	1	3,025	4,225	1	4,225	
Meeting Area [80 People]				1,200	1	1,200	1,200	1	1,200	1,200	1	1,200				
Office						0			0			0				
Workroom						0			0			0				
Storage						0			0			0				
Computers						0			0			0				
Maker Space						0			0			0				
Books						0			0			0				
Health						0			0			0				
IT Office						0			0			0				
DINING & FOOD SERVICE		3	2,175			11,386			10,461			10,461			9,776	
Cafeteria / Dining	954	1	954	5,925	1	5,925	5,000	1	5,000	5,000	1	5,000	5,925	1	5,925	2 seatings - 15SF per seat
Stage				1,500	1	1,500	1,500	1	1,500	1,500	1	1,500	1,000	1	1,000	
Chair / Table / Equipment Storage				463	1	463	463	1	463	463	1	463	463	1	463	
Kitchen	650	1	650	3,200	1	3,200	3,200	1	3,200	3,200	1	3,200	2,090	1	2,090	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room	571	1	571	298	1	298	298	1	298	298	1	298	298	1	298	20 SF/Occupant
MEDICAL		2	172			950			950			950			710	
Medical Suite - Toilet with Shower	54	4	54	400	1	400	400	1	400	400	1	400	20	1	20	

BEAL PROJECT AND ELEMENTARY SCHOOLS FUTURE SPACE PLAN
K-4 GRADE CONFIGURATION- ALL ELEMENTARY SCHOOLS

CURRENT CONDITIONS				FUTURE PLAN				Enrollment Drawdown to Relieve Crowding
School	Core Classrooms	Actual Enrollment 10/1/2017	Configuration	School	Core Classrooms	Target Enrollment 10/1/2025	K-4 Configuration	
Coolidge	19	415	FDK-4, Sections vary	Coolidge	15	308	3 sections each, K-4	107
Paton	16	343	FDK-4, Sections vary	Paton	15	308	3 sections each, K-4	35
Spring	17	357	FDK-4, Sections vary	Spring	15	308	3 sections each, K-4	49
Floral	32	753	Gr. 1-4, Sections vary	Floral	30	608	6 sections each, K-4	145
		1868				1532		336
HDK, FDK & Gr. 1, Sections vary				8 sections each, K-4				
Beal ECC*	13	310		Beal 2.0	40	790		
	97	2178			115	2322		

	Class Size Avg. K-4	Classrooms Required
Enrollment Drawdown	336	17
Enrollment Growth	132	7
Add'l Seats for Universal FDK	57	3
Current Beal Capacity*	265	13
	790	40

School Committee Class Size Guidelines	
Kindergarten	17-19
Gr. 1-2	20-22
Gr. 3-4	22-24

Enrollment drawdown from existing elementary schools provides parity of dedicated spaces across all elementary schools for Art, Music, Special Education, and ELL services.

* Beal ECC current enrollment [310] is a total headcount of all students attending full-day kindergarten, half-day kindergarten, and Grade 1. Of the total 138 students enrolled in half-day kindergarten- 65 attend in the morning session and 73 attend in the afternoon.

* Beal ECC capacity [265] is the total amount of students the school has space for at any one time.

Beal K-4 Elementary	Existing Conditions			Proposed 12-01-17			Proposed 12-12-17			Proposed 01-11-17			MSBA Guidelines			
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Art Classroom - 25 seats		1	332	1,000	2	2,000	1,000	2	2,000	1,000	2	2,000	1,000	2	2,000	assumed schedule 2 times / week / student
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Music Classroom / Large Group - 25-50 seats				1,500	2	3,000	1,500	1	1,500	1,500	1	1,500				
Music Classroom						0	1,275	1	1,275	1,275	1	1,275	1,200	2	2,400	assumed schedule 2 times / week / student
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MEDIA CENTER		1	691			4,225			4,225			4,225			4,225	
Media Center / Reading Room	691	1	691	3,025	1	3,025	3,025	1	3,025	3,025	1	3,025	4,225	1	4,225	
Meeting Area [80 People]				1,200	1	1,200	1,200	1	1,200	1,200	1	1,200				
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Computers						0			0			0				
Maker Space						0			0			0				
Books						0			0			0				
Health						0			0			0				
IT Office						0			0			0				
DINING & FOOD SERVICE		3	2,175			11,386			10,461			10,461			9,776	
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Stage				1,500	1	1,500	1,500	1	1,500	1,500	1	1,500	1,000	1	1,000	
Chair / Table / Equipment Storage				463	1	463	463	1	463	463	1	463	463	1	463	
Kitchen	650	1	650	3,200	1	3,200	3,200	1	3,200	3,200	1	3,200	2,090	1	2,090	1600 SF for first 300 + 1 SF/student Add'l
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MEDICAL		2	172			950			950			950			710	
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Beal K-4 Elementary	Existing Conditions			Proposed 12-01-17			Proposed 12-12-17			Proposed 01-11-17			MSBA Guidelines			
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MEDICAL		2	172			950			950			950			710	
Medical Suite Toilet with Shower	54	1	54	100	1	100	100	1	100	100	1	100	60	1	60	
Nurses' Office / Waiting Room				350	1	350	350	1	350	350	1	350	250	1	250	
Examination Room / Resting	118	1	118	100	5	500	100	5	500	100	5	500	100	4	400	
ADMINISTRATION & GUIDANCE		6	1,026			3,335			2,925			2,925			2,925	
General Office / Waiting Room / Toilet	192	2	384	1,000	1	1,000	590	1	590	590	1	590	545	1	545	
Teachers' Mail and Time Room				100	1	100	100	1	100	100	1	100	100	1	100	
Duplicating Room				150	1	150	150	1	150	150	1	150	150	1	150	
Records Room				110	1	110	110	1	110	110	1	110	110	1	110	
Principal's Office w/ Conference Area	168	1	168	200	1	200	200	1	200	200	1	200	375	1	375	
Principal's Secretary / Waiting						0			0			0	125	1	125	
Assistant Principal's Office				150	1	150	150	1	150	150	1	150	120	1	120	
Supervisory / Spare Office				150	1	150	150	1	150	150	1	150	120	1	120	
Conference Room				400	1	400	400	1	400	400	1	400	250	1	250	
Guidance Office [Psychologist/Counselor]				150	3	450	150	3	450	150	3	450	150	3	450	
Guidance Storeroom				35	1	35	35	1	35	35	1	35	35	1	35	
Teachers' Work Room	208	1	208			0			0			0	545	1	545	
Instructional Coaches/Curriculum Coordinator	133	1	133	120	2	240	120	2	240	120	2	240				
Instructional/Curriculum Conference Room	133	1	133	350	1	350	350	1	350	350	1	350				
CUSTODIAL & MAINTENANCE		4	531			2,390			2,390			2,390			2,390	
Custodian's Office	445	1	445	150	1	150	150	1	150	150	1	150	150	1	150	
Custodian's Workshop				375	1	375	375	1	375	375	1	375	375	1	375	
Custodian's Storage		2	38	375	1	375	375	1	375	375	1	375	375	1	375	
Recycling Room / Trash				400	1	400	400	1	400	400	1	400	400	1	400	
Receiving and General Supply Storeroom				363	1	363	363	1	363	363	1	363	363	1	363	
Network / Telecom Room	48	1	48	527	1	527	527	1	527	527	1	527	527	1	527	
				200	1	200	200	1	200	200	1	200	200	1	200	
OTHER			0			370			0			0			0	
Other (specify)						0			0			0				
Extended Day Office				120	1	120			0			0				
Extended Day storage				250	1	250			0			0				Floral ±200sqft - Sherwood 230sqft
Total Building Net Floor Area (NFA)			20,221			98,366			94,936			92,686			74,261	
Proposed Student Capacity / Enrollment						790			790			790			790	
Total Building Gross Floor Area (GFA) ²			33,779			151,484			146,201			142,736			114,550	
Grossing factor (GFA/NFA)			1.67			1.54			1.54			1.54			1.54	

151,484 GSF

Original
Program

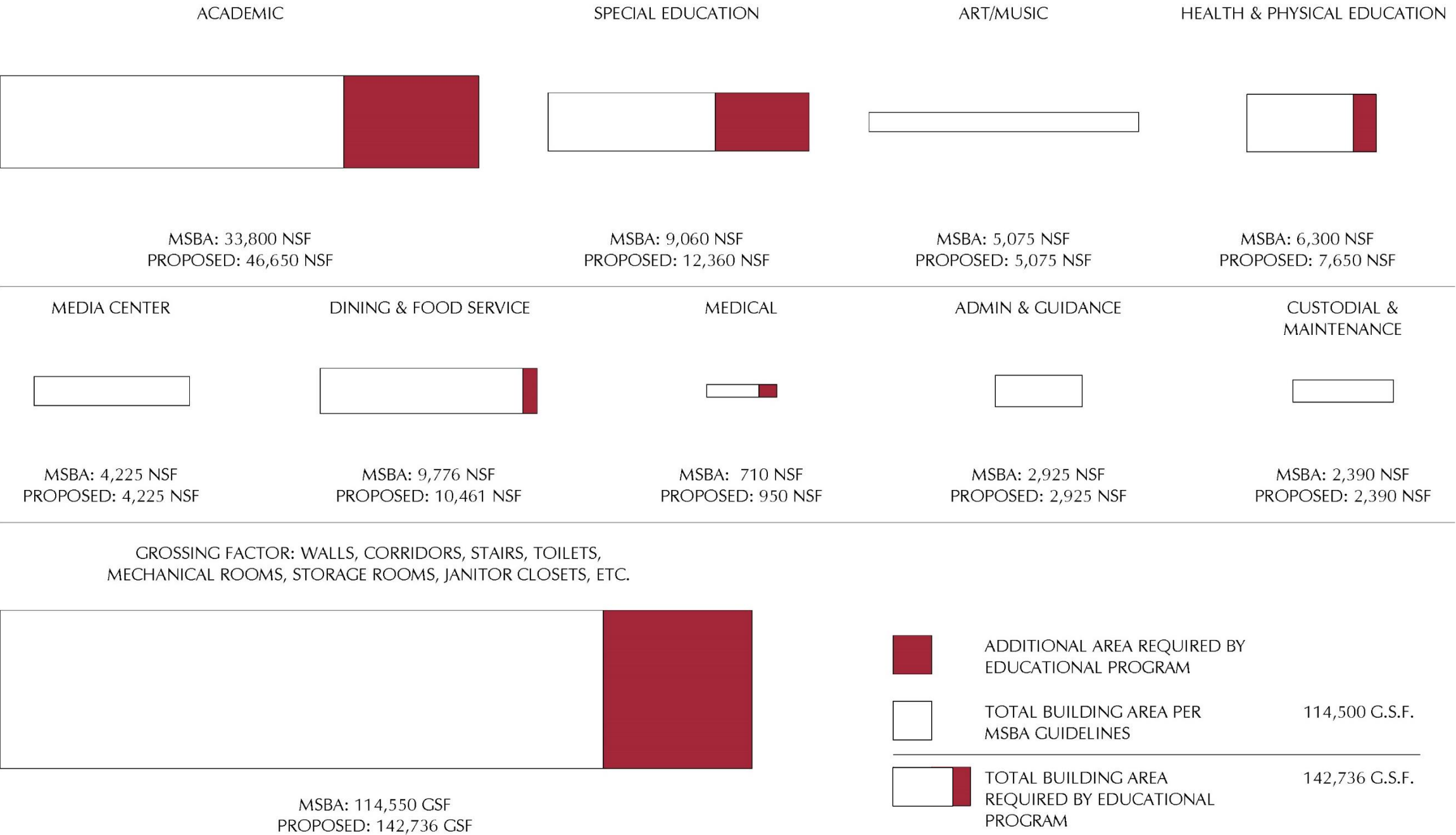
146,201 GSF

5,283 GSF
Reduction

142,736 GSF

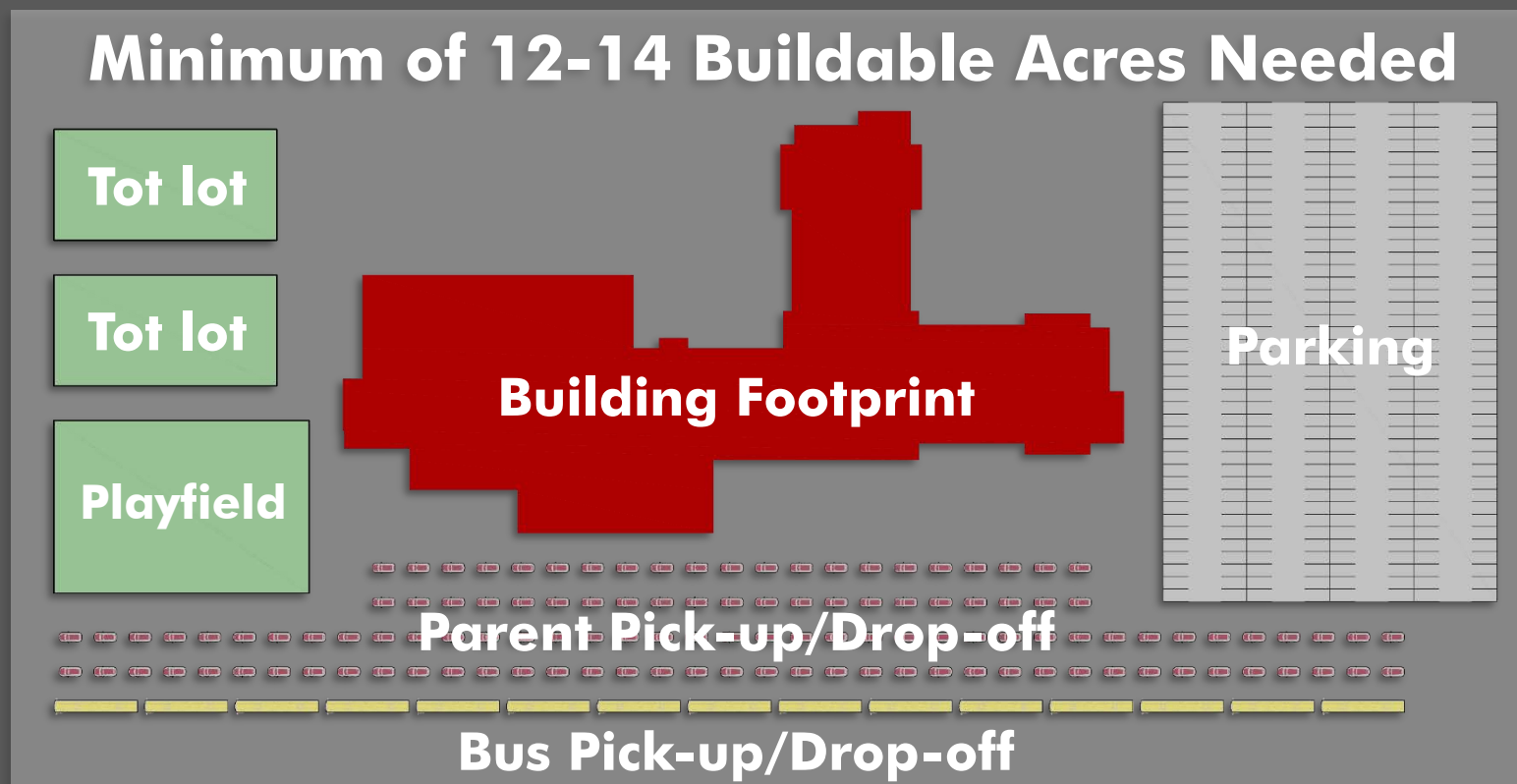
3,465 GSF
Reduction

8,748 GSF Total Overall Reduction

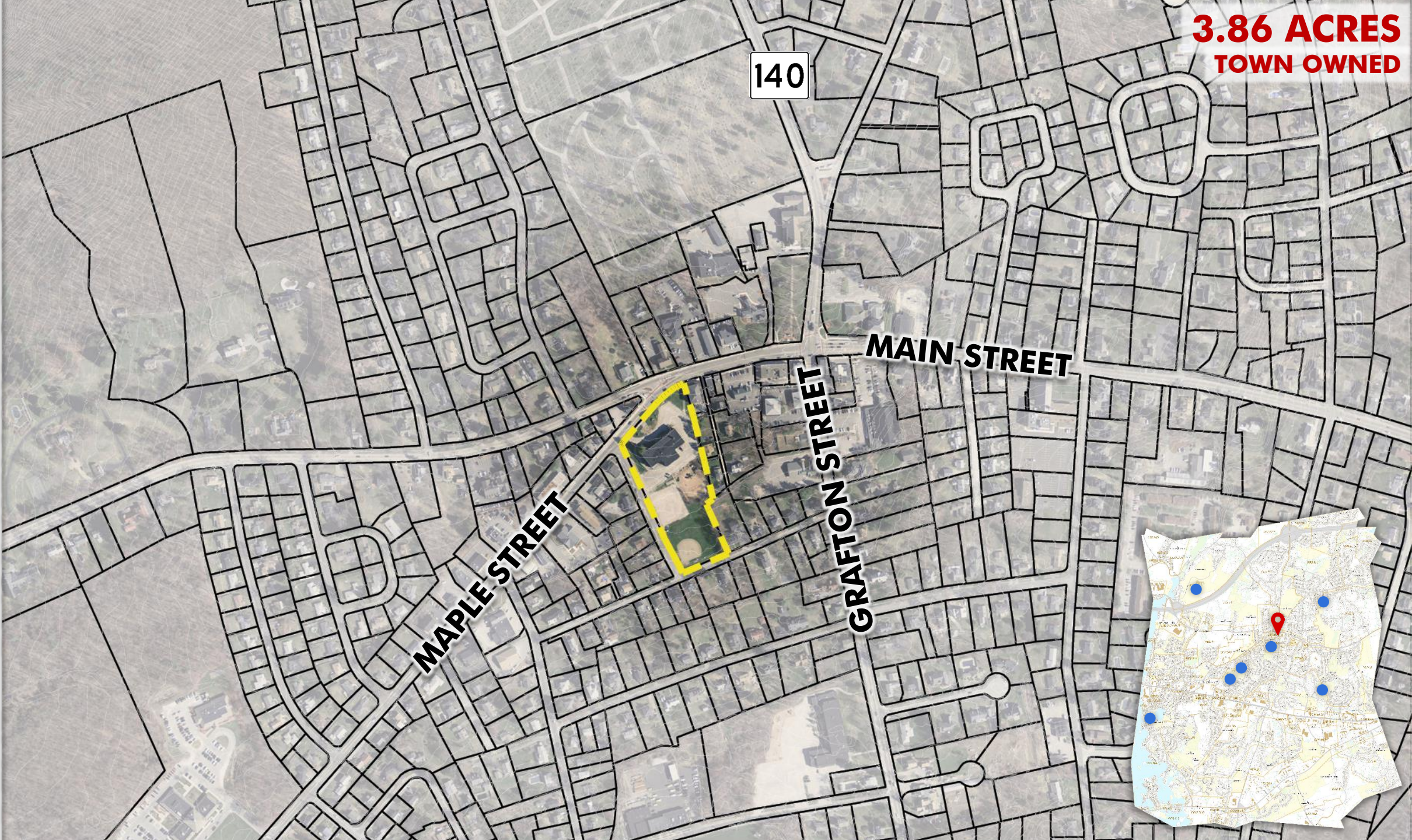


	Project Completion Date	Design Capacity	Current Enrollment 10.1.2017	# Over Capacity	% Over Capacity	Notes
Floral	1997	660	750	90	14%	55 Floral Grade 1 students are at Beal due to lack of space at Floral. If you include these we are 145 students or 22% over capacity.
Sherwood	2013	900	967	67	7%	
Oak	2004	900	1009	109	12%	
Shrewsbury High School	2002	1475	1832	357	24%	The Core Spaces [Media Center, Cafeteria, Gymnasium, Etc.] were designed for 1800; Core Academic Spaces design enrollment was 1475. Academic wings were constructed in a way to facilitate future additional expansion.
Total	na	3935	4558	623	16%	

- **Location**
- **Size**
- **Topography**
- **Access/Frontage**
- **Wetlands/Water features**
- **Utilities**
- **Program**



BEAL - BASE REPAIR OPTION



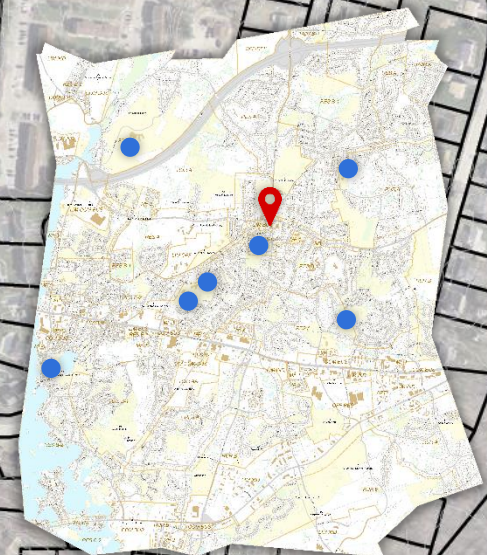
140

3.86 ACRES
TOWN OWNED

MAPLE STREET

MAIN STREET

GRAFTON STREET



BEAL - NEW CONSTRUCTION

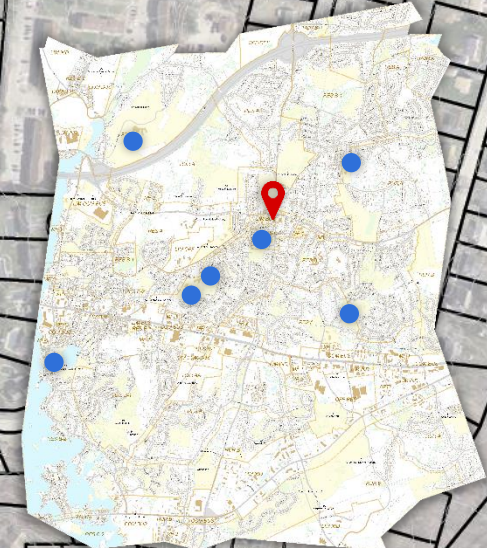
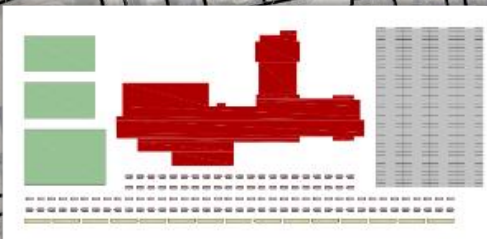
3.86 ACRES
TOWN OWNED

140

MAPLE STREET

MAIN STREET

GRAFTON STREET

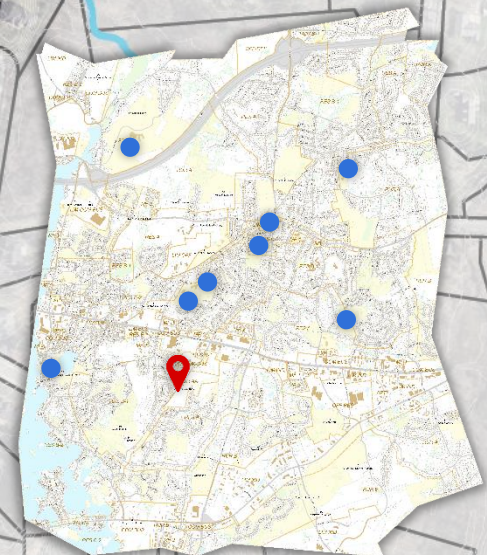


GLAVIN CENTER - LAKE STREET

98.97 ACRES

±16.5

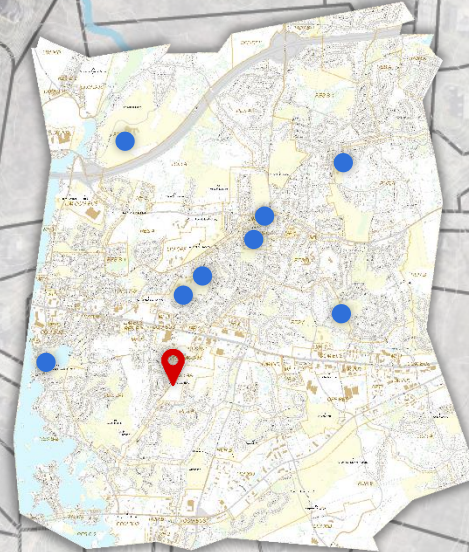
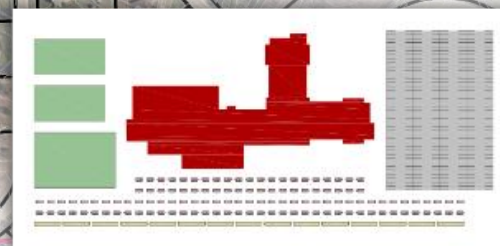
LAKE STREET



GLAYVIN - NEW CONSTRUCTION

98.97 ACRES

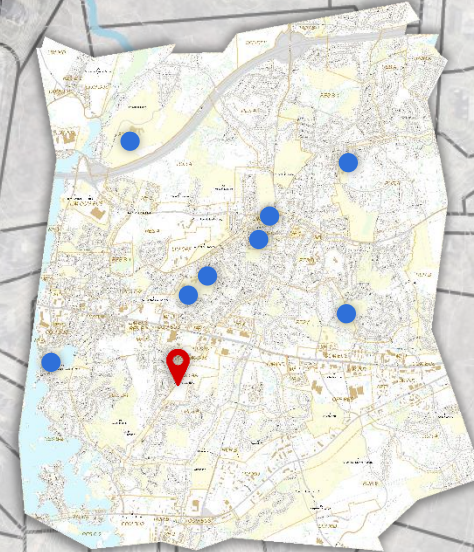
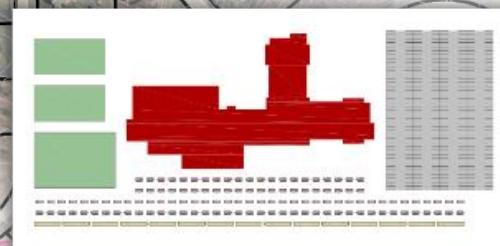
LAKE STREET



GLAYIN - NEW CONSTRUCTION

98.97 ACRES

LAKE STREET



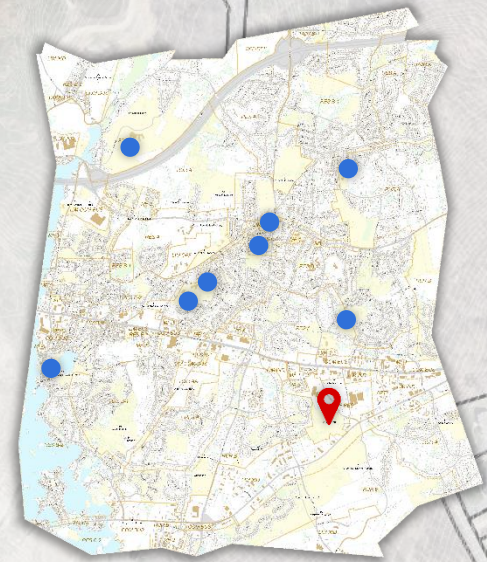
ALLEN FARM – SOUTH STREET

SOUTH STREET

60.89 ACRES
TOWN OWNED

±12

20

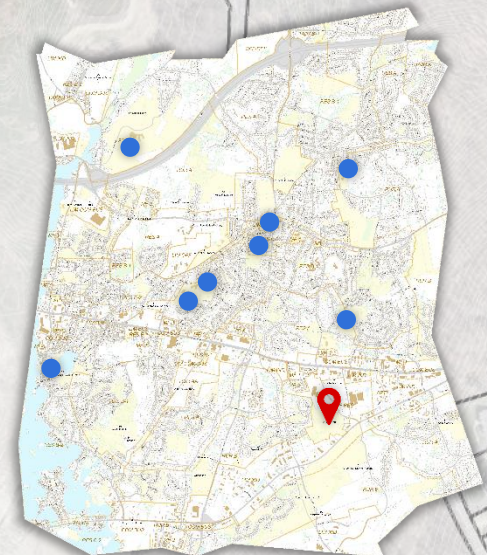
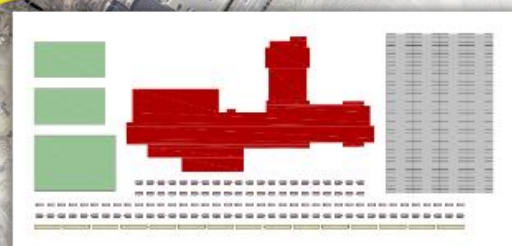


ALLEN - NEW CONSTRUCTION

SOUTH STREET

60.89 ACRES
TOWN OWNED

20



Capital Planning Data & Information: School Construction Costs

This chart includes construction costs for new construction projects as bid from FY 09 through FY 17, as well as construction cost estimates at preferred schematic and at schematic design for projects recently approved by the Board and expected to bid in FY 18 and FY 19. Additionally, the chart provides an inset with a closer look comparing the schematic design estimates to the bids received for FY 16, FY 17 and the first quarter of FY 18. Common economic indicators are included at the bottom of the chart.

To filter the data specific to a Contractor, Designer, and/or OPM, use the filters on the right to uncheck the boxes next to the categories you do not want shown. To uncheck all of the names, uncheck the box next to "All". Please note, for the common economic indicators lines to show, the "Null" box must remain checked. These filters act as "AND" filters when used in combination. (Ex: checking a contractor and a designer will filter to only those projects that had both that contractor and that designer.)



SHERWOOD MIDDLE – 2011

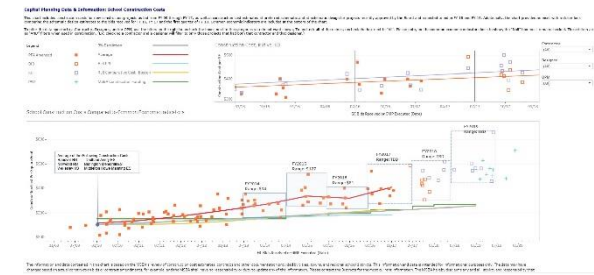
Overall Square Footage:
 Cost/Square Foot:
 Construction Cost:
 Project Cost:

Original

130,000 sq.ft.
 \$263/sq.ft.
 \$34,190,000
 \$43,947,705

2020

130,000 sq.ft.
\$486/sq.ft.
\$63,180,000
\$78,975,000

**SHREWSBURY HIGH - 2002**

Overall Square Footage:
 Cost/Square Foot:
 Construction Cost:
 Project Cost:

265,000 sq.ft.
 \$130/sq.ft.
 \$34,565,600
 \$43,207,000

265,000 sq.ft.
\$486/sq.ft.
\$128,790,000
\$160,987,500



Massachusetts School
 Building Authority

COST/SQUARE FOOT

2017: \$415 – 435/sq.ft.

2020: \$462 – 486/sq.ft.

FLORAL STREET SCHOOL - 1997

Overall Square Footage:
 Cost/Square Foot:
 Construction Cost:
 Project Cost:

84,000 sq.ft.
 \$94/sq.ft.
 \$7,918,440
 \$9,898,050

84,000 sq.ft.
\$486/sq.ft.
\$40,824,000
\$51,030,000

**S.D. Estimates average
 4.5% higher than bids**

\$483 – 508/sq.ft.

BASE REPAIR OPTION		2020
Overall Square Footage:		34,000 sq.ft.
Cost/Square Foot:		\$420 - 472/sq.ft.
Construction Budget:		\$14 - 16 Million
Project Budget:		\$18 – 20 Million
NEW CONSTRUCTION - BEAL		
Overall Square Footage:		150,000 sq.ft.
Cost/Square Foot:		\$463 - 499/sq.ft.
Construction Budget:		\$70 – 75 Million
Project Budget:		\$87 – 94 Million
NEW CONSTRUCTION - GLAVIN		
Overall Square Footage:		142,800 sq.ft.
Cost/Square Foot:		\$481 - 519/sq.ft.
Construction Budget:		\$69 – 74 Million
Project Budget:		\$86 – 93 Million
NEW CONSTRUCTION - ALLEN		
Overall Square Footage:		142,800 sq.ft.
Cost/Square Foot:		\$467 - 504/sq.ft.
Construction Budget		\$67 – 72 Million
Project Budget:		\$83 – 90 Million

ESTIMATING PROCESS

CONSTRUCTION BUDGET

X 1.25 FACTOR

=

PROJECT BUDGET

1.25 FACTOR INCLUDES:

FURNITURE, FURNISHINGS,
& EQUIPMENT

OFF-SITE IMPROVEMENTS

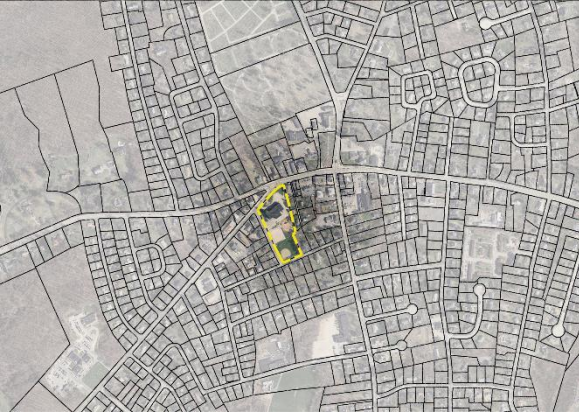
BONDS & LEGAL COSTS

MOVING EXPENSES

OPM & DESIGNER FEES

Massachusetts School
Building Authority

\$483 – 508/sq.ft.



BASE REPAIR OPTION – EXISTING BEAL SCHOOL



NEW CONSTRUCTION – GLAVIN CENTER SITE



NEW CONSTRUCTION – ALLEN FARM SITE

- **PRELIMINARY DESIGN PROGRAM (PDP)**
 - **MSBA Review and Comments**
- **PREFERRED SCHEMATIC REPORT (PSR)**
 - **Further Site Analysis**
 - Traffic Analysis
 - Geotechnical Report
 - Phase-I Report
 - Environmental Report
 - **Sustainable Design**
 - Design Charrette
 - **Building Design & Site**
 - Refinement of Building & Site Layouts
 - **Identification of a Preferred Solution**





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **1/31/18**

A. SHS Program of Studies 2018-2019: Vote

BACKGROUND INFORMATION:

The School Committee heard a presentation of proposed changes to the Program of Studies (POS) at its January 10, 2018 meeting. At that time, a memorandum from Mr. Bazydlo outlining proposed changes was provided for the Committee's review. The complete POS is enclosed.

ACTION RECOMMENDED:

That the School Committee vote to approve the Shrewsbury High School 2018- 2019 Program of Studies as presented.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Todd Bazydlo, Principal, Shrewsbury High School

Shrewsbury High School
Shrewsbury, Massachusetts

Program of Studies 2018-2019



SHREWSBURY HIGH SCHOOL MISSION STATEMENT

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

Shrewsbury High School
64 Holden Street
Shrewsbury, Massachusetts 01545

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

Message from the Principal

Dear Students and Parents:

I am pleased to present the 2018-2019 *Shrewsbury High School Program of Studies*. Choosing a challenging and appropriate course of study is a very important piece of your high school experience. As you will see, Shrewsbury High School has a wide variety of courses for you to select from. While many are required for graduation, there are electives that you may select based on personal interest and future goals. Please take the time to review this booklet and then seek additional information and clarification from your teachers, counselors, and department directors.

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

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

Sincerely,

Todd H. Bazydlo
Principal

Shrewsbury High School Mission Statement

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

Shrewsbury High School's Core Values

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

Life-Long/Reflective Learners

Equity

Advocacy

Dedication

Empathy

Responsibility/Respect

21st Century Learning Expectations

Academic Expectations → Students at Shrewsbury High School will:

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

Social Expectations → Students at Shrewsbury High School will:

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

Civic Expectations → Students at Shrewsbury High School will:

8. Exhibit a commitment to community involvement.

Shrewsbury Public Schools Statement of Non-Discrimination

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

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

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

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

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

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

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

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

- The Shrewsbury Public Schools does not and will not knowingly discriminate against any student or employee on the basis of race, color, sex, religion, national origin, sexual orientation or disability. All reports of harassment or discrimination will be taken seriously and investigated in a timely fashion. Reports will be held in the utmost confidence.
- Any individual who believes he/she has been the subject of harassment or discrimination should immediately report the incident, either verbally or in writing to an administrator, adjustment counselor, guidance counselor, or teacher. The principal must be notified in all cases of harassment or discrimination. All cases of

harassment involving a staff member will be reported to the Director of Human Resources.

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

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

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

- To fulfill its obligation under Section 504, the Shrewsbury Public Schools recognizes a responsibility to avoid discrimination in policies and practices regarding personnel and students. No discrimination against a person with a disability will knowingly be permitted in any of the programs or activities of the Shrewsbury Public Schools.
- The school district has a specific requirement under the Rehabilitation Act of 1973, which includes the responsibility to identify, evaluate and if the child is determined to be eligible under Section 504, to afford access to free and appropriate educational

services. Questions about eligibility or services should be first directed to the building-based coordinator.

- If a parent or guardian disagrees with the determination made by the professional staff of the school, he/she has a right to a hearing, first with the district's Section 504 Coordinator, and secondly with an impartial hearing officer. The district's Section 504 Coordinator can be reached at 15 Parker Road, Shrewsbury, MA 01545 or by phone at (508) 841-8660.
- All grievances will be heard in a timely manner by the district's Section 504 Coordinator, who will provide a written report of the district's findings. If a parent or guardian is unsatisfied with the results of the review they may appeal to the Superintendent of Schools.
- For grievances not resolved at the Superintendent's level, a review by an impartial hearing officer may be scheduled.

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

Massachusetts Department of Education
75 Pleasant Street
Malden, MA 02148-5023 (781) 338-3000
United States Department of Education
Region 1 – Office of Civil Rights
John W. McCormack Post Office and Courthouse – Room 222
Boston, MA 02109-4557 (617) 223-9662

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

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

General Information

Demographic Profile

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

How to Plan a Program

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

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

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

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

Graduation Requirements

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

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

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

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

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

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

Promotion Policy

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

To be considered a sophomore	Student must earn 21 credits
To be considered a junior	Student must earn 45 credits
To be considered a senior	Student must earn 73 credits

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

Repeating Courses

Students may repeat courses for the following reasons:

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

Summer School/Credit Recovery

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

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

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

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

Course Levels

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

Advanced Placement (AP):

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

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

Honors:

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

A Level:

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

Grade Point Average/Class Rank

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

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

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

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

Course Commitment

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

Recommended Program

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

College Preparatory Program

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

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

College preparatory academic courses should include:

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

Two-Year Technical/Junior/Community College

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

School-to-Career

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

Computer Access

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

Tutoring Services

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

School Psychologists

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

School Psychologists:

Dr. Beth Neiman (508-841-8800 x2025) - Dr. Marc Spisto (508-841-8850)

School Counseling Department

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

Seminars

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

Grade 9

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

Grade 10

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

Grade 11

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

Grade 12

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

Special Education Services

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

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

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

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

Director of Special Education

Catherine LaRoche (508-841-8828)

Library Media Services

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

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

Media Center Staff:

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

School Nurses

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

School Nurses:

Brenda Filiere (508-841-8768)

Pam Johnson (508-841-8822)

Information on Health & Sexuality Education

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

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

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

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

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

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

Special Programs

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

Course Offerings:

Academic Support	Job Shadowing Program
Accounting	SHS Capstone Exhibition Honors
Cooperative Work Study Program	Virtual High School

Academic Support (9507) Grade (s): 9-12

Prerequisite: Permission of Instructor

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

Accounting (2024)

Elective Full Year Grade (s): 12 A Level

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

SHS Capstone Exhibition Honors (9504)

Elective Full Year Grade (s): Grade 11 Semester 2 continuing through Grade 12, Semester 1

Prerequisite: Permission from coordinator

The intent of this program is to allow a select number of juniors and seniors to engage in Project Based Learning in an area of personal interest. Students will pursue an independent project over the course of the spring of their junior year and the fall of their senior year. The project may center around any of the major academic disciplines, art, music, technology, exercise/fitness, mindfulness, writing or performance. Students may also consider an internship or paid employment as part of their project. The required public exhibition will be evidence of a student's learning over the course of the year; it will celebrate that learning and showcase a final product that enables students to share their experience with a larger audience. Additionally, students will demonstrate their ability to problem solve, organize time and resources, communicate effectively and reflect on oneself as a learner. Students will be required to demonstrate competence through the creation of a portfolio, exhibition, and reflective journal. Students will be required to meet performance benchmarks to remain in the program.

Benchmark assessments will be made by a faculty mentor. Removal from the program is at the discretion of the faculty coordinator; decisions may be appealed to the principal. Students must apply in August prior to junior year to be considered for this program.

Virtual High School

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

Virtual High School is a worldwide leader in offering high school courses in an on-line format. At Shrewsbury High School students can choose from over 200 semester courses and 7 full year

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

Job Shadowing Program

Grade(s): 10-12

The Job Shadowing Program provides students with opportunities to explore occupations of interest to them. On an individual basis, students visit an adult at work for one day to gain first-hand familiarity with careers of interest to them. Students may identify their own sponsor for this program. Each job shadowing student may visit one work site per semester. Each participating student is required to research the occupation to be observed before the visit and to write a reflection after the experience. Students may sign up for Job Shadowing as part of the scheduling process or at the beginning of the school year. This course will be graded as Pass/Fail. Students may earn up to .5 credits for each experience.

Cooperative Work Study Program

Grade(s): 11-12

Prerequisite: Permission of Program Coordinator, Administration, School Counselor

Cooperative Work Study Program is occupation oriented paid work experience. It gives students an opportunity to integrate on-the-job experience with their chosen career pathway. Students will work to improve industry based skills and knowledge with skills already developed in school. This program allows students to attend school in the morning and work in a related business in the afternoon and evening. Students are required to complete an application process that will include program coordinator, administration and school counselor approval to enroll. Students will be required to meet with the program coordinator quarterly to develop a portfolio of vocational materials, comply with program guidelines, and act in a responsible manner to be successful in this program. Credit will be based on period (s) assigned and grading is Pass/Fail.

English Department

Mrs. Liza Trombley, Director

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

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

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

Course Offerings:

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

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

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

Required Full Year Grade: 9 A, B and Honors

Prerequisite: Past academic performance and teacher recommendation

Ninth grade English is a college preparatory course in which students read, discuss, and write about various literary genres, including such works as Shakespeare's *Romeo and Juliet* and Cisneros' *The House on Mango Street*. Students complete a research unit acquire new vocabulary; and in grammar, focus on parts of speech, parts of a sentence, and phrases. Writing encompasses the requirements of the State Frameworks, including analytical writing, persuasive writing, narrative writing, and expository writing. There is an emphasis on providing apt textual references to support ideas in both writing and discussion. Honors level students will be required to produce some lengthier writing assignments. Emphasis will also be placed on non-written communication skills such as speaking and listening.

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

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

Required Full Year Grade: 10 A, B and Honors

Prerequisite: Past academic performance and teacher recommendation

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

intensive study of mechanics. Writing focuses on diction (effective, appropriate, rich vocabulary), coherency, organization, and thoughtful commentary about textual evidence.

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

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

Required Full Year Grade: 11 A Level or Honors

Prerequisite: Past academic performance and teacher recommendation

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

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

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

Required Full Year Grade: 11 A Level or Honors

Prerequisite: Teacher recommendation

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

Advanced Placement English Language (1212)

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

Required Full Year Grade: 11 Advanced Placement

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

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

English 12

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

Required Full Year Grade: 12 A Level or Honors

Prerequisite: Past academic performance and teacher recommendation

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

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

Advanced Placement English Literature (1211)

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

Required Full Year Grade: 12 Advanced Placement

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

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

Introduction to World Mythology (1258)

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

Elective Semester Grades 10-12 A Level or Honors

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

Creative Writing (1213)

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

Elective Semester Grades 10-12 A Level or Honors

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

English Language Education Department

Mrs. Kathleen Lange-Madden, Director

Phone: 508-841-8637 Email: klangemadden@shrewsbury.k12.ma.us

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

Course Offerings:

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

ELE English I (9516)

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

Required Full Year Grade: 9-12

English Proficiency: level 1

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

ELE English II (9517)

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

Required Full Year Grade: 9-12

English Proficiency: level 2

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

ELE English III (9518)

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

Required Full Year Grade: 9-12

English Proficiency: level 3

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

ELE English IV (9522)

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

Required Full Year Grade: 9-12

English Proficiency: level 4

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

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

ELE American Culture & History I (9519T)

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

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

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

ELE American Culture & History II (9520T)

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

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

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

ELE Academic Support (9508)

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

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

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

ELE Internship (9525)

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

Elective Semester Grade: 10-12 **Students who are not learning English**

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

ELE Math

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

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

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

Family and Consumer Sciences Department

Ms. Debra Garcia, Director

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

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

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

Course Offerings:

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

Focus on Foods (5410)

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

Elective Semester Grades: 9-12 A Level

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

Culinary Methods for Nutritious Foods (5426T)

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

Elective Semester Grades: 9-12 A Level

Prerequisite: Focus on Foods.

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

Foods of the World (5425T)

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

Elective Semester Grades: 9-12 A Level

Prerequisite: Focus on Foods

Students will explore the cuisine and cultures of Latin America and Asian countries. Influences of geography, climate and culture will be studied. Additional food preparation and techniques will be explored. Students should be open to sampling ethnic foods.

Mediterranean Cuisine (5427)

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

Elective Semester Grades: 9-12 A Level

Prerequisite: Focus on Foods

Students will explore the cuisine and cultures of European and Mediterranean countries. Influence of geography, climate and culture will be studied. Additional food preparation and techniques will be explored. Students should be open to sampling ethnic foods. **(This course will not be offered during 2018-2019 school year)**

Interior Design (5430T)

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

Elective Semester Grades: 9-12 A Level

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

Child Development I (5440)

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

Elective Semester Grades: 10-11 A Level

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

Child Development II (5450)

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

Elective Semester Grades: 10-11 A Level

Prerequisite: Child Development I

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

Child Development II Honors (5482)

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

Elective Semester Grades: 10-12 Honors

Prerequisite: Child Development I

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

Early Childhood Education (5460)

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

Elective Full Year Grades: 11-12 A Level

Prerequisite: Child Development I and II

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

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

Elective

Full Year

Grades: 11-12

Honors

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

Draft

Foreign Language Department

Ms. Sara Honig, Director

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

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

Course Offerings:

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

French I (8010)

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

Elective Full Year Grades: 9-12 A Level

This course is designed for all students beginning the study of French. Imagine being able to carry on a conversation in French! You CAN by learning the basics of the language. Vocabulary and simple

language patterns are used in classroom conversations and daily activities. You will learn a great deal about France through discussion, videos, films, and handouts.

French II (8012)

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

Elective Full Year Grades: 9-12

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

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

French II Honors (8045)

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

Elective Full Year Grades: 9-12 Honors

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

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

French III (8013)

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

Elective Full Year Grades: 10-12

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

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

French III Honors (8015)

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

Elective Full Year Grades: 10-12 Honors

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

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

French IV (8014)

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

Elective Full Year Grades: 11-12

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

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

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

Elective Full Year Grades: 11-12 Honors

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

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

French V (8017)*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective Full Year Grade: 12

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

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

French V Honors (8044)*Meets expectations for Student Learning: 1, 2,3,4,7*

Elective Full Year Grade 12 Honors

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

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

Advanced Placement French (8018)*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective Full Year Grades: 11 -12 Advanced Placement

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

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

Spanish I (8020)*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective Full Year Grades: 9-12

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

Accelerated Spanish I (8025)*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective Full Year Grades: 9-12

Prerequisite: Some study of introductory Spanish

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

Spanish II (8022)*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective Full Year Grades: 9-12

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

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

Spanish II Honors (8046)*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective Full Year Grades: 9-12 Honors

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

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

Spanish II Language and Culture (8027)*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective Full Year Grades: 9-12

Prerequisite: Spanish 1 credit and teacher recommendation.

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

Spanish III (8023)*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective Full Year Grades: 10-12

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

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

Spanish III Honors (8026)*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective Full Year Grades: 10-12 Honors

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

This course is designed to mirror the curriculum of Spanish III at a faster pace. Students will hone skills of speaking, listening, reading and writing through essays, oral presentations, skits,

collaborative projects, etc. Students will continue to develop reading comprehension skills through use of a Spanish reader. Emphasis will be on student use of the language in real life situations. This course is conducted primarily in Spanish.

Spanish IV (8024)

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

Elective Full Year Grades: 11-12

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

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

Spanish IV Honors (8027)

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

Elective Full Year Grades: 11-12 Honors

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

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

Spanish V (8038)

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

Elective Full Year Grade: 12

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

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

Spanish V Honors (8028)

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

Elective Full Year Grades: 12 Honors

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

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

Advanced Placement Spanish Language (8029)

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

Elective Full Year Grades: 11-12 Advanced Placement

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

This course is designed for those students who have attained a high degree of proficiency in Spanish and who are interested in completing studies comparable in content and difficulty to a full-year college level course. The goal of the course is to prepare the student for the Spanish AP Language

examination by emphasizing the basic objectives of proficiency in listening, speaking, reading and writing. All forms of writing are emphasized, especially the directed and the open-ended question. Weekly journals and critical writing pieces are included. Students hone listening and speaking skills through repeated practice in the form of dialogues, skits, interviews, and directed questions. Picture sequences are also used to practice for the exam, and grammar is reviewed, fine-tuned and applied in authentic communicative situations. Students are expected to take the Advanced Placement Exam in May. This class is conducted entirely in Spanish.

Latin I (8039)

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

Elective Full Year Grades: 9-12

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

Latin II (8031)

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

Elective Full Year Grades: 9-12

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

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

Latin II Honors (8034)

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

Elective: Full year Grades: 10-12 Honors

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

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

Latin III (8041)

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

Elective Full Year Grades: 10-12

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

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

Latin III Honors (8032)

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

Elective: Full year Grades: 10-12 Honors

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

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

Latin IV Honors (8033)*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective Full Year Grades: 11-12 Honors

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

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

Advanced Placement Latin: Vergil and Caesar (8042)*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective Full Year Grades: 11-12 Advanced Placement

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

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

Mandarin Chinese I (8050)*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective Full year Grades: 9-12

The Mandarin Chinese I course is designed to focus on communication through the development of the four language skills: listening, speaking, reading and writing. Emphasis will be placed on accurate pronunciation, correct usage of grammar structures and the ability to listen, respond, and ask questions. At the end of the year, successful students will be able to participate in simple conversations and respond appropriately to basic conversational prompts as well as to generate language incorporating basic vocabulary and sentence patterns.

Mandarin Chinese II (8051)*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective Full year Grades: 9-12

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

Mandarin Chinese II Honors (8060)*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective Full year Grades: 9-12 Honors

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

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

Mandarin Chinese III (8053)*Meets Expectations for Student Learning: 1, 2,3,4,7*

Elective Full year Grades: 10-12

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

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

Mandarin Chinese III Honors (8054)

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

Elective Full year Grades: 10-12 Honors

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

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

Mandarin Chinese IV (8055)

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

Elective Full Year Grades: 11-12

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

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

Mandarin Chinese IV Honors (8056)

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

Elective Full Year Grades: 11-12 Honors

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

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

Mandarin Chinese V (8057)

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

Elective Full Year Grade 12

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

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

Mandarin Chinese V Honors (8059)

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

Elective Full Year Grade 12 Honors

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

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

Chinese I (---)

The year-long course description is as follows: The Chinese I course is designed to focus on communication through the development of the four language skills: listening, speaking, reading and

writing. Emphasis will be placed on accurate pronunciation, correct usage of grammar structures and the ability to listen, respond, and ask questions. At the end of the year, successful students will be able to participate in simple conversations and respond appropriately to basic conversational prompts as well as to generate language incorporating basic vocabulary and sentence patterns.

Draft

Health and Physical Education Department

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

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

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

Course Offerings:

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

Health 9: Wellness (9016T)

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

Required Semester Grade: 9 A Level

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

Health 10: Healthy Living (9017T)

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

Required Semester Grade 10

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

Health 11: Lifelong Health (9018TT)

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

Required Semester Grade: 11 A Level

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

Physical Education 9-12

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

Adventure I (9108)

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

Required Semester Grade(s): 9-10

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

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

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

Creative Movement (9109)

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

Required Semester Grade(s): 9-10

Elective for Grade(s): 11-12

The Creative Movement strand includes the following activities:

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

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

Lifetime I (9107)

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

Required Semester Grade(s): 9-10

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

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

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

Team I (9106)

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

Required Semester Grade(s): 9-10

Elective for Grade(s): 11-12

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

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

Adventure II Physical Education (9115)

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

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

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

Students participate in the following activities:

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

Lifetime II Physical Education (9114)

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

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

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

Personal Fitness and Conditioning (9113)

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

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

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

Team Sports II (9116)

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

Elective Semester Grade(s) 11 and 12 A Level

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

Physical Education Leadership (9110)

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

Elective Grade(s): 11-12 A Level

Prerequisite: Director's Approval.

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

Physical Education Leadership Honors (9111)

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

Elective Grade(s): 12 Honors

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

This elective course may be taken during a student's senior year and is an elective course. Students will serve as teacher aides in physical education at the elementary, middle or high school levels. Enrollment in this program is limited. Students are required to keep a journal of their daily activities and write a t paper on their experiences each semester. Also, with the aid of their master teacher, students write lesson plans and unit plans for classes that they teach. It is required that students have taken PE Leadership prior to this course. Any student with a genuine interest in teaching as a career will benefit from this course.

Foundations of Physical Education (---)

Elective

Grade(s): 11 and 12

This is an elective course for juniors or seniors and may be taken to meet a student's minimal physical education requirement or as an additional elective course. Students under the direction of the adaptive physical education teaching staff, serve as peer partners in a unified physical education setting. Students will have the opportunity to develop knowledge and skills that promote physical education, wellness, sports and recreation activities for all abilities that can be incorporated into a physically active lifestyle. All students will gain valuable physical activity experiences while working in a diverse setting that fosters leadership and teamwork in a safe and supportive environment. This course meets 3 days during the 7-day rotation.

Draft

Instructional Technology, Television & Media Services

Ms. Shawna Powers, Director

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

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

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

Course Offerings:

Multimedia Applications	Introduction to Television Production
Advanced Multimedia Design	Television Production II
Intro to Computer Programming with Java	Advanced TV Production
Computer Science 1 Honors	Student Innovation Team
Computers Science 2 Honors	ITAMS Internship
Web Design	Computer Science Principles II

Multimedia Applications (7311)

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

Elective Semester Grades: 9-12 A Level

This course explores animation and related multimedia topics. In this course, students will learn to create digital drawings and animations guided by best design practices. Students will learn to enhance their animations with sound and interactivity up to and including building simple games when class pacing permits. Course is project based & will involve individual & collaborative projects.

Advanced Multimedia Design (7312)

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

Elective Semester Grades: 9-12 A Level

Prerequisite: Multimedia Applications

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

Introduction to Computer Programming with Java (7320)

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

Elective Semester Grades: 10-12 A Level or Honors

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

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

Computer Science I Honors (7333)

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

Elective Full Year, Grades: 10-12 Honors Level

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

Using the nationally recognized Project Lead the Way curriculum, this is an introductory course designed to develop computational thinking and introduce professional tools that foster creativity and collaboration. Students will use Python® as a primary tool, but they will also be introduced to multiple platforms and languages, such as php and SQL. Projects and problems include app development, visualization of data, image processing, cybersecurity, and simulation.

Computer Science II Honors

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

Elective Full Year Grades: 11-12 Honors Level

Prerequisite: Computer Science 1 Honors or Instructor Approval

Computer Science 2 Honors will teach students authentic app development using Java, Android Studio, and XML by building on the basic skills learned in Computer Science 1 Honors and reviewing and extending the skills learned in Introduction to Computer Programming Using Java. The primary goal of the course is to create independent thinking app developers; every unit in this course builds on students' prior knowledge and skills until they are able to complete an app development cycle independently from the ground up. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases.

Web Design (7314)

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

Elective Semester Grades: 9-12 A Level

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

Introduction to Television Production (7401)

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

Elective Semester Grades: 9-12 A Level

This course is a semester course for those students who have an interest in the field of television production. Students will learn the basics of video production to create movie trailers, movie shorts, and news packages. Students will learn camcorder and studio camera use, interview techniques, story boarding, editing, audio, and studio production. In addition, students will learn the importance of media literacy. This knowledge will enable the students to participate in a variety of productions including live studio events. This class requires after school and evening participation.

Television Production II (7403)

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

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

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

The purpose of this course is to further develop the skills acquired in Intro TV with more emphasis placed on the quality of the video projects produced. Students will explore advanced camera and editing techniques. In addition to completing projects for regularly scheduled productions, students will complete 1-2 independent projects during the school year. Students are expected to take on more advanced positions during productions for over air broadcasts including directing, technical directing, floor manager, and video playback. Media integration is an integral part of this program, and it is expected that students will be involved in assisting teachers, students, and others to achieve this goal. Cooperative teamwork and strong organizational skills are essential. After-school and evening productions continue to be an integral part of the program. Honors credit requires a contract with the instructor for additional independent work. This course satisfies the arts graduation requirement.

Advanced TV Production (A-7409, H-7405T)

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

Elective Full Year Grades: 11-12 A Level or Honors

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

This class is offered to those students who have previously demonstrated an ability to work independently in Introduction to Television Production and Television Production II courses and who would like to continue to pursue their interest in video and studio production. These students have exhibited advanced knowledge of the television studio and its operations. They may also have an interest in furthering their education in the field of communications. The students who elect to take this course will be responsible for the following: sophisticated video productions, producing regular programming for curriculum and educational purposes, producing and directing special productions and sporting events, and assisting students in Introduction to Television Production and Television Production II as time permits. In addition to completing projects for regularly scheduled productions, students will complete 1-2 independent projects during the school year. Honors credit requires a contract with the instructor for additional independent work. Enrollment is limited. This course satisfies the arts graduation requirement.

Student Innovation Team (7415)

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

Elective Semester Grades: 9-12 A Level

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

ITAMS Internship

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

Elective Semester Grades: 10-12

Prerequisites: Teacher Recommendation and director approval

Interns will work with teachers in the TV Studio, Media Center, and/or Student Innovation Team Help Desk. Students who participate in this program will meet with their cooperating teacher and/or the director regularly. Interns will also complete a written reflection at the end of each quarter. The grade for this class will be a pass/fail grade and it will be determined by attendance, written reflections, and contributions to the department.

Draft

Mathematics Department

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

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

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

Course Offerings:

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

Algebra and Geometry I (2010)

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

Elective Full Year Grades: 9-12 A Level

Prerequisite: Teacher recommendation

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

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

Algebra and Geometry II (2011)

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

Elective Full Year Grades: 9-12 A Level

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

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

Algebra and Geometry IIB (2011B)

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

Elective Full Year Grades: 10-12 B Level

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

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

Algebra and Geometry II Honors (2032)

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

Elective Full Year Grades: 9-12 Honors

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

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

Research Methods and Algebra & Geometry II Honors (2035)

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

Elective Full Year Grade: 9 Honors

Prerequisite: Teacher recommendation. Must also be enrolled in Research Methods and Introductory Physics Honors or Research Methods and Biology Honors.

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

Advanced Math I (2014)

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

Elective Full Year Grades: 10-12 A Level

Prerequisite: Algebra & Geometry I and II and teacher recommendation.

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

Advanced Math IB (2014B)

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

Elective Full Year Grades: 10-12 B Level

Prerequisite: Algebra & Geometry I and II or IIB and teacher recommendation.

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

Advanced Math I Honors (2028)

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

Elective Full Year Grades: 10-12 Honors

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

This higher-level mathematics course will further the study of topics in Advanced Algebra, Geometry and Trigonometry to prepare students for the study of pre-calculus and Calculus. The units of study will include Reasoning and Proof, Inequalities and Linear Programming, Similarity and Congruence, Polynomial and Rational Functions, Circles and Circular Functions, Modeling Sequential Change,

and Inverse functions. Students in the Honors level course are expected to develop independent thinking skills as they approach new situations and investigate topics in depth. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A graphing calculator (TI-83 or TI-84) is recommended because it is used extensively.

Research Methods and Advanced Math I Honors (2031)

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

Elective Full Year Grades: 10-12 Honors

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

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

Functions & Trigonometry (2036)

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

Elective Full Year Grades: 11-12 A Level

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

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

Research Methods Pre-Calculus (---)

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

Pre-Calculus (2017T)

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

Elective Full Year Grades: 11-12 A Level

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

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

Pre-Calculus Honors (2018TT)

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

Elective Full Year Grades: 11-12 Honors

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

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

Advanced Quantitative Reasoning (2037T)

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

Elective Full Year Grade: 12 A-level

Prerequisite: Advanced Math I and Pre-Calculus or Advanced Math I and Functions & Trigonometry and teacher recommendation.

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

Calculus Honors (2021)

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

Elective Full Year Grade: 12 Honors

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

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

Advanced Placement Statistics (2023)*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective Full Year Grade: 11-12 Advanced Placement

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

Advanced Placement Calculus AB (2022)*Meets Expectations for Student Learning: 1,2,3,4,7,8*

Elective Full Year Grade: 12 Advanced Placement

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

Advanced Placement Calculus BC (2025)*Meets Expectations for Student Learning: 1,2,3,4,7,8*

Elective Full Year Grade: 12 Advanced Placement

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

Mathematical Modeling Honors (2039)*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective Full Year Grade: 12 Honors

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

mathematical problems and who are interested in learning strategies and background information for solving these problems. This course is for seniors who are currently enrolled in an AP Calculus course or for students who have already completed an AP Calculus course.

Advanced Math II Topics (2041)

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

Elective Full Year Grade: 12

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

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

Math Internship (2026)

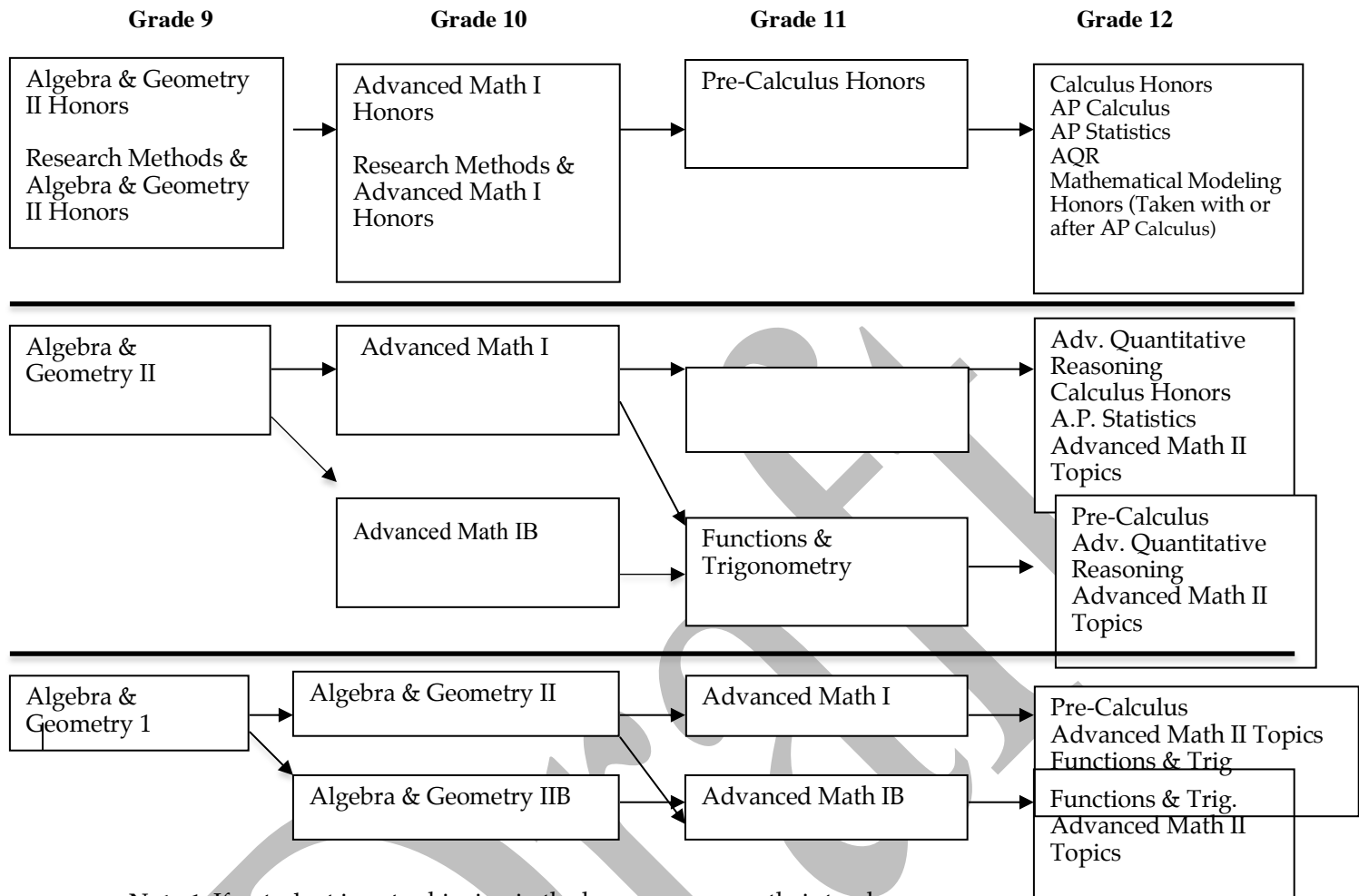
Meets Expectations for Student Learning: 1,2,3,4,7,8

Elective Semester Grades: 11-12 A Level

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

Mathematics Course Offerings and Possible Sequences



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

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

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

Course Offerings:

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

Orchestra (A-6000, H-6026)

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

Elective Full Year Grades: 9-12 A Level or Honors

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

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

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

Concert Band (6001)

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

Elective Full Year Grades: 9-12 A Level

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

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

Wind Ensemble Honors (6002)

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

Elective Full Year Grades: 9-12 Honors

Prerequisite: Selection by audition

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

Jazz Band Honors (6003T)

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

Elective Full Year Grades: 9-12 Honors

Prerequisite: Permission of Instructor.

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

Jazz Band Honors/Wind Ensemble Honors (6035)

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

Elective Full Year Grades: 9-12 Honors

Prerequisite: Selected by audition

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

Jazz Band Honors/Concert Band Honors (6036)

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

Elective Full Year Grades: 9-12 Honors

Prerequisite: Permission of instructor

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

World Drumming (6055)

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

Elective Semester Grade: 9-12 A Level

Prerequisite: None

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

Introduction to Guitar (6038)

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

Elective Semester Grades: 9-12 A Level

Prerequisite: None

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

Freshman Choir (6004T)

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

Elective Full Year Grade: 9 A Level

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

Mixed Choir (6005T)

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

Elective Full Year Grades: 10-12 A Level

Students are selected for participation by audition to ensure a well-balanced ensemble. The music performed is written for four to six-part harmony. Students encounter music of many styles and genres. This group performs for school concerts throughout the year. Students are encouraged to audition for MMEA musical festivals. Performances are an important component of this course and students are required to participate as part of their commitment to this group and part of their evaluation.

Mixed Choir Honors (---)

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

Elective Full Year Grades: 10-12 Honors

Prerequisite: Placement by audition. Student must have taken Freshman choir to be eligible for sophomore year or one year of SHS choir. All are accepted to a vocal ensemble.

Students are selected for participation by audition to ensure a well-balanced ensemble. The music performed is written for four to six-part harmony. Students encounter music of many styles and genres. This group performs for school concerts throughout the year. Students are encouraged to audition for MMEA musical festivals. Performances, small group assessments and classwork/assignments are important components of this course level and students are required to participate as part of their commitment to this group and part of their evaluation.

Treble Choir Honors (6037)

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

Elective Full Year Grades: 10-12 Honors

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

Students are selected for participation by audition to ensure a well-balanced ensemble. The music is of an advanced level for three and four-part treble harmony. Students encounter music of many styles from early as well as modern composers. This group performs for school concerts throughout the year, and often prepares for other venues, including competitions and festivals. Students are encouraged to audition for MMEA music festivals. Performances, small group assessments and classwork/assignments are important components of this course level and students are required to participate as part of their commitment to this group and part of their evaluation.

A Cappella Choir Honors (6006)

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

Elective Full Year Grades: 10-12 Honors

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

Students are selected for participation by audition to ensure a well-balanced ensemble. The music is of an advanced level for SATB and SATB divisi harmony. Students encounter music of many styles from early as well as modern composers, including vocal jazz. This group performs for numerous community events throughout the school year, in addition to scheduled concerts and home football games. Often the ensemble will perform at other venues, including competitions and festivals. Students are encouraged to audition for MMEA music festivals. Performances, small group assessments and classwork/assignments are important components of this course level and students are required to participate as part of their commitment to this group and part of their evaluation.

Techniques of Music Theory I (6007)

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

Elective Semester Grades: 9-12 A Level

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

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

Advanced Placement Music Theory (6042)

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

Elective Full Year Grades: 10-12 Advanced Placement

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

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

Music Technology (6008T)

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

Elective Semester Grades: 9-12 A Level

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

Theatre Arts I (6011)

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

Elective Semester Grades: 9-12 A Level

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

Theatre Arts II (6040)

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

Elective Semester Grades: 10-12 A Level

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

Movement for Theatre (6013)

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

Elective Semester Grades: 9-12 A Level

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

Voice in Acting (6056)

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

Elective Semester Grades: 9-12 A Level

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

Theatrical Design (6034T)

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

Elective Semester Grades: 9-12 A Level

Theatrical Design will explore the design process of a show including set design, lighting design, costume/make-up design. Students will learn how to read and analyze a play for specific design

elements. Students will design for two classroom productions selected by the instructor. No prior theatre knowledge is needed to register for this course. Students will be introduced to professional resources in the theatrical field.

Directing/Playwriting I (6050)

Meets Expectation for Student Learning 1,3,6,7,8,9,10,11

Elective Semester Grades: 10-12 A Level

This course is for students who are interested in how to write a play as well as exploring the basics of directing a play. Students will develop their craft through a series of hands-on exercises and will be able to workshop their ideas and writing samples in class. Students will be expected to take the lead on developing and directing their written piece(s) under the guidance of the faculty advisor. Opportunities for a public performance will be considered

Draft

Science & Engineering Department

Mr. Dave Hruskoci, Director

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Science

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

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

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

General Full Year Course Offerings

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

Advanced placement (AP) and Semester Electives

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

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

Elective Full Year Grades: 9-10 B Level

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

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

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

Elective Full Year Grades: 9-10 A Level

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

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

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

Elective Full Year Grades: 9-10 Honors

Prerequisite: Algebra I or Algebra/Geometry I - Course placement is based on the teacher's recommendation and past academic performance.

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

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

Elective Full Year Grades: 10-12 B Level

Prerequisite: Introductory Physics and teacher recommendation.

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

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

Elective Full Year Grades: 10-12 A Level

Prerequisite: Introductory Physics and teacher recommendation.

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

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

Biology Honors (3020)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 9-11 Honors

For Grade 9 students: Co-requisite = Honors Algebra & Geometry II (or higher level math course), teacher recommendation and past academic performance. For grades 10-12 students: prerequisite = teacher recommendation and past academic performance. Honors Biology is a course designed for students who demonstrate high academic achievement and motivation in science and mathematics. Students will be expected to complete a significant amount of reading and writing assignments, as well as quantitative and qualitative analysis of laboratory work. Topics emphasized include ecology, chemistry of life, cell structure and function, genetics, evolution and biodiversity, as well as selected topics in anatomy and physiology. An independent or team research project will be completed. This course is considered a lab science.

Research Methods and Biology Honors (3058)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 9 Honors

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

Students will be required to complete a year-long, independent research project in the field of science and/or math under the guidance of their teachers. Students who sign up for this course must also sign up for Research Methods & Honors Algebra and Geometry II. This course covers the same curriculum content as Honors Biology with an added emphasis on integrating concepts from Honors Algebra and Geometry II with scientific data developed in and out of the classroom. Note: this course meets for an extra period two days out of the 7-day cycle only during 1st semester. All research methods students are expected to participate in the school science fair which takes place in February. This course is considered a lab science.

Lab Chemistry (3024)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 B Level

Prerequisite: Teacher recommendation.

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

Chemistry (3025)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 10-12 A Level

Prerequisite: Teacher recommendation.

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

Chemistry Honors (3026)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 10-12 Honors

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

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

Research Methods and Chemistry Honors (3038)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 10-11 Honors

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

Students will be required to complete a yearlong research project in the fields of science, engineering or math under the guidance of their teachers. Students who sign up for this course must also sign up for Research Methods & Honors Advanced Math I. This course covers the same content as Honors Chemistry. Note: this course meets for an extra period two days out of the 7-day cycle only during 1st semester. All research methods students are expected to participate in the school science fair which takes place in February. This course is considered a lab science.
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Physics (3015)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 A Level

Prerequisite: Advanced Math I and teacher recommendation.

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

Physics Honors (3016)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 Honors

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

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

Environmental Science (3041F)

Meets Expectations for Student Learning: 1-7

Elective Full Year Grades: 11-12 A Level

Prerequisite: Biology and Chemistry and teacher recommendation.

In this course students study the connection between the human population and the use of the Earth's resources. Topics include fresh water sources and pollution, air quality and climate change, land use and agriculture, renewable and non-renewable resources, waste, recycling and governmental policy (both domestic and internationally). Students will participate in and complete selected research

projects and laboratory investigations that require a basic understanding of chemistry (the periodic table and reactions) and ecology (biomes and diversity). This course is considered a lab science.

Human Anatomy and Physiology Honors (3022T)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 Honors

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

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

Advanced Placement Physics 1 (3071)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 Advanced Placement

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

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

Advanced Placement Biology (3021)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 Advanced Placement

Prerequisite: Honors Biology and Honors Chemistry and teacher recommendation.

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

Advanced Placement Chemistry (3027)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 Advanced Placement

Prerequisite: Honors Chemistry and Honors Advanced Math 1 (or higher math course), teacher recommendation and past academic performance.

Advanced Placement Chemistry is designed to be the equivalent of a rigorous college general chemistry course and focuses on the requirements established by the College Board

(See <<http://apcentral.collegeboard.com>>). Emphasis will be on the quantitative reasoning and problem-solving skills necessary to explain chemical phenomena and enable predictions. Topics include: solution and gas stoichiometry, modern atomic theory, chemical bonding, colligative properties, chemical kinetics, thermochemistry and thermodynamics, chemical equilibrium, reaction prediction and electrochemistry. Laboratory work largely focuses on structured, guided and open inquiry based experiments. AP Students will be expected to write explanations to non-quantitative questions based on their developed knowledge of chemical principles, and to conduct mathematical manipulations in preparation for the AP Chemistry exam given in May. Summer work and/or a special project may be required. The course can be taken in either the junior or senior year. Students are expected to take the Advanced Placement Exam in May. Note: this course meets for an extra period two days out of the 7-day cycle. This course is an excellent review of material on the SAT II. This course is considered a lab science.

Advanced Placement Environmental Science (3030)

Meets Expectations for Student-Learning: 1-7

Elective Full Year Grades: 11-12 Advanced Placement

Prerequisite: Honors Biology and Chemistry and teacher recommendation.

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

Oceanography (3068)

Meets Expectations for Student-Learning: 1-7

Elective Semester Grades: 11-12 A Level or Honors

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

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

Astronomy (A-3013T, H-3049)

Meets Expectations for Student-Learning: 1-7

Elective Semester Grades: 11-12 A Level or Honors

Prerequisite: Teacher recommendation.

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

Bioethics (A-3023, Honors-3028)

Meets Expectations for Student-Learning: 1-7

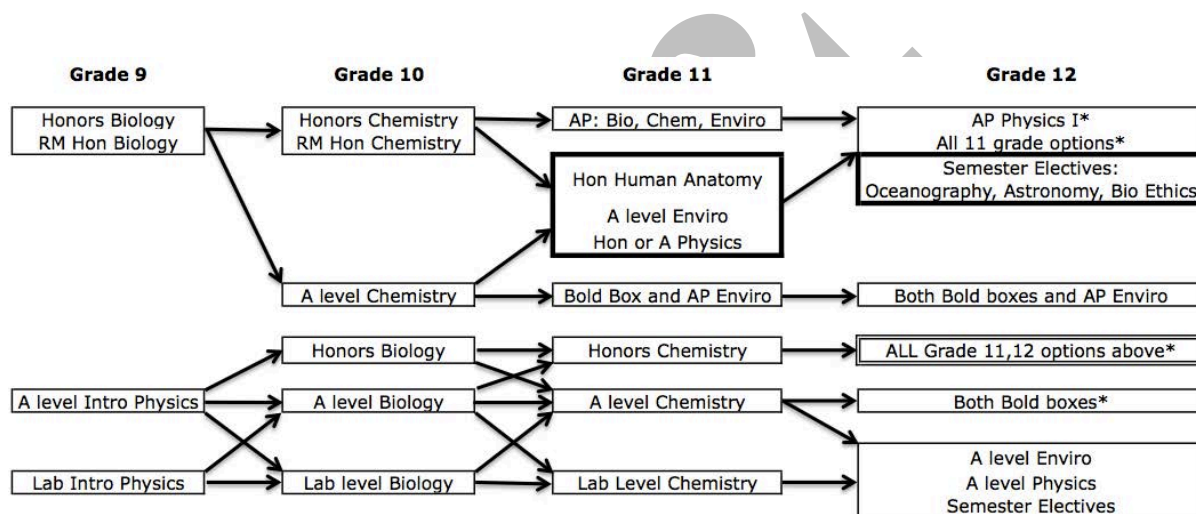
Elective Semester Grade: 12 A Level or Honors

Prerequisite: Biology and teacher recommendation.

Bioethics provides students with an opportunity to examine and discuss the social, ethical and legal dilemmas that arise from advances in medicine and biotechnology. Topics include organ donation

and transplantation, abortion, assisted reproduction, euthanasia and assisted suicide, death and dying, environmental ethics, medical ethics, animal research and genetic technologies. Position papers on selected topics are assigned as part of the curriculum. Students who want to take this course for honors credit must execute a written agreement with the teacher for additional work.

Science Course Offerings and the Most Common Sequences



* Please refer to specific course Descriptions for prerequisite information

Engineering

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

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

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

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

Course Offerings:

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

** Project Lead the Way course*

Exploring Technology (5202)

Meets Expectation for Students Learning: 1-7

Elective Semester Grades: 9-12 A Level

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

Robotics/Electronics (5210)

Meets Expectation for Students Learning: 1-7

Elective Semester Grades: 9-12 A Level

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

Engineering the Future (5221TT)

Meets Expectation for Students Learning: 1-7

Elective Full Year Grades: 9-12 A Level

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

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

Introduction to Engineering Design (IED) (5229T)

Meets Expectation for Students Learning: 1-7

Elective Full Year Grades: 9-12 A Level

Prerequisite: Algebra I or Algebra/Geometry I

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

Principles of Engineering Honors (POE) (5228)

Meets Expectation for Students Learning: 1-7

Elective Full Year Grades: 10-12 Honors

Prerequisite: Algebra/Geometry II

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

Digital Electronics Honors (DE) (5233)

Meets Expectation for Students Learning: 1-7

Elective Full Year Grades: 10-12 Honors

Prerequisite: Algebra/Geometry II

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

Social Sciences Department

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

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

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

Course Offerings:

World Civilizations	American Government
U.S. History I	America and the World Today
U.S. History II	Economics
U.S. History II: American Studies	Global Studies
Social Science Internship	Psychology
Advanced Placement United States History	Sociology
Advanced Placement Human Geography	World Religions
Advanced Placement Psychology	The World at War
Exploring Family History	Law & Order
Pop Culture	Sports in America

World Civilizations (4019)

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

Required Full Year Grade: 9 A Level

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

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

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

7Required Full Year Grade: 10 A Level or Honors

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

This is the first year of a two-year course in American history. Following a chronological approach, the course will begin with the colonial era and conclude with the post-Civil War American West.

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

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

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

Required Full Year Grade: 11 A Level or Honors

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

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

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

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

Required Full Year Grade: 11 A Level or Honors

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

American Studies includes the core content of eleventh grade English and U. S. History II, but focuses on the relationship between the two by studying them together in an environment that emphasizes collaborative and independent learning. Classes are scheduled during consecutive periods, providing flexibility in grouping and allowing for some common assessments. Students will examine themes such as gender roles, racial identity, and war as well as technological and social developments. Throughout the year, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Students who register for this course must also register for English 11: American Studies at the same level.

Advanced Placement United States History (4013)

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

Elective Full Year Grade: 11 Advanced Placement

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

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

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

Sociology (A-4010, H-4069)

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

Elective Semester Grades: 10-12 A Level or Honors

Students will explore human society in a variety of ways. This will involve the investigation of social institutions as well as social group dynamics and organization. Sociological research will be used throughout the course to conduct surveys, interviews, and studies. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Psychology (A-4011, H-4023)

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

Elective Semester Grades: 11-12 A Level or Honors

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

Psychology students will explore human behavior and the mind including social psychology, adolescence, methods of research, consciousness, learning, neuroscience, personality, abnormal behavior and therapy. Classes will include a combination of discussions, lectures, films, and presentations. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

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

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

Elective Semester Grades: 10-12 A Level or Honors

This course is designed to provide students with an understanding of America's role in the national and global community. Class discussions, guest speakers, current issues and research provide students the opportunity to explore and analyze American involvement in contemporary domestic and international issues. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Economics (A-4026, Honors-4071)

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

Elective Semester Grades: 10-12 A Level or Honors

This course is designed to provide students with an introduction to economics. Students will examine topics such as scarcity, supply and demand, market structures, the role of government, personal finance, and the role of financial institutions. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning including student choice. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Global Studies (A-4031, H-4073)

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

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

This course will introduce students to and provide them with opportunities to explore their role in a global community through the lens of the United Nations Sustainable Development Goals. Students will research and evaluate challenges faced by different regions of the world and propose solutions. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when

engaged in aspects of Project Based Learning especially student choice and a public product. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

World Religions (A-4060, H-4061)

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

Elective Semester Grades: 10-12 A Level or Honors

Students will explore the history, structure, beliefs, and traditions of a variety of religions including but not limited to Judaism, Christianity, Islam, Hinduism, Buddhism, Daoism, Confucianism and Shintoism. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning including student choice. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

American Government (A-4035, H-4041)

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

Elective Semester Grades: 10-12 A Level or Honors

This course is designed to provide students with an understanding of the structure, purpose, principles and practices of American government at the local, state and national levels. Students will investigate their rights and responsibilities as American citizens and how they can exercise these rights and responsibilities at different levels through current issues, class discussions, and guest speakers. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning including student choice. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

The World at War (A-4087, H-4091)

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

Elective Semester Grades: 10-12 A Level or Honors

This course will provide students an opportunity to investigate the causes, courses and consequences of military conflicts from World War I to the present. Class discussions, guest speakers and research will provide students the opportunity to explore and analyze not only the events of the wars but also on the governments, economies, and societies that created and were created by these conflicts. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning including student choice. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Exploring Family History (A- , H-)

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

Elective Semester Grades: 11-12 A Level or Honors

This course will provide students an opportunity to explore their family's history and how it has both responded to and reflected developments in world and United States history. After conducting extensive independent research, students will create a family documentary that incorporates analysis of primary sources, personal interviews, historical references, and creativity in presenting the material. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning including a public product. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Law & Order (A- , H-)

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

Elective Semester Grades: 10-12 A Level or Honors

This course will introduce students to the United States justice system through an examination of Constitutional, civil and criminal law. Students will gain a deeper understanding of the law through

an examination of case studies, current issues, participation in mock trials as well as discussions with guest speakers. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Pop Culture (A- , H-)

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

Elective Semester Grades: 10-12 A Level or Honors

This course will provide students an opportunity to examine how popular culture has both shaped and been shaped by American politics, economics, society and technology in the 20th and 21st centuries. Students will also examine the role of individuals, including themselves, as creators and consumers of pop culture including TV, movies, fashion, comics, art and music. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Sports in America (A- , H-)

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

Elective Semester Grades: 10-12 A Level or Honors

This course will provide students an opportunity to do an in-depth analysis of the role of sports in America including the evolution of sports and how they have both reflected and responded to developments in United States history. Students will also investigate the psychology of sports including leadership, team dynamics and individual competition. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning including a public product. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

Advanced Placement Psychology (4012)

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

Elective Full Year Grade: 12 Advanced Placement

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

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

Advanced Placement Human Geography (4072)

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

Elective Full Year Grade: 12 Advanced Placement

Prerequisite: Teacher Recommendation

AP Human Geography will introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students will investigate geographic concepts, population trends, cultural patterns and processes, political organization of spaces, agricultural and rural land use, industrialization and economic development, cities and urban land use. Throughout the course, students will develop and

refine their ability to understand how cultural landscapes and regions emerge; use maps and other spatial data to pose and solve problems; identify and analyze the local, regional, national and global factors that influence a phenomena; and understand the ways in which events and processes operating in one place influence those operating at other places. The reading, writing, and discussions are aligned with those of a college Social Science course. Students will read extensively and take responsibility for their own learning. Students are expected to successfully complete the summer work and take the AP exam in May.

Social Science Internship (4030)

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

Elective Semester Grades: 11-12 A Level

Prerequisites: Teacher Recommendation and director approval

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

Visual Arts Department

Ms. Pamela LeBlanc, Director

Phone: 508-841-8841 Email: pleblanc@shrewsbury.k12.ma.us

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

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

For the serious art student, we recommend following the 4-year Art Experience track.

(* Indicates prerequisites for other related art courses – Teacher signature may be needed.)

	Grade 9	Grade 10	Grade 11	Grade 12
4-year Art Experience	* Art Intro (S1) Creative Sketchbooks Mixed Media	Studio I →	Studio II →	AP Studio Art: Drawing
	*Art Intro * Ceramics I Ceramics II & Sculpture Creative Sketchbooks *Digital Art & Design Advanced Digital Art & Design Mixed Media	Art Appreciation * Art Intro Studio I * Ceramics I * Ceramics II & Sculpture * Ceramics III & Sculpture Creative Sketchbooks *Digital Art & Design Advanced Digital Art & Design Mixed Media	Art Appreciation * Art Intro Studio I Studio II * Ceramics I * Ceramics II & Sculpture * Ceramics III & Sculpture Creative Sketchbooks *Digital Art & Design Advanced Digital Art & Design Mixed Media Photography	Art Appreciation * Art Intro Studio I Studio II AP Studio Art: Drawing * Ceramics I * Ceramics II & Sculpture * Ceramics III & Sculpture Creative Sketchbooks *Digital Art & Design Advanced Digital Art & Design Mixed Media Photography

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

Course Offerings:

Art Appreciation	Creative Sketchbooks	Studio I
Art Intro	Digital Art & Design	Studio II: Honors Portfolio
Ceramics I	Advanced Digital Art & Design	AP Studio Art: Drawing
Ceramics II & Sculpture	Mixed Media	
Ceramics III & Sculpture	Photography	

Art Appreciation (6532T)

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

Elective Semester Grades: 10-12 A Level

Art Appreciation will introduce students to the major art forms and ways to relate across time and cultures. Through the use of videos, readings and museum/gallery visits, students learn about the diversity found in art and the impact that artistic works have had. Not only will students identify artists and art movements throughout the ages, they will be introduced to the elements and principals of design and will assess their understanding through projects and research. Students will learn how to appreciate art in their everyday lives, relate to artists' visions and interpret the work in their own words. Students have the potential to earn 3 credits as a pass/fail grade through Quinsigamond Community College.

Art Intro (6500)

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

Elective Semester Grades: 9-12 A Level

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

Ceramics I (6506)

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

Elective Semester Grades: 9-12 A Level

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

Ceramics II & Sculpture (6528T)

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

Elective Semester Grades: 9-12 A Level

Prerequisite: Ceramics I *Teacher signature required

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

Ceramics III & Sculpture (6529)

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

Elective Semester Grades: 10-12 A Level

Prerequisite: Ceramics II & Sculpture *Teacher signature required

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

Creative Sketchbooks (6518T)

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

Elective Semester Grades: 9-12 A Level

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

Digital Art & Design (6504T) (previously titled Digital Imaging)*Meets Expectations for Student Learning: 1,2,3,4,6,7,8*

Elective Semester Grades: 9-12 A Level

Students will use the Adobe Photoshop as a creative tool for self-expression with digital art. Students will use the computer scanner, digital camera, and drawing tablet as artist tools in a series of guided and open-ended projects. The principles and elements of design will be introduced, as well as basic layout and design.

Advanced Digital Art & Design (6533)*Meets Expectations for Student Learning: 1,2,3,4,6,7,8*

Elective Semester Grades: 9-12 A Level

Prerequisite: Digital Art & Design

Students will expand beyond the basic knowledge and use of Adobe Photoshop, while also being introduced to Adobe Illustrator as another tool to explore creative capabilities as a visual of means of self-expression. Students will continue to create artwork utilizing the elements of art and the principles of design using more advanced tools. Students will be introduced to graphic design skills as it relates to layout, design and typography as a creative process in communication. Students may be presented with real world design problems, allowing students to apply the tools and techniques of the Adobe programs.

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

Elective Semester Grades: 9-12 A Level

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

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

Elective Semester Grades: 11-12 A Level

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

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

Elective Full Year Grades: 10-12 A Level

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

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

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

Elective Full Year Grades: 11-12 Honors

Prerequisite: Studio I **Teacher signature required*

Students will continue to create a portfolio that will meet college entrance requirements in a more individual series of guided and open-ended assignments. Individual style, originality and expertise in media use are stressed. Students interested in Advanced Placement the following year will develop

works for the AP breadth requirement. Outside work is required in order to be successful. *Summer assignments may be required.*

Advanced Placement Studio Art: Drawing (6514T)

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

Elective

Full Year

Grade: 12

Advanced Placement

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

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

Draft



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **1/31/18**

A. School Year Calendar for 2018-2019: Discussion

BACKGROUND INFORMATION:

Dr. Sawyer will summarize the proposed calendar (enclosed) and answer any questions the Committee may have. The draft calendar will be posted for public comment in advance of a requested vote at the Committee's meeting on February 14, 2018.

ACTION RECOMMENDED:

That the School Committee review the draft calendar and provide feedback in advance of posting it for public comment.

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Shrewsbury Public Schools 2018-2019 School Year Calendar

Draft

AUG/SEP 22 Days				
M	T	W	T	F
20	21	22	23	24
27	28	29	30	31
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

OCTOBER 21 Days				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

NOVEMBER 17 Days				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

DECEMBER 15 Days				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JANUARY 21 Days				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

August/September

8/23, 24 New Teachers' Orientation
 8/27 Opening Program for Teachers/No School
 8/28 Gr. 1-12 Students Return/Full Day
 8/29 First Day K, Preschool Students
 8/31 Professional Development/No School
 9/3 Labor Day/No School

October

10/5 Professional Development/No School
 10/8 Columbus Day/No School

November

11/6 Parent Conferences/No School
 11/12 Veterans Day Observed/No School
 11/21-23 Thanksgiving Vacation

December

12/4 Professional Development/Early Release
 12/24-12/31 December Vacation

January

1/1 New Year's Day/No School
 1/21 M.L. King Day/No School

February

2/5 Professional Development/Early Release
 2/18 Presidents Day/No School
 2/19-2/22 Winter Vacation

March

3/5 Professional Development/Early Release

April

4/2 Professional Development/Early Release
 4/15 Patriots Day/No School
 4/16-4/19 Spring Vacation

May

5/7 Professional Development/Early Release
 5/24 Last Regular Day for Seniors
 5/27 Memorial Day/No School
 5/30 Graduation Day

June

6/11 Last Day for Kindergarten & Preschool
 6/13 Last Day/Half Day for Students

FEBRUARY 15 Days				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

MARCH 21 Days				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

APRIL 17 Days				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

MAY 22 Days				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

JUNE 9 Days				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

0 snow days = 6/13 last day
 1 snow day = 6/14 last day
 2 snow days = 6/17 last day
 3 snow days = 6/18 last day
 4 snow days = 6/19 last day
 5 snow days = 6/20 last day



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **1/31/18**

A. Fiscal 2019 Budget: Superintendent's Recommendation

BACKGROUND INFORMATION:

Dr. Sawyer and Mr. Collins will present the administration's initial recommendation for the Fiscal Year 2019 Budget. Details of the budget recommendation will be provided under separate cover.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Mr. Patrick Collins, Assistant Superintendent for Finance and Operations



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **1/31/18**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**
A. Assabet Valley Collaborative: Update

MEETING DATE: **1/31/18**

BACKGROUND INFORMATION:

The state law governing educational collaboratives requires four updates each year to member school districts. The Assabet Valley Collaborative's 2017 Annual Report and AVC Financial Statements, both of which must be provided to member school committees annually, are enclosed.

ACTION RECOMMENDED:

That the School Committee hear an update on the status of the Assabet Valley Collaborative and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Educating and Empowering all Learners through Partnership and Collaboration



STUDENT-CENTERED
Cultural Competence
foster independence
increased potential
connecting families
collaborate
Opportunity
student engagement
academic
IMPACT Strengths-Based
Social Justice EQUITY

EMPOWER
FOR ALL LEARNERS
SUCCESS
SUPPORT
Transition
rigor

PARTNERSHIP

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**Providing joint programs
and services for school
districts of:**

Assabet Valley Regional
Berlin/Boylston Region
Berlin
Boylston
Grafton
Hudson
Marlborough
Maynard
Millbury
Nashoba Region
Northborough
Northborough/
Southborough Region
Southborough
Shrewsbury
Westborough

**Offering the following
programs:**

AVCAS
Consultation Services
Evolution
Family Success Partnership
Professional Development
REACH
SOAR
Transportation Services

MESSAGE FROM THE EXECUTIVE DIRECTOR

Dear Assabet Valley Collaborative Community Members,

I am pleased to present our 2016-2017 Annual Report.

Opening Day

Our 2016-2017 school year began with “Opening Day,” a professional development and team building day organized by AVC’s Opening Day Committee. This year the committee designed activities that built on themes from previous years – like cultural proficiency and high expectations teaching – and also included opportunities to try new learning modes, experiment, and above all – have fun. Our teams reflected and displayed how their work embodies the statements of high expectations: “I believe in you,” “This is important” and “I will not give up on you.” Staff received “AVC Believes” bracelets and took pictures in front of our AVC believes banner. Staff experimented with a new approach to addressing the mandated training topics – as they formed teams, rolled dice and taught each other about those mandated policies by making comic strips, songs, skits, game shows, videos, and poetry.

Lord Road

AVC’s central office relocated to 28 Lord Road, Suite 125, Marlborough, at the beginning of the school year as we rented space from Massachusetts Elementary School Principals Association (MESPA) to make room for AVC’s therapeutic day school and Evolution Marlborough program to expand their services. MESPA’s space included more room for professional development so that AVC could continue to expand services in that domain. By the end of the year, AVC’s Board of Directors approved the purchase of the MESPA space.

AVC Celebrates 40 Years

On October 25, 2016, staff and friends of AVC gathered at the Hudson Riverview Club to celebrate our 40th anniversary. Founding Executive Director, Eileen Ahearn and her family joined us and Dr. Ahearn spoke to us about the founding of AVC in 1976 – the frontier era of special education and disability rights. Founding special education leaders Jean Bean and Michael Dubrule also spoke about what it had been like 40 years ago to join forces to form AVC with the belief that our communities could better serve students with disabilities by serving them together through the newly formed AVC. Joseph Sawyer, AVC Board Chair spoke about what it means to be a member of the AVC community in 2016 and then we let the students’ voices shine through by playing the video our students had made just a few months earlier during which they sang together “We are here. We are here for all of us.” Guests enjoyed dinner, conversation, fellowship, and dancing as we joyfully celebrated our milestone and reaffirmed our collective commitment to our inspiring and mighty students and families.



New Opportunities

2016-2017 provided many opportunities to do new work in new ways. With access to new space, AVC offered professional development in Google, makerspace, personalized and blended learning, and cultural proficiency to 230 participants. AVC also built capacity to begin offering more “on the go” learning activities – between workshops in cultural proficiency, google, student-led IEPs, the PASS Institute, DESE’s Low Income Education Access Project (LEAP), and DESE’s Equitable and Inclusive Practices Ambassador program – AVC consultants reached nearly 1,300 learners in 30 organizations. Evolution launched programming with

Framingham State as students joined classes through the Inclusive Concurrent Enrollment program. REACH and Evolution began implementing PBIS. SOAR and AVCAS increased access to community-based programming and added theater arts – Orchard Street Productions. FSP reached a 10-year milestone; through a growing reputation for cutting edge programming, FSP received our first replication client. READS Collaborative contracted with AVC to support replication – opening the READS FSP program in the second half of 2017. In March 2017, AVC transitioned from renters to owners of the new space at 28 Lord Road as we finalized the process of purchasing suites 125 and 130 from MESPA.

Challenges

Although there were many highlights and accomplishments in 2016-2017, there were also some notable challenges. Like everywhere, the sociopolitical context that unfolded in 2016 and 2017 led AVC staff, students, and districts to soul search and seek more effective ways to communicate and love each other across many dimensions of difference. This is hard and heavy work that we will continue to prioritize in 2017-2018 as we feel it is vital to our organization's and our communities' future health and well-being. AVC also experienced decline in revenue for some of our services and programs, while experiencing growth in other services in programs. We ended the 2016-2017 year with a revenue shortfall that required us to reduce expenses as we headed into 2017-2018. As AVC enters its next 40 years, strategic planning with stakeholders will help to build on our triumphs, overcome our challenges and design our preferred collective future.

Value

Highlights and achievements of our programs and services will be described more fully throughout the rest of this report. Each program and service will be described in each section, including a discussion of accomplishments, value, and cost effectiveness each program or service brings to member districts.

It is important to note that while there are many elements of membership at AVC that result in clear cost savings and efficiencies, there are many aspects of membership that are related to supporting core values, inclusion, innovation, collaboration with peers, and deep collective inquiry. This document will strive to highlight both the tangible cost efficiencies available to members as well as the intangible value-added benefits that come with being an active member of the AVC community of learners.

Thank you for your contributions to our work at AVC. We rely on active and engaged districts, parents, students, staff and community members, because we can do so much when we do it together.

With gratitude,



Cathy Cummins
Executive Director

MISSION

Assabet Valley Collaborative partners with students, families and member school districts to deliver highly-specialized expertise and resources to foster empowerment of all learners.

VISION

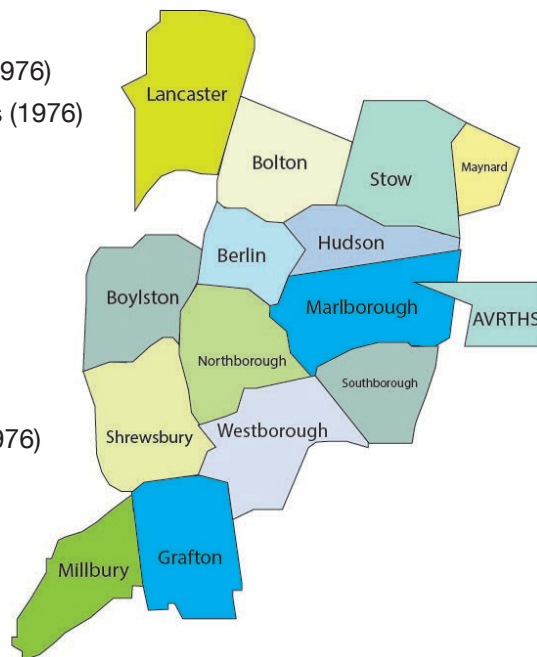
AVC is deeply committed to bringing communities together to maximize diverse resources to provide the best services to children, families and our region. Through collaboration and partnership we strive to map resources, identify needs and develop and support services that will effectively and efficiently address evolving needs in our member school district communities.

BOARD OF DIRECTORS

Ernie Houle	Assabet Valley Regional Technical High School
Nadine Ekstrom	Public Schools of Berlin and Boylston
Jay Cummings	Grafton Public Schools
Jodi Fortuna	Hudson Public Schools
Maureen Greulich	Marlborough Public Schools
Robert Gerardi, Vice-Chair	Maynard Public Schools
Gregory Myers	Millbury Public Schools
Brooke Clenchy	Nashoba Regional School District
Christine Johnson	Public Schools of Northborough and Southborough
Joseph Sawyer, Chair	Shrewsbury Public Schools
Amber Bock	Westborough Public Schools

AVC MEMBER DISTRICTS

Assabet Valley Regional Technical High School (1976)
 Berlin, Boylston & Berlin-Boylston Public Schools (1976)
 Grafton Public Schools (voting member 2015)
 Hudson Public Schools (1976)
 Marlborough Public Schools (1976)
 Maynard Public Schools (1976)
 Millbury Public Schools (2011)
 Nashoba Regional School District (1976)
 Northborough, Southborough &
 Northborough/Southborough Public Schools (1976)
 Shrewsbury Public Schools (1976)
 Westborough Public Schools (1976)



“Education is for
 improving the lives of
 others and for leaving
 your community and
 world better than
 you found it.”

- Marian Wright Edelman

2016-2017 SENIOR LEADERSHIP TEAM



Cathy Cummins
Executive Director



Anne Mahan
Assistant Executive Director
of Finance and Operations



Nancy Ahrabi-Nejad
Director of
Consultation Services



Karen Laskey
Director of
Satellite Programs



Shannon VanderSwaagh
Director of
Therapeutic Programs



Sarah Kyriazis
Director of
Instruction and Technology

2016-2017

ADVISORY COMMITTEES



The Collaborative's Advisory Committees meet monthly to collaborate, share expertise and make recommendations to our Board of Directors to identify areas of growth and need. The members of these committees are listed below.

OPERATING COMMITTEE MEMBERS

Catherine Kilcoyne

Chair, Hudson Public Schools, Director of Pupil Services

Charla Boles

Assabet Valley Regional Technical High School, Special Education Coordinator

Karen Molnar

Berlin-Boylston Public Schools, Director of Pupil Personnel

Arnold Lundwall

Grafton Public Schools, Special Education Administrator

Heather Geary

Marlborough Public Schools, Director of Special Education

Carol Gahan

Maynard Public Schools, Director of Student Services

Kate Ryan

Millbury Public Schools, Director of Pupil Personnel

Joan DeAngelis

Nashoba Regional School District, Director of Special Education

Marie Alan

Northborough/Southborough Public Schools, Director of Student Support Services

Meg Belsito

Shrewsbury Public Schools, Director of Pupil Personnel

Meghan Bartlett

Shrewsbury Public Schools, Out-of-District Coordinator

Sherrie Stevens

Westborough Public Schools, Director of Pupil Personnel

COOPERATIVE SERVICES ADVISORY COMMITTEE MEMBERS

Rick Bedard

Chair, Millbury Public Schools, Business Manager

Kristopher Luoto

Assabet Valley Regional Technical High School, Director of Business Operations

Robert Conroy

Berlin-Boylston Public Schools, Director of Financial Services

Daniel Gale

Grafton Public Schools, Director of Finance

Patricia Lange

Hudson Public Schools, Director of Finance

Michael Bergeron

Marlborough Public Schools, Assistant Superintendent of Finance and Operations

Michelle Resendes

Maynard Public Schools, Business Manager

Patricia Marone

Nashoba Regional School District, Interim Business and Operations Manager

Cheryl Levesque

Northborough/Southborough Public Schools, Business Director

Patrick Collins

Shrewsbury Public Schools, Assistant Superintendent of Operations and Finance Administration

Irene Oliver

Westborough Public Schools, Director of Finance and Administration

“Unity is strength...
when there is teamwork
and collaboration,
wonderful things can
be achieved.”
- *Mattie Stepanek*

HISTORY

Assabet Valley Collaborative

The Assabet Valley Collaborative (AVC), an educational service agency located in Central Massachusetts, was established in 1976. An educational service agency is a regional public multiservice agency (not a private organization), authorized by state law to develop, manage and provide services or programs to local education agencies, such as public school districts. In the Commonwealth of Massachusetts, Education Collaboratives were formed by local school committees and charter boards under Chapter 40, Section 4E (1974). On 2 March 2012, Governor Deval Patrick signed into Session Law, Chapter 43 of the Acts of 2012: An Act Relative to Improving

Accountability and Oversight of Education Collaboratives. The purpose of an educational collaborative is to supplement and strengthen the programs and services of member school committees and charter boards.

The purpose of our Collaborative is to provide:

- Specialized education programs and services for students ages 3 to 22
- Special education transportation services
- Professional development, training and resource sharing
- An array of consultative services
- Cooperative purchasing/procurement services
- Cost-effective responses to needs articulated by member districts

The focus of our collaborative is the development and delivery of high-quality programs and/or services to member districts that shall complement and strengthen those provided by member school committees.

The overall objectives include:

- The creation and/or delivery of cost-effective responses to needs articulated by member districts
- The delivery of high-quality, specialized education programs and services for students ages 3 to 22
- The delivery of cost effective and efficient special education transportation services

- The development and delivery of high-quality and cost-effective consultative services
- The development and delivery of high-quality and cost-effective professional development, training and resource sharing
- The provision of effective and efficient cooperative purchasing/procurement services

Legal Autonomy and Fiscal Independence

AVC was established and governed pursuant to the provisions of Chapter 40, Section 4E of the General Laws of the Commonwealth of Massachusetts and Session Law, Chapter 43 of the Acts of 2012: An Act Relative to Improving Accountability and Oversight of Education Collaboratives.

AVC's operations are funded by membership fees, tuitions and rates for educational and contractual services provided. Rates are calculated as part of the annual budgeting process for each program based on enrollment and projected participation. Our Board Members are responsible for ensuring that any borrowing, loans or mortgages are cost effective and necessary to carry out the purposes for which the collaborative is established. They approve all expenditures, including, but not limited to contracts, borrowing and the purchase and sale of fixed assets.



Student art work

BENEFITS OF MEMBERSHIP

Assabet Valley Collaborative allows members to:

1 Receive member discounts

All AVC programs and services are provided to members at membership rates. Non-member districts may access AVC programs and services at a 12-15% surcharge. Membership pricing is generally competitive with similar, private vendors resulting in cost efficiencies. Services and programs are also designed using quality indicators that are based on member feedback and guidance; members rely on AVC to provide high-quality services that maximize local resources working with neighboring districts.

2 Influence and guide decision making

Member districts influence and guide decision-making regarding existing and new programming, improving the quality of services and pooling resources with neighboring districts. AVC has started several new programs since 2008 based on needs of member districts, including a middle school program for students with emotional/behavioral needs, a 45-day assessment program, a vocational program for students ages 18-22, wraparound services, transition programming and child psychiatry.

3 Obtain cooperative/volume purchasing advantages

Members have access to Cooperative/Volume Purchasing through collective procurement activities. AVC procures goods and services on behalf of member communities, resulting in more competitive pricing for goods districts need to purchase. In FY17, AVC contracts included office supplies, copy paper, school supplies, technology and transportation services.

4 Gain access to grant-funded initiatives

Members have access to grant-funded initiatives through collective, collaborative stakeholder groups. AVC seeks to identify areas of need and determine grant funding or other sources of revenue to support the launch of new initiatives. AVC's innovative Family Success Partnership was launched in this way, providing community-based wraparound services for area families at no cost to districts in years 2007-2012. In 2016-2017, AVC was awarded funding by the Massachusetts Cultural Council to provide students in our therapeutic program an opportunity to learn the elements of a working theatre company.

5 Discover Job-Alikes and joint initiatives opportunities

Members have access to Job-Alikes and joint initiatives for district faculty. Through joint initiatives, member districts share expertise, pool resources to increase capacity, collaborate on new regulations and mandates, and launch innovations and projects to improve public education in our region.

6 Enroll in neighboring district specialized programs

Enrollment in neighboring districts specialized programs is possible due to the collective and collaborative partnerships fostered through membership at AVC. Districts can expand each other's capacity to provide public school specialized programs through tuition agreements between districts for special education programs in the least restrictive environment.

Progress in Achieving PURPOSE

The following table highlights AVC's progress in 2016-2017 in achieving the purposes articulated in the existing Collaborative Agreement.

Programs/Services which "shall complement and strengthen member school committees and increase educational opportunities for children ages 3-22."	Progress towards Purpose in FY17
Specialized education programs and services for students ages 3-22	AVC continued to provide specialized programs as noted in the sections of this report describing programs. Student enrollment in programs in 2016-2017 122.64 student FTE (pages 12-15).
Special education transportation services	AVC transported over 390 students in 2016-2017 from 29 districts (page 22).
Professional development, training and resource sharing	AVC provided over 390 contact hours of training to over 1,500 participants through targeted professional development activities. AVC convened over 50 Job-Alike meetings for district administrators including Superintendents, Special Education Administrators, Business Administrators, Curriculum Leaders, Instructional Technology Specialists and Technology Leaders. Job-Alike meetings resulted in resource sharing, joint initiatives, projects, and collaboration (page 19-21).
An array of consultative services	AVC provided consultation therapy services to over 150 students from 10 member districts and 3 non-member district (page 16-18). AVC's Family Success Partnership (FSP) delivered wraparound services to 9 districts servicing over 170 families.
Joint/cooperative or volume purchasing according to Chapter 30B as well as joint/cooperative purchasing through intergovernmental agreements	AVC joint purchasing for office supplies, copy paper, and school supplies resulting in an estimated \$227,307 in cost savings to districts. Additional cooperative purchasing contract awards included technology services (pages 23-24).
Cost-effective responses to needs articulated by member districts	AVC's cost-effective responses to districts include: programming for low incidence populations, Special Education transportation services, cooperative purchasing, professional development and consultation services. Progress in these areas are referenced above.

PERFORMANCE REPORT UPDATE

AVC experienced growth in FY17 in the following areas: Professional development, increased therapeutic services across programs, increased wraparound services provided, purchasing office and professional development space. The following charts provide a graphic representation of AVC's enrollment trends and revenue sources for FY17.

Figure 1

FY17 Revenue Sources

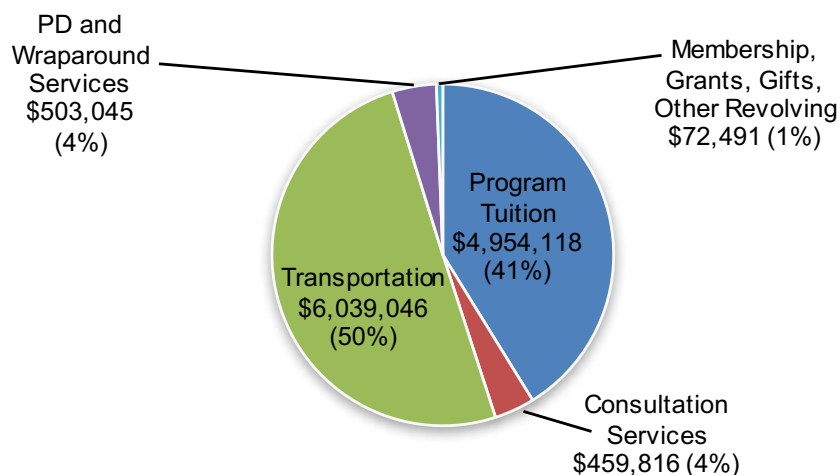
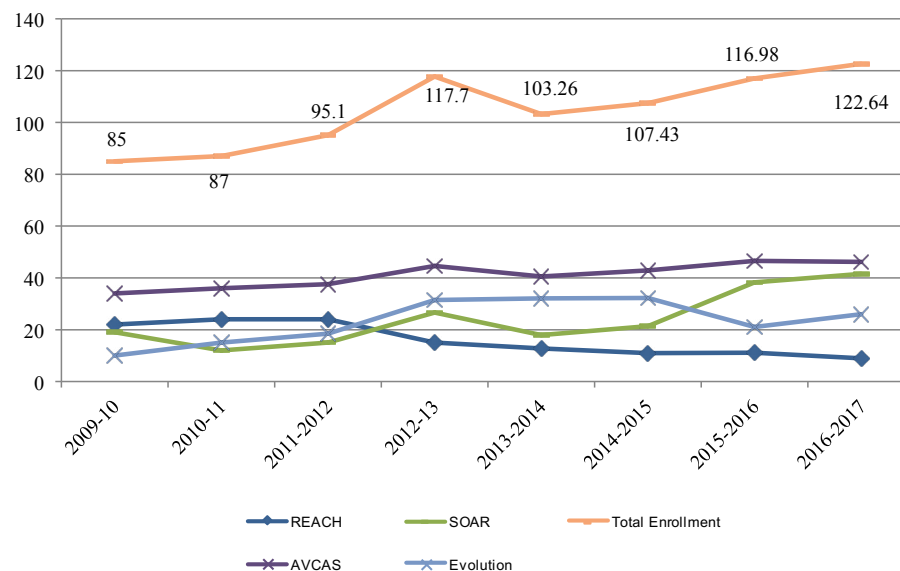


Figure 1 displays revenue sources for the past fiscal year. Direct Support Services to our member districts students, families and district educators account for over 99% of our revenues. These services include special education programming, consultation and therapeutic services, wraparound services, transportation and professional development. Figure 2 reflects more recent (2010-2017) full-time equivalent (fte) student enrollment trends by program.

Figure 2

**Student Enrollment by Program
FY10-FY17**



REVENUE SOURCES

FY17 REVENUE

Program Tuition	\$4,954,118	41%
Consultation Services	\$459,816	4%
Transportation	\$6,039,046	50%
PD and Wraparound Services	\$503,045	.4%
Membership, Grants, Gifts, and other Revolving	\$72,491	1%
TOTAL	\$12,028,516	

	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17
Reach	22	24	24	15	12.73	10.93	11.1	8.95
AVCAS	34	36	37.6	44.62	40.52	42.92	46.53	46.15
SOAR	19	12	15	26.62	17.91	21.36	38.29	41.58
Evolution	10	15	18.5	31.46	32.21	32.22	21.06	25.96
Total All Programs	85	87	95.1	117.7	103.26	107.43	116.98	122.64



"The capacity to learn is a gift; The ability to learn is a skill; The willingness to learn is a choice." -Brian Herbert

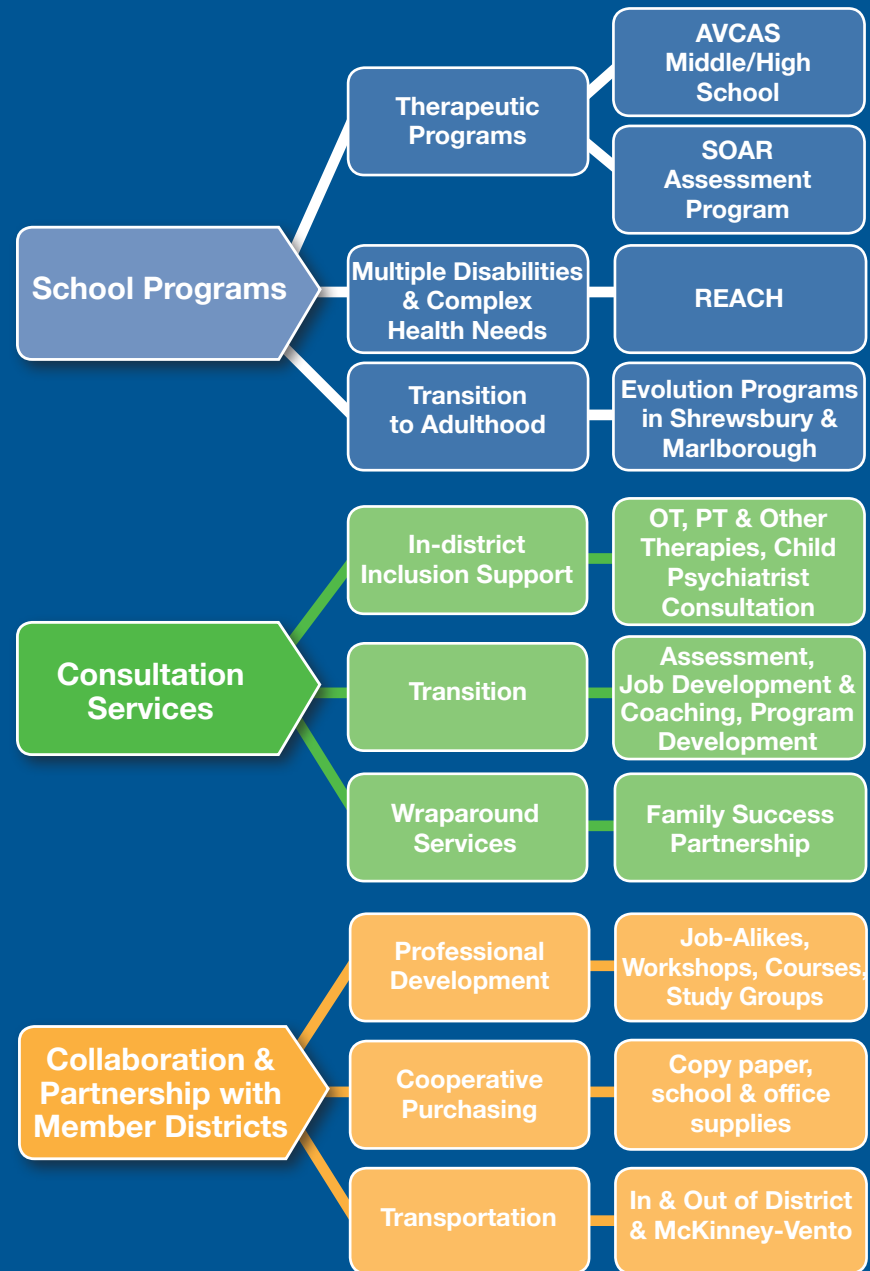
"Tell me and I forget, teach me and I may remember, involve me and I learn." -Benjamin Franklin



Assabet Valley Collaborative (AVC) provides unique, high-quality services to empower students, families and districts to overcome obstacles and achieve their goals. Our licensed and experienced educators and related staff are ready to support students with social/emotional, intellectual and/or physical needs.

AVC takes a multi-dimensional approach to promoting student success, family support and community integration. Through partnership and collaboration, we share resources, identify needs and create programs to effectively and efficiently support and address the evolving needs of our students, their families and our districts. Our services include: school programming, consultation services and cooperative professional development, purchasing and regionalized transportation.

COLLABORATIVE OFFERINGS





ACHIEVEMENTS

- Gay-Straight Alliance (GSA) NOH8 (No Hate)
- Robotics
- Vinyasa Yoga
- YMCA membership for students
- Intramural basketball programming
- Therapeutic horseback riding for middle school
- Student Council activities
- Theatre Arts elective
- Culinary Arts elective
- SAT/MCAS prep
- Virtual learning classes
- Dialectical Behavior Therapy (DBT) – full implementation
- Universal Design for Learning (UDL) fully implemented
- Additional School Psychologist added to team
- Professional Development for staff in: Restorative Justice, Universal Design for Learning (UDL), PBIS Year 2, Trauma informed practices, Cultural Proficiency

TUITION 180 DAYS	MEMBER RATE	NONMEMBER RATE	MEMBERSHIP SAVINGS
AVCAS	\$46,813	\$52,430	\$5,617

Assabet Valley Collaborative Alternative School (AVCAS)

PURPOSE

Our therapeutic day school offers academic rigor and clinical services to students in grades six through twelve who are experiencing emotional, learning and behavioral difficulties. Programming includes a strong emphasis on academics, clinical services, expressive arts, vocational supports and high-interest electives. AVCAS supports students in overcoming challenges related to mental and behavioral health to achieve individualized goals. AVCAS staff collaborate with students, families, sending school districts, state agencies and community mental health providers to ensure that students are supported during the school day as well as beyond the scope of the school day when indicated. Programming includes:

- Small instructional groups led by master's-level professionals
- Integration of academics, expressive therapy and transition skills
- Tiered behavioral support model builds skills and relationships

VALUE

AVCAS provides a regional option for students who may otherwise be referred for private school placements further from their home community. AVCAS is invested in supporting students in returning to their home district and working with the member districts to build the capacity to support the needs of students with social and emotional disabilities. AVCAS' expressive therapy programs and high-interest electives add value to our comprehensive academic and therapeutic setting. In addition to achievements noted for 2016-2017, our students and staff participated and experienced: an art display at Marlborough Public Library, a work-study program and service-learning projects, community-based instruction, new electives (see list at left), increased number of student Chromebooks to enhance curriculum delivery and implementation, computer-based MCAS for eighth grade, and UDL, professional culture and PBIS professional learning community.

FISCAL YEAR	ENROLLMENT MEMBER DISTRICTS	ENROLLMENT NONMEMBER DISTRICTS	TOTAL STUDENT ENROLLMENT
2017	36	38	74
2016	29	37	66
2015	22	38	61
2014	28	29	57

Director of Therapeutic Programs: Shannon VanderSwaagh
AVC- Marlborough, 57 Orchard Street, Marlborough, MA

SOAR

PURPOSE

Short Term Option for Assessment and Recommendations (SOAR) is a short-term stabilization and diagnostic assessment program for middle and high school students (grades 6-12). Our team collaborates closely with parents and districts to identify appropriate academic and clinical supports for students with social/emotional difficulties. We help teams better understand the skills and needs of our students to identify supports and strategies that will enable our students to progress in the least-restrictive environment. Program features include:

- Customized educational and clinical assessments
- Individualized academic and clinical services
- Comprehensive reports and recommendations

VALUE

SOAR is housed in the same building as AVCAS which provides access to services, expertise and facilities not typically found in other assessment programs – including comprehensive academic support, music, art and other elective teachers, physical education and clinical support services. Our highly skilled school psychologists and child psychiatrist enable us to pass cost savings in clinical evaluations on to districts. SOAR staff is committed to supporting districts in responding to referral questions and identifying recommendations to support the student's need in the least-restrictive environment. Because of the diversity of expertise available within AVC faculty, SOAR can serve a wide range of students, many of whom are transitioning from more restrictive settings like hospitalizations or residential settings, and many of whom are referred because of incidents or crises at home or school. In 2016-2017, SOAR added the following new assessments: risk assessment, social/emotional assessment and cognitive and achievement testing.

FISCAL YEAR	ENROLLMENT MEMBER DISTRICTS	ENROLLMENT NONMEMBER DISTRICTS	TOTAL STUDENT ENROLLMENT
2017	21	12 (4*)	33
2016	12	15 (6*)	27
2015	10	7 (4*)	17
2014	6	10 (7*)	16

*Total ACCEPT Education Collaborative student enrollment

“Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.”

-Helen Keller

ACHIEVEMENTS

- Vinyasa Yoga
- YMCA Membership for students
- Therapeutic horseback riding for middle school
- Student Council activities
- Theatre Arts elective
- Dialectical Behavior Therapy (DBT)-full implementation
- Universal Design for Learning (UDL) fully implemented
- Additional School Psychologist added to team
- Professional Development for staff in: Restorative Justice, Universal Design for Learning (UDL), PBIS Year 2, Trauma-informed practices, Cultural Proficiency



TUITION 45 DAYS	MEMBER RATE	NONMEMBER RATE	MEMBERSHIP SAVINGS
SOAR	\$12,605	\$14,118	\$1,513

Director of Therapeutic Programs: Shannon VanderSwaagh
AVC- Marlborough, 57 Orchard Street, Marlborough, MA

REACH Program

PURPOSE

REACH provides a multidisciplinary approach to meet the varied and complex academic, therapeutic and healthcare needs of students with multiple disabilities between the ages of 5 and 18. REACH infuses social communication throughout programming with a particular emphasis on assistive technology and augmentative communication. Our classrooms are equipped with educational technology including Interactive Whiteboards. Our classes include:

- Embedded Speech/Language, Physical, Occupational, Vision and Music Therapies
- Comprehensive nursing support
- Inclusion opportunities with typical peers
- Art, cooking, adaptive physical education, music and animal-assisted activities

VALUE

AVC's REACH program provides a high-quality, cost-effective alternative to enrollment in private schools that are further away from our students' home communities. Although quality and cost are important considerations, geography and inclusion are vital to the value AVC's REACH classrooms offer our students, particularly from Member districts. Most private placements are in the Metro Boston area that add travel time (during heavy commuting hours) and increased costs for districts. AVC's REACH classrooms are housed in public school settings, which add the value of inclusion opportunities with peers in the host school community as well as being able to participate in home community activities.

FISCAL YEAR	ENROLLMENT MEMBER DISTRICTS	ENROLLMENT NONMEMBER DISTRICTS	TOTAL STUDENT ENROLLMENT
2017	7	3	10
2016	8	6	14
2015	8	5	13
2014	7	7	14

Director of Satellite Programs: Karen Laskey

REACH I/II: Trottier Middle School, 49 Parkerville Road, Southborough, MA (Ages 5-13)

REACH III/IV: Algonquin Regional High School, 79 Bartlett Street, Northborough, MA (Ages 14-18)



ACHIEVEMENTS

- New core curriculum
- Community-based instruction
- Adapted PE
- Animal-assisted activities
- Art projects
- Nursing students
- Quarterly newsletter for families and member districts
- Community Service projects included: Veteran's Inc. Shelter; Spring Food Drive to benefit Northborough Food Pantry, Central MA Kibble Kitchen
- Professional Development for staff in: CPI (Crisis Prevention Institute) training, Writing Better IEP's, PBIS (Positive Behavior Interventions and Supports) planning, CVI training (Cortical Visual Impairment), Cultural Proficiency

TUITION 204 DAYS	MEMBER RATE	NONMEMBER RATE	MEMBERSHIP SAVINGS
REACH	\$73,088	\$81,859	\$8,771

“Thank you for sharing these wonderful pictures and moments of her everyday school experiences. It is great to see all the activities, and how they are used to encourage her to interact with all the tools and aids provided. It is great for her to be surrounded by all these wonderful people who have so much patience and skill.”
-REACH family member

Evolution Program

PURPOSE

The Evolution Program is located in Shrewsbury and Marlborough. This transition program is designed for students ages 18-22, who continue to be eligible for educational services as they transition to adulthood. Evolution blends educational opportunities within real-world settings in the community. Our programming includes:

- Transition assessment, job development and job coaching
- Community-based instruction – Travel training, fitness, college coursework, shopping, and recreation
- School-based instruction – healthy relationships, cooking, finance, laundry, and hygiene
- Internships with retailers, health care centers and non-profit organizations

VALUE

Evolution opened in 2009 with nine students. Over the next few years, the enrollment tripled and the program relocated to a larger space, cofounded through a partnership with Shrewsbury Public Schools. In 2014, Evolution opened a satellite campus in Marlborough to provide additional expanded options geographically and programmatically. Because Evolution connects students with local community-based opportunities, it increases the likelihood that our young adult students will stay connected with those resources when they leave Evolution by graduating or turning 22. Evolution served 26 students in 2016-2017.

FISCAL YEAR	ENROLLMENT MEMBER DISTRICTS	ENROLLMENT NONMEMBER DISTRICTS	TOTAL STUDENT ENROLLMENT
2017	25	1	26
2016	21	6	27
2015	8	5	13
2014	7	7	14

*REACH Crossroads program formerly serving students ages 18-22 merged with Evolution in FY13 resulting in a decrease in enrollment in REACH.

Director of Satellite Programs: Karen Laskey
Shrewsbury High School, 64 Holden Street, Shrewsbury, MA
AVC- Marlborough, 57 Orchard Street, Marlborough, MA

“Once more I write to extend my sincere thanks to you and your entire team for the great work you did to make today’s IEP meeting a huge success. The work you do every day with our special needs children is evident from the progress and development shown in every aspect of their life, with our son as a great example.”

- Parent



ACHIEVEMENTS

- New core curriculum
- Quinsigamond Community College coursework
- Framingham State University coursework
- Community-based instruction
- Music Therapy
- YMCA membership
- Adaptive kayaking
- Community gardening
- Garden-to-Table activities
- Animal-assisted activities
- Quarterly newsletter for families and member districts
- Competitive employment
- After-school social events “Friday Night Out”
- Family Workshop Series
- Wraparound services
- Community service projects included: Central MA Kibble Kitchen, Navajo Nation
- Professional Development for staff in: CVI Training, PBIS (Positive Behavioral Intervention and Supports) planning, CPI (Crisis Prevention Institute) training, Writing Better IEP’s, Cultural Proficiency

TUITION 180 DAYS	MEMBER RATE	NONMEMBER RATE	MEMBERSHIP SAVINGS
Evolution Tier 1	\$32,189	\$36,052	\$3,863
Evolution Tier 2	\$47,750	\$53,480	\$5,730
Evolution Tier 3 (204 days)*	\$73,088	\$81,859	\$8,771

*Formerly REACH/Crossroads

“One person can
make a difference,
and everyone
should try.”

-John Fitzgerald Kennedy

ACHIEVEMENTS

- Wraparound Services - presented to M.A.S.S., July 2016
- Collaborate with programs for “parent nights”
- Increased caseload for FY17 and districts served
- Family Needs Scale piloted to measure impact and outcomes of services
- Certified Screening, Brief Intervention and Referral to Treatment (SBIRT) trainers
- Staff trained as Cultural Proficiency trainers
- Staff-led trainings for districts included: Mental Health 101, Introduction to student behaviors for paraprofessionals part 1 and 2, cultural proficiency
- Collaboration with school psychologists and adjustment counselors
- Professional development for staff in: Cultural Proficiency-Deep Dive, Effecting change in multi-stressed families

Family Success Partnership (FSP)

PURPOSE

Family Success Partnership (FSP) is a family-centered wraparound program designed to support students and their families who have needs that fall outside of school that have not yet been met by community or state agency services. Each family participating in FSP is unique and Family Support Counselors (licensed mental health professionals) help each family develop goals and then help them identify resources needed to achieve those goals. FSP helps families navigate the intricate process of insurance, state agency applications and waitlists – providing resources to families who need them. FSP is one of the only school-based wraparound programs in Massachusetts.

VALUE

FSP wraparound is a strengths-based, student-centered, collaborative support that assists schools in addressing non-academic barriers to learning. We provide an array of services to help students and families address basic needs and achieve a level of social and emotional well-being that makes learning possible. In collaboration with district administration and school counselors, FSP supported over 170 families. During FY17, AVC partnered with another collaborative to replicate programming. Our team of dedicated counselors worked with families to access:

- Medical care
- Counseling
- Housing and essential resources
- Insurance



FSP wraparound is a **STRENGTHS-BASED STUDENT-CENTERED, COLLABORATIVE** support that assists schools in addressing non-academic barriers to learning.

SERVICE	FY17 MEMBER RATES	FY17 NONMEMBER RATES	MEMBER SAVINGS
Phase I	\$28,331	\$31,731	\$3,400
Phase II	\$56,662	\$63,462	\$6,800
Phase III	\$84,993	\$95,193	\$10,200

*Founding grant partners: Metro West Health Foundation, Robert Wood Johnson Foundation, C.F. Adams Charitable Trust Foundation, and The Sudbury Foundation jointly funded FSP from 2007-2012 – and supported ongoing activities for sustainability.

Director of Consultation Services: Nancy Ahrabi-Nejad
AVC- Marlborough, 28 Lord Road, Suite 125, Marlborough, MA

“Stressing the importance of Mass Health even when the family has other insurance and helping navigate the system is very important! Checking in and following up as our family support counselor did has been so helpful. She helped us more than any provider we have worked with.”

- FSP Parent

“To serve is beautiful, but only if it is done with joy and a whole heart and a free mind.”

- Pearl S. Buck

“It was a great help for my daughter and me.”

- FSP Parent

“It is a privilege to be able to bear witness to someone's story when they may not have had the chance to tell it before.”

- Lindy Alexander

“Education is a shared commitment between dedicated teachers, motivated students and enthusiastic parents with high expectations.”

- Bob Beauprez

“I believe the Family Success Partnership is doing an amazing job and I'm very grateful. Thank you for your services!! Keep up the amazing work.”

-FSP Parent

ACHIEVEMENTS

- iPads for therapeutic service delivery
- Partnerships with statewide organizations to support inclusion and professional development
- OT and PT assessments
- Vocational assessments
- Child Psychiatrist consultation and professional development
- PBIS
- Community partnerships developed to expand district vocational opportunities
- Transition partners: Algonquin Regional and Hudson High Schools
- Adaptive equipment trainings for medically-frail students
- Whole class yoga instruction
- Professional development for staff in: student-led IEP's, Therapies in the School, This Child in Front of You, Social Thinking, Google Bootcamp, Cultural Proficiency
- Developed and offered job-coach training
- Coordinated business partner communications on behalf of students
- Readiness and self-determination
- Peer-to-peer mentoring

HOURLY CONSULTATION	MEMBER RATE	NONMEMBER RATE	MEMBERSHIP SAVINGS
OT, PT, SLP, Assistive Technology, Music Therapy, Social Work/Counseling, Transition	\$87.25	\$97.75	\$10.50
Therapy Assistants – PTA, COTA, SLP	\$58.15	\$65.13	\$6.98

OVERVIEW

Assabet Valley Collaborative Consultation Services offer our member districts expertise and assistance to address a wide range of therapeutic needs for students and families. We provide a variety of related services that include:

- Highly-trained staff
- Programs designed to address specific students' needs
- Collaborative and flexible scheduling and consultation

In-district Inclusion Support

AVC employs a range of experts with particularly specialized training and credentials that helps to support the low-incidence needs in member districts. Additionally, AVC's consultants are committed to integrated services and expanding the capacity of our member districts to provide increasing support to students in their home districts in the least-restrictive setting.

Our inclusion supports include direct student assessments and evaluations, developing and implementing individual/group programs and providing consultation to district staff, parents or teams. Our team focused on student self-determination skills again this year. We utilized an assessment tool, "The Air Self Determination Scale – Educator Form" and Goal Attainment Scaling was used to measure achievement of the team goal. Data collected from 2015-2016 was used to measure growth. FY17 offerings:

- Educational Tutoring
- Occupational Therapy
- Physical Therapy
- Music Therapy
- Transition/vocational assessments
- Psychiatric consultation—medication awareness, accessing resources, crisis guidance and Professional Development

FISCAL YEAR	THERAPEUTIC STAFF	DISTRICTS SERVED	STUDENTS SUPPORTED
2017	9	11	150+
2016	9	11	150+
2015	11	12	300+
2014	8	10	250+

Director of Consultation Services: Nancy Ahrabi-Nejad
AVC- Marlborough, 28 Lord Road, Suite 125, Marlborough, MA

“Whenever I have a question or a problem to solve, I always call the Collaborative first.”

- District Director
of Special Education

“A hero is an ordinary individual who finds the strength to persevere and endure in spite of overwhelming obstacles.”

- Christopher Reeve

Professional Development

PURPOSE

In FY17 AVC provided over 390 contact hours of formal training to over 1,500 participants as part of our commitment to meeting the professional development needs identified by member districts to improve the quality of their programs and services. Our staff provided Cultural Proficiency workshops to over 800 participants in member districts throughout the year. AVC provides specialized professional development, connects districts with common initiatives, provides an economy of scale to reduce costs and distance for high priority or mandatory training, and customizes workshops to the meet specific needs of districts. The table on the following page highlights activity for this fiscal year.

PD TOPICS PROVIDED IN DISTRICTS	# PARTICIPANTS	# CONTACT HOURS
Cultural Proficiency	842	81
Equitable and Inclusive Practices Ambassador Visits (DESE-MOEC)	184	18
Other workshops and training included: PBIS, FSP, Student led IEP's, Google, CETL, SPED Leadership Academy	258	106
Total	1,284	205

“I am very pleased with the DESE materials/resources. This is the best example of DESE supporting the field in this way that I’ve come across, perhaps in my career.”

- Participant in the
Inclusive Practices Workshop

ACHIEVEMENTS

AVC continued offering several Cultural Proficiency classes during FY17 including: *Unpacking Cultural Proficiency: Building Diverse, Inclusive Learning Environments, Culturally Proficient Leadership Deep Dive and Culturally Proficient Leadership in Action*. Courses were offered in the fall of 2016 with an emphasis on bridging multiple perspectives and applying a cultural proficiency (cp) framework to increase the quality of education and achievement for all learners. Objectives for these workshops included: Engaging in self-exploration and reflection of personal attitudes, beliefs and assumptions regarding diversity and equity; increase understanding of the historical context of inequality in schools; identify the relationship between the cp approach and our work to increase student achievement; apply the cp approach to building and organizational planning, practice and policy making. The Deep Dive and Leadership in Action sessions provided extensive content regarding equity and cultural proficiency in schools and offered participants an opportunity to expand their work as change agents within their schools and organizations.

During the fall we concluded the series: *Writing Better IEP's: Building Capacity in your Districts*. This series was designed to provide special education administrators with specific training in how to develop and implement district/building level training on writing instructionally relevant IEP goals that are measurable. The fall workshops focused on trainer coaching and in-district training strategies to enhance the IEP process.

For the fourth consecutive year, the professional development calendar included a Social Thinking event: *Zooming In: Strategies for Concrete Learners (with connections to RTI and PBIS)*. The workshop explored ways to teach our more literal learners based on age and how to enhance learning in the inclusion-based classroom. Participants were introduced to lessons that translate abstract social concepts into concrete ideas that can help improve social understanding over time. Tools to tie social treatment plans to the Common Core Standards were also provided. During the winter and spring of 2017, AVC offered several technology related trainings including: *Google Educator Level 1 and*



Professional Development



2 Bootcamp, Google Admin Console and Makerspace Academy. Participants explored the use of Apps and Extensions along with how to create presentations, websites, YouTube channels, classrooms and more. Themes and tools required to prepare for the Google Level 1&2 Certified Educator exam were also covered.

The year concluded with a **Special Education Legal Workshop** for leaders in the field. Topics included Transition, Endrew vs. Douglas County School District RE-1 and the principal's role in special education.

PD Topic/Initiative	Fee for Members	Fee for Nonmembers	# of Participants	# of Hours
Cultural Proficiency-Deep Drive	\$700	N/A-not available to non-members	14	28
Unpacking Cultural Proficiency-Session 1	\$450	\$500	15	18
CETL Immersion Course	\$1,000	\$1,000	10	16
Unpacking Cultural Proficiency-Session 2	\$450	\$500	10	18
Writing Better IEP's: Building Capacity in your district	\$150/day	\$170	55	12
Cultural Proficiency-Leadership in Action	\$235	\$250	10	7
Unpacking Cultural Proficiency	\$700	\$750	31	21
Cultural Proficiency-Deep Dive	\$1,100	\$1,300	12	28
Google Certified Level 1 Boot Camp	\$200	\$235	12	12
Google Admin Console	\$725	\$775	32	12
Social Thinking	\$175	\$200	46	6
Google Level 2 Bootcamp	\$300	\$345	11	18
Makerspace Academy	\$400	\$425	16	12
Special Education-Legal Workshop	\$75 ea (1-3 participants) \$250 per district (4+ participants)	N/A – not available to non-members	10 districts	2

“As a result of this workshop, I will continue to advocate for systemic change toward cultural proficiency. Continue to use language that is as least biased as possible and continue to observe myself so that I am challenging myself to continue to be culturally proficient.”

- Participant

“Who dares to teach must never cease to learn.”

- John Cotton Dana

AVC Administrative Office
28 Lord Street, Suite 125, Marlborough, MA

Job-Alike (Professional Learning Communities)

AVC convenes monthly meetings for member district leaders. The following table includes the job-alike groups, the priorities/accomplishments, and a summary of responses to a survey of group members to rate the value and benefits of job-alikes during 2016-2017.

Group	2016-2017 Topics/Initiatives	Value Ratings and Comments (No Value = 1) (4 = Extremely Valuable)
PPS/Special Education Administrators	<ul style="list-style-type: none"> • Educator Effectiveness Guidebook for Inclusive Practices • Culturally Proficient Communication • Peer review • Legal Workshop • Supporting Homeless Students (DESE) • Professional Development • Multi-Disciplinary inclusive practices 	<p>8 Respondents: Average Value Rating = 3.88</p> <ul style="list-style-type: none"> • It is beneficial to have a place to think about regulation changes, share information about student issues such as programs, social emotional changes of students and how to provide students with a comprehensive educational experiences. We share our various areas of expertise based on needs of students in our districts. • Participating in this group allows me to learn, share, reflect and collaborate with colleagues. I find this extremely helpful in my work as a Director. I appreciate the time it takes to organize this group and find it very worthwhile. • I share what I learn of what other districts are doing and how they are handling similar issues. I greatly appreciate any of the legal speakers you bring in. • Shared information, which often reduces dependency on our legal team to answer questions. Also information on grants and opportunities as soon as they come out.
School Business Officials	<ul style="list-style-type: none"> • Google Trainings • Pathways to Meritorious Budget Award • Special Education Transportation • Regular Education Transportation • DESE Edwin Analytics and RADAR review tools • Food Service • P Card Program • Health Insurance 	<p>6 Respondents: Average Value Rating = 3.83</p> <ul style="list-style-type: none"> • The PD is fantastic and Rick does a great job getting us speakers and quality topics. • Gives us a chance to discuss and work through specific areas of concern to the group and to get ideas and perspectives of what has been done, while exploring what we can do. • Problem solving, best practices and networking are beneficial. • The group offers an opportunity to share local issues and concerns. • Excellent opportunity to network with business administrators in other districts as the opportunity generally does not exist within district.
Technology Leaders	<ul style="list-style-type: none"> • Makerspace • Google Suite • Funding District Technology • Technology to support social/emotional learning • Apple Classroom • Computer based testing • Licensure • Document Management 	<p>4 Respondents: Average Value Rating = 3.67</p> <ul style="list-style-type: none"> • Sharing knowledge is beneficial. • The ability to stay informed about what other local districts are doing and share best practices is valuable. Collaborative-negotiated discounts on Schoology have also been helpful. • Support and sharing of ideas. Collective bargaining for services. • Sharing ideas and problem solving issues is valuable.
Curriculum Directors	<ul style="list-style-type: none"> • Cultural Proficiency • Future Ready Summit • Defined STEM • Review proposed-updates to DESE, ELA and Mathematics standards • Legalization of marijuana • Removal of Impact rating/DDM's • PBIS • Educator Evaluation 	<p>11 Respondents: Average Value Rating = 3.73</p> <ul style="list-style-type: none"> • AVC provides a great opportunity to collaborate on grants as well as network with other districts. I always leave feeling as though I have learned something new or relevant. • We do a great deal of networking, sharing of resources and new ideas during this time. • Nice to share resources and different perspectives. • I have learned many new things from this group. • I'm new to my role and the group's provided me the opportunity to build relationships and compare priorities. I also appreciate Cathy's efforts to anticipate and respond to our interests (as with grant writing, for example). • Sharing ideas and insights helps our district stay on top of things. Cathy is always ready to provide us with resources and support that makes our job easier!
Instructional Technology Specialists	<ul style="list-style-type: none"> • Coding • Device program and management system • Maker Spaces • Digital Portfolio • Digital Citizenship • Project Based Learning • Learning Management Systems • Gamification 	<p>4 Respondents: Average Value Rating = 3.25</p> <ul style="list-style-type: none"> • Sharing ideas and resources to support classroom instruction is beneficial. • Learning what others do is helpful. While there are some other ITS' in my district, we are "alone" when it comes to grade-level collaboration. • The ability to talk to others that have the same job is helpful. Share ideas, frustrations, successes.

Transportation

PURPOSE

AVC provides safe, reliable and cost-efficient special education transportation services by contracting with transportation vendors on behalf of our member school districts. We view transportation as an integral part of each student's education, and contract with vendors who share our passion and expertise in serving students with disabilities. Our contract requires vendors to employ highly-trained drivers and monitors that they drive well-maintained and equipped vehicles. AVC leverages volume from many districts; transportation vendors submit competitive rates to AVC resulting in cost savings for special education transportation. In addition, AVC monitors the quality of the services provided, to save districts valuable time and to capitalize on an economy of scale. In FY17, AVC completed its fifth year of a three-year contract with two-optional annual extensions with Van Pool Transportation. While pricing is an important component of the transportation services we provide, our districts rely on AVC to broker services with vendors committed to high quality, flexibility and responsiveness.

Services include:

- In-district and out-of-district McKinney Vento, field trips, community-based instruction, and after school services
- Monitored two-way radios, GPS and video monitoring
- Pre-screened (CORI and SAFIS Statewide Application Fingerprinting Identification Services) and specially trained drivers and monitors

“Every individual matters. Every individual has a role to play. Every individual makes a difference.”

- Jane Goodall

FISCAL YEAR	STUDENTS TRANSPORTED	MEMBER DISTRICTS UTILIZING SERVICES	NONMEMBER DISTRICTS UTILIZING SERVICES
2017	393	15	14
2016	364	15	14
2015	8	5	15
2014	7	7	16

Transportation	2016-2017 Member Rates	2016-2017 Nonmember Rates	Estimated Member Savings
Single district route: 7d vehicle in-district	\$114.50 within Collaborative Region	\$128.23 Nonmember	\$13.73 per route
Single district route: 7d vehicle out of district	\$140.50 outside Collaborative Region	\$157.36 Nonmember	\$16.86 per route
Single district route: Wheel Chair vehicle in-district	\$229.55 within Collaborative Region	\$257.10 Nonmember	\$27.55 per route
Single district route: Wheel Chair vehicle out of district	\$234.15 outside Collaborative Region	\$262.25 Nonmember	\$28.10 per route

Cooperative Purchasing

PURPOSE

AVC improves efficiencies and increases cost savings through the facilitation of joint purchasing through which districts are able to obtain competitive pricing from vendors while taking advantage of a streamlined bid process – which often yield bids lower than the state bid list and single-district procurement activities. In 2016-2017, AVC conducted joint procurement of School Supplies, Paper, Office Supplies, Technology Services and Bread and Rolls for Food Service. The contracts with WB Mason for school supplies, paper and office supplies yielded a savings to districts of over \$225,000.

Cooperative Purchasing continued on page 24

FY17 Estimated Savings resulting from Cooperative Purchase of Paper/Case, School & Office Supplies

Account Name	Office Supplies	Paper/Case	School Supplies	Total
Algonquin Regional HS	\$8,495.85	\$3,612.00	\$1,008.056	\$13,115.91
Assabet Valley Regional Voc	\$10,913.68	\$3,186.00	\$1,188.56	\$15,288.24
Assabet Valley Collaborative	\$3,183.39	\$370.00	\$96.124	\$3,649.51
Berlin-Boylston Regional	\$5,461.68	\$2,572.00	\$2,753.512	\$10,787.20
Hudson Public Schools	\$10,773.86	\$4,296.00	\$1,245.128	\$16,314.99
Marlborough Public Schools	\$23,411.49	\$11,013.00	\$11,500.056	\$45,924.55
Maynard Public Schools	\$4,413.70	\$1,953.00	\$717.868	\$7,084.57
Nashoba Regional	\$14,869.15	\$6,938.95	\$4,461.152	\$26,269.25
Northborough Public Schools	\$13,133.23	\$4,437.00	\$5,412.00	\$22,982.23
Shrewsbury Public Schools	\$15,183.30	\$10,315.00	\$3,816.10	\$29,314.40
Southborough Public Schools	\$12,876.22	\$1,832.00	\$3,383.52	\$18,091.74
Westborough Public Schools	\$7,769.62	\$7,457.00	\$3,257.312	\$18,483.93
Total	\$130,485.17	\$57,981.95	\$38,839.39	\$227,306.51

Office Supplies Savings*

Account Name	Office Supplies (77% discount from ultimate office catalog pricing)	Office supplies (64% minimum discount from WB catalog)	Estimated Cost Savings
Algonquin Regional HS	\$15,031.12	\$23,526.97	\$8,495.85
Assabet Valley Regional Voc	\$19,308.81	\$30,222.49	\$10,913.68
Assabet Valley Collaborative	\$5,632.15	\$8,815.54	\$3,183.39
Berlin-Boylston Regional	\$9,662.98	\$15,124.66	\$5,461.68
Hudson Public Schools	\$19,061.44	\$29,835.30	\$10,773.86
Marlborough Public Schools	\$41,420.33	\$64,831.82	\$23,411.49
Maynard Public Schools	\$7,808.86	\$12,222.56	\$4,413.70
Nashoba Regional	\$26,306.95	\$41,176.10	\$14,869.15
Northborough Public Schools	\$23,235.71	\$36,368.94	\$13,133.23
Shrewsbury Public Schools	\$26,862.77	\$42,046.07	\$15,183.30
Southborough Public Schools	\$22,781.01	\$35,657.23	\$12,876.22
Westborough Public Schools	\$13,746.25	\$21,515.87	\$7,769.62
Total	\$230,858.38	\$361,343.55	\$130,485.17

*Savings calculated based on items from the AVC WB Mason Office Supplies Contract and applying contracted discount compared with state pricing with WB Mason Catalog. Differences in prices between those items yielded an average of an additional 56% savings using the AVC Contract.

Cooperative Purchasing

Paper Savings*				
Account Name	Paper-WB Mason	Paper/ Case	State bid \$	Estimated Cost Savings =savings
Algonquin RHS	\$17,306.00	680.2	\$20,918.00	\$3,612.00
Assabet Valley Regional Voc	\$15,264.00	600	\$18,450.00	\$3,186.00
Assabet Valley Collaborative	\$1,773.00	69.5	\$2,143.00	\$370.00
Berlin-Boylston Regional	\$12,368.00	484	\$14,940.00	\$2,572.00
Hudson Public Schools	\$20,581.00	809	\$24,877.00	\$4,296.00
Marlborough Public Schools	\$52,764.00	2074	\$63,777.00	\$11,013.00
Maynard Public Schools	\$9,701.00	379	\$11,654.00	\$1,953.00
Nashoba Regional	\$33,262.05	1307.7	\$40,201.00	\$6,938.95
Northborough Public Schools	\$22,431.00	873	\$26,868.00	\$4,437.00
Shrewsbury Public Schools	\$49,471.00	1942	\$59,786.00	\$10,315.00
Southborough Public Schools	\$8,777.00	345	\$10,609.00	\$1,832.00
Westborough Public Schools	\$35,762.00	1404	\$43,219.00	\$7,457.00
Total	\$279,460.05	10967.4	\$337,442.00	\$57,981.95

*Savings calculated by comparing the price of a case of paper purchased through jointly procured contract with WB Mason with the price of paper available for purchase from the State Bid List. Savings = number of cases multiplied by the difference between prices. Percentage savings is approximately 22%.

School Supplies Savings*			
Account Name	School Supplies-WB	State bid (School Specialty) \$	Estimated Cost Savings
Algonquin Regional HS	\$2,520.14	\$3,528.20	\$1,008.06
Assabet Valley Regional Voc	\$2,971.40	\$4,159.96	\$1,188.56
Assabet Valley Collaborative	\$240.31	\$336.43	\$96.12
Berlin-Boylston Regional	\$6,883.78	\$9,637.29	\$2,753.51
Hudson Public Schools	\$3,112.82	\$4,357.95	\$1,245.13
Marlborough Public Schools	\$28,750.14	\$40,250.20	\$11,500.06
Maynard Public Schools	\$1,794.67	\$2,512.54	\$717.87
Nashoba Reg. School District	\$11,152.88	\$15,614.03	\$4,461.15
Northborough Public Schools	\$13,530.00	\$18,942.00	\$5,412.00
Shrewsbury Public Schools	\$9,540.25	\$13,356.35	\$3,816.10
Southborough Public Schools	\$8,458.80	\$11,842.32	\$3,383.52
Westborough Public Schools	\$8,143.28	\$11,400.59	\$3,257.31
Total	\$97,098.47	\$135,937.86	\$38,839.39

*Savings calculated by selecting 5-10 items from the AVC Contract WB Mason School Supplies Catalog and comparing those items from School Specialty School Supplies Catalog from the State Bid List. Differences in prices between those items yielded an additional 25% savings using the AVC Contract.

Never stop dreaming, never stop believing,



never give up, never stop trying, and never stop learning. - Roy T. Bennett, *The Light in the Heart*

The answer is not to standardize education, but to personalize and customize it to the needs of each child and community.



There is no alternative. There never was. -Ken Robinson





Assabet Valley Collaborative
Administrative Office

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508-460-0491 • www.avcollaborative.org

 <https://www.facebook.com/avcsatelliteprograms>

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Providing effective and efficient
services to meet current and evolving
needs of member school districts:

Assabet Valley Regional • Berlin/Boylston Region • Berlin
Boylston • Grafton • Hudson • Marlborough • Maynard
Millbury • Nashoba Region • Northborough • Northborough/
Southborough Region • Southborough • Shrewsbury • Westborough

Assabet Valley Collaborative

Financial Statements

For the Year Ended June 30, 2017

Assabet Valley Collaborative
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For the Year Ended June 30, 2017

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FRITZ DEGUGLIELMO LLC
CERTIFIED PUBLIC ACCOUNTANTS
& BUSINESS ADVISORS

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Assabet Valley Collaborative
Marlborough, Massachusetts

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Assabet Valley Collaborative (a collaborative organized under the Laws of the Commonwealth of Massachusetts), as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise Assabet Valley Collaborative's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Assabet Valley Collaborative, as of June 30, 2017, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, Schedule of Funding Progress – Other Postemployment Healthcare Benefits and pension schedules on pages 3-7, 27-31 be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during the audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Assabet Valley Collaborative basic financial statements. The supplementary information on pages 32-36 is presented for the purpose of additional analysis and is not a required part of the basic financial statements.

Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 14, 2017, on our consideration of Assabet Valley Collaborative's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Assabet Valley Collaborative's internal control over financial reporting and compliance.



Certified Public Accountants

Newburyport, Massachusetts

November 14, 2017

Assabet Valley Collaborative
Management's Discussion & Analysis
(unaudited)
June 30, 2017

The following discussion and analysis of the Assabet Valley Collaborative's (the Collaborative) financial performance provides and overview of the Collaborative's financial activities for the fiscal year ended June 30, 2017 and summarized comparative information for 2016. Please read it in conjunction with the Collaborative's financial statements, which follow.

THE COLLABORATIVE AS A WHOLE

The Collaborative was established for the purpose of conducting educational programs and/or services, which meet low-incidence special needs children for whom its member school committees are responsible. The Collaborative also provides clinical services as requested by its member districts. Non-member school districts may contract for program and clinical services as capacity allows. The Collaborative is supported through program tuition and fees for clinical services from contracting municipalities. The Collaborative is governed by an eleven member Board of Directors consisting of one representative from each district.

The Collaborative operated within the budget established by the Board of Directors for the year ended June 30, 2017. During Fiscal 2017, the Collaborative continued to lease a 17 classroom building in Marlborough where its therapeutic middle and high school program, Family Success Partnership and post graduate programming are based as part of a 25 year lease agreement with the City of Marlborough. Highlights of the agreement include: exclusive use of the facility, responsibility for building improvements, repair and landscaping. The Board of Directors approved a capital expenditure that had not been anticipated at the beginning of the fiscal year for Administrative offices and professional development space. This space is located at 28 Lord Road, Marlborough, MA and was deemed necessary to create additional space at AVCAS, 57 Orchard Street, for program growth, and to expand professional learning opportunities for member districts.

The Collaborative served 74 students, equating to 46.15 full time equivalent (FTE) in its tuition based therapeutic middle and high school program (AVCAS) and 10 students equating to 8.95 FTE students in its intensive special needs REACH program. The post graduate program for 18 to 22 year old students with intensive special needs, Crossroads, was integrated with the Evolution program in FY13 (Tier 3). The Collaborative is in its eighth year of programming for the Evolution (located at Shrewsbury High School) and Soar programs and served 26.0 and 41.58 full time equivalent students respectively. FY17 marks the third year of programming in Marlborough for Evolution students. (This cohort of students is smaller than the Shrewsbury cohort.) In addition, the Collaborative provided specialized transportation for over 390 students to and from public day, private day and residential placements. FY17 was the fifth year of a transportation contract with Van Pool Inc. Therapeutic and consultation services were provided to 150 students within member districts in the following disciplines: occupational, physical, speech, vision, transition, child psychiatry and music therapies. The Family Success Partnership is in its sixth year of providing wrap-around services to 177 families in collaboration with member districts. This represents an increase of approximately 34% over FY16. (The issues families and individuals have faced are increasingly more complex, leading to extended service periods. The complexities among the communities served are very diverse as well.) The Collaborative also provided professional development programs to 1099 school personnel from member and non-member districts.

The Collaborative had a general fund balance of \$1,940,241 as of June 30, 2017.

Assabet Valley Collaborative
Management's Discussion & Analysis
(unaudited)
June 30, 2017

OVERVIEW OF THE FINANCIAL REPORTS

This discussion and analysis is intended to serve as an introduction to the Collaborative's financial statements. The Collaborative's financial statements comprise three components: 1) government-wide financial statements; 2) fund financial statements; and 3) notes to the financial statements. This report also contains other supplementary information in addition to the basic financial statements themselves.

Government-wide Statements:

The government-wide financial statements report information about the Collaborative as a whole using accounting methods similar to those used by private sector companies.

- The **Statement of Net Position** presents information on all of the Collaborative's assets and liabilities with the difference between the two reported as net position. It is one way of measuring the Collaborative's financial health or position.
- The **Statement of Activities** presents information showing how the Collaborative's net position changed during the most recent fiscal year. All of the current year's revenues and expenses are accounted for in the Statement of Activities regardless of when cash is received or paid.

Over time, increases or decreases in the Collaborative's net position is an indicator of whether its financial position is improving or deteriorating. The reader will also need to consider other non-financial factors such as changes in economic conditions when evaluating the overall financial health of the Collaborative.

Fund Financial Statements:

Funds are accounting devices used to keep track of specific sources of funding and spending in particular categories: governmental funds, proprietary funds, and fiduciary funds. Presently, the Collaborative has only governmental and fiduciary funds.

- **Governmental funds** – The Collaborative's basic services are included in governmental funds, which generally focus on: 1) how cash and other financial assets that can readily be converted to cash flow in and out, and 2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps to determine whether there are more or fewer financial resources that can be spent in the near future to finance the Collaborative's programs. Because this information does not encompass the additional long-term focus of the government-wide statements, additional information (reconciliation schedules) is provided following the governmental funds statements that explains the relationship (or differences) between these two types of financial statement presentations.
- **Fiduciary fund** – Fiduciary funds are used to account for resources held for the benefit of parties outside the government. Fiduciary funds are not reflected in the government-wide financial statements because the resources of those funds are not available to support the Collaborative's own programs.

Notes to the Financial Statements:

The Notes to the Financial Statements provide additional information that is essential to a full understanding of the information provided in the Collaborative's financial statements.

Assabet Valley Collaborative
Management's Discussion & Analysis
(unaudited)
June 30, 2017

Supplementary information:

In addition to the basic financial statements and accompanying notes, this report also presents certain required supplementary information which is required to be disclosed by accounting principles generally accepted in the United States of America. This report also includes other supplementary information, which provides more detail supporting the financial statements and information required by the Massachusetts Department of Elementary and Secondary Education.

GOVERNMENT-WIDE FINANCIAL HIGHLIGHTS

The following summarized Statement of Net Position is for the fiscal year 2017 with comparative information from fiscal year 2016:

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Current assets, i.e. cash, accounts receivable and prepaid expenses	\$ 3,398,000	\$ 4,227,000
Capital assets	1,138,000	259,000
Total Assets	<u>\$ 4,536,000</u>	<u>\$ 4,486,000</u>
Current liabilities, i.e. accounts payable, accrued expenses, current portion of long-term debt and unearned revenue	\$ 1,512,000	\$ 1,538,000
Non-current liabilities	3,714,000	2,387,000
Total Liabilities	<u>\$ 5,226,000</u>	<u>\$ 3,925,000</u>
Net Position:		
Invested in capital assets	\$ 406,000	\$ 218,000
Unrestricted	(1,096,000)	343,000
Total Net Position	<u>\$ (690,000)</u>	<u>\$ 561,000</u>

During fiscal year 2017, net position decreased by approximately \$1,251,000. Approximately \$661,000 of the decrease was due to the recording of the other postemployment benefit (OPEB) expense and approximately \$76,000 was due to depreciation on capital assets. The remaining \$514,000 decrease was a result of Collaborative operations during the fiscal year.

Current assets decreased approximately \$829,000 due primarily to operations and purchase of new office space. Cash payments at the time of the purchase of the real estate was approximately \$221,000. The Collaborative's operations resulted in a loss that was approximately \$300,000 more in fiscal year 2017 than in fiscal year 2016.

Assabet Valley Collaborative
Management's Discussion & Analysis
(unaudited)
June 30, 2017

As indicated in the following summarized Statement of Activities, total revenue increased by approximately \$608,000 and expenses increased approximately \$890,000 during fiscal year 2017. Approximately \$551,000 of each increase was a result of higher reporting of the Collaborative's share of pension expenses required under GASB No. 68. Charges for services increased approximately \$169,000 from fiscal year 2016 primarily due to more transportation, alternative high school and vocational evolution activities. There was also a decrease in the REACH activity to offset some of the increases. There was also a decrease in other income of \$82,000. Other postemployment benefits decreased approximately \$153,000 over fiscal year 2016. Education and other services expenses increased by approximately \$445,000, primarily due to higher transportation costs and additional personnel.

	<u>Year ended</u> <u>June 30, 2017</u>	<u>Year ended</u> <u>June 30, 2016</u>	<u>% Change</u>
Revenues:			
Assessments to member towns	\$ 66,000	\$ 61,000	
Charges for services	11,957,000	11,788,000	
Intergovernmental revenue	1,623,000	1,072,000	
Grants and contributions	11,000	44,000	
Interest income	8,000	10,000	
Other	13,000	95,000	
Total Revenues	<u>13,678,000</u>	<u>13,070,000</u>	+4.7%
Expenses:			
Administration	854,000	821,000	
Education and other services	11,709,000	11,264,000	
Intergovernmental expense	1,623,000	1,072,000	
Other postemployment benefits	661,000	814,000	
Interest expense	6,000	1,000	
Depreciation and amortization	76,000	67,000	
Total Expenses	<u>14,929,000</u>	<u>14,039,000</u>	+6.3%
Change in net position	(1,251,000)	(969,000)	
Net position - beginning of year	<u>561,000</u>	<u>1,530,000</u>	
Net position - end of year	<u>\$ (690,000)</u>	<u>\$ 561,000</u>	

CAPITAL ASSETS AND DEBT ADMINISTRATION

During 2017, the Collaborative incurred capital asset expenditures totaling \$953,902. The Collaborative's debt consists of loans to finance the purchase of vehicles and real estate. As of June 30, 2017, and 2016, the remaining principal balance of the loans was \$731,715 and \$41,047, respectively. During fiscal 2017 and 2016, the principal of the loans was paid down by \$42,093 and \$29,657, respectively.

Additional information on the Collaborative's capital assets and loans can be found in Note D in the notes to the financial statements.

Assabet Valley Collaborative
Management's Discussion & Analysis
(unaudited)
June 30, 2017

GENERAL FUND BUDGETARY HIGHLIGHTS

The revised budget for fiscal year 2017 provided for a deficit of approximately \$496,000, to be covered by prior year general funds. In fiscal year 2017 actual revenues, excluding intergovernmental revenue, were almost as anticipated. Total expenditures, excluding intergovernmental expense, were higher than budgeted amounts by approximately \$302,000, primarily due to staffing at expected levels for enrollment that did not materialize, an increase in transportation services provided and a capital expenditure for the purchase of 28 Lord Road-Suites 125/130, Marlborough, MA.

REQUEST FOR INFORMATION

This financial report is designed to provide a general overview of the Collaborative's finances for all those with an interest in the Collaborative's finances. Questions concerning any of the information provided in this report or requests for additional information should be addressed to the Business Office of the Collaborative.

Assabet Valley Collaborative
Statement of Net Position
June 30, 2017

	<u>Governmental Activities</u>
ASSETS	
Current Assets	
Cash and cash equivalents	\$ 1,731,845
Accounts receivable, net	<u>1,666,388</u>
Total Current Assets	<u>3,398,233</u>
Non-current Assets	
Capital assets	1,546,541
Accumulated depreciation	<u>(409,032)</u>
Total Non-current Assets	<u>1,137,509</u>
Total Assets	<u>\$ 4,535,742</u>
LIABILITIES AND NET POSITION	
Current Liabilities	
Current portion of long-term debt	\$ 53,419
Accounts payable and accrued expenses	<u>1,457,992</u>
Total Current Liabilities	<u>1,511,411</u>
Non-current Liabilities:	
Long-term debt	678,296
Other postemployment benefits	<u>3,035,929</u>
Total Long Term Liabilities	<u>3,714,225</u>
Total Liabilities	<u>5,225,636</u>
Net Position	
Invested in capital assets, net of related debt	405,794
Unrestricted	<u>(1,095,688)</u>
Total Net Position	<u>(689,894)</u>
Total Liabilities and Net Position	<u>\$ 4,535,742</u>

The accompanying notes are an integral part of these financial statements.

Assabet Valley Collaborative
Statement of Activities
For the Year Ended June 30, 2017

Functions/ Programs	Expenses	Program Revenues		Net (Expense) Revenue and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	
Governmental Activities:				
Administration	\$ 854,404	\$ -	\$ -	\$ (854,404)
Education	11,708,600	11,956,454	10,912	258,766
Intergovernmental revenue and expense	1,623,206	-	1,623,206	-
Other postemployment benefits	660,633	-	-	(660,633)
Interest expense	6,585	-	-	(6,585)
Depreciation and amortization	76,007	-	-	(76,007)
Total Governmental Activities	<u>\$ 14,929,435</u>	<u>\$ 11,956,454</u>	<u>\$ 1,634,118</u>	(1,338,863)
General revenue:				
Assessments to member districts				66,000
Interest				8,062
Other				13,508
Total General Revenue				<u>87,570</u>
Change in Net Position				(1,251,293)
Net Position, Beginning of Year				<u>561,399</u>
Net Position, End of Year				<u>\$ (689,894)</u>

The accompanying notes are an integral part of these financial statements.

Assabet Valley Collaborative
Balance Sheet
Governmental Funds
June 30, 2017

	<u>General Fund</u>	<u>Nonmajor Governmental Funds</u>	<u>Total Governmental Funds</u>
ASSETS			
Cash and cash equivalents	\$ 1,731,845	\$ -	\$ 1,731,845
Accounts receivable, net	<u>1,666,388</u>	<u>-</u>	<u>1,666,388</u>
Total Assets	<u>\$ 3,398,233</u>	<u>\$ -</u>	<u>\$ 3,398,233</u>
LIABILITIES AND FUND BALANCES			
Liabilities:			
Accounts payable and accrued liabilities	<u>\$ 1,457,992</u>	<u>\$ -</u>	<u>\$ 1,457,992</u>
Total Liabilities	<u>1,457,992</u>	<u>-</u>	<u>1,457,992</u>
Fund Balances:			
Nonspendable	-	-	-
Restricted	-	-	-
Committed	-	-	-
Assigned	-	-	-
Unassigned	<u>1,940,241</u>	<u>-</u>	<u>1,940,241</u>
Total Fund Balances	<u>1,940,241</u>	<u>-</u>	<u>1,940,241</u>
Total Liabilities and Fund Balances	<u>\$ 3,398,233</u>	<u>\$ -</u>	<u>\$ 3,398,233</u>

The accompanying notes are an integral part of these financial statements.

Assabet Valley Collaborative
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position
June 30, 2017

Total fund balances, governmental funds	\$ 1,940,241
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Amounts reported for governmental activities in the Statement of Net Position are different because:

Capital assets, net of related debt, used in governmental activities are not current financial resources and therefore are not reported in this fund financial statement, but are reported in the governmental activities of the Statement of Net Position	405,794
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The Other postemployment benefit (OPEB) liability is not a current obligation and therefore is not reported in this fund financial statement, but is reported in the governmental activities of the Statement of Net Position.	<u>(3,035,929)</u>
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Net Position of Governmental Activities	<u><u>\$ (689,894)</u></u>
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Assabet Valley Collaborative
Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds
For the Year Ended June 30, 2017

	General Fund	Nonmajor Governmental Funds	Total Governmental Funds
Revenues:			
Member assessments	\$ 66,000	\$ -	\$ 66,000
Program revenues	11,967,366	-	11,967,366
Intergovernmental revenue	1,623,206	-	1,623,206
Interest	8,062	-	8,062
Other	13,508	-	13,508
Total Revenues	13,678,142	-	13,678,142
Expenditures:			
Administration	854,404	-	854,404
Professional development	153,553	-	153,553
Multiple handicapped (REACH/Crossroads)	831,671	-	831,671
OT/PT/Therapies/Contract services	507,351	-	507,351
Transportation	5,268,215	-	5,268,215
Alternative programs (AVCAS)	3,016,941	-	3,016,941
Vocational program (Evolution)	1,503,214	-	1,503,214
Evolution Events Club SA	1,917	-	1,917
AVCAS-Mass Cultural Cncl Grant	3,514	-	3,514
Sudbury Fdtn Grant-FSP Cost Avoidance	155	-	155
Building Use Renovating	4,057	-	4,057
Family success partnership (FSP)	403,478	-	403,478
REACH gift	224	-	224
CF Adams Peer Review	12,300	-	12,300
ESHS Grant	18	-	18
Insurance revolving	1,992	-	1,992
Intergovernmental expense	1,623,206	-	1,623,206
Capital outlay, net of debt incurred	221,141	-	221,141
Debt Service:			
Debt principal	42,093	-	42,093
Debt interest	6,585	-	6,585
Total Expenditures	14,456,029	-	14,456,029
Excess of Expenditures Over Revenues	(777,887)	-	(777,887)
Other Financing Sources:			
Transfer to OPEB Trust	-	-	-
Net Change in Fund Balances	(777,887)	-	(777,887)
Fund Balances, Beginning of Year	2,718,128	-	2,718,128
Fund Balances, End of Year	\$ 1,940,241	\$ -	\$ 1,940,241

The accompanying notes are an integral part of these financial statements.

Assabet Valley Collaborative
Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balances of
Governmental Funds to the Statement of Activities
For the Year Ended June 30, 2017

Net change in fund balances - total governmental funds \$ (777,887)

Amounts reported for governmental activities in the Statement of Activities are different because:

Governmental funds report outlays for capital assets as expenditures because such outlays use current financial resources. In contrast, the Statement of Activities reports only a portion of the outlay as expense. The outlay is allocated over the assets' estimated useful lives as depreciation expense for the period.

Capital outlay purchases, net of debt incurred	221,141
Depreciation	(76,007)

Governmental funds report debt service payments as expenditures because such outlays use current financial resources. In contrast, the Statement of Activities reports only the current year interest accrued on the debt as expense.

Debt principal payments	42,093
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Other postemployment benefits reported in the Statement of Activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds.

Net change in other postemployment benefits (OPEB) accrual	<u>(660,633)</u>
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Change in net position of governmental activities	<u><u>\$ (1,251,293)</u></u>
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Assabet Valley Collaborative
Statement of Fiduciary Net Position
Other Postemployment Benefits Trust
June 30, 2017

ASSETS

Cash and cash equivalents	<u>\$ 50,104</u>
Total Assets	<u><u>\$ 50,104</u></u>

NET POSITION

Net position held in trust for other postemployment benefits	<u>\$ 50,104</u>
Total Net Position	<u><u>\$ 50,104</u></u>

The accompanying notes are an integral part of these financial statements.

Assabet Valley Collaborative
Statement of Changes in Fiduciary Net Position
Other Postemployment Benefits Trust
For the year ended June 30, 2017

Additions:

Contributions	\$ -
Interest and dividend income	<u>71</u>
Total Additions	71

Deductions:

Retiree health insurance expense	<u>-</u>
Total Deductions	<u>-</u>
Change in Net Position	71
Net Position - Beginning of Year	<u>50,033</u>
Net Position - End of Year	<u><u>\$ 50,104</u></u>

See accompanying notes to financial statements and independent auditor's report.

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2017

NOTE A - NATURE OF ORGANIZATION AND REPORTING ENTITY

Organization

The Assabet Valley Collaborative (the Collaborative) was established and operates under provisions of Massachusetts General Law Chapter 40, Section 4E, as amended by Chapter 43 of the Acts of 2012. The Collaborative includes the school districts of the City of Marlborough and towns of Berlin, Bolton, Boylston, Hudson, Maynard, Northborough, Southborough, Westborough, Stow and Shrewsbury, Massachusetts and Algonquin Regional High School, Nashoba Regional High School, Tahanto Regional High School and Assabet Valley Regional Vocational High School, which are separated legal entities with their own governing bodies. Their operations are not part of the Collaborative's financial statements.

Assessments: According to the Collaborative Agreement, each member of the community is annually assessed a membership fee which is determined annually by the Board of Directors. The fiscal year 2017 membership fee was \$6,000 per district. Revenue for assessments was \$66,000 for fiscal year 2017 as approved by the Board of Directors.

The Collaborative provides services to special education students in grades 6 through 12 whose Individual Education Plan (IEP) Teams have identified a need for separate therapeutic settings. The Collaborative also provides vocational transition support into the community for post high school up to age 22. These services are provided to member communities on a tuition basis to cover direct operation expenditures. Non-member districts may access programs and services as capacity allows at the non-member rate.

Reporting Entity

As required by accounting principles generally accepted in the United States of America (GAAP) and in accordance with the Governmental Accounting Standards Board, the accompanying financial statements present the Assabet Valley Education Collaborative and its component units. Component units are included in the reporting entity if their operational and financial relationships with the Collaborative are significant. Pursuant to these criteria, the Collaborative did not identify any component units requiring inclusion in the accompanying financial statements.

NOTE B - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

The Collaborative's basic financial statements include both government-wide (reporting the Collaborative as a whole) and fund financial statements (reporting the Collaborative's major funds). Both the government-wide and fund financial statements categorize primary activities as either governmental or business type. Governmental activities are generally financed through intergovernmental assessments or other non-exchange transactions. The Collaborative does not have any activities classified as business type activities.

Government-wide Financial Statements

In the government-wide Statement of Net Position, governmental columns are presented on a consolidated basis and are reported on a full accrual, economic resource basis, which recognizes all long-term assets, receivables and deferred outflows of resources, as well as long-term liabilities, deferred inflows of resources and other liabilities reported on a full accrual basis. The Collaborative's net position is reported in three parts—net investment in capital assets; restricted; and unrestricted. The Collaborative first utilizes restricted resources to finance qualifying activities.

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2017

NOTE B - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

The government-wide Statement of Activities demonstrates the degree to which the direct expenses of a given function or segment are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. The Collaborative does not allocate indirect expenses to functions in the statement of Activities. Program revenues included charges to customers or applicants who purchase, use or directly benefit from goods, services or privileges provided by a given function or segment and grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Assessments and other items not properly included among program revenues are reported instead as general revenues.

The government-wide focus is more on the sustainability of the Collaborative as an entity and the change in the Collaborative's net position resulting from the current year's activities.

Fund Financial Statements

Fund financial statements of the reporting entity are organized into funds each of which are considered to be separate accounting entities. Each fund is accounted for by providing a separate set of self-balancing accounts, which constitute its assets, liabilities, fund balance, revenues and expenditures.

The emphasis in fund financial statements is on the major funds in the governmental activities categories. GASB pronouncements set forth minimum criteria (percentage of the assets and deferred outflows of resources, liabilities and deferred inflows of resources, revenues or expenditures/expenses of either fund category or the governmental and enterprise combined) for the determination of major funds. The Collaborative may electively add funds, as major funds, which have specific community focus. The nonmajor funds are combined in a column in the fund financial statements.

The Collaborative's fiduciary funds are presented in the fiduciary fund financial statements by type. Since by definition these assets are being held for the benefit of a third party (retirees) and cannot be used to address activities or obligations of the government, these funds are not incorporated into the government-wide statements.

The following governmental fund types are used by the Collaborative - the Collaborative does not use proprietary funds:

Governmental Funds:

The focus of the governmental funds' measurement (in the fund statements) is upon determination of financial position and changes in financial position (sources, uses, and balances of financial resources) rather than upon net income. The following is a description of the governmental funds of the Collaborative:

General fund - is the general operating fund of the Collaborative. It is used to account for all financial resources not accounted for and reported in another fund.

Non-major governmental funds - consist of other special revenue and permanent funds that are aggregated and presented in the non-major governmental funds column on the government funds financial statements.

Fiduciary Funds:

Fiduciary Funds are used to report assets held in a trustee or agency capacity for others and therefore are not available to support Collaborative programs. The reporting focus is on net position and changes in net position presented in fiduciary fund financial statements. Since by definition these assets are being held for the benefit of a third party (retiree health insurance participants) and cannot be used to address activities or obligations of the Collaborative, these funds are reported separately from that of the Collaborative's government-wide activities.

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2017

NOTE B - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Basis of Accounting and Measurement Focus

The Collaborative's government-wide and fiduciary fund financial statements are presented using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis of accounting, revenues are recognized when earned and expenses are recorded when the liability is incurred or economic asset used. Revenues, expenses, gain, losses, assets, and liabilities resulting from exchange and exchange-like transactions are recognized when the exchange takes place.

The Collaborative's governmental funds financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual, i.e., both measurable and available. Available means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. Expenditures are recorded when the related fund liability is incurred, except for unmatured interest on long-term debt, judgments, compensated absences and pension expenditures, which are recorded as a fund liability when expected to be paid with expendable available financial resources.

Revenues

Expenditure-driven programs currently reimbursable are recognized as revenue when the qualifying expenditures have been incurred and the amounts are available. Charges for services provided to other education agencies and private parties are recognized as revenue when services are provided. Amounts owed to the Collaborative for services already performed, which are not available are recorded as receivables. Amounts received prior to the entitlement period are recorded as unearned revenue. Revenues susceptible to accrual include expenditure-driven programs and interest income.

Accounts Receivable

Accounts receivable represent amounts due from Collaborative members and communities participating in the various programs offered by the Collaborative. There is no allowance for doubtful accounts as all receivables were considered collectible at June 30, 2017.

Capital Assets

Government-wide Statements

In the Collaborative's financial statements, capital assets (with an asset cost greater than \$5,000) are accounted for as capital assets. All capital assets are valued at historical cost or estimated historical cost if actual is unavailable, except for donated capital assets, which are recorded at their estimated fair value at the date of donation.

Depreciation of all exhaustible assets is recorded as an expense in the Statement of Activities, with accumulated depreciation reflected in the Statement of Net Position. Depreciation is provided over the assets' estimated useful lives using the straight-line method of depreciation. The range of estimated useful lives by type is as follows:

Building and improvements	40 years
Leasehold improvements	10 years
Furniture and equipment	5 – 15 years

Fund Financial Statements

In the fund financial statements, capital assets used in governmental fund operations are accounted for as capital outlay expenditures of the governmental fund upon acquisition. Capital assets are not capitalized and related depreciation is not reported in the governmental fund financial statements.

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2017

NOTE B - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Budgets

Budgetary information is derived from the annual operating budget and is presented using the same basis of accounting as the General Fund.

Compensated Absences and Other Employee Benefits amounts

The Collaborative's policies allow employees to earn varying amounts of vacation pay each depending on the number of years employed and the particular contract of the employee. Vacation pay is granted on July 1 of each fiscal year and only a limited number of employees may carry over a limited amount from the preceding fiscal year. Upon separation of employment, the employee is entitled to the prorated amount of vacation pay outstanding at that time. The vacation liability carryover at June 30, 2017 totaled \$27,585.

Claims and Judgments

Claims and judgments are recorded as liabilities if all the conditions of Governmental Accounting Standards Board pronouncements are met. Claims and judgments that would normally be liquidated with expendable available financial resources are recorded during the year as expenditures in the governmental funds. If they are not to be liquidated with expendable available financial resources, no liability is recognized in the governmental fund statements. The related expenditure is recognized when the liability is liquidated. Claims and judgments are recorded in the Collaborative's financial statements as expense when the liabilities are incurred. There were no claims or judgments at the year-end that require reporting in the financial statements.

Equity Classifications

Government-wide Statements

Equity is classified as net position and displayed in three components:

Net investment in capital assets – Consists of capital assets including restricted capital assets net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes or other borrowings that are attributed to the acquisition, construction or improvement of those assets. If there are significant unspent related debt proceeds at year-end the portion of the debt attributable to the unspent proceeds are not included in the calculation or invested in capital assets. The Collaborative has no bonded debt on Capital assets at June 30, 2017.

Restricted net position – Consists of net position with constraints placed on the use either by (1) external groups such as creditors, grantors, contributors or laws or regulations of other government or, (2) law through constitutional provisions or enabling legislation.

Unrestricted net position – All other net position that do not meet the definition of "restricted" or "invested in capital assets, net of related debt."

Fund Financial Statements

Governmental fund equity is classified as fund balance. Fund balance in the fund financial statements is classified as nonspendable, restricted, committed, assigned or unassigned as described below:

Nonspendable: consists of amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact.

Restricted: Amounts that can be used only for specific purposes because of (a) constitutional provisions or enabling legislation or (b) externally imposed constraints. (External constraints might be imposed by creditors, grantors, contributors, or even the laws or regulations of other governments.)

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2017

NOTE B - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Committed: Amounts that can be used only for specific purposes because of a formal action by the government's highest level of decision-making authority (Board of Directors). This classification might also include contractual obligations if existing resources have been committed for use in satisfying those contractual requirements.

Assigned: Amounts intended to be used for specific purposes but that do not meet the criteria to be classified as restricted or committed. Intent can be stipulated by the governing body, another body (such as a finance committee), or by an official to whom authority has been given.

Unassigned: This is residual classification for the General Fund – that is, everything that is not in another classification or in another fund. The General Fund is the only governmental fund that can report a positive unassigned fund balance. Other governmental funds might have a negative unassigned fund balance as a result of overspending for specific purposes for which amounts have been restricted, committed, or assigned.

The Collaborative's spending policy is to spend restricted fund balance first, followed by committed, assigned and unassigned fund balance.

Allocation of Costs

Directly identifiable costs are charged to student services or general and administrative functions as applicable. Costs related to more than one function are allocated based on criteria intended to associate the cost with whichever function benefits.

Use of Estimates

Management uses estimates and assumptions in preparing the financial statements. These estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent liabilities, and the reported revenues and expenses. Accordingly, actual results may differ from those estimates.

NOTE C – CASH AND CASH EQUIVALENTS

Cash and investments of Collaborative funds is restricted by state statutes. Massachusetts General Law authorizes the Collaborative to invest in term deposits, Certificates of Deposit, in trust companies, national banks, savings banks or in obligations issued by the U.S. Government or one of its agencies.

The carrying amount of the Collaborative's deposits is separately displayed on the balance sheet as cash.

	<u>June 30, 2017</u>	
	Carrying Amount	Bank Balance
Insured (FDIC) and (DIF)	<u>\$1,781,949</u>	<u>\$2,471,784</u>
Total Cash	<u>\$1,781,949</u>	<u>\$2,471,784</u>

Deposits are insured by the Federal Deposit Insurance Corporation up to \$250,000 and deposits, including Certificates of Deposits in Massachusetts-chartered savings banks are insured in full above the FDIC limit from Depositors Insurance Fund (DIF) of Massachusetts

Cash is reported in financial statements as follows:

Governmental Activities	\$1,731,845
Fiduciary Funds	<u>50,104</u>
Total	<u>\$1,781,949</u>

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2017

NOTE D - CAPITAL ASSETS AND LOANS

Capital asset activity for the year ended June 30, 2017 was as follows:

	<u>Balance</u> <u>6/30/16</u>	<u>Additions</u>	<u>Balance</u> <u>6/30/17</u>
Capital assets being depreciated:			
Leasehold improvements	\$448,247	\$ -	\$ 448,247
Building and improvements	-	924,342	924,342
Furniture and equipment	41,867	-	41,867
Vehicles	<u>102,525</u>	<u>29,560</u>	<u>132,085</u>
 Total Capital Assets Being Depreciated	 <u>592,639</u>	 <u>953,902</u>	 <u>1,546,541</u>
Less: Accumulated depreciation for:			
Leasehold improvements	237,713	44,824	282,537
Building and improvements	-	5,562	5,562
Furniture and equipment	40,692	1,175	41,867
Vehicle	<u>54,620</u>	<u>24,446</u>	<u>79,066</u>
Total Accumulated Depreciation	<u>333,025</u>	<u>76,007</u>	<u>409,032</u>
 Net Capital Assets	 <u>\$259,614</u>	 <u>\$877,895</u>	 <u>\$1,137,509</u>

Depreciation expense was not charged to various functions but was shown as a separate line item in the statement of activities.

The Collaborative has purchased several vehicles as well as property over the years and financed the purchases with loans with interest payable at 2.24% to 4.75%. In fiscal year 2017, the Collaborative purchased a new vehicle as well as property located in Marlborough, MA that they had previously been leasing. As of June 30, 2017, the remaining balance on the loans was \$731,715.

Future maturities of debt are as follows:

<u>Fiscal</u>	
2018	\$ 53,419
2019	44,705
2020	39,693
2021	38,180
2022	40,060
2023-2027	231,834
2028-2032	<u>283,824</u>
	<u>\$731,715</u>

NOTE E - CUMULATIVE SURPLUS

In accordance with Massachusetts regulation 603 C.M.R. 50.07, the Collaborative has determined that its Cumulative Surplus as of June 30, 2017 is equal to the Unassigned General Fund Balance of \$1,940,241. The Collaborative Agreement stipulates that the Board will retain no more than 25 percent of the previous year's (i.e. audited year's) general fund expenditures, which is equal to \$3,208,206, in cumulative surplus.

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2017

NOTE F - MASSACHUSETTS TEACHERS' AND STATE EMPLOYEES' RETIREE SYSTEMS

Plan Descriptions

The Collaborative's employees participate in the Massachusetts Teachers' (MTRS) or State Employee' Retirement System (MSERS), statewide cost-sharing multi-employer defined benefit plans public employee retirement systems (PERS) covering all employees of local school districts within the Commonwealth of Massachusetts. The retirement systems issue publicly available annual reports that includes financial statements and required supplementary information, which may be obtained by writing to Public Employee Retirement Administration Commission (PERAC), 5 Middlesex Avenue, Suite 304, Somerville, Massachusetts, 02145.

Benefits Provided

MSERS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws (MGL) establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member's highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated on the basis of the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member's age, length of creditable service, and group creditable service, and group classification. The authority for amending these provisions rests with the Legislature.

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of creditable service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65; for certain hazardous duty and public safety positions, normal retirement is at age 55. Most employees who joined the system after April 1, 2012 cannot retire prior to age 60.

The MSERS' funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the MSERS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

MTRS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws (MGL) establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member's highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated on the basis of the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member's age, length of creditable service, and group creditable service, and group classification. The authority for amending these provisions rests with the Legislature.

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of creditable service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65. Most employees who joined the system after April 1, 2012 cannot retire prior to age 60.

The MTRS' funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the MTRS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2017

NOTE F - MASSACHUSETTS TEACHERS' AND STATE EMPLOYEES' RETIREE SYSTEMS (continued)

Contributions

Member contributions for MSERS vary depending on the most recent date of membership:

<u>Hire Date</u>	<u>% of Compensation</u>
Prior to 1975.....	5% of regular compensation
1975 - 1983.....	7% of regular compensation
1984 to 6/30/1996.....	8% of regular compensation
7/1/1996 to present.....	9% of regular compensation
1979 to present.....	An additional 2% of regular compensation in excess of \$30,000

Educational Collaboratives contribute amounts equal to the normal cost of employees' benefits participating in MSERS at a rate established by the Public Employees' Retirement Administration Commission (PERAC), currently 5.6% of covered payroll. Legally, the Collaboratives are only responsible for contributing the annual normal cost of their employees' benefits (i.e., the present value of the benefits earned by those employees in any given year) and are not legally responsible for the past service cost attributable to those employees or previously retired employees of the Collaboratives. During fiscal year 2017, the Collaborative's contributions on behalf of employees totaled \$88,632.

Member contributions for MTRS vary depending on the most recent date of membership:

<u>Hire Date</u>	<u>% of Compensation</u>
Prior to 1975.....	5% of regular compensation
1975 - 1983.....	7% of regular compensation
1984 to 6/30/1996.....	8% of regular compensation
7/1/1996 to present.....	9% of regular compensation
7/1/2001 to present.....	11% of regular compensation (for teachers hired after 7/1/01 and those accepting provisions of Chapter 114 of the Acts of 2000)
1979 to present.....	An additional 2% of regular compensation in excess of \$30,000

The Commonwealth is a nonemployer contributor in MTRS and is required by statute to make all actuarially determined employer contributions on behalf of the member employers participating in MTRS.

The Collaborative is considered to be in a 100% special funding situation as defined by GASB Statement No. 68, *Accounting and Financial Reporting for Pensions* and the Commonwealth is a nonemployer contributing entity under both MSERS and MTRS. Since the employers do not contribute directly to each system beyond the MSERS annual normal cost, there is no net pension liability to recognize. However, the notes to the financial statements must disclose the portion of the nonemployer contributing entities' share of the collective net pension liability that is associated with the employer. In addition, the Collaborative must recognize its portion of the collective pension expense as both a revenue and pension expense.

The nonemployer contributing entities' share of the collective net pension liability that is associated with the Collaborative was measured as of June 30, 2016 and was \$3,653,558 and \$10,938,585 under MSERS and MTRS, respectively. In fiscal year 2017, the Collaborative recognized revenue and related expense of \$507,399 (under GASB Statement No. 68) for its portion of the collective pension expense under MSERS. In fiscal year 2017, the Collaborative recognized revenue and related expense of \$1,115,807, (under GASB Statement No. 68) for its portion of the collective pension expense under MTRS. These amounts are recorded as Intergovernmental revenue and expense in the financial statements.

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2017

NOTE G - LEASE DISCLOSURES

The Collaborative rents classrooms and office space from several of its member communities. The following summarizes rent by these locations:

Location	Rental Space	Annual Rent
Marlborough – Bigelow School	AVCAS School Building	\$148,569
Shrewsbury – High School	Evolution Program	\$ 39,427
Algonquin Regional High School	REACH Classroom	\$ 4,000
Southborough – Trottier Middle School	REACH Classroom	\$ 4,000

The Collaborative also rented property from a third-party for central office space in Marlborough. This property was purchased by the Collaborative in fiscal year 2017. Rent expense for real property leases totaled \$202,496 for the fiscal year ended June 30, 2017.

Future minimum payments, by year, for the next five years and in the aggregate, under non-cancellable real property operating leases consisted of the following at June 30, 2017:

Fiscal year-end	Amount
2018	\$ 200,138
2019	196,363
2020	182,457
2021	160,816
2022	164,032
2023-2027	870,703
2028-2032	961,327
2033-2037	1,061,383
2038-2042	<u>225,181</u>
Total	<u>\$4,022,400</u>

In addition, the Collaborative leases copy and postage equipment. Future minimum lease payments under non-cancellable operating equipment leases with initial or remaining terms of one year or more consisted of the following at June 30, 2017.

Fiscal year-end	Amount
2018	\$11,910
2019	11,910
2020	<u>3,949</u>
Total Minimum Lease Payments	<u>\$27,769</u>

Rent expense for operating equipment leases for fiscal 2017 totaled \$11,149.

NOTE H - OTHER POSTEMPLOYMENT BENEFITS

Plan Description

The Collaborative, per its contracts with employees, generally will pay 50 percent of health care benefits for retirees and their spouses. This agreement can be amended by action of the Collaborative subject to applicable policy changes and employment agreements. The Plan does not issue a stand-alone financial report since there are no assets legally segregated for the sole purposes of paying benefits under the plan.

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2017

NOTE H - OTHER POSTEMPLOYMENT BENEFITS (continued)

Funding Policy

The contribution requirements of the plan members and the Collaborative are established pursuant to applicable employment contracts. Required contributions are based on project pay-as-you-go financing. The cost of administering the plan is paid by the Collaborative. The Collaborative provided required contributions of \$23,299 toward the annual Other Postemployment Benefit (OPEB) cost, comprised of benefit payments made on behalf of retirees (net of reinsurance), administrative expenses, and reinsurance payments, and net of retiree contributions.

Annual OPEB Cost and Net OPEB Obligation

The Collaborative's annual other postemployment benefit (OPEB) cost (expense) is calculated based on the annual required contribution of the employer (ARC). The Collaborative has engaged an actuary to calculate the ARC and related information. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfounded actuarial liabilities (or funding excess) over a period not to exceed thirty (30) years.

The following table shows the components of the Collaborative's annual OPEB costs for the fiscal year, the amount deemed to have been actually contributed to the plan and changes in the Collaborative's net OPEB obligation to the plan at June 30, 2017:

Annual OPEB Cost and Net OPEB Obligation

Discount rate	4.0
Annual Required Contributions	\$ 673,897
Interest on Net OPEB Obligation	95,012
Adjustment to annual required contribution	<u>(85,258)</u>
Annual OPEB cost (expense)	683,651
Expected Employer contributions (including subsidy)	<u>23,018</u>
Change in Net Obligation	660,633
Net OPEB Obligation (Asset) – beginning of year	<u>2,375,296</u>
Net OPEB Obligation (Asset) – end of year	<u>\$3,035,929</u>

The Collaborative's annual OPEB cost, the percentage of annual OPEB cost contributed to the plan and the total net OPEB obligation as of June 30, 2017 was as follows:

Fiscal Year Ended	Annual OPEB Cost	Percentage of	
		Annual OPEB Cost	
		Contributed	Obligation
6/30/17	\$683,651	0%	\$3,035,929

Funded Status and Funding Progress

As of July 1, 2014, the most recent valuation date, the actual accrued liability for benefits was \$4,095,519, and the actuarial value of plan assets was \$0, resulting in an unfunded actuarial liability of \$4,095,519. The schedule of Annual OPEB Cost and Net OPEB Obligation has not been adjusted to reflect the contribution to the OPEB trust during the year ended June 30, 2017 as those amounts were not factored into the actuarial calculation.

The projection of future benefit payments for an ongoing plan involves estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the plan and the annual required contribution of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future.

Assabet Valley Collaborative

Notes to Financial Statements

June 30, 2017

NOTE H - OTHER POSTEMPLOYMENT BENEFITS (continued)

Actuarial Methods and Assumptions

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and plan members) and include the types of benefits provided at the time of each evaluation and this historical pattern of sharing of benefit costs include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with long-term perspective of the calculations.

The Collaborative's OPEB actuarial valuation as of July 1, 2014 used the projected unit credit actuarial method to estimate both the unfunded actuarial liability as of June 30, 2014 and to estimate the Collaborative's Fiscal Year 2017 annual required contribution. The OPEB liability is currently unfunded and the actuarial assumptions include a 4.00 percent rate of return on invested assets. The actuarial assumptions also include an expected payroll growth of 4.50 percent, and an annual health care cost trend rate of 8 percent for medical and dental costs for Fiscal Year 2017. The medical cost rate is reduced to a final cost rate of 5 percent for both medical and dental costs in fiscal year 2017. The unfunded actuarial accrued liability is being amortized at 3.5 percent per year over 30 years at transition. The remaining amortization period at July 1, 2014 is 25 years.

NOTE I - RISK MANAGEMENT

The Collaborative is exposed to various risks of loss related to torts: theft of, damage to, or destruction of assets; errors and omissions; workers' compensation and health care of its employees. All of these risks are covered through the purchase of commercial insurance, with minimal deductibles. Settled claims have not exceeded insurance coverage. There were no significant changes in coverage compared to the prior year.

NOTE J - COMMITMENTS AND CONTINGENCIES

From time to time, the Collaborative may be party to various pending claims and legal proceedings. Although the outcomes of such matters cannot be forecast with certainty, it is the opinion of management and the Collaborative's legal counsel that the likelihood is remote that any such claims or proceedings will have a material adverse effect on the Collaborative's financial position or results of operations.

The Collaborative has received federal and state grants for specific purposes that are subject to review and audit by the grantor agencies. Such audits could lead to requests for reimbursements to the grantor agency for expenditures disallowed under terms of the grants. Management believes such disallowances, if any, would be immaterial.

The Collaborative has employment contracts with members of management. The contracts expire on various dates from June 30, 2017 to June 30, 2019.

NOTE K - SUBSEQUENT EVENTS

The Collaborative evaluated subsequent events through November 14, 2017, which is the date the financial statements were available to be issued.

Assabet Valley Collaborative

Required Supplementary Information

June 30, 2017

Assabet Valley Collaborative
Statements of Revenues, Expenditures and Changes in Fund Balances
of the General Fund - Budget to Actual - Budgetary Basis
For the Year Ended June 30, 2017

	Original & Final Budget	Actual	Variance with Final Budget Favorable (Unfavorable)
Revenues:			
Member assessments	\$ 66,000	\$ 66,000	\$ -
Professional development	134,124	137,330	3,206
Multiple handicapped (REACH/Crossroads)	752,954	679,191	(73,763)
OT/PT/Therapies/Contract services	516,887	459,816	(57,071)
Transportation	5,746,125	6,039,046	292,921
Alternative programs (AVCAS)	3,137,438	2,943,583	(193,855)
Vocational program (Evolution)	1,348,870	1,331,344	(17,526)
Family success partnership (FSP)	347,433	365,715	18,282
Other programs	-	11,341	11,341
Intergovernmental revenue*	-	1,623,206	1,623,206
Interest	-	8,062	8,062
Other	-	13,508	13,508
Total Revenues	12,049,831	13,678,142	1,628,311
Expenditures:			
Administration	889,325	854,404	34,921
Professional development	121,931	153,553	(31,622)
Multiple handicapped (REACH/Crossroads)	853,362	831,671	21,691
OT/PT/Therapies/Contract services	480,227	507,351	(27,124)
Transportation	5,037,794	5,268,215	(230,421)
Alternative programs (AVCAS)	3,126,719	3,016,941	109,778
Vocational program (Evolution)	1,613,978	1,503,214	110,764
Family success partnership (FSP)	397,513	403,478	(5,965)
Other	-	24,177	(24,177)
Intergovernmental expense*	-	1,623,206	(1,623,206)
Capital outlay, net of debt incurred	-	221,141	(221,141)
Debt Service:			
Debt principal	-	42,093	(42,093)
Debt interest	-	6,585	(6,585)
Total Expenditures	12,520,849	14,456,029	(1,935,180)
Excess (Deficiency) of Revenues Over (Under)			
Expenditures	(471,018)	(777,887)	(306,869)
Other Financing Sources			
Transfer to OPEB Trust	(25,000)	-	25,000
Excess (Deficiency) of Revenue and Other Financing			
Sources Over (Under) Expenditures	\$ (496,018)	\$ (777,887)	\$ (281,869)

*Intergovernmental revenue and expense is not budgeted by the Collaborative because it is actuarially determined annually and does not require actual expenditure by the Collaborative.

See independent auditor's report.

Assabet Valley Collaborative
Schedule of Funding Progress of Other Postemployment Benefits
June 30, 2017

Actual Valuation Date	Value of Assets (a)	Accrued Liability (b)	Unfunded AAL (UAAL) (b-a)	Funded Ratio (a/b)
7/1/2017	\$ - *	\$ 4,716,018	\$ 4,716,018	0.00%
7/1/2016	\$ - *	\$ 4,095,519	\$ 4,095,519	0.00%
7/1/2015	\$ -	\$ 3,510,366	\$ 3,510,366	0.00%
7/1/2014	\$ -	\$ 2,524,683	\$ 2,524,683	0.00%
7/1/2013	\$ -	\$ 2,127,772	\$ 2,127,772	0.00%

* Does not include a transfer made by the Collaborative to the OPEB Trust Fund during the year ended June 30, 2016 or interest received on those funds.

Assabet Valley Collaborative
Schedule of the Collaborative's Proportionate Share of Net Pension Liability
For the Year Ended June 30, 2017

		<u>MTRS</u>	<u>MSERS</u>
Collaborative's proportion of net pension liability	FY2015	0.04561%	0.02466%
	FY2016	0.04893%	0.02650%
Collaborative's proportionate share of net pension liability	FY2015	\$ 9,345,520	\$ 2,806,546
	FY2016	\$ 10,938,585	\$ 3,653,558
Collaborative's covered-employee payroll	FY2015	\$ 2,891,227	\$ 1,349,422
	FY2016	\$ 3,218,268	\$ 1,475,832
Collaborative's proportionate share of net pension liability as a percentage of its covered-employee payroll	FY2015	323.24%	207.98%
	FY2016	339.89%	247.56%
Plan fiduciary net position as a percentage of the total pension liability	FY2015	55.38%	67.87%
	FY2016	52.73%	63.48%

Notes to Required Supplementary Information

MTRS is the Massachusetts Teachers' Retirement System

MSERS is the Massachusetts State Employees' Retirement System

Also, see Note F to financial statements

Measurement Date

The amounts presented in this schedule were determined as of June 30, 2016.

Schedule Presentation

This schedule is intended to present information for 10 years. Until a 10-year trend is compiled, information is presented for those years for which information is available.

Assabet Valley Collaborative
Schedule of Pension Contributions
For the Year Ended June 30, 2017

	<u>MTRS</u>	<u>MSERS</u>
<u>Fiscal 2015</u>		
Contractually required contribution	\$ -	\$ 75,568
Contributions in relation to the contractually required contribution	\$ -	\$ 75,568
Contribution deficiency (excess)	\$ -	\$ -
Collaborative's covered-employee payroll	\$ 2,891,227	\$ 1,349,429
Contributions as a percentage of covered-employee payroll	0.00%	5.60%

<u>Fiscal 2016</u>		
Contractually required contribution	\$ -	\$ 82,647
Contributions in relation to the contractually required contribution	\$ -	\$ 82,647
Contribution deficiency (excess)	\$ -	\$ -
Collaborative's covered-employee payroll	\$ 3,218,268	\$ 1,475,839
Contributions as a percentage of covered-employee payroll	0.00%	5.60%

Notes to Required Supplementary Information

MTRS is the Massachusetts Teachers' Retirement System

MSERS is the Massachusetts State Employees' Retirement System

Also, see Note F to financial statements

Measurement Date

The amounts presented in this schedule were determined as of June 30, 2016.

Schedule Presentation

This schedule is intended to present information for 10 years. Until a 10-year trend is compiled, information is presented for those years for which information is available.

Contributions

The Collaborative is required to pay an annual appropriation as established by the Public Employees' Retirement Administration Commission (PERAC) for MSERS. No contribution is required for MTRS. The Commonwealth of Massachusetts as a nonemployer is legally responsible for the entire past service cost related to the Collaborative and therefore has a 100% special funding situation.

Assabet Valley Collaborative

Other Supplementary Information

June 30, 2017

Assabet Valley Collaborative
Statement of Revenues and Expenditures and Changes in Fund Balance by Program
For the Year Ended June 30, 2017

	Multi Handicapped REACH	Transportation	Professional Development	Student Exchange	Alternative HS	Consultation Services	Vocational Evolution	Family Success Partnership	Evolution Gift
Revenues									
Programs	\$ 679,191	\$ 6,039,046	\$ 137,330	\$ -	\$ 2,943,583	\$ 459,816	\$ 1,331,344	\$ 365,715	\$ -
Federal and state grants	-	-	-	-	-	-	-	-	-
Other revenue	-	-	-	-	-	-	-	-	-
Total Revenues	679,191	6,039,046	137,330	-	2,943,583	459,816	1,331,344	365,715	-
Expenditures									
Salaries	375,230	45,161	57,344	-	1,978,558	151,393	972,410	318,019	-
Therapy	108,320	-	-	-	138,803	258,054	113,971	-	-
Other contracted services	6,427	-	69,306	-	71,793	2,144	8,125	632	-
Transportation	-	5,212,114	-	-	4,279	15,733	56,354	-	-
Supplies	4,600	-	-	-	33,118	758	11,319	1,182	-
Retirement	8,815	2,529	-	-	21,797	10,629	26,186	3,335	-
Medicare	8,766	570	402	-	31,058	5,578	14,778	4,149	-
Travel	2,769	21	2,844	-	2,501	4,909	6,119	7,634	-
Medical insurance	103,497	6,989	-	-	202,824	58,687	189,441	53,536	-
Medical services	189,974	-	-	-	166,851	-	60,602	-	-
Rent	8,000	-	-	-	148,891	-	42,427	-	-
Maintenance	-	-	-	-	43,901	-	240	2,206	-
Membership & subscriptions	408	200	-	-	1,743	475	1,019	-	-
Telephone & utilities	9,501	631	5,143	-	102,193	6,145	16,967	-	-
Equipment	4,894	-	-	-	32,461	5,630	5,135	11,904	-
Misc. services	470	-	548	-	36,170	-	1,578	881	18
Professional development	-	-	17,966	-	-	-	-	-	-
Total Expenditures	831,671	5,268,215	153,553	-	3,016,941	520,135	1,526,671	403,478	18
Revenues (over) under expenditures before transfers	(152,480)	770,831	(16,223)	-	(73,358)	(60,319)	(195,327)	(37,763)	(18)
Other financing sources (uses):									
Operating transfers out	(80,945)	(512,748)	-	-	(293,634)	(50,624)	(148,589)	-	-
Net change in fund balances	(233,425)	258,083	(16,223)	-	(366,992)	(110,943)	(343,916)	(37,763)	(18)
Fund Balances - Beginning of Year	933,395	1,367,884	(23,533)	1,168	135,909	(81,408)	(597,128)	(3,131)	18
Fund Balances - End of Year	\$ 699,970	\$ 1,625,967	\$ (39,756)	\$ 1,168	\$ (231,083)	\$ (192,351)	\$ (941,044)	\$ (40,894)	\$ -

See independent auditor's report.

Assabet Valley Collaborative

Statement of Revenues and Expenditures and Changes in Fund Balance by Program (Continued)

For the Year Ended June 30, 2017

	Building		Insurance	MOEC	Evolution	Program	CF Adams		Peer		Total
	Use	Revolving	Revolving	Revolving	Event Club	Improve	Trust	Review	Grant	Programs	
Revenues											
Programs	\$	-	\$ 2,815	\$ -	\$ 429	\$ 1,595	\$ -	\$ -	\$ -	\$3,002	\$11,963,866
Federal and state grants		-	-	-	-	-	-	-	-	3,500	3,500
Other revenue		-	-	1,992	-	-	-	-	-	-	1,992
Total Revenues		-	2,815	1,992	429	1,595	-	-	-	6,502	11,969,358
Expenditures											
Salaries		-	400	-	-	-	-	-	-	-	3,898,515
Therapy		-	-	-	-	-	-	-	-	-	619,148
Other contracted services		-	3,526	-	-	1,599	-	-	12,300	4,850	180,702
Transportation		-	-	1,992	-	-	-	-	-	-	5,290,472
Supplies	224	-	-	-	318	-	-	-	-	155	51,674
Retirement		-	-	-	-	-	-	-	-	-	73,291
Medicare		-	6	-	-	-	-	-	-	-	65,307
Travel		-	-	-	-	-	-	-	-	-	26,797
Medical insurance		-	-	-	-	-	-	-	-	-	614,974
Medical services		-	-	-	-	-	-	-	-	-	417,427
Rent		-	-	-	-	-	-	-	-	-	199,318
Maintenance		-	-	-	-	-	-	-	-	-	46,347
Membership & subscriptions		-	-	-	-	-	-	-	-	-	3,845
Telephone & utilities		-	-	-	-	-	-	-	-	-	140,580
Equipment		-	-	-	-	-	-	-	-	-	60,024
Misc. services		-	125	-	-	-	-	-	-	164	39,954
Professional development		-	-	-	-	-	-	-	-	-	17,966
Total Expenditures		224	4,057	1,992	-	1,917	-	-	12,300	5,169	11,746,341
Revenues (over) under expenditures before transfers		(224)	(1,242)	-	429	(322)	-	-	(12,300)	1,333	223,017
Other financing sources (uses):											
Operating transfers out		-	-	-	-	-	-	-	-	-	(1,086,540)
Net change in fund balances		(224)	(1,242)	-	429	(322)	-	-	(12,300)	1,333	(863,523)
Fund Balances - Beginning of Year		429	7,378	(18,626)	(4)	1,843	32,634	(3,460)	13,862	912	1,768,142
Fund Balances - End of Year	\$	205	\$ 6,136	\$ (18,626)	\$ 425	\$ 1,521	\$ 32,634	\$ (3,460)	\$ 1,562	\$2,245	\$ 904,619

See independent auditor's report.

Assabet Valley Collaborative
Schedule of Treasurer's Cash
June 30, 2017

COMPOSITION OF CASH AT YEAR END:

Governmental fund cash is comprised of:

Avidia Bank (2 accounts)	Interest Bearing	\$ 1,097,668
Avidia Bank (2 accounts)	Non-Interest Bearing	26,520
Marlborough Savings Bank (1 account)	Interest Bearing	601,410
Marlborough Savings Bank (1 account)	Non-Interest Bearing	<u>6,247</u>
Total governmental fund cash		<u><u>\$ 1,731,845</u></u>

Fiduciary fund cash is comprised of:

Avidia Bank (1 account)	Interest Bearing	<u>\$ 50,104</u>
Total fiduciary fund cash		<u><u>\$ 50,104</u></u>

See independent auditor's report.

Assabet Valley Collaborative
Information Required by MGL Chapter 40
For the Year Ended June 30, 2017

Transactions between the Collaborative and any related for-profit or non-profit organization:

None

Transaction or contracts related to the purchase, sale, rental or lease of real property:

See Note G - Lease Disclosures

The names, duties and total compensation of the five most highly compensated employees:

<u>Name and Title</u>	<u>Total Compensation</u>
K. Kusiak, Consulting Psychiatrist	\$ 154,963
C. Cummins, Executive Director	\$ 152,416
A. Mahan, Assistant Executive Director of Finance	\$ 116,000
K. Laskey, Director of Satellite Programs	\$ 105,000
S. Van der Swaagh, Co-Director of Therapeutic Programs	\$ 103,726

The amounts expended on administration and overhead:

Administration and overhead \$ 854,404

Any accounts held by the Collaborative that may be spent at the discretion of another person or entity:

None

Amounts expended on services for individuals aged 22 years and older:

None

Any other items as may be required by regulation:

None

Annual determination and disclosure of cumulative surplus:

				Page(s) in financial statements
<u>Cumulative Surplus Calculation - FY17</u>				
(A)	Voted Cumulative Surplus as of 6/30/16	\$ 2,718,128	(A)	p. 12
(B)	1 Amount of (A) used to support the FY17 Budget	(B)1 \$ 777,887		
	2 Amount of (A) returned to member districts	(B)2 \$ -		
	(B)1 + (B)2 = (B)	\$ 777,887	(B)	
(C)	Unexpended FY17 General Funds	\$ -	(C)	p. 12
(D)	Cumulative Surplus as of 6/30/17 (A) - (B) + (C) = (D)	\$ 1,940,241	(D)	
(E)	FY17 Total General Fund Expenditures*	\$ 12,832,823	(E)	p. 12
(F)	Cumulative Surplus Percentage (D) ÷ (E)	15%	(F)	

* Excludes Intergovernmental expense

See independent auditor's report.



FRITZ DEGUGLIELMO LLC
CERTIFIED PUBLIC ACCOUNTANTS
& BUSINESS ADVISORS

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON
AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Directors of
Assabet Valley Collaborative
Marlborough, Massachusetts

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Assabet Valley Collaborative (a collaborative organized under the Laws of the Commonwealth of Massachusetts), as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise Assabet Valley Collaborative's basic financial statements, and have issued our report thereon dated November 14, 2017.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Assabet Valley Collaborative's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Assabet Valley Collaborative's internal control. Accordingly, we do not express an opinion on the effectiveness of the Assabet Valley Collaborative's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Assabet Valley Collaborative's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink, reading "Fritz DeGuglielmo" followed by a stylized flourish.

Certified Public Accountants

Newburyport, Massachusetts

November 14, 2017



Providing joint programs
and services for school
districts of:

Assabet Valley Region
Auburn
Berlin/Boylston Region
Berlin
Boylston
Grafton
Hudson
Marlborough
Maynard
Millbury
Nashoba Region
Northborough
Northborough/
Southborough Region
Southborough
Shrewsbury
Westborough

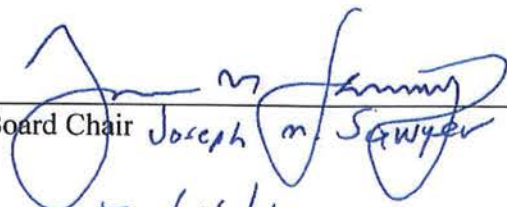
Offering the following
programs:

Orchard Street Academy
Consultation Services
Evolution
Family Success Partnership
Professional Development
REACH
SOAR
Transportation Services

ACCEPTANCE OF THE BOARD OF DIRECTORS

We, the Board of Directors of the Assabet Valley Collaborative, have voted to accept the representations of management and the expression of the opinions made by Fritz DeGuglielmo LLC as embodied in the financial statements, supplemental schedules and independent auditor's reports for the year ended June 30, 2017.

We also certify that the representations made by management and the disclosures in the financial statements are accurate and have been correctly and completely disclosed as required by accounting principles generally accepted in the United States of America and under Commonwealth of Massachusetts laws for the year ended June 30, 2017.

Board Chair 
12/4/17
Date



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **1/31/18**

BACKGROUND INFORMATION:

The minutes are enclosed.

ACTION RECOMMENDED:

That the Committee accept the minutes from the School Committee workshop held on December 13, 2017, and the School Committee meeting held on January 10, 2018.

STAFF AVAILABLE FOR PRESENTATION:

Dr. B. Dale Magee, Chairperson

Ms. Sandra Fryc, Secretary

**School Committee Workshop
Shrewsbury High School
Principal's Conference Room
64 Holden Street
SHREWSBURY, MASSACHUSETTS**

Wednesday, December 13, 2017

Present: Dr. Dale Magee, Chairperson; Mr. Jon Wensky, Vice Chairperson; Ms. Sandy Fryc, Secretary; Ms. Erin Canzano; Mr. Jason Palitsch; Dr. Joseph Sawyer, Superintendent of Schools; Ms. Amy Clouter, Assistant Superintendent of Schools; Mr. Patrick Collins, Assistant Superintendent of Finance and Operations; Ms. Barb Malone, Director of Business Services; and Ms. Meg Belsito, Director of Special Education and Pupil Personnel Services

Workshop opened at 6:01 PM

FY19 Budget Planning

Mr. Collins provided the group with information regarding several important areas to consider for the Fiscal Year 2019 Budget process/projections, including the Board of Selectmen Fiscal Year 2019 policies and the Town Manager's Fiscal Year 2019 revenue projections. The initial town budget from Mr. Mizikar will likely be provided in February 2018. The School Committee discussed that the Town Manager's initial budget presentation has typically been conservative in past years, and will be interested in whether the FY19 process under the new Town Manager will provide an initial budget number that reflects an amount closer to the final sum that the School Department can expect to receive in appropriated dollars from the town.

The group discussed the initial school department FY19 budget recommendation should represent a carry forward/level service number that is inline with the School Committee priorities and guidelines. However, it is important that the community clearly understand the needs of the district will likely exceed available level service funding. Dr. Sawyer anticipates challenges in meeting the needs of the district with a level service budget for FY19.

Dr. Sawyer stated that in January 2018 there would be additional input from the District Leadership Team and they will identify some key areas that will require increased resources. The groups discussed having a level service budget include areas of financial need that are determined essential and will need to be included in the FY19 budget.

The group discussed current fees for busing, athletics, pre-school and Full Day Kindergarten and the potential to consider increases in fees and tuitions in these areas. The bus contract is in a bid year, and Mr. Collins explained there is little competition in the bus services market, which may be a concern as we negotiate the upcoming contract terms. The district is experiencing an increase in athletic coaching salary costs and consideration needs to be given to increasing fees in light of the cost of providing services. Discussion included consideration of more frequent, smaller fee increases so parents/caregivers are not hit with large increases that may be more difficult to manage financially.

The group discussed the Beal Building Project and the plan to provide full day kindergarten for all students when space becomes available. As we head towards 2022 and project future costs, we need to discuss with the other town boards and the community the need to be less dependent on the full day kindergarten tuition. The group agrees that a gradual decrease in dependence on the funds the full day kindergarten tuition bring to the district is warranted, as the entire tuition loss in 2022 will most likely not be available from town funding.

Dale expressed the need to clearly outline any proposal to reduce FDK fees over a period of time when the public may see the district possibly need to reduce program or cut staff. The messaging should explain long term strategic fiscal planning that must be less dependent on fees between now and the year 2022 when it is intended that full day kindergarten will be available for students without a fee if and when the new Beal School opens, thereby creating adequate space.

The School Committee requested that another budget workshop be scheduled in January 2018.

Upon motion to adjourn by Sandy Fryc and seconded by Jon Wensky the Committee adjourned the meeting at 7:47 PM.

Respectfully submitted,

Sandra Fryc - Secretary

Documents referenced:

1. Full-Day Kindergarten Fact Sheet
2. Full Day Kindergarten Tuition Rates

3. Fee Change Scenarios
4. BOS Fiscal Policies FY19
5. FY19 Character Code Summary
6. Town Manager's Revenue Projection
7. Enrollment Projections by School
8. Workshop Topics Memo

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

MINUTES OF SCHOOL COMMITTEE MEETING

Wednesday, January 10, 2018

Present: Dr. Dale Magee, Chairperson; Mr. Jon Wensky, Vice Chairperson; 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.
Not present: Ms. Sandy Fryc, Secretary

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

The meeting was convened by Dr. Magee at 7:01 pm.

I. Public Participation

None.

II. Chairperson's Report & Members' Reports

Mr. Wensky advised that his three year term on the Committee was drawing to a close, and that he will be seeking re-election. Mr. Palitsch noted that Shrewsbury Education Foundation (SEF) would be hosting their annual fundraising dinner, which recognizes grant winners and leadership award recipients, on January 20th.

III. Superintendent's Report

Dr. Sawyer also noted the upcoming SEF dinner and acknowledged the following John P. Collins Award winners:

Paraprofessionals:

Lisa Pashou, Sherwood Middle School

Cindy Reid, Parker Road Preschool

Support Staff:

Travis Perron, Custodian, Oak Middle School (and who recently filled in at Sherwood)

Unsung Hero:

Jim Roche, Community Volunteer, ESL Program at Sherwood

Professional Educators:

Ken Avery, Grade 2 Teacher, Floral Street School

Liz McGandy, ESL Teacher, Sherwood Middle School

Sarah Monica, Little Colonials Preschool Teacher, Shrewsbury High School

Leadership:

Patrick Collins, Assistant Superintendent for Finance & Operations

Dr. Sawyer noted the Community Service Award is being given collectively to the students of Shrewsbury High School for their extraordinary contributions to serving the community.

IV. Time Scheduled Appointments:

A. SHS Student Advisory Committee (SAC): Report

Benjamin George, Student, Class of 2018, SAC Chair; Maya McCollum, Student, Class of 2018; Erica Hanlon, Student, Class of 2019; Paulina Hruskoci, Student, Class of 2019; Prisha Singh, Student, Class of 2019, gave a report that included information on Student Advocacy as it relates to Town Meeting at Shrewsbury High School (topics included the timing of assignments in the Schoology learning management system software, parking, social science electives/financial literacy learning opportunities, and vegetarian/vegan cafeteria choices) and the newly developed Strategic Priorities (topics included school start times, student workloads, AP course options and availability, and real-world application of classroom learning).

They went on to discuss extracurricular activities, detailing successes and providing information on athletics (noting the addition of freshman teams as an area of opportunity), the performing arts, clubs (over 50 at SHS), and community service (noting the student body has continually surpassed set hourly goals).

Committee members asked clarifying questions and noted the sophistication and relevance of students' concerns presented at this meeting, as well as at their SHS Town Meeting, relative to academics, extracurricular activities, and student well-being.

B. Campaign for Shrewsbury Athletic Fields: Report & Vote

Ms. Michelle Biscotti and Ms. Kathleen Keohane, Co-Coordination of Development & Volunteer

Activities, provided an update on The Campaign for Shrewsbury Athletic Fields which included background information on the project and described how they have been working to raise funds. They noted that \$1,145,717 of the needed \$1.8 M has been raised, recognized donors, and described efforts in the coming weeks (which include the Tailgate for Turf fundraiser on

February 3) to raise the balance of funds by February 2018 to allow for field installation in time for the 2018-19 school year. Mr. Collins added that if funds were not raised in time, an increase of 3-5% in costs could be expected for installation the following year, and that maintenance costs for the existing natural grass fields would also be incurred for an additional year. The Committee asked clarifying questions, then Ms. Keohane read a statement from donors Columbia Tech and The Coghlin Family.

On a motion by Mr. Palitsch, seconded by Mr. Wensky, the School Committee voted unanimously to accept a \$5,000 gift from Karyn Polito and Steve Rodolakis; a \$5,000 gift from Jim and Hannah Kane; a \$10,000 gift from Columbia Tech and The Coghlin Family; and a \$25,000 gift from Mark and Lisa Govoni, for the athletic field project at Shrewsbury High School.

C. Beal School Building Project: Space Planning Report

Mr. Collins, Katie Crockett, Lamoureux Pagano Associates, and Sean Brennan, Lamoureux Pagano Associates, gave a report to the Committee on the status of the Feasibility Study Phase (Module 3) of the Beal School Building Project, noting key elements of the Preliminary Design Program (PDP). Mr. Collins began by describing the post construction space and enrollment plan (which informed the proposed plan for 40 classrooms in the new school) and provided historical information on recently completed SPS projects (since 1997) that are already over capacity. Ms. Crockett and Mr. Brennan presented a Proposed Space Summary draft with detailed information on conditions at the existing Beal School, MSBA guidelines, and proposed space summaries on different school configurations dated 12-1-17 and 12-12-17, noting that Ms. Clouter's work on the Educational Philosophy Statement informs the modeling they use to determine allocated spaces. They also presented a Program Adjacency Diagram which provided a very general representation of the physical spaces proposed in the summary.

In response to questions from the Committee they advised that MSBA guidelines are a starting point for space allocation, and that the size of spaces can vary depending (as in the two configurations previously referenced) on the particular needs of a school in areas including Special Education. Dr. Sawyer provided clarifying information on the "common circulation spaces" shown in the diagram. Ms. Crockett and Mr. Brennan concluded by providing a very detailed summary of the steps of the Feasibility Study Phase (Module 3) of the project.

V. Curriculum

A. SHS Program of Studies: Proposed Changes for 2018-2019

Mr. Todd Bazydlo, Principal; Ms. Maureen Monopoli, Assistant Principal; and Ms. Jennifer DiFrancesca, Director of Social Sciences, Shrewsbury High School, provided an annual report on proposed changes to the Program of Studies at SHS for 2018-2019. Mr. Bazydlo began with an overview and timeline of the course selection process, noted changes in efficiency and occupancy from the current school year that would be taken into consideration, and noted

changes to special programs that included a redefinition of *Senior Exhibition* (grade 12 program) to *Capstone Exhibition* (spring of grade 11 through fall of grade 12 program) and the addition of *Job Shadowing* and *Cooperative Work Study*.

Ms. Monopoli described detailed changes to courses in Family Consumer Science, Foreign Language, Mathematics, Physical Education, Instructional Technology and Media Services, Performing Arts, and Visual Arts. Ms. DiFrancesca described detailed changes in the Social Sciences department, which included the addition of courses based on student interest.

The Committee asked clarifying questions around *Job Shadowing* (length of program, opportunities/family demographics as a factor, quality of programs offered), data entry relative to course selection, and coordinating enrollment requests with instructor availability. Dr. Sawyer thanked the group for the report and noted that the proposed Program of Studies anticipated changes informed by data from the *Portrait of a Graduate* and Strategic Priorities surveys.

VI. Policy

None.

VII. Finance & Operations

None.

VIII. Old Business

IX. New Business

A. Superintendent's State of the District Annual Report

Dr. Sawyer noted that the annual State of the District Report would be an overarching view of the district from his perspective, summarized in five points:

- 1) Our students continue to demonstrate success by traditional measures, and community satisfaction with the quality of our schools is high.
- 2) We have articulated a bold, shared vision for the characteristics we wish for our students to develop as a result of their education in Shrewsbury.
- 3) We have developed an ambitious set of strategic priorities and goals that will guide the direction and focus the energy of our district and our schools for the next five years.
- 4) Realizing our vision, priorities, and goals will require the resources to do the job.
- 5) Empowerment is the key.

Dr. Sawyer discussed all five points, and specifically highlighted the resources needed to realize the district's vision, priorities, and goals: community partnerships with businesses, higher education, service agencies, alumni, etc; family engagement and culturally proficient practices in an increasingly diverse community; social emotional learning strategies and programming; comprehensive well-being strategy and programming for staff.

Committee members thanked Dr. Sawyer for the report and noted that: SPS students feel valued; the status of the district is strong, and keeps evolving; they like the reflective nature of the report and the district; and resources are needed to continue driving success.

X. Approval of Minutes

Without objections from the Committee, the minutes of the School Committee meeting on December 20, 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 9:20 pm.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. SAC Agenda
2. Campaign for Shrewsbury Athletic Fields Slide Report
3. MSBA Module 3 Document
4. Beal Project Space Planning Template
5. Beal Project K-4 Space/Enrollment Projection
6. Beal Project Slides
7. SHS Program of Studies Proposed Changes Memo
8. SHS Program of Studies Proposed Changes Slide Presentation
9. Superintendent's State of the District Report
10. Superintendent's State of the District Slide Presentation
11. Lamoureux Pagano Documents
12. Set(s) of Minutes as Referenced Above



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **1/31/18**

A. For the purposes of negotiations with the Shrewsbury Paraprofessionals Association

B. For the purposes of negotiations with non-represented employees

BACKGROUND INFORMATION:

Executive session is warranted for these purposes.

ACTION RECOMMENDED:

That the School Committee enter into executive session for the purposes of negotiations with the Shrewsbury Paraprofessionals Association and negotiations with non-represented employees, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body, and reconvene to open session only for the purpose of adjourning for the evening.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Barbara A. Malone, Director of Human Resources

Dr. Joseph M. Sawyer, Superintendent of Schools

ITEM NO: **XII. Adjournment**