



**School Committee  
Meeting**

**January 21, 2015  
7:00 pm**

**Town Hall  
Selectmen's Meeting Room**



SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING  
AGENDA  
January 21, 2015 7:00pm  
Town Hall—Selectmen's Meeting Room



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. Special Education: Student Presentation	7:10 – 7:30
V. Curriculum	
A. SHS Program of Studies: Vote to Approve	7:30 – 7:40
VI. Policy	
VII. Budget	
A. Special Education: Budget & Finance Report	7:40 – 8:10
B. Fiscal Year 2016 School Department Budget: Superintendent's Recommendation	8:10 – 8:40
C. State Commission on Chapter 70 Funding: Discussion	8:40 – 8:55
VIII. Old Business	
IX. New Business	
X. Approval of Minutes	8:55 – 9:00
XI. Executive Session	
XII. Adjournment	9:00

**Next meeting: February 4, 2015**



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



**ITEM NO: I. Public Participation**

**MEETING DATE: 1/21/15**

**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 Dr. B. Dale Magee, 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:**

Dr. B. Dale Magee, Chairperson  
Mr. Jason Palitsch, Vice Chairperson  
Ms. Erin Canzano, Secretary  
Ms. Sandra Fryc, Committee Member  
Mr. John Samia, Committee Member

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

**SPECIFIC STATEMENT OR QUESTION:**

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

**BACKGROUND INFORMATION:**

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

**STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools

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

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



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



**ITEM NO: IV. Time Scheduled Appointment**  
**A. Special Education: Student Presentation**

**MEETING DATE: 1/21/15**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear a student presentation on the Special Education program?

**BACKGROUND INFORMATION:**

1. Ms. Maguire has asked two current Shrewsbury High School students to share their experiences and perspectives relative to their participation in the district's special education program.

**ACTION RECOMMENDED:**

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

**STAFF AVAILABLE FOR PRESENTATION:**

Ms. Melissa Maguire, Director of Special Education and Pupil Personnel Services  
James Canzano, SHS Class of 2017  
Dominic Hawes, SHS Class of 2017



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



ITEM NO: VI. Policy

MEETING DATE: 1/21/15

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS  
School Committee



ITEM NO: VII. Budget

MEETING DATE: 1/21/15

A. Special Education: Budget & Finance Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear the annual report on the district's Special Education Department budget and finances?

BACKGROUND INFORMATION:

1. Ms. Maguire will provide information related to the cost of Special Education programming.
2. The enclosed report provides details regarding costs, state funding, etc.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION

Ms. Melissa Maguire, Director of Special Education and Pupil Personnel Services

# Shrewsbury Public Schools

Office of Special Education  
Pupil Personnel Services  
15 Parker Road, Shrewsbury, MA 01545

508-841-8660

Fax 508-841-8661

Melissa Maguire, Director

## Annual Special Education Budget Report: January 2015

### Introduction:

Shrewsbury Public Schools has a comprehensive program for students with disabilities. The school system 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 the opportunities for children with disabilities to have access to the general curriculum.

It is the responsibility of the school district to provide every student with disabilities with a free, appropriate public education (FAPE) within the least restrictive environment (LRE) from ages 3 to 22. This age range is important because it significantly increases the amount of time that the school district is responsible for educating a student with special needs that must be factored into the overall cost of special education.

The Shrewsbury Public Schools are responsible for educating **755** (October 1, 2014 enrollment report) students with disabilities both in the district and out of the district.

State Reporting based on October 1 enrollment				
	2011/2012 October 1	2012/2013 October 1	2013/2014 October 1	2014/2015 October 1
<b># of special education students</b>	890	907	816	755
<b>District % of students in special education</b>	15.0	15.0	13.5	13.6*
<b>State % of students in special education</b>	17.0	17.0	17.0	17.1

\* This percentage is given by the Department of Elementary & Secondary Education based on the enrollment data provided for October 1, 2014.

Based on current data, there are **816** students who are considered to be receiving special education services. This number includes students after October 1, 2014 who have moved in to the district or moved out of the district, eligible students who have since turned three years old, and those who have been evaluated and found eligible. This number also includes students who are currently referred for an evaluation or are in process of an evaluation. These students are considered special education students until they are determined eligible or not eligible for special education services and are calculated in the total number of students served until such time; some number will not qualify.

Referrals for Special Education Services							
2011-2012		2012-2013		2013-2014		2014-2015	
#	Eligible	#	Eligible	#	Eligible	#	Eligible
82	76 (93%)	131	121 (92%)	211	120 (57%)	<b>161</b>	---

\*Referrals include any student referred by the school or parent to be evaluated in an area of suspected disability.

The referral numbers may also include students who are currently receiving special education services, but a new area of disability is being evaluated. It is important to note that the actual number of students found eligible last year was almost exactly the same as the previous year, but the number of referrals increased by 61%. We believe this is due to the class size and resource crisis we experienced, where students were more likely to demonstrate difficulties without the time and attention they would have received under typical circumstances, and where families were more likely to seek special education as a remedy. We believe that the high number of referrals to date this current year is still a byproduct of the district's inability to bring adequate instructional resources to bear until this year, resulting in a number of students not meeting expected academic benchmarks and who are now being referred to determine eligibility for special education services. We believe that this trend will reverse itself over time now that the class size problem has been resolved, with the understanding that the impact of multiple years of resource limitations cannot be resolved immediately.

**Measures of Special Education Performance: Massachusetts State Performance Plan (MA SPP):**  
 Developed in accordance with 20 U.S.C. 1416(b)(1), the MA SPP responds directly to the 20 indicators identified by the Office of Special Education Programs (OSEP), and includes baseline data, targets, and improvement activities for each indicator.

**Indicator 1 - Graduation Rate**

The state target and district and state rates for Indicator 1 are the most current data available. Data reported in the State Performance Plan and Annual Performance Report reflect a one year data lag in reporting.

For the 2012-13 school year, the state target for the Graduation Rate for Students with IEPs is 80%.

Reported	Cohort 2013 Graduates	# of Students in 2013 Cohort	District Rate	State Rate	State Target
Special Education	55	73	75.3%	67.8%	80%
General Education	346	359	96.4%	89.3%	
All Students	401	432	92.8%	85.0%	

**Indicator 2 - Dropout Rate**

The state target and district and state rates for Indicator 2 are the most current data available. Data reported in the State Performance Plan and Annual Performance Report reflect a one year data lag in reporting.

For the 2012-13 school year, the state target for the Dropout Rate for Students with IEPs is 4.3%.

Reported	Dropouts	Students Enrolled in Grades 9-12	District Rate	State Rate	State Target
Special Education	3	212	1.4%	2.9%	4.3%
General Education	10	1446	0.7 %	2.0%	
All Students	13	1658	92.8%	2.2%	



**Indicator 3 - Participation and Performance of Students with IEPs on Statewide Assessments (MCAS)**

**2013 MCAS Results for Students With Disabilities by Grade and Subject**

**Composite Performance Index (CPI):** A 100-point index that combines the scores of students who take standard MCAS tests (the Proficiency Index) with the scores of those who take the MCAS-Alternate Assessment (MCAS-Alt) (the MCAS-Alt Index) and is a measure of the extent to which students are progressing toward proficiency in ELA and mathematics, respectively.

Grade Level and Subject	Shrewsbury CPI	State CPI
Grade 3 Reading	77.7	63.4
Grade 3 Mathematics	80.4	64.4
Grade 4 English Language Arts	73.2	55.5
Grade 4 Mathematics	70.2	61.0
Grade 5 English Language Arts	75.3	62.3
Grade 5 Mathematics	69.2	57.3
Grade 5 Science and Tech/Eng	67.9	60.4
Grade 6 English Language Arts	80.9	63.1
Grade 6 Mathematics	75.0	54.9
Grade 7 English Language Arts	83.5	68.3
Grade 7 Math	58.3	48.0
Grade 8 English Language Arts	79.3	69.9
Grade 8 Mathematics	62.9	48.8
Grade 8 Science and Tech/Eng	59.3	50.1
Grade 10 English Language Arts	96.3	88.4
Grade 10 Mathematics	87.7	70.0
Grade 10 Science and Tech/Eng	80.3	70.3

\* Current data available on the DESE website

**Indicator 4 - Suspension/Expulsion for Students with IEPs**

The federal Office of Special Education Programs (OSEP) requires a one year data lag in reporting on Indicator 4. For example, the information used to calculate Indicator 4 in the report submitted to OSEP in the February 2014 state report is data collected by districts during the 2009-2010, 2010-2011 and 2011-2012 school years. Therefore, the Indicator 4 summary here reflects this lag in data reporting.

In all years, the state target for Suspension/Expulsion is 0%.

Reported	Special Education			
	FY 2010	FY 2011	FY 2012	FY 2013
# of Students	995	906	888	862
# of Students Suspended for Greater than 10 Days	4	1	1	0
District Rate	0.4%	0.1%	0.1%	0.0%
State Rate	1.2%	1.3%	1.2%	1.1%
State Target	0.0%	0.0%	0.0%	0.0%

**Indicator 5 - Educational Environments for Students Aged 6 - 21 with IEPs**

For 2012-13, the state target for the % of Students with IEPs served in Full Inclusion is 59.7%, the target for % of Students with IEPs served in Substantially Separate placements is 14.5%, and the target for % of Students with IEPs served in Separate Schools, Residential Facilities, or Homebound/Hospital placements is 5.5%.

	Enrollment	District Rate	State Rate	State Target
Enrolled Students with IEPs	799			
Full Inclusion (inside general education classroom 80% or more)	599	75.5%	59.2%	59.7%
Partial Inclusion (inside the general education classroom 40%-79% of the day)	88	11.0%	18.8%	--
Substantially Separate (inside the general education classroom less than 40% of the day)	57	7.1%	15.0%	14.5%
Separate Schools, Residential Facilities, or Homebound/Hospital placements (does not include parentally-placed private school students with disabilities)	55	6.9%	6.9%	5.5%

**Indicator 6 - Educational Environments for Students Aged 3 - 5 with IEPs**

In 2012-13, the state target for the percent of students receiving a majority of their special education and related services in an inclusive early childhood program is 24%. The state target for the percentage of students attending a separate special education class, separate school, or residential facility is 13.9%. Included in the table below is additional information about students receiving special education services outside of the inclusive early childhood program that they attend and students that receive services either at home or at a service provider location.

	Enrollment	District Rate	State Rate	State Target
Students Age 3-5 with IEPs	87	0.097%		
Full Inclusion (Students in an inclusive early childhood program and receiving >50% of their special education and related services in that setting) (Indicator 6A)	32	36.8%	38.9%	24.0%
Partial Inclusion (Students in an inclusive early childhood program and receiving their special education and related services in that setting 0-50% of the time)	44	4.9%	37.2%	--
Substantially Separate (Students attending a separate special education class, separate school, or residential facility) (Indicator 6B)	4	0.4%	15.1%	13.9%
Students not attending an early childhood program and receiving special education and related services either in the home, at a service provider location, or some other location	7	0.8%	8.9%	--

**State Financial Support for Special Education: Circuit Breaker**

It is important to note, when discussing special education costs, that the federal legislation governing special education, IDEA or the Individuals with Disabilities Education Act, was originally mandated to fund 40% of the per pupil costs of educating all children with special needs. However, the federal funding contribution to local and state budgets for special education has consistently been approximately 18%, far below what is actually needed.

Equally as important, the state circuit breaker reimbursement formula had decreased significantly between 2010 and 2013. Although the legislature indicated that this year's state budget would fully fund Circuit Beaker at 75%, the initial payments for FY15 reimbursement have been just under 72%, and because of the current state budget deficit it is unclear whether this rate will continue or whether the full 75% will eventually be paid; this will probably not be known until the very end of the current fiscal year. The district budgeted for a 72% rate, as our budget was set prior to the state budget, which puts the current rate of reimbursement on target.

	Students Claimed	Claim Amount*	Foundation	Net Claim	Reimbursement
FY 2011	89	\$6,238,081	\$3,361,332	\$2,876,749	44% \$1,256,118
FY 2012	84	\$6,344,325	\$3,137,310	\$3,207,015	71% \$2,281,866
FY 2013	91	\$6,643,476	\$3,288,402	\$3,355,074	74% \$2,502,777
FY 2014	91	\$7,267,058	\$3,666,336	\$3,600,726	75% \$2,700,546
FY 2015	100	\$8,186,970	\$4,120,096	\$4,066,874	72% \$2,928,144

\* The claim is based on prior fiscal year census and qualifying costs

### **Out of District Placements:**

While the vast majority of students with special needs are educated within Shrewsbury schools, there are a small percentage of students who need specialized programs including very small classes and a low teacher to student ratio and access to mental health supports and services. These students are educated out of district in specialized public day programs, collaborative, or private special education programs.

Children attend out of district programs as day or residential students depending on the severity of their disabilities. In addition, they may also attend for a longer year that includes a summer school component. A residential placement provides the student with twenty-four hour learning opportunities, full assistance with all functional life skills and intensive specialized developmental services. The children who attend residential programs do not make effective progress in day schools and often their safety awareness is severely limited, putting them at great risk. These students may also have complex behavioral and/or medical needs that require consistent level of supervision to maintain appropriate health.

The cost of out of district programs varies greatly. Tuition for private placements for the 2014-2015 school year range from a high of \$393,000 for a residential program, to a low of \$24,000 for a specialized public day program. The state of Massachusetts Operational Service Division sets the tuition rates for these programs and, at times, will approve rate increases. Typically this increase can be between 3% and 4%. However, in addition to an increase in tuitions granted by the state, schools are able to apply for extraordinary relief or restructuring and request a tuition increase. One school was granted a restructuring increase of tuition by \$16,286 annually. Shrewsbury has two students attending this school, so the increase resulted in a total of \$32,572 increase to the budget, well beyond what was budgeted. A collaborative that supports students who are medically compromised had a 28% increase to their annual budget resulting in an additional \$16,984. Collaboratives are capable of setting their own tuition fees that are approved by their Board of Directors that does not fall under the Massachusetts Operational Service Division.

Shrewsbury had additional unforeseen increases as well as decreases in out of district tuitions that affect the 2015 fiscal year budget. These changes are highlighted in the table below.

Fiscal Year 2015: Actuals vs. Projections to Date	Net Tuition Increase vs. Projections	Net Tuition Decrease vs. Projections	Net Difference
Total Non-Public (includes Summer)	\$1,294,633	(\$1,010,746)	\$283,887
Total Collaborative	\$194,549	(\$235,344)	(\$40,795)
Total Out of State	\$32,571	(\$8,648)	\$23,923
Total Public	\$45,597	(\$30,385)	\$15,212
Decrease AVC Tuition and Fee	\$0	(\$50,000)	
<b>Net difference</b>	<b>\$1,567,350</b>	<b>(\$1,335,123)</b>	<b>\$232,227</b>

\*We anticipate that full funding of Circuit Breaker in FY14, which had been projected at 65%, as well as savings from other categories of the budget, will enable the district to absorb this difference.

Reasons for Increases beyond Projection	Reasons for Decreases beyond Projection
<ul style="list-style-type: none"> <li>• Some out of district schools were granted tuition increases larger than anticipated.</li> <li>• Some changes in student programming to meet needs, requiring more services at greater expense.</li> <li>• Four students in out of district placements whose families moved in to town after budget was set and whose cost was required to be assumed immediately due to being in public programs or because the student moved from out of state: <ul style="list-style-type: none"> <li>\$74,617</li> <li>\$54,526</li> <li>\$96,976</li> <li>\$316,546</li> </ul> </li> <li>• Student who remained in placement longer than anticipated: \$50,397</li> <li>• Two students whose programs changed from day to residential placements: \$261,861</li> </ul>	<ul style="list-style-type: none"> <li>• Some out of district schools had tuition increases lower than anticipated.</li> <li>• Some changes in student programming to meet needs, requiring fewer or different services at less expense, including two students returning to the district.</li> <li>• Another district now pays 50% of the cost of tuition for a student in a residential placement due to one parent now living in that community: \$145,638</li> <li>• Two students who were projected to move to outside placements remained in the district.</li> <li>• Five students in out of district placements moved out of the district.</li> <li>• One student graduated from an out of district placement earlier than expected.</li> <li>• The district has not utilized all of its available slots in the alternative school placement through our collaborative.</li> </ul>

**Fiscal Year 2016 Out of District Projections:**

Currently, it is projected that there will be 67 students in out of district placements in the 2015-2016 school year. Due to increased use of Circuit Breaker reimbursement funds expected to be available, the net appropriation from the School Department budget is expected to decrease by \$149,281.

<b>Out of District Placement</b>	<b># of Students 10-11</b>	<b># of Students 11-12</b>	<b># of Students 12-13</b>	<b># of Students 13-14</b>	<b># of Students 14-15</b>	<b>Projected# of Students 15-16</b>
<b>Elementary</b>	14	5	2	7	7	<b>3</b>
<b>Middle School</b>	18	20	22	17	17	<b>10</b>
<b>Collaborative Middle School</b>	3	4	4	2	1	<b>1</b>
<b>High School</b>	27	25	27	24	22	<b>28</b>
<b>Collaborative High School/public</b>	6	3	4	4	5*	<b>4</b>
<b>Post Graduate High School/Collaborative</b>	8	5	1	8	9	<b>13</b>
<b>Transition Program</b>	4	8	19	18	19	<b>10</b>
<b>Total</b>	<b>80</b>	<b>70</b>	<b>79</b>	<b>80</b>	<b>80</b>	<b>69</b>

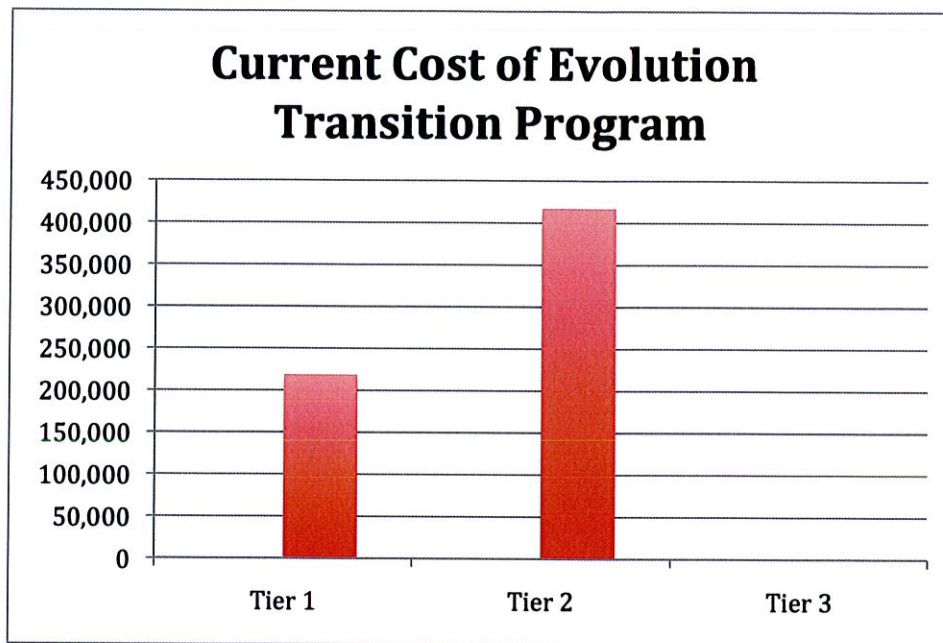
\* Two students listed under Collaborative are attending a specialized public day program.

<b>Projected Net Appropriation for Out of District Costs</b>			
	<b>FY15 Budgeted</b>	<b>FY16 Budgeted</b>	<b>Change in FY16</b>
Projected Out-of-District Tuition	\$6,726,487	7,159,244	\$432,757
Offset: Circuit Breaker Reimbursement Funds	(\$3,065,836)	(\$3,647,874)	(\$582,038)
<b>Net Appropriation for Out-of-District Tuition</b>	<b>\$3,660,651</b>	<b>\$3,511,370</b>	<b>(\$149,281)</b> <b>Net decrease for projected OOD tuition in FY16</b>

**Out of District Tuition Factors:**

The Evolution (Transition) Program, part of the Assabet Valley Collaborative and located at Shrewsbury High School under a joint agreement between AVC and the district, specializes in students with special needs who are eligible for services to age 22. Within this program there are three tiers of specialized instruction contingent on student needs. All instruction has the main focus of functional academics, vocational and transitional support. Through a transitional intake process, students are assessed as to what level of instruction they require, and are assigned a specific Tier of instruction I, II, or III. Each tier has an increase of restrictive placement and an accelerated cost.

The chart below highlights the number of students Shrewsbury has within the Evolution Program, at what tier, and at what level of cost. Currently, Shrewsbury has 7 students in Tier I, 9 students in Tier II, and 0 students in Tier III.



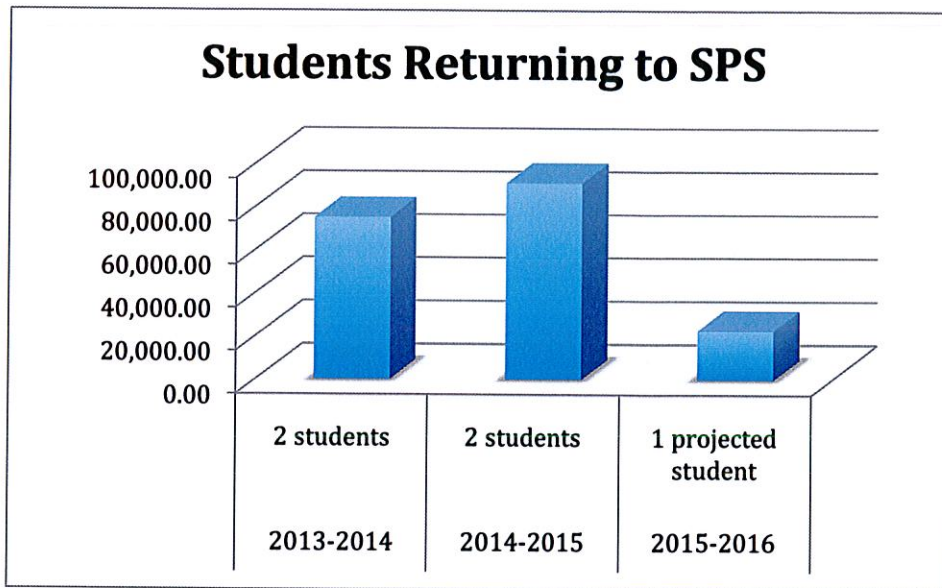
This does not include two students who attend a different Collaborative for their transitional services.

The projections for out of district placement does not account for potential placements at the Assabet Valley Collaborative Middle School and High School for students experiencing emotional difficulties as well as students whose team has discussed the potential for out of district placement due to the significance of their disability and intensity of their services. However, the budget does have provisions for potential placements at the AVC middle/high school alternative programs.

This also does not include students who are referred for a 45-day evaluation at the AVC or other approved program. The intent of the 45-day evaluation is to gather more information about a student's behavior and disability that has significantly impacted his/her ability to make effective progress. The goal is for these students to return to their middle or high school with strengthened support so they can succeed. However, there are times when a student's disability is such that they require a more intensive program and may be referred for an out of district placement either at the Collaborative or at a private school.

Assabet Valley Collaborative Middle and High School is primarily designed for students in grades 6-12 with social and emotional disabilities. Primary services include special education instruction, clinical groups, individual clinical services, and communication supports. Over the course of this fiscal year, 2 students were able to exit this level of restrictive programming and transition back to the public school setting. It is projected for 2015-2016, for an additional student to transition back to the public school setting. These students have demonstrated sufficient skill acquisition and have met safety standards as outlined in transition plans by IEP Team.

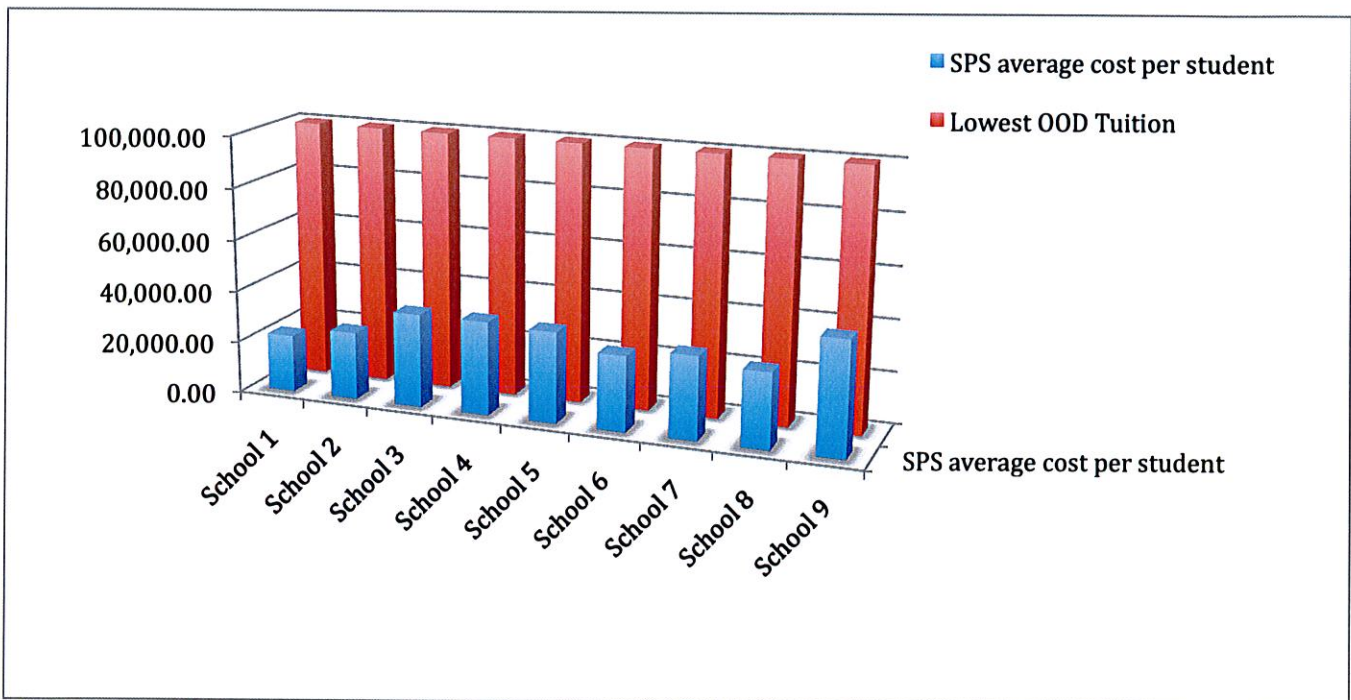
Two students were able to return to Shrewsbury High School this past year, which resulted in approximately \$100,000 difference in the budget.



**Savings Realized Through In District Programming:**

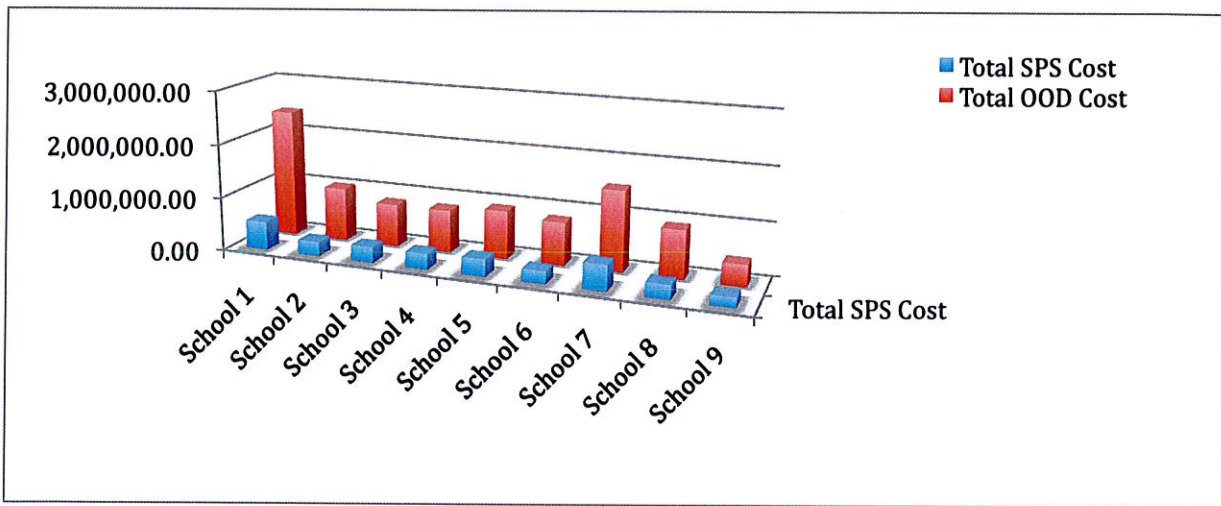
**Cost Analysis comparing students in an ELC (Elementary Learning Center) Program versus out of district**

**Graph 1:** For each school that supports an ELC program, an average tuition was calculated by taking the higher end salary for a special education teacher (\$70,000) and the total number of ABA Technicians working in the program (average salary 27,000) and dividing it by the total number of students in that program. The lowest out of district tuition (\$100,000) was used as the base for this analysis. This is the lowest tuition currently for programs that can support students with severe special needs including students on the Autism Spectrum who require significant support.



\* X-axis represents the 9 schools that support ELC programs, including Parker Road Preschool

**Graph 2:** Based on the tuition that was calculated for in district programs and the lowest out of district tuition, this graph represents the total cost for the in district program (based on the total number of students in the program) and the total cost for an out of district programs (based on the total number of students that would be sent out) for each school.



\* X-axis represents schools that support ELC programs including Parker Road Preschool

\*\* This cost does not take into consideration transporting students to out of district placements

**Estimated Cost Savings for ELC Programs Versus Out of District**

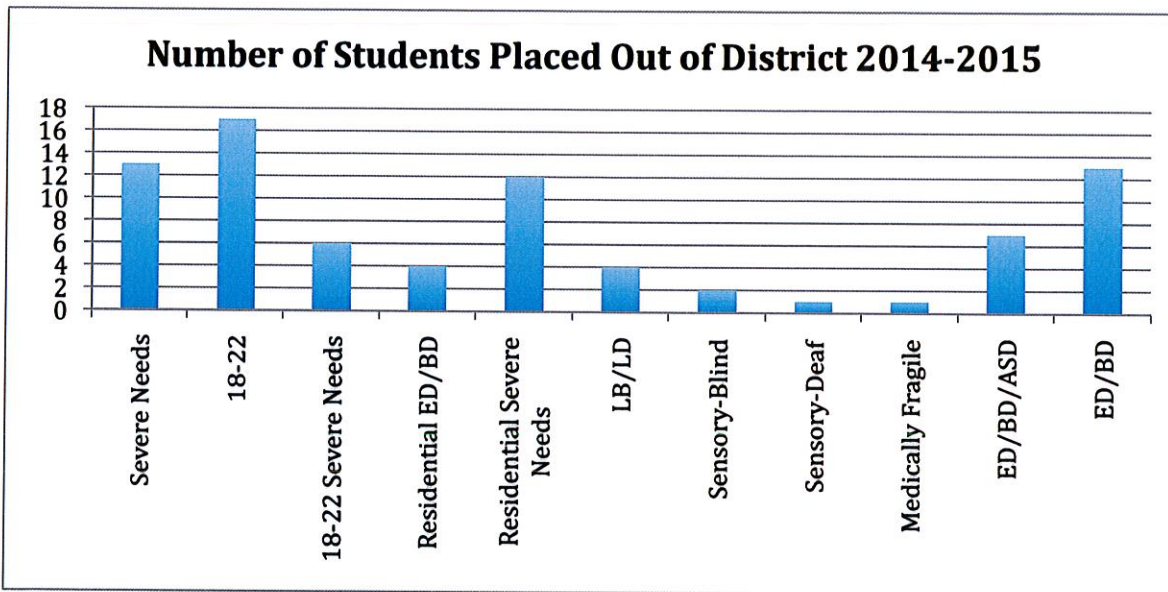
A) Total Tuition Cost if Students Out of District (based on lowest tuition of \$100,000 each)	\$9,500,000
B) Net Tuition Cost After Applying Eligible Circuit Breaker Reimbursement for Tuitions	\$5,590,500
C) Total In District Cost (based on above estimate)	\$2,652,000
<b>Annual Savings (B – C)</b>	<b>\$2,938,500</b>

The table above illustrates that if all of the students served by ELC programs within the district were tuitioned out, this would cost the district over \$2.9 million in additional funds, not counting transportation to out of district schools, which would require hundreds of thousands more in funding beyond tuition.

**Profile of Students in Out of District Placements**

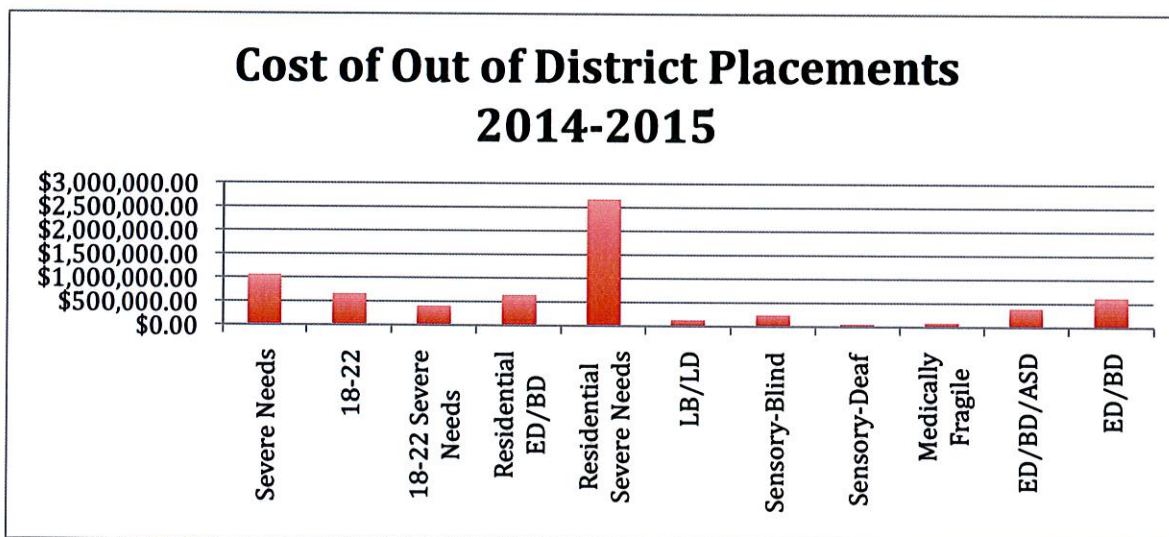
The following graph represents the number of students currently placed in an out of district program as of December 1, 2014. Predominantly students who are placed in an out of district program fall into three categories: Severe special needs (including residential programs), age 18-22 transition programming, and Emotional/Behavioral/Autism Spectrum.





ED = Emotional Disability; BD = Behavior Disorder; LB/LD = Language Based Learning Disability; ASD = Autism Spectrum Disorder

The following graph represents the total cost for students in each of these categories. This cost does not include the cost to transport students to the out of district placement.



ED = Emotional Disability; BD = Behavior Disorder; LB/LD = Language Based Learning Disability; ASD = Autism Spectrum Disorder

#### **Out of District Transportation:**

In addition to tuition, transportation costs are a significant budget item related to out of district placements. Shrewsbury is part of a consortium of school districts working through the Assabet Valley Collaborative to manage transportation costs. Wherever possible, students from Shrewsbury are transported with students from surrounding towns who attend the same day programs. It is important to note, however, that few of these educational programs are located in Central Massachusetts. Most are located in the metro-Boston area, which substantially increases transportation costs. The state does not provide any reimbursement for out of district transportation. It is estimated that the cost for FY15 will increase by 2%. If the federal grant that funds this transportation does not increase, fewer other needs will be able to be met through that grant.

	FY15 Budget	FY16 Budget	Difference
<b>Out-of-district Transportation</b>	<b>\$0*</b>	<b>\$0*</b>	<b>\$0</b>
<b>Amount Allocated to Grant</b>	<b>\$1,286,980</b>	<b>\$1,312,720 2% increase</b>	<b>\$25,740</b>

\*In FY15 we shifted the Special Education transportation costs to the Federal Special Education Grant, so it no longer is funded by the appropriated budget. Shifting salary costs back from the grant to the appropriated budget saved approximately \$100,000 of grant allocations that would have otherwise been allocated to the Mass. Teachers' Retirement System.

**Extended Year Services:**

There are two standards for determining extended year services (summer programming) for students with disabilities. One is the severity of the child's disability and the other is "substantial regression."

This means that if a student is likely to lose critical skills or fail to recover these skills within a reasonable amount of time compared to typical students, summer programs are required.

The decision to provide extended year services is made by the TEAM at the student's annual IEP review or in the spring when enough data have been collected to make this determination.

There is a full day program and a half-day program that operate for four-week and six-week sessions.

The program must be fully staffed with teachers, related service providers, ABA technicians and aides and transportation must be provided for students in order to ensure we are meeting each students Individual Education Program. We are projecting essentially flat funding for this program in the coming summer.

	FY15 Budget	FY16 Budget	Difference
<b>Extended Year Services</b>	<b>\$379,677</b>	<b>\$378,354</b>	<b>(\$1,323)</b>

**Contracted Services:**

There are a variety of mandated special education services for which we must hire outside contractors and who have specialized licenses. Many of these involve low incidence disabilities. We currently contract specialists in the following areas: Physical Therapy, Music Therapy, Psychiatry, Orientation and Mobility, Teacher of the Visually Impaired, Vision Specialists, Teacher of the Deaf, Wilson Reading Specialists, home based services, Teacher of Deaf Blind, and Audiological services. Based on shifts in these various services, it is anticipated that there will be a modest increase in the budget.

	FY15 Budget	FY16 Budget	Difference
<b>Contracted Services (psychological, therapies, educational)</b>	<b>\$425,354</b>	<b>\$ 445,000</b>	<b>\$19,646</b>

**Additional Expenses Related to Special Education:**

	<u>FY 15</u>	<u>FY16</u>	<u>Difference</u>
Legal fees	\$45,000	\$30,000	(\$15,000)
Translator/Interpreter	\$12,000	\$12,000	\$0
Home/hospital tutoring	\$20,000	\$20,000	\$0
Testing supplies	\$30,000	\$30,000	\$0
Instructional materials	\$0	\$0	\$0 use federal grant
Evaluations	\$4,000	\$6,000	\$2,000
<b>Total</b>	<b>\$111,000</b>	<b>98,000</b>	<b>(\$13,000)</b>

**Legal fees:** The state and federal laws governing special education are extensive and even, at times, contradictory. In addition, sometimes, despite our best efforts, the school system must go to hearings through the Bureau of Special Education Appeals and this requires full legal representation.

**Translator/Interpreter:** State and federal laws require that students and parents receive written and verbal communication in their home language. This can be costly as documents pertaining to special education can be quite lengthy as well as special education meetings where the parent is in attendance.

**Home/Hospital Tutoring:** When a student is absent for more than 14 consecutive school days or cumulative days due to illness and has a physician's statement requesting home/hospital tutoring, the school department must provide tutorial services for the child.

**Testing supplies:** These include all of the assessment tools that are used by the special education staff for initial and on-going evaluations of students with disabilities. Once a testing battery is obsolete, there is only a two-year window where it must be replaced. We have several tests that will have new editions that we will need to replace. We typically schedule a two-year replacement plan.

**Technology and Instructional Materials:** In the current school year, all technology needs, including assistive technology and audiological equipment, were paid through a federal grant. We plan to fund special education technology through federal grant sources in FY 15. Equipment that is outdated and no longer operational will be requested through the technology budget.

**Programs continued and implemented in 2014-2015 that mitigated costs to the district:**

**Educational Learning Centers (ELC):** Parker Road Preschool and all five elementary school programs These students would typically be placed in programs that range from \$95,000 to \$120,000.

**Co-Taught (grade 5 and 6):** Sherwood Middle School has an established co-taught program in fifth and sixth grade. Students who are at risk and present a similar profile to students with Language Based Learning Disabilities are identified for this program to prevent out of district placement. Students are placed on a two-person team with two regular education teachers, one special education teacher and a paraprofessional. Starting in fifth grade, the students will loop to sixth grade with their special education teacher and paraprofessional support.

**Mobile On Site Vocational Education (M.O.V.E.) 9-12:** The high school students in Project M.O.V.E. have been recommended through the TEAM process and attend classes at the high school for part of the day and then attend the M.O.V.E. program for the remainder of the day. These students typically need direction in the areas of social/personal behavior, classroom achievement and/or appropriate attendance levels. M.O.V.E. is an alternative vocational training program and it is a site-based training in the food trade area. The primary goal is to help students gain vocational skills and develop appropriate work behaviors to better equip them for the world of work.

**Clinical Programming:** The clinical coordinators are a full time master's level Behavior Analysts who works across the district. This role supports students in regular education and special education requiring clinical services and support. The clinical coordinator's primary responsibility in regular education is to assist the classroom teacher identify students who may be engaging in challenging behaviors that interfere with learning, conduct a Functional Behavior Assessment, develop Positive Behavior Support Plans, train staff to implement the plans, and follow-up when needed. The primary responsibility in special education is to develop procedural consistencies, develop accountability and

reliability procedures, supervise home support programs, consult to district wide programs, and provide professional development.

**Psychiatric Consultation:** There has been a substantial increase in students with mental health challenges over the past several years and this continues to rise. In order to minimize out of district evaluations and placement, a child and adolescent psychiatrist consults across the district for six hours weekly. The psychiatrist works with the clinical coordinators to provide clinical rounds at the schools across the district based on referrals from the schools. She has been instrumental in assisting parents obtain outside medical attention and services as well as provided valuable recommendations to support these students in their school program. Additionally, the psychiatrist and the clinical coordinator have been able to offer a course to families (Family Strategies) twice yearly through a grant.

**Family Success Partnership:** The Family Success Partnership, through the Assabet Valley Collaborative, is a family centered social services program that expands the mutual capacity of schools, state agencies and programs, human service agencies, and community-based resources to provide a flexible, comprehensive and accessible system of services to children with mental health needs that are beyond the scope of the school, but do not meet traditional eligibility requirements for state agency support.

FSP utilizes a wraparound model to serve at-risk students and their families whose challenges prevent success and well being in school.

Shrewsbury currently contracts a full time social worker that will be able to support up to 30 families who require this level of support.

**Partnership with UMass Adolescent Psychiatry Fellows:** Shrewsbury is in its fourth year of a partnership with UMass Fellows from the adolescent psychiatry unit. There are typically two to three Fellows that conduct weekly rounds at the different schools across the district in conjunction with clinical rounds weekly with the consulting psychiatrist and clinical coordinators. They provide consultation and feedback based on observations they have made.

**P.A.C.E. (Promoting Academic Connections and Engagement):** The P.A.C.E program is designed to support students at risk of either dropping out of high school or requiring a more restrictive educational program. The development of the program, which began this year, is in response to Shrewsbury Public Schools' five-year district priority of promoting the health and wellbeing of students. The development of this program creates a systematic response to students who struggle with academic, social/emotional, and/or mental health issues, but more importantly, it will assist students to graduate and become productive members of society. To date, none of the program's students, who are considered at risk, have dropped out or been shifted to a more costly out of district placement.

The program exists for the benefit of the students enrolled as well as the SHS community at large, the students' families, and the greater Shrewsbury community. Education is a shared responsibility of students, school, home and community. Investing in the education of our students benefits the community. All students want to learn and be life-long learners. The P.A.C.E. program is approaching education as a balance of the student's intellectual, social, physical, emotional and creative qualities.

**SOLVE Training:** Strategies of Limiting Violent Episodes (S.O.L.V.E) is a 20-hour program teaching staff various methods to prevent aggression from occurring through verbal and environmental options to control aggression safely and through physical options within the context of treatment. Both clinical coordinators, one ELC Coordinator, and two special education teachers are certified as trainers for the

district. They provide minimally two courses each year as well as an annual recertification for staff that have been certified.

**Summer Social Skills Program:** The Social Skills Summer Program is a four-week/half day program designed for children who have been receiving direct special education services in social/pragmatic skills over the course of the regular school year. The goal of the program is to maintain the skills that the student has learned throughout the school year and prevent substantial regression of those skills during the summer. The program provides the necessary environment to facilitate use and maintenance of skills, through both structured and unstructured activities that require such skills as cooperation, perspective taking, negotiation, and social problem solving. The program includes typical peers, which is what makes it a great success and provides a rich program for students to learn and generalize skills with their typical peers.

**Comparison of SPS to Area Districts Based on FY 13:**

It is critical to understand the percentage of the total budget related to net school spending, as it would appear that Shrewsbury is spending a higher percentage than 55% (compared to 67% in 2012) of districts within the Collaborative and 67% (compared to 72% in 2012) of similar districts identified by the state. The percentage of special education spending is proportional to the size of the overall budget. This is because the in-district budget is much smaller than other districts (bottom 9% for in-district spending in the state). This creates the perception that the special education spending is higher, when it is actually higher in proportion to the overall budget. The source of the following two charts was the DESE website: <http://finance1.doe.mass.edu/statistics/>

Town	Collaborative Spending	Private School Spending	Total SPED Expenses	Net School Spending	% of Total Budget 2012	% of Total Budget 2013
Marlboro	1,059,769	6,205,544	19,197,719	66,442,343	<b>28.4</b>	<b>28.9</b>
Southborough	271,891	1,784,111	5,546,885	21,040,239	<b>26.4</b>	<b>26.4</b>
Hudson	857,943	1,724,864	9,444,522	37,294,960	26.1	25.3
Berlin-Boylston	341,317	800,115	1,798,289	6,688,205	<b>24.6</b>	<b>26.9</b>
<b>Shrewsbury</b>	<b>564,310</b>	<b>5,723,798</b>	<b>15,611,793</b>	<b>61,864,410</b>	<b>24.6</b>	<b>25.2</b>
Westborough	260,809	2,844,428	10,484,400	46,211,980	23.6	22.4
Maynard	118,602	911,258	3,942,168	17,107,961	<b>22.1</b>	<b>23.0</b>
Northborough	175,709	1,110,400	5,097,535	23,279,449	<b>21.3</b>	<b>21.9</b>
Berlin	28,515	0	739,033	3,241,113	<b>19.5</b>	<b>22.8</b>
Nashoba	387,709	1,000,751	7,086,481	40,565,475	<b>15.5</b>	<b>17.5</b>
Boylston	10,342	1,692	613,186	4,130,547	<b>14.4</b>	<b>14.8</b>
<b>Statewide</b>	<b>257,311,327</b>	<b>507,558,390</b>	<b>2,405,184,398</b>	<b>11,486,440,186</b>	<b>20.6</b>	<b>20.9</b>

The local districts listed above had an increase of the percentage of their total budget for special education (statistics in bold above). The state also increased the percentage of the special education expenditures. Shrewsbury's percentage increased by 0.6%.

**Comparison of SPS to Similar Communities Based on FY 13:**

These comparisons show similar districts on the basis of district structure, wealth and enrollment.

Town	% of Total Budget 2012	% of Total Budget 2013
Braintree*	26.7	26.1
Franklin*	25.8	25.8
<b>Shrewsbury</b>	<b>24.6</b>	<b>25.2</b>
Chelmsford*	23.3	23.3
Peabody*	22.5	19.7
Mansfield*	<b>22.1</b>	<b>22.5</b>
Bridgewater/Raynham	21.4	20.9
Billerica*	21.4	21.7
Cambridge*	20.2	20.0
Waltham*	<b>18.2</b>	<b>18.7</b>
Barnstable*	<b>18.1</b>	<b>19.0</b>
<b>Statewide</b>	<b>20.6</b>	<b>20.9</b>
Arlington	--	23.3
Burlington	--	20.9
Dracut	--	17.5
Milton	--	21.9
Walpole	--	23.7

\* These towns were not listed as comparable for 2013. The town below the statewide statistic were listed as comparable for 2013

**Requests for 2016 fiscal year:** The Special Education Department has operated on a very lean department structure. There have been minimal increases to the administrative structure in many years. Through the override in 2014, the Department was able to hire an additional clinical coordinator, an Elementary Special Education Coordinator, an ELC Coordinator for Paton, a half time team chair for Parker Road, part time special education teachers at Spring, Coolidge, and Paton, two special education teachers at both Oak and Sherwood to address class sizes and caseloads, and additional paraprofessional support. This allowed the continuation of providing mandated special education services as well as administrative support to meet all the operational requirements to oversee a large department.

In order to effectively address the multitude of demands (i.e., increase in mental health challenges, increase in the intensity of services required to meet FAPE, reporting, modification to curriculum, and state mandates (i.e., supervision and evaluation, reporting, MCAS Alternative Assessments, anticipation of PARCC Assessment, etc), it is critical that the department have the personnel to operate a district this size as well as provide the required services for students to access and be successful in their educational programs.

The following represents what is required to move the special education department and programs forward and build capacity to realize long-term savings by sustaining and creating more opportunities for in-district programming.

In order to sufficiently manage the level and quality of services in FY 2016, the following positions are requested to continue operating, meet the legal mandates, and increase the capacity for staff to

effectively teach and provide services to our students with disabilities. While some of these positions come under different categories in the budget, they all support students in ways that allow for the district to provide in-district programming for students with significant needs.

**Potential program additions to address needs/mandates**

<b>Position</b>	<b>Notes</b>
Director of Nursing (1.0 FTE)	Currently only department of significant size without a director. Supervision required for evaluation of nurses under new mandated DESE system. Key resource for health and wellness strategic priority. Currently insufficient capacity to respond to demands of Department of Public Health mandated reporting.
Part time nurse at Sherwood MS (0.4 FTE)	Shift existing temporary contracted nursing service to payroll and expand hours from 2 to 3 per day to address volume and complexity of student medical needs.
Part time nurse at Sherwood MS (0.4 FTE)	Shift existing temporary contracted nursing service to payroll and expand hours from 2 to 3 per day to address volume and complexity of student medical needs.
Intensive special education teacher at Sherwood MS (1.0 FTE)	Addition of intensive programming at Sherwood for cohort of students with intensive needs, some of whom otherwise would need to be educated out-of-district; paraprofessional support already exists for these students.
Additional special education paraprofessional positions (2.0 FTE)	Projections of students entering preschool from Early Intervention with significant needs indicate greater need for this type of support in order to educate the students within the district.
Part time adjustment counselor at Sherwood MS (0.4 FTE)	Additional support for large counseling caseload (mandated special education services).
Part time adjustment counselor at Oak MS (0.4 FTE)	Additional support for large counseling caseload (mandated special education services).
Additional aide hours at elementary level (60 hours across Beal, Coolidge, Floral Street, Paton & Spring Street; equivalent of 2.0 FTE in total - will not create benefit eligible positions)	Current allocation does not allow for aides to provide sufficient intervention work that may prevent needs for IEPs and/or more intensive IEP services in later grades. Maintaining students with significant special needs within the district requires additional general aide support to cover for teachers during co-planning meetings, consultations, IEP meetings, etc., so the need for aide classroom coverage has grown.
Increase secretarial support for special education office (0.7 FTE)	The current allocation is not sufficient to adequately complete Medicaid reimbursement processing along with other mandated legal recordkeeping, placing the district at risk of not claiming all eligible reimbursements and for compliance issues.

Adjustment Counselor Caseload Analysis				
	Grade 5	Grade 6	Grade 7	Grade 8
IEP/504/reg.ed	21	13	50	26
Groups	7 (27 students total)	13 (53 students total)	6 (46 students total)	3 (18 students total)
<b>Total (Not including "drop in" services)</b>	<b>48</b>	<b>66</b>	<b>96</b>	<b>44</b>
<b>Other Duties</b>	Attend IEP/504 Plan meetings Consults with staff Administrative meetings weekly General crisis response 8 <sup>th</sup> grade counselor also manages transition planning to high school Regular assigned duties Progress reports Medicaid reporting			
<b>Other support provided by outside counselors</b>	SYFS Intern: Currently sees 8 individual students per week' SYFS co-leads one group with 5-7 students with another SYFS intern. You, Inc. clinician: 3 students			

The American School Counseling Association recommends a ratio of 250:1 total student population to counselor. Our ratio is approximately 500:1.

**Conclusion:**

Shrewsbury Public Schools has made a strong commitment to the education of children with disabilities. An exceptional staff that is highly qualified and has extensive expertise and cares deeply about students provides the special education services. Most of these children are being educated in programs within the district where they are able to be part of their school community. The request for additional funds for special education will allow us to continue to meet all of the state and federal mandates and provide a quality education for our students with special needs, while providing in-district programs wherever possible in order to provide mandated services within community schools in the most cost-effective manner possible.





**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



ITEM NO: **V. Curriculum**

MEETING DATE: **1/21/15**

**A. SHS Program of Studies: Vote to Approve**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee vote to approve the proposed changes to the Shrewsbury High School Program of Studies?

**BACKGROUND INFORMATION:**

1. The School Committee heard a presentation of proposed changes to the Program of Studies at its January 7, 2015 meeting.
2. At that time, the entire 2015-2016 Program of Studies and a memorandum from Mr. Bazydlo outlining proposed changes were provided for the Committee's review.

**ACTION RECOMMENDED:**

That the School Committee vote to approve the proposed changes to the Shrewsbury High School Program of Studies.

**STAFF AVAILABLE FOR PRESENTATION**

Mr. Todd Bazydlo, Principal, Shrewsbury High School



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



ITEM NO: **VII. Budget**

MEETING DATE: 1/21/15

**B. Fiscal Year 2016 School Department Budget:  
Superintendent's Recommendation**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear Superintendent's Recommendation regarding the Fiscal Year 2016 Budget?

**BACKGROUND INFORMATION:**

1. Dr. Sawyer and Ms. Wirzbicki will provide the Committee with information regarding a recommended budget for Fiscal Year 2016.
2. Details of the budget recommendation are being provided under separate cover.

**ACTION RECOMMENDED:**

That the School Committee hear the presentation and discuss the Superintendent's Fiscal Year 2016 budget recommendation.

**STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools  
Ms. Cecelia F. Wirzbicki, Director of Business Services



SHREWSBURY PUBLIC SCHOOLS  
School Committee



ITEM NO: VII. Budget

MEETING DATE: 1/21/15

C. State Commission on Chapter 70 Funding: Discussion

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee discuss information related to the state's Chapter 70 school funding program?

BACKGROUND INFORMATION:

1. The Massachusetts Legislature has established a "Foundation Budget Review Commission" to review the state's Chapter 70 funding program. This Commission has been holding public hearings, and will hold one in Central Massachusetts on Saturday, January 24 from 11:00am – 1:00pm at Nashoba Regional High School.
2. Dr. Sawyer will provide an overview of the Commission's charge, as well as information from his work as part of the Massachusetts Association of School Superintendents' School Finance Task Force. Information regarding the Commission and its charge is enclosed, and the report of the MASS task force and the 2013 DESE report on school finance are provided under separate cover.
3. Based on the discussion, Dr. Sawyer will take the Committee's perspective into account as he formulates the comments that he will submit to the Commission on January 24.

ACTION RECOMMENDED:

That the School Committee discuss information related to the state's Chapter 70 school funding program and advise the superintendent regarding public comment to the state commission established to review the funding formula.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

# MASSACHUSETTS FOUNDATION BUDGET REVIEW COMMISSION

## Public Hearing Notice

**Date: Saturday, January 24, 2015**

**Time: 11:00 AM – 1:00 PM**

**Nashoba Regional High School Auditorium**

**Location: 12 Green Road, Bolton MA**

The Foundation Budget Review Commission will hold a public hearing on **Saturday, January 24<sup>th</sup>** from **11:00–1:00** in the Auditorium of the **Nashoba Regional High School in Bolton.**

Pursuant to Section 124 of Chapter 165 of the Acts of 2014, the commission's purpose is to review the way foundation budgets are calculated and to make recommendations for potential changes in those calculations as the commission deems appropriate. The foundation budget, established in section 3 of chapter 70 of the General Laws, defines the minimum level of school spending necessary to provide an adequate education to students. Foundation budgets are established annually for each school district and reflect the specific grades, programs, and demographic characteristics of its students.

The commission has scheduled this public hearing for the purpose of soliciting testimony from members of the public on the following specific areas that the commission is charged with reviewing:

- The educational programs and services necessary to achieve the Commonwealth's educational goals and to prepare students to achieve passing scores on the state assessment system;
- The components and assumptions used in the calculation of foundation budgets;
- Measures to ensure that resources are effectively utilized; and
- Models of efficient and effective resource allocation.

Due to the limited time frame of the hearing and the number of people providing oral testimony, the length of such testimony will be limited to 3 minutes per person.

If you require special accommodations or have any questions regarding the hearing, please contact Jennie Williamson, Research Director of the Education Committee, at [617-722-2070](tel:617-722-2070). Written comments and testimony will also be accepted after the hearing, and may be submitted to Jennie Williamson by e-mail at [Jennie.Williamson@mahouse.gov](mailto:Jennie.Williamson@mahouse.gov).

*Melissa Ahola*

District Director

Office of Senator Flanagan

Gardner District Office [978-632-9219](tel:978-632-9219)

Leominster District Office [978-534-3388](tel:978-534-3388)

Boston Office [617-722-1230](tel:617-722-1230)

State House, Room 208, Boston 02133

[melissa.ahola@masenate.gov](mailto:melissa.ahola@masenate.gov)

**Foundation Budget Review Commission**  
**Statutory Provisions**  
**St. 2014, c.165**

SECTION 124. Chapter 70 of the General Laws is hereby amended by striking out section 4, as so appearing, and inserting in place thereof the following section:-

Section 4. Upon action of the general court, there shall periodically be a foundation budget review commission to review the way foundation budgets are calculated and to make recommendations for potential changes in those calculations as the commission deems appropriate. In conducting such review, the commission shall seek to determine the educational programs and services necessary to achieve the commonwealth's educational goals and to prepare students to achieve passing scores on the Massachusetts Comprehensive Assessment System examinations. The review shall include, but not be limited to, those components of the foundation budget created pursuant to section 3 of chapter 70 and subsequent changes made to the foundation budget by law. In addition, the commission shall seek to determine and recommend measures to promote the adoption of ways in which resources can be most effectively utilized and consider various models of efficient and effective resource allocation. In carrying out the review, the commissioner of elementary and secondary education shall provide to the commission any data and information the commissioner considers relevant to the commission's charge.

The commission shall include the house and senate chairs of the joint committee on education, who shall serve as co-chairs, the secretary of education, the commissioner of elementary and secondary education, the commissioner of early education and care, the speaker of the house of representatives or a designee, the president of the senate or a designee, the minority leader of the house of representatives or a designee, the minority leader of the senate or a designee, the governor or a designee, the chair of the house committee on ways and means or a designee, the chair of the senate committee on ways and means or a designee and 1 member to be appointed by each of the following organizations: the Massachusetts Municipal Association, Inc., the Massachusetts Business Alliance for Education, Inc., the Massachusetts Association of School Committees, Inc., the Massachusetts Association of School Superintendents, Inc., the Massachusetts Teachers Association, the American Federation of Teachers Massachusetts, the Massachusetts Association of Vocational Administrators, Inc., the Massachusetts Association of Regional Schools, Inc. and the Massachusetts Association of School Business Officials. Members shall not receive compensation for their services but may receive reimbursement for the reasonable expenses incurred in carrying out their responsibilities as members of the commission. The commissioner of elementary and secondary education shall furnish reasonable staff and other support for the work of the commission. Prior to issuing its recommendations, the commission shall conduct not fewer than 4 public hearings across regions of the commonwealth. It shall not constitute a violation of chapter 268A for a person employed by a school district to serve on the commission or to participate in commission deliberations that may have a financial impact on the district employing that person or on the rate at which that person may be compensated. The commission may establish procedures to ensure that no such person participates in commission deliberations that may directly affect the school districts employing those persons or that may directly affect the rate at which those persons are compensated.

SECTION 278. (a) The foundation budget review commission established in section 4 of chapter 70 of the General Laws shall file its report on or before June 30, 2015. A copy of the report and recommendations shall be made publicly available on the website of the department of elementary and secondary education and submitted to the joint committee on education.

(b) In addition to the membership listed in section 4 of chapter 70 of the General Laws and for the purposes of this review, there shall be 1 advisory nonvoting member of the foundation budget review commission from each of the following organizations: the League of Women Voters of Massachusetts, the Massachusetts Budget and Policy Center, the Massachusetts Business Roundtable, the Massachusetts Parent Teacher Association, the Massachusetts Taxpayers Foundation, Stand for Children, and Strategies for Children. Advisory members shall be informed in advance of any public hearings or meetings scheduled by the commission and may be provided with written or electronic materials deemed appropriate by the commission's co-chairs. Before finalizing its recommendations, the foundation budget commission established in said section 4 of said chapter 70 shall solicit input from advisory members who may offer comments or further recommendations for the commission's consideration.

# Foundation Budget Review Commission

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## Commission Members

<b>Appointee</b>	<b>Organization</b>
<b>Representative Alice Peisch</b>	<i>Education Committee, House Chair</i>
<b>Senator Sonia Chang-Díaz</b>	<i>Education Committee, Senate Chair</i>
<b>David Bunker</b>	<i>Secretary of Education Designee</i>
<b>Tom Moreau</b>	<i>Commissioner of Elementary &amp; Secondary Education Designee</i>
<b>Sean Faherty</b>	<i>Commissioner of Early Education &amp; Care Designee</i>
<b>Representative Michael Moran</b>	<i>Speaker of the House Designee</i>
<b>Senator Patricia Jehlen</b>	<i>Senate President Designee</i>
<b>Representative Kim Ferguson</b>	<i>House Minority Leader Designee</i>
<b>Edward Moscovitch</b>	<i>Senate Minority Leader Designee</i>
<b>Paul Reville</b>	<i>Governor Designee</i>
<b>Evan Ross</b>	<i>House Ways &amp; Means Chair Designee</i>
<b>Senator Stephen Brewer</b>	<i>Senate Ways &amp; Means Chair</i>
<b>Mayor Kevin Dumas</b>	<i>Massachusetts Municipal Association</i>
<b>Joe Esposito</b>	<i>Massachusetts Business Alliance for Education</i>
<b>Ann Marie Cugno</b>	<i>Massachusetts Association of School Committees</i>
<b>Mary Bourque</b>	<i>Massachusetts Association of School Superintendents</i>
<b>Barbara Madeloni</b>	<i>Massachusetts Teachers Association</i>
<b>John Coleman Walsh</b>	<i>American Federation of Teachers Massachusetts</i>
<b>John Lafleche</b>	<i>Massachusetts Association of Vocational Administrators</i>
<b>Michael Wood</b>	<i>Massachusetts Association of Regional Schools</i>
<b>David Verdolino</b>	<i>Massachusetts Association of School Business Officials</i>

## Advisory Members

<b>Appointee</b>	<b>Organization</b>
<b>Mary Frantz</b>	League of Women Voters of Massachusetts
<b>Luc Schuster</b>	Massachusetts Budget and Policy Center
<b>JD Chesloff</b>	Massachusetts Business Roundtable
<b>Jennifer Francioso</b>	Massachusetts Parent Teacher Association
<b>Carolyn Ryan</b>	Massachusetts Taxpayers Foundation
<b>Jason Williams</b>	Stand for Children Massachusetts
<b>Chris Martes</b>	Strategies for Children



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



ITEM NO: **VIII. Old Business**

MEETING DATE: **1/21/15**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:





**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



ITEM NO: **IX. New Business**

MEETING DATE: 1/21/15

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



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

MEETING DATE: **1/21/15**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee approve the minutes of the School Committee meetings on December 17, 2014 and January 7, 2015?

**BACKGROUND INFORMATION:**

1. The minutes have been reviewed by Ms. Canzano.

**ACTION RECOMMENDED:**

That the School Committee vote to approve the minutes of the School Committee meetings on December 17, 2014 and January 7, 2015.

**STAFF AVAILABLE FOR PRESENTATION:**

Dr. B. Dale Magee, Chairperson  
Ms. Erin Canzano, Secretary

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

**MINUTES OF SCHOOL COMMITTEE MEETING**

**WEDNESDAY, DECEMBER 17, 2014**

Present: Dr. B. Dale Magee, Chairperson; Mr. Jason Palitsch, Vice Chairperson; Ms. Erin Canzano, Secretary; Ms. Sandra Fryc, Mr. John Samia, Dr. Joseph Sawyer, Superintendent, Shrewsbury Public Schools; Ms. Mary Beth Banios, Assistant Superintendent, Shrewsbury Public Schools; Ms. Cecelia Wirzbicki, Director of Business Services, Shrewsbury Public Schools; Ms. Barbara Malone, Director of Human Resources, Shrewsbury Public Schools

The meeting was convened at 7:00 PM by Dr. B. Dale Magee

Dr. Magee mentioned that Mr. Ted Coghlin passed away last week. He said Mr. Coghlin was a major force in the Shrewsbury community and his good deeds will continue because of all that he inspired in others. Dr. Magee extended condolences to the Coghlin family and requested that a moment of silence be taken at the School Committee Meeting to remember Mr. Coghlin.

**I. Public Participation**

None

**II. Chairperson's Report and Members' Reports**

None

**III. Superintendent's Report**

Dr. Sawyer congratulated students and faculty in the schools' performing arts departments on outstanding performances.

Dr. Sawyer congratulated the Oak and Sherwood teams on their accomplishments competing in the Lego Robotic competition.

Dr. Sawyer shared that the Shrewsbury Music Association will be holding a fundraiser to support the performing arts on Friday, January 30<sup>th</sup> from 7:00-11:00 pm. He said that additional information can be found on the website: [www.myssma.com](http://www.myssma.com)

**IV. Time Scheduled Appointments**

**A. Technology Use in Shrewsbury Classrooms: Report**

The following administrators, teachers and students shared a presentation on technology use in Shrewsbury classrooms that illustrated examples of how technology is being used to enhance learning at Sherwood Middle School, Oak Middle School, and Shrewsbury High School: Mr. Todd Bazydlo,

Principal, Shrewsbury High School; Ms. Shawna Powers, Director of Instructional Technology; Ms. Amy Prior, Math Teacher, Shrewsbury High School; Ms. Jose Schroen, Math Teacher, Shrewsbury High School; Ms. Laura Macchi, Grade 6 ELA/SS Teacher, Sherwood Middle School; Madame Heather Leger, Language Teacher, Sherwood Middle School; Ms. Maura Egan, Grade 8 ELA Teacher, Oak Middle School; Sherwood students - Michelle Muchnik, Sarah Lanoue, Tim Refolo, Gaurav Jaisingh, Saanvi Sood and Katrina Martocci; Oak students: Lucy Anderson, Emily Walz, Allie Sanborn and Heena Qureshi; and Sherwood students.

Ms. Canzano asked students participating in the presentation about what helps them learn better and faster. Students responded and said the Notability technology tool has been very helpful. Ms. Fryc asked presenter Ms. Macchi if she felt as a teacher that the use of iPads helps her work with students. Ms. Macchi said the technology tool is very helpful with enabling her to spend more time working with students. Mr. Palitsch asked presenter Ms. Leger if the use of technology was helping the students get more proficient at pronunciation and she said the technology has helped with pronunciation and listening skills. Dr. Magee asked Ms. Leger where the textbook for the class now falls in the equation of teaching the students. Ms. Leger responded and said the textbook is primarily used to help her plan what educational topics need to be covered.

Ms. Banios shared examples of some of the free technologies and the benefits provided by great quality tools at no costs. Ms. Canzano asked the 8<sup>th</sup> grade ELA teacher, Ms. Egan, and her students about what their experiences were like working as a team to create a final project. The presenters said the use of multiple technology tools including Noodle Tools and Blendspace helped them do an excellent job of creating a project that looked very professional. Mr. Bazydlo, SHS math teacher Amy Prior, and SHS science/math teacher Jose Schroen shared details about the SHS perspective related to the uses of educational technologies and examples of how iPad technology is being piloted in math and science classes. Ms. Banios said there have been good collaboration between the Shrewsbury schools at all grade levels. Teachers presenting shared that surveys have been conducted and the vast majority of SHS students have access to the Internet and technology tools at home. Dr. Sawyer thanked all the administrators, teachers and students for presenting and said the access to technology amplifies the learning experience for the Shrewsbury students.

### **B. Technology 1:1 Device Program: Update & Recommendations for FY16**

Mr. Bazydlo and fellow presenters shared the vision for SHS technology and educating students. He and the presenters shared how they came to the recommendation for the iPads as the device for the SHS Technology 1:1 Device Program. Dr. Magee asked the presenters where the faculty stands in terms of changes and adopting the new 1:1 Device Program. Mr. Bazydlo said that part of the SHS vision will be to create a student tech team and have a media technology instructor to help and support the teachers and faculty members learning technology. Mr. Bazydlo said he is confident in our faculty and staff and their enthusiasm for learning. He said he believes Shrewsbury will be one of the largest 1:1 full deployments of school technology in the state.

Ms. Banios and Mr. L'Heureux shared details about the leasing and purchasing options related to the recommendation being made regarding the technology initiative. Ms. Banios said that based on the review the recommendation is for the district to move to a district-owned device program that would

enable all 5-12<sup>th</sup> graders to use their iPad at home without a fee. She discussed how the district would handle some of the transition issues. School Committee members shared that they are excited about this proposal and that the opportunity for families to move away from the fees is positive. Ms. Banios shared that the iPads are holding their value for a longer period than was planned. Dr. Sawyer and Ms. Banios said the durability and functionality of the iPad device has been extremely reliable.

Dr. Magee said the School Committee will have a vote for the recommendations coming up at the next meeting on January 7, 2015. Dr. Sawyer said notes and slides would be posted on the website and that community members would be invited to provide feedback to the School Committee or the Administration before January 7th.

Ms. Banios shared with School Committee members that, barring any objections from the Committee, the district intended to begin a learning management system pilot, using the program Schoology. She explained that because money from the curriculum budget is able to be shifted this initiative is budget neutral.

#### **V. Curriculum**

None

#### **VI. Policy**

None

#### **VII. Budget**

None

#### **VIII. Old Business**

None

#### **IX. New Business**

##### **A. Assabet Valley Collaborative Quarterly Report**

Dr. Sawyer shared that the Assabet Valley Collaborative annual report for 2013-2014 has been published and this is a public document. He said there is a lot of information available and is available on the Assabet Collaborative website. Dr. Sawyer said he thinks one of the interesting things to note are the ways that member districts save on various programs as a collaborative group. He pointed out one typographical error on the Shrewsbury part of the report (on page 20: state bid costs for school supplies should have been \$17,361 (missing a 7 in the number).

#### **X. Approval of Minutes**

Dr. Magee requested a motion to approve the minutes of the School Committee Meetings for November 19 and December 3 and the December 10, 2014 School Committee Workshop. On a motion by Mr. Palitsch, seconded by Ms. Fryc, the School Committee voted unanimously to approve the minutes of the School Committee Meetings for November 19 and December 3 and the December 10, 2014 School Committee Workshop.

## **XI. Executive Session**

None

## **XII. Adjournment**

Dr. Magee requested a motion to adjourn the School Committee meeting for December 17, 2014. On a motion by Mr. Palitsch, seconded by Ms. Canzano, the School Committee members unanimously agreed to adjourn the meeting at 9:26 PM.

Respectfully submitted

Christine Taylor, Clerk

### Documents referenced:

- 1) Recommendations for Adjustments to the SPS Technology Implementation Plan: Report
- 2) Technology: Vision for SHS: Report
- 3) Transitioning to District-Owned Personal Electronic Devices: Report
- 4) Financing the Continuation and Expansion of the Digital Conversion: Report
- 5) Recommendation for a Learning Management System Adoption: Report
- 6) Assabet Valley Collaborative Annual Report 2014

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

**MINUTES OF SCHOOL COMMITTEE MEETING**

**WEDNESDAY, January 7, 2015**

Present: Dr. B. Dale Magee, Chairperson; Mr. Jason Palitsch, Vice Chairperson; Ms. Erin Canzano, Secretary; Ms. Sandra Fryc, Mr. John Samia, Dr. Joseph Sawyer, Superintendent, Shrewsbury Public Schools; Ms. Mary Beth Banios, Assistant Superintendent, Shrewsbury Public Schools; Ms. Cecelia Wirzbicki, Director of Business Services, Shrewsbury Public Schools; Ms. Barbara Malone, Director of Human Resources, Shrewsbury Public Schools; Ms. Melissa Maguire, Director of Special Education and Pupil Personnel Services.

The meeting was convened at 7:00 PM by Dr. B. Dale Magee

**I. Public Participation**

None

**II. Chairperson's Report and Members' Reports**

Dr. Magee shared that there were no chairperson's and members' reports. He encouraged community members to watch the most recent episode of School Talk on SELCO Channel 329.

**III. Superintendent's Report**

With record cold weather forecast for the following day, Dr. Sawyer said he was aware that people were wondering about the status of school. He indicated that he had consulted with the Public Buildings Department and bus company and, as of that time, the schools would be opening on time the following day. Dr. Sawyer said that if something were to change he would let the community know.

Dr. Sawyer reminded community members about the opportunities to attend the Shrewsbury Education Foundation Awards Dinner scheduled for Saturday, January 24, 2015 and the Shrewsbury School Music Association fundraising event scheduled for Friday, January 30, 2015.

**IV. Time Scheduled Appointments**

**A. State of the District: Annual Report**

Dr. Sawyer shared a report and slide presentation on his perspective regarding the current state of the Shrewsbury Public Schools relative to the district's mission, core values and strategic priorities. He shared with School Committee members that increased resources have greatly improved the ability to meet students' needs. Dr. Sawyer said that class sizes have improved and students and teachers are seeing the positive effects. He said that additional resources have also provided for updated curriculum, instructional resources, technology and increased support for mental and behavioral health. Dr. Sawyer said that unrelenting educational mandates continue as well as the need to continue to respond to

heightened security and safety concerns. He shared that the morale of teachers and staff members is strong. New teachers were asked to respond to an anonymous survey and 100% said they would recommend working in the Shrewsbury district to a friend. Dr. Sawyer said he believes this positive morale has a great deal to do with good mentors and leadership in the district. He said he is proud of the exceptional culture and the abilities of educators and staff members to collaborate and innovate to cope with demands. Dr. Sawyer acknowledged the contributions of a supportive parent community and financial support from the community at large. He said the overall challenge for 2015 is to successfully incorporate new staff and for the district educators and staff members to continue to work and thrive in the environment. School Committee members commended Dr. Sawyer and his team for the great work and strong leadership. In addition, School Committee members said the public should know the pressure is never off and the district continues to innovate.

### **B. Special Education: Annual Report**

Ms. Maguire presented the annual report for special education services in the Shrewsbury district and provided information regarding programming for students who are eligible for special education services. Highlights of the comprehensive report provided by Ms. Maguire included information regarding federal and state regulations, eligibility requirements for special education services, the process to determine eligibility, and problem resolution options. Ms. Maguire shared that she believes it is very positive that the Shrewsbury district has been able to expand the Family Access Partnership Program through the Assabet Valley Collaborative. She said this has been an effective partnership because this helps parents get support at home. School Committee members asked Ms. Maguire if the numbers of referrals for special education in the district are as high as they were last year. Ms. Maguire said the numbers are still high and she will have the exact numbers to share at a later time. School Committee members asked Ms. Maguire about the need and demand for special education professionals. Ms. Maguire said that districts are competing for professionals because the needs of students are increasing. She shared that two students will be presenting with her at the next School Committee meeting. Ms. Maguire said the students will speak about their learning experiences and services received in the Shrewsbury district. She said that Shrewsbury has been very consistent in supporting families and building fruitful partnerships. Dr. Sawyer said measures of success are that students are receiving what they need from their education and their preparation for the workforce. He commended Ms. Maguire and her team for doing a very good job.

## **V. Curriculum**

### **A. SHS Program of Studies: Recommended Changes**

Mr. Bazydlo and Ms. Monopoli presented a report on the proposed changes to the SHS High School Program of Studies. Ms. Bazydlo and Ms. Monopoli highlighted the proposed changes that the School Committee will be asked to approve at the next meeting on January 21, 2015. The recommendations they shared with School Committee members included additional courses in many areas such as English, math, music, performing arts and physical education. School Committee members said they were excited to see many elective courses being brought back and added at SHS. In response to a question, Mr. Bazydlo shared that the SHS team takes a look at the courses comparative high schools are offering when making recommendations for the SHS programs. School Committee members asked if SHS would have any more course seats for the Virtual High School online program. Mr. Bazydlo said that SHS has twenty-five seats per semester. He shared with the School Committee members that there is the possibility of other



online electives through a different program, and they are also looking at options for online credit recovery. Dr. Sawyer thanked Mr. Bazydlo and Ms. Monopoli for presenting the report and said the School Committee will be asked to vote on these recommendations at the next meeting.

## **VI. Policy**

### **A. Technology 1:1 Device Program Policy: Vote**

Ms. Banios made a follow-up to the presentation and recommendation made at the December 17, 2014 School Committee meeting for the implementation of the 1:1 device program for the 2015-2016 school year at Shrewsbury High School, as well as recommendations for changes to the existing middle level 1:1 device program. She discussed the recommendation for the Shrewsbury district to move to a district device-owned model. Ms. Banios displayed a chart and discussed why the committee believes the iPad is the best fit for the Shrewsbury district. School Committee members said they viewed the proposal as favorable, they believe the iPad allows more practical problem solving, and the idea that the district is removing a fee and doing this in a budget neutral way is commendable.

Dr. Magee requested a motion for the School Committee to approve the proposed policy for the FY16 1:1 Device Program with the following five components: 1. Expand the 1:1 Device Program to include grades 5-12 to use the Apple iPad device and provide a single learning management system for the high school; 2. Change the program to a district-owned device and district-provided apps option only; 3. Provide a transition option for families who currently utilize the "Take- Home" option to either continue payment towards ownership of device per original terms at the conclusion of the four-year term or to cease payment and turn over the device to the district; 4. Change the district policy for responsibility for damage, theft or loss of the device so that families assume full responsibility regardless of where or how the damage occurs; 5. Utilize a model where funding for the program is provided through a mix of means including shifting funds from other areas, using funds from eligible revolving accounts and using a leasing model where warranted to provide financing for the program with an overall goal of shifting to a district owned device without requiring additional funds in the appropriated budget. On a motion by Mr. Palitsch, seconded by Mr. Samia, the School Committee voted unanimously to authorize the proposed policy for the FY16 1:1 Device Program and for the administration to proceed with implementing the district's 1:1 technology program as described above and in the memorandum from the Superintendent of Schools dated December 26, 2014.

## **VII. Budget**

None

## **VIII. Old Business**

None

## **IX. New Business**

### **A. Regional Substance Abuse Prevention Grant: Vote**

The Worcester Department of Public Health, the lead agency for the Central Massachusetts Regional Health Alliance (CMRPHA, of which Shrewsbury is a member), is in the process of applying for a grant that would provide funding for substance abuse prevention measures. The CMRPHA has contacted the Superintendent of Schools and requested a letter of support as part of the grant proposal. The CMRPHA

has also requested a vote of the Board of Selectmen, which is a requirement of the grant. A suggested draft letter of support and additional information regarding the grant was presented to the School Committee members. Dr. Sawyer asked the School Committee members for approval for him to write a letter related to the grant. Dr. Magee said this \$100,000 grant is for initiatives the Shrewsbury School district is doing now. He said he hopes the Shrewsbury district can leverage whatever support is provided to the CMRPHA, get their support in return, and that this translates into something to help address this problem. Dr. Sawyer said that Dr. Magee's comment was noted. Dr. Magee requested a motion to authorize the Superintendent of Schools to provide a letter of support for a proposed regional substance abuse prevention program. On a motion by Mr. Samia, seconded by Mr. Palitsch, the School Committee voted unanimously to authorize the Superintendent of Schools to provide a letter of support for a proposed regional substance abuse prevention program.

#### **X. Approval of Minutes**

None

#### **XI. Executive Session**

None

#### **XII. Adjournment**

Dr. Magee requested a motion to adjourn the School Committee meeting for January 7, 2015. On a motion by Mr. Samia, seconded by Mr. Palitsch, the School members unanimously agreed to adjourn the meeting at 9:36 PM.

Respectfully submitted  
Christine Taylor, Clerk

#### Documents referenced:

- 1) State of the District: Annual Report
- 2) Special Education: Annual Report
- 3) SHS Program of Studies Recommended Changes: Report
- 4) Summary of Recommended Policies for Technology 1:1 Device Program for FY16: Report
- 5) Suggested Language for Superintendent's Letter of Support for Substance Abuse Prevention Grant: Draft Letter
- 6) Support for Substance Abuse Prevention Grant: Overview



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



**ITEM NO: XI. Executive Session**

**MEETING DATE: 1/21/15**

**SPECIFIC STATEMENT OR QUESTION:**

**BACKGROUND INFORMATION:**

**ACTION RECOMMENDED:**

**STAFF AVAILABLE FOR PRESENTATION:**

**ITEM NO: XII. Adjournment**