

**School Committee  
Meeting Book**

**February 12, 2020  
7:00 pm**

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



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

**AGENDA**

**February 12, 2020 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.	SHS Government Class Project with Municipal Departments: Student Presentation	7:10 – 7:30
V.	Curriculum	
VI.	Policy	
A.	Revised Policy on Public Participation at School Committee Meetings: First Reading	7:30 – 7:45
VII.	Finance & Operations	
A.	Special Education Fiscal Year 2021 Budget: Report	7:45 – 8:10
B.	Fiscal Year 2021 Transportation, Athletic, & Activity Fees: Options & Discussion	8:10 – 8:35
VIII.	Old Business	
IX.	New Business	
X.	Approval of Minutes	8:35 – 8:40
XI.	Executive Session	8:40 – 9:15
A.	For the purpose of reviewing and acting upon a student residency issue	
B.	For the purpose of collective bargaining with the Shrewsbury Education Association, Unit A	
C.	For the purpose of collective bargaining with the Shrewsbury Paraprofessional Association	
D.	For the purpose of negotiations with non-represented staff	
E.	For the purpose of reviewing, approving, and/or releasing executive session minutes	
XII.	Adjournment	9:15

**Next regular meeting: March 4, 2020**



## SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

**ITEM NO: I Public Participation**

MEETING DATE: 2/12/20

**SPECIFIC STATEMENT OR QUESTION:**

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

**BACKGROUND INFORMATION:**

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

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

**SPECIFIC STATEMENT OR QUESTION:**

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

**BACKGROUND INFORMATION:**

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

**STAFF AVAILABLE FOR PRESENTATION:**

School Committee Members  
Ms. Sandra Fryc, Chairperson  
Mr. Jon Wensky, Vice Chairperson  
Dr. B. Dale Magee, Secretary  
Ms. Lynsey Heffernan, 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: **2/12/20**  
**A. SHS Government Class Project with Municipal Departments: Student  
Presentation**

**BACKGROUND INFORMATION:**

Students in the American Government class taught by Mr. John Aloisi, Social Sciences Teacher, Shrewsbury High School (SHS), will discuss their collaboration with Shrewsbury Town Manager, Mr. Kevin Mizikar, Assistant Town Manager, Ms. Kristen Las, and other municipal government staff on a project-based learning opportunity which focused on the Edgemere Development Project.

**ACTION RECOMMENDED:**

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

**STUDENTS & STAFF AVAILABLE FOR PRESENTATION:**

Dr. Jane Lizotte, Assistant Superintendent for Community Partnerships and Well-Being

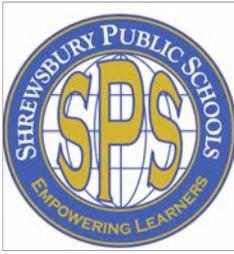
Mr. John Aloisi, Teacher, Social Sciences, Shrewsbury High School

Grade 12 Students:

Fiona Ingersoll

Jacob Tran

Matt Scarbo



# Shrewsbury Public Schools

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Jane O. Lizotte, Ed.D.  
Assistant Superintendent  
Community Partnerships & Well-Being

February 5, 2020

Dear Members of the School Committee,

In September, 2019, Mr. John Aloisi, Social Sciences teacher at Shrewsbury High School, collaborated with Shrewsbury Town Manager, Mr. Kevin Mizikar, Assistant Town Manager, Ms. Kristen Las, and me to create a Project-Based Learning (PBL) opportunity aimed to deepen student knowledge and understanding of local government and municipalities.

## **Background**

Research on PBL indicates that when students engage in high quality experiences, they demonstrate deep, long-lasting learning outcomes. This educational endeavor included 21 students in Mr. Aloisi's American Government class, an elective offered at SHS. The learning objectives consisted of the following:

1. Explain the purpose and operation of various local government departments.
2. Explain the legal and fiscal relationship between state and local government.

Mr. Aloisi focused teaching and learning on the Edgemere Development Project. Mr. Mizikar and Ms. Las facilitated in-class learning experiences where students learned invaluable lessons regarding the full scope of a building project, from start to finish. Students also developed in-depth knowledge of the steps involved from the purchase of property to building occupancy.

## **Action Steps**

Students learned about the scope and timeline of the Edgemere Development Project, including the involvement of municipal and local government, by focusing on one town department. Students successfully completed the following tasks:

- Select a department of interest.
- Construct a series of research questions relating to the impact this project has on that department.
- Schedule face-to-face interviews (groups of three) with a representative from that department to discuss the impact that the project has on the department.
- Following your meeting, present detailed information to your classmates and share the significance of the department on the Edgemere Development project.
- Write an essay explaining the educational benefit of meeting with a town official, making a connection to another aspect(s) of your life, and creating a written reflection.
- Send a thank you note to each of the officials with whom you met.
- Reflect on your experience by answering a series of questions.

## Results

Students learned valuable life lessons as a result of this learning experience, including the complexities involved when scheduling meetings with busy town officials. They were reminded of the importance of preparing thoughtful questions, listening intently, asking meaningful questions, and reflecting on life experiences to better understand the world around us. The summative essays demonstrated that the students valued the opportunity to engage in real life learning experiences. Excerpts from some of student essays are provided below.

### Excerpt 1

"I was surprised to find out that our water main system is from 1905 and that we recently spent 2 million dollars to improve it which currently pumps out 3 million gallons a day. I am intrigued to learn of the significance of just one department involved in a local project but there are so many other sections from our local government which are also involved."

### Excerpt 2

"This project drew a lot of connections with other aspects of my life. I'm applying to colleges to be an environmental engineer, so talking to a woman with a job similar to what I'll be doing eventually was very informative. One interesting thing I learned about solar energy is that SELCO limits the percentage of power you can get from solar energy, which I heavily disagree with. This kind of knowledge is highly applicable to my field and my meeting with Patty Sheehan almost renewed my excitement for environmental engineering."

### Excerpt 3

"What I now understand better is the function of local government. In the beginning, I barely understood what local government was, that's why I took this class. However, after learning about the Edgemere Project and meeting with the officials in charge of it, I realize that it's more than just mayors and councilmen. My group was assigned life safety and building codes and when we sat down with the officials in charge of that department to discuss their involvement in the project, I was amazed and confused at how much actually goes into local government and how a plan becomes a building."

Thank you for your time and attention. We look forward to sharing more at your upcoming meeting on Wednesday, February 12<sup>th</sup>.



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

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

**MEETING DATE: 2/12/20**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **2/12/20**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **2/12/20**

**A. Revised Policy on Public Participation at School Committee Meetings: First Reading**

**BACKGROUND INFORMATION:**

This is the first reading of a draft of revised Policy 123: Public Participation at School Committee Meetings. The intent of this policy is to provide clarity regarding the opportunity to hear from members of the school community on relevant matters, and to establish rules and procedures to do this that are consistent with state and federal free speech laws. Ms. Fryc and Mr. Palitsch comprise the Policy Subcommittee. A copy of the existing policy and a draft of the revised policy are enclosed.

**ACTION RECOMMENDED:**

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

**COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:**

Ms. Sandra Fryc, Chairperson

Mr. Jason Palitsch, Committee Member

Dr. Joseph M. Sawyer, Superintendent of Schools

POLICY FAMILY	SCHOOL COMMITTEE MEETINGS (BYLAWS)	123
<p data-bbox="162 262 414 394"><u>123.</u> Public Participation at School Committee Meetings</p> <p data-bbox="227 1270 349 1333">Amended 12/6/95</p> <p data-bbox="186 1701 389 1732">Adopted 9/28/94</p>	<p data-bbox="446 262 1453 346">All regular and special meetings of the School Committee shall be open to the public pursuant to the Open Meeting Law G.L. Chapter 39, Section 23B. Executive sessions will be held only as prescribed by that statute.</p> <p data-bbox="446 388 1445 514">The School Committee encourages citizens of the district to attend its meetings so that they may become better acquainted with the operations and the programs of the Public Schools. In addition, the Committee wishes to expand the opportunities to hear the thoughts and ideas of the public regarding the operations and the programs of the Public School System.</p> <p data-bbox="446 556 1404 640">In order to provide maximum opportunity to all citizens who wish to be heard before the Committee and to insure the ability of the Committee to conduct its business in an orderly manner, the following rules and procedures are hereby adopted:</p> <ol data-bbox="495 651 1461 1984" style="list-style-type: none"> <li>1. At the commencement of each regularly scheduled School Committee meeting, any individual or group representative will be invited to address the Committee. The length of the public participation segment shall be no longer than fifteen (15) minutes unless otherwise determined by the Chairperson. Prior to the beginning of the meeting, speakers should give their names and the issues they wish to discuss to the School Committee Chairperson who will recognize them in the same order as submitted.</li> <li>2. Speakers will be allowed no more than three (3) minutes to present their material with any additional time being extended at the discretion of the presiding Chairperson.</li> <li>3. Topics for discussion may include those items listed on the School Committee Meeting Agenda for that evening, or any school related matters with the proviso that the School Committee will insure that proper channels of communication by the public through the teaching staff and administration will be observed as prescribed by School Committee Policy.</li> <li>4. Improper conduct and remarks will not be allowed. Any speaker who uses defamatory or abusive language or engages in improper conduct after fair warning, will be immediately gavelled out of order and will lose all privileges to address the Committee.</li> <li>5. All remarks will be addressed through the Chairperson of the meeting.</li> <li>6. Speakers may offer objective criticism of the Schools' operation and/or programs, but in public session, the Committee will not entertain personal complaints regarding school personnel or other members of the school community. Complaints involving staff members must follow administrative channels as outlined in School Committee policy.</li> <li>7. Written comments may be presented to the School Committee before or after the meeting for the Committee members review and consideration at an appropriate time.</li> <li>8. All matters will be taken under advisement by the School Committee. Committee members will not engage in debate with speakers over issues presented. However, Committee members may choose to comment on issues raised. Administrative staff may be called upon to correct any factual errors in statements made.</li> <li>9. In addition to the period available at the beginning of each School Committee meeting, the public will be invited to comment on specific issues being discussed by the School Committee at any evening meeting during the Committee's discussion of that issue. The length of public participation or of any individual speaker's comments shall be determined by the Chairperson of the School Committee and that the decision will be strictly adhered to.</li> </ol>	

## **DRAFT**

### PUBLIC PARTICIPATION AT SCHOOL COMMITTEE MEETINGS

All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.

The School Committee desires members of the Shrewsbury community to attend its meetings so that they may become better acquainted with the operations and the programs of the Shrewsbury Public Schools. In addition, the Committee would like the opportunity to hear the wishes and ideas of members of the Shrewsbury community on matters within the scope of their authority. These matters include the school district's budget, the performance of the Superintendent, and the educational goals and policies of the Shrewsbury Public Schools.

In order that all members of the community who wish to be heard before the Committee have a chance and to ensure the ability of the Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted consistent with state and federal free speech laws:

1. At the commencement of each regularly scheduled School Committee meeting, any individual or group representative will be invited to address the Committee. The length of the public participation segment shall be no longer than fifteen (15) minutes unless otherwise determined by the Chairperson. Prior to the beginning of the meeting, speakers should give their names and the issues they wish to discuss to the School Committee Chairperson who will recognize them in the same order as submitted.
2. All speakers are encouraged to present their remarks in a respectful manner.
3. Speakers must begin their remarks by stating their name, town or city of residence, and affiliation. All remarks will be addressed through the Chair of the meeting.
4. Public participation shall concern items that are within the scope of the School Committee's authority. Therefore, any comments involving staff members or students must concern the educational goals, policies, or budget of the Shrewsbury Public Schools, or the performance of the Superintendent.
5. Assuming that four (4) or fewer speakers sign up to engage in public comment, each speaker will be allowed three (3) minutes each to present their material. If five (5) or more speakers sign up to engage in public comment, then each speaker will be allowed two (2) minutes each to present their material. No more than six (6) speakers will be accommodated at any individual meeting.

6. Large groups addressing the same topic are encouraged to consolidate their remarks and/or select a spokesperson to comment during public participation.
7. Speakers may not assign their time to another speaker, and in general, extensions of time will not be permitted. However, speakers who require reasonable accommodations on the basis of a speech-related disability or who require language interpretation services may be allotted a total of five (5) minutes to present their material. Speakers must notify the School Committee Chair by telephone or email at least 48 hours in advance of the meeting if they wish to request an extension of time for one of these reasons.
8. The Chair reserves the right to terminate speech which is not Constitutionally protected because it constitutes true threats, incitement to imminent lawless conduct, comments that were found by a court of law to be defamatory, and/or sexually explicit comments made to appeal to prurient interests. Verbal comments will also be curtailed once they exceed the time limits outlined in paragraphs 5 and 7 of this policy and/or to the extent they exceed the scope of the School Committee's authority.
9. Written comments may be presented to the School Committee before or after the meeting for the Committee members review and consideration at an appropriate time.
10. Public participation is not a time for debate or response to comments by the School Committee. Comments made during public participation do not reflect the views or the positions of the School Committee. The constitutional free speech rights of participants in public participation will be respected.



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **2/12/20**

**A. Special Education Fiscal Year 2021 Budget: Report**

**BACKGROUND INFORMATION:**

Annually, the leadership of the Special Education & Pupil Personnel Services provides information regarding programming for students who are eligible for special education or other student services, and review key budget information projected for the following fiscal year. Ms. Belsito and Ms. Bartlett will provide a summary of the enclosed report at the meeting and answer any questions the Committee may have.

**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. Meg Belsito, Assistant Superintendent for Student Services

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



## **Special Education and Pupil Personnel Department Overview & Budget Report to the Shrewsbury School Committee February 2020**

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**Margaret M. Belsito  
Assistant Superintendent for Student Services**

**Meghan E. Bartlett  
Assistant Director of Special Education & Pupil Personnel Services**

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The mission of the Special Education and Pupil Personnel Department is to identify students who meet the federal and state criteria for a disability requiring specialized instruction and/or accommodations through an Individualized Educational Program or 504 Accommodation Plan. It is Shrewsbury's responsibility to provide services in the least restrictive environment that will empower access to our students to become active members of society based on their individual strengths and abilities. As a district, we are committed to providing an inclusive setting of dedicated multidisciplinary teams while involving parents and community members to help meet the academic, emotional and social needs of all our students in a respectful and positive environment.

Our vision is to afford all students the opportunity to succeed through high quality, evidence-based practices, and we will do so by connecting and communicating with families, students, school teams, and the greater community. Together, we will focus on the positive attributes and recognize the individual strengths and achievements of our students while promoting their future successes.

Our department continues to prioritize the following focus areas. This ongoing work has ensured that the Shrewsbury Public Schools continues to meet high expectations with efficient and thoughtful resources and programs to meet the needs of all learners.

- 1. Inclusive Practices/Co-Teaching:** Professional development opportunities for teachers working in years 1-4 of co-teaching have been deployed this year. Instructional Coaching has been provided, which has been designed to provide classroom and special educators with an overview of current co-teaching models for Kindergarten through Grade 12. The

district has over 40 teams of co-teachers. Topics include: common planning time, specially designed instruction, research-based instructional strategies, and communication/collaboration tools.

2. **Social, Emotional, Mental and Behavioral Health Collaborations:** Social Emotional Learning committees (district and building) along with current department services (Psychologists, Adjustment Counselors, Clinical Coordinators, etc.) continue to gather data around practices, processes and interventions as the district works through an implementation plan.
3. **Staff Caseload and Schedule Analysis:** All department staff have shared various caseloads and schedules. Special education and building leadership continue to analyze the information in an effort to maintain efficiencies and share resources as necessary.
4. **Annual Professional Development for Professional and Paraprofessional Staff:**
  - a. Charlie Applestein, M.S.W. shared hands-on tips, techniques, sample dialogues and science-based practices in working with students struggling with emotional and behavioral challenges. Mr. Applestein's strength-based approach delivered a message of hope and possibility to our most vulnerable youth and those who shape and influence their lives.
  - b. David Nowell Ph.D presented effective ways to support students with Attention Deficit Hyperactivity Disorder, Executive Functioning and Anxiety. Dr. Nowell shared strategies and applications which could be used for immediate results.
  - c. Compliance Training to review state and federal guidelines.
  - d. Many of our school psychologists and school adjustment counselors had the opportunity to attend the School Mental Health Conference at Harvard University.
  - e. Pearson Online Testing Platform training for our school psychologists, and members of our special education teachers and related services teams.
  - f. Occupational Therapists' national conference in Boston will allow OTs the opportunity to collaborate and learn with OTs from across the United States.
5. **Out of District Analysis with Multi-year Projections:** In an effort to understand our out of district tuitions and needs, an ongoing budget analysis continues to be monitored, including projections. This data is ongoing and shared with the Central Office Leadership.
6. **Special Education Parent Advisory Council (SEPAC):** The SEPAC and Special Education leadership continue to have open communication. Special Education administration, Superintendent and School Committee representatives meet on a quarterly basis. This year SEPAC will hold multiple events including: General Meeting, *Ask the Advocate*, and Turning Three Essentials..
7. **High Leverage Practices:** Department time is devoted to staff researching and reporting on the 22 high leverage educational practices developed by the Council for Exceptional Children Professional Practice and Standards Committee. These practices are found to be the most important tools to make a positive difference with students struggling to find success in school due to learning and behavioral complexities.
8. **Paraprofessional Support:** Special Education leadership partner with building teams to assist in determining level of additional support for Applied Behavioral Analysis (ABA)

Technicians, Child Specific Aides, and Special Education Aides to ensure our students are accessing their Free and Appropriate Public Education.

- 9. Shrewsbury Youth and Family Services (SYFS) Partnership:** In an effort to provide support to families identified and referred through SPS personnel, SYFS clinical staff provide family support services such as counseling, crisis management, links to other supportive agencies, assistance with problem solving and communication with other collateral contacts.
- 10. Program Evaluation:** SPS Equity Audit is currently underway and will examine ways in which as a district we are succeeding at providing students with an equitable education, and where we should focus our efforts to improve and address any inequities where they do exist. This process will include site visits to our schools, interviews and focus groups with various staff, students, and families, along with analysis of data and documents.
- 11. Unified Champion Schools:** Unified Champion Schools are accomplished by implementing inclusive sports, inclusive youth leadership opportunities, and whole school engagement. The program is designed to be woven into the fabric of the school, enhancing current efforts and providing rich opportunities that lead to meaningful change in creating a socially inclusive school that supports and engages all learners. SHS was recognized as a National Unified Champion School in November 2019. SHS Unified Club was recently given the Shrewsbury Education Foundation Community Impact award. Currently, a middle school unified basketball team is being formed and will play three games in the spring.
- 12. Safety Care Training:** Safety Care is our district's new program for teaching staff how to respond to students engaged in problem behavior with a focus not only on reacting effectively to a crisis but also in preventing future events from occurring. Initial trainings were funded through the Mental and Behavioral Health grant from the Department of Elementary and Secondary Education. We have made the decision and commitment to provide the district with this training which is a leading crisis prevention training course that focuses on how to prevent behavioral challenges, de-escalate early and manage behaviors safely.
- 13. Parenting Strategies:** This is a course offered free to all parents residing in Shrewsbury including private schools. Parenting Strategies is taught by the consulting Child Psychiatrist and one of the Clinical Coordinators. It is currently running and has approximately 35 parents attending.
- 14. Child Find:** This mandate requires all school districts to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child. Child Find expands to children who are residents of Shrewsbury, but are enrolled in private schools, preschools, and daycare.

### **Department Overview**

***The following information was compiled through collaboration with Central Office, special education and leadership teams, as well as staff input, observations, and ongoing conversations with students and families.***

## Student Demographics

Our SPS special education records indicate, as of February 2020, 942 students, ages 3-22, are receiving special education services through an Individualized Education Program (IEP). The concurrent data indicated that there are 78 active referrals for Special Education services. This number is included in the total Special Education number of 962. Students in referral are considered special education students until eligibility has been determined.

An additional 235 students were receiving accommodations within the regular education setting through Section 504 Accommodation Plans, which are provided to students who are diagnosed with a disability, but who do not require specialized services to make effective academic progress. 504 Accommodation Plans define eligibility as a diagnosed disability that is limiting one or more of major life functions. To be eligible for a 504 plan, the student needs to have a record and be regarded as having such an impairment. Of note, when analyzing the 504 accommodation plans for Shrewsbury, about 162 of 235 students are categorized as ADD/ADHD or Health; 25 of 235 students are categorized under Multiple Disabilities; 26 of 235 students have Emotional diagnoses requiring accommodations in the school setting.

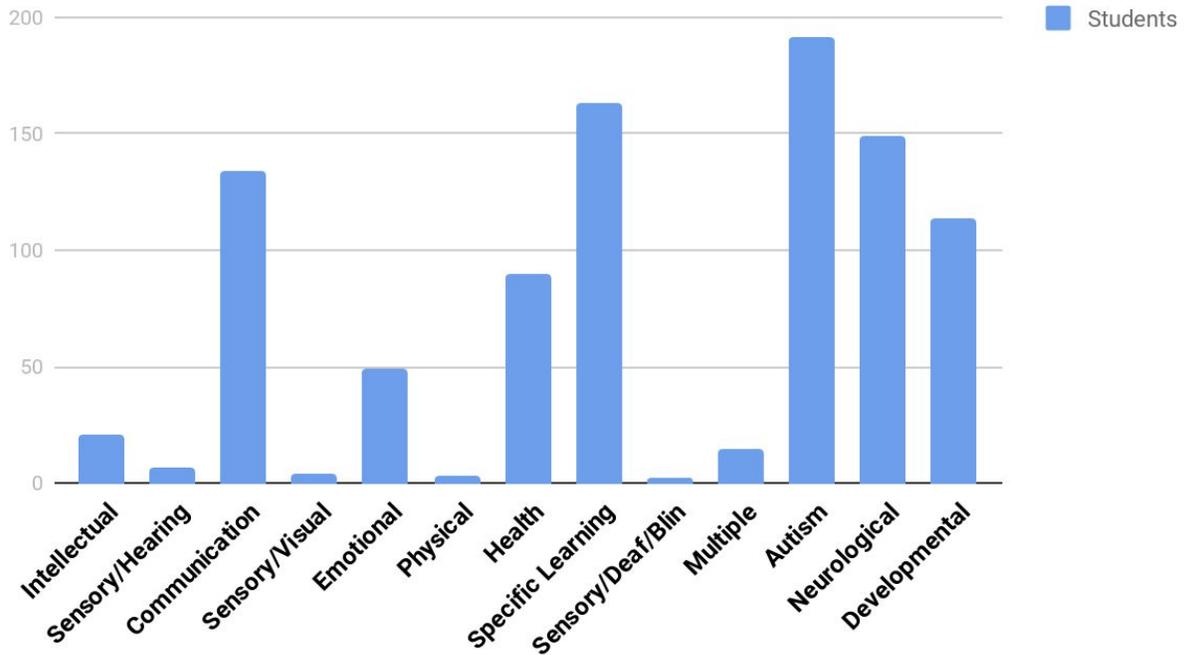
Year	Total Number of Students (financially responsible)	Students with Section 504 Accommodation Plans	Percentage of Students Receiving 504s	Students with Individualized Educational Programs	Percentage of Students with IEPs
2018	6,207	206	3%	962	15.4%
2019	6,251	235	3%	1,020	16.3%

\*Note: percentages include students currently in referral

In comparing 2018 to 2019, there is an increase of 0.9% of students in special education. This increase is due to the larger number of referrals; students moving into district; students moving from 504 Plans to IEPs; students with both IEPs and 504s; and continued Child Find activities.

Utilizing DESE's state categorization of disability for eligibility for special education, SPS shows the following distribution for students with IEPs:

## DESE Disability Categorization

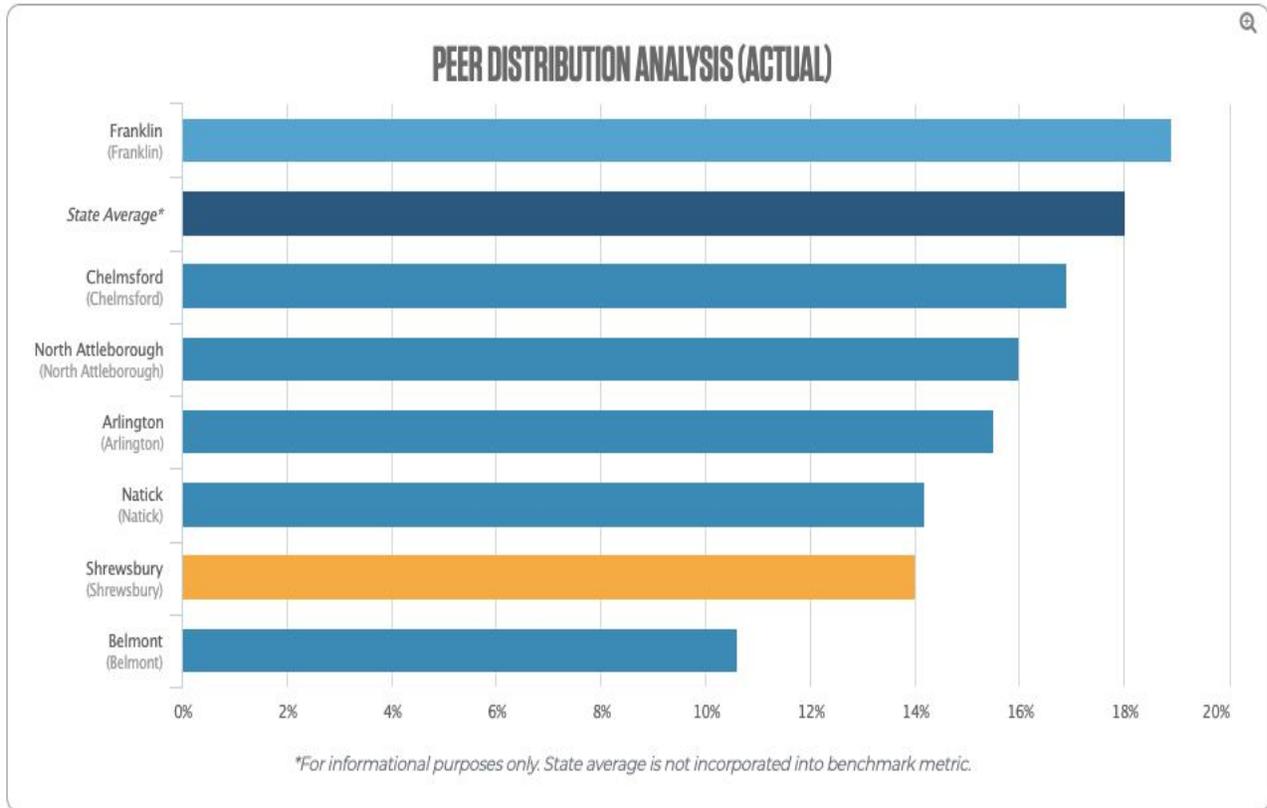


Shrewsbury remains below the state average and below comparable districts regarding the percentage of students with disabilities, as this data and the following chart from ClearGov with the last year of available state-level data demonstrate.



\*Note: The above statistics do not include students in referral.

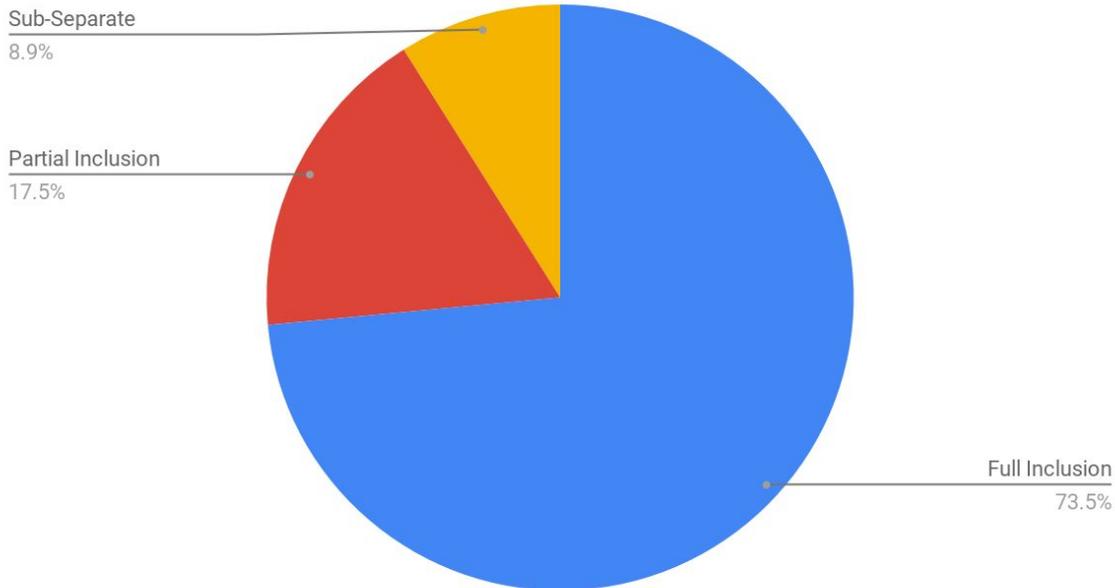
**Shrewsbury compared to peer districts selected by ClearGov regarding percentage of students with disabilities:**



**Specialized Instruction Services**

Each SPS building offers a myriad of services to meet each child’s specific needs (See Appendix for program descriptions). These services are interpreted through placement and service delivery options. Students access inclusion, partial inclusion, or substantially separate options based on the team process when calculating the least restrictive setting for individual students. Full Inclusion is defined as students having special education services outside the general education classroom less than 21% of the time. Partial Inclusion is defined as special education services outside the general education classroom 21-60% of the time. Substantially Separate classroom is defined as special education services outside the general education classroom more than 60% of the time. We will continue to see our enrollment statistics shift based upon the need and complexity of our student demographics, and as we continue our professional development work on Co-Teaching, Inclusive Practices/Instructional Coaching, Safety Care, and High Leverage Practices. Our mission correlates to the graph below of educating students within the least restrictive environment. General education in a full inclusion program should always be the first instructional placement of a child. Seventy three percent of our students are receiving their specially designed instruction within full inclusion programs.

## Placement Options



### Professional Staff

Students access their education through specialized instructional programming using the aforementioned criteria of inclusion, partial inclusion, and substantially separate. Contingent on calculating the least restrictive setting, students may access instruction from general education teachers, special education teachers (carrying a license in either moderate or severe needs), related service providers (such as speech & language therapists, occupational therapists, etc.), and/or paraprofessionals.

### Current Professional Staffing (Full Time Equivalents)

Staff FY20	Special Education Teachers	Speech and Language Therapists	Occupational & Physical Therapists	Psychologists & Clinical Coordinators	Adjustment Counselors	School Nurses
Total	75	13.4	5	13	12	12.8

During the 2019-2020 school year, the district hired staff in order to maximize efficiencies while managing diverse populations with various degrees of challenges. The district supported the addition of the following positions:

- **Elementary, SMS and SHS Adjustment Counselors - 5.0 FTE**
- **Educational Learning Center Coordinator (Preschool) - 1.0 FTE**

- **SHS Nursing - 0.7FTE**
- **SHS Moderate Special Education Teacher - 1.0 FTE**
- **PreK-4 Director of Special Education - 1.0 FTE (previously on hiatus)**

**Paraprofessional Positions**

Each year, we must anticipate that additional students with disabilities will enroll in the district through Early Intervention, other districts, or from private schools. At times, the district is mandated to hire staff in order to meet compliance and provide needed services for children to access their education. The following chart depicts full time equivalent paraprofessional employees under the titles of ABA Technicians, Child Specific Aides, and Special Education Aides employed across all schools. These numbers have increased over time as more students with intensive special needs are enrolled in the district, either due to increased programming or move-ins. Based on our current budgeted FTE and projections for next year, not overall additional FTE are not requested for FY21 (note: the FY21 budget request has one additional ABA technician, but overall numbers project a slight decrease for a “status quo” budget). This is an area where changes can happen quickly depending on student needs, and so it is constantly monitored. Over the course of this year, the Special Education Directors have been meeting to analyze the usage of paraprofessionals to support student learning.

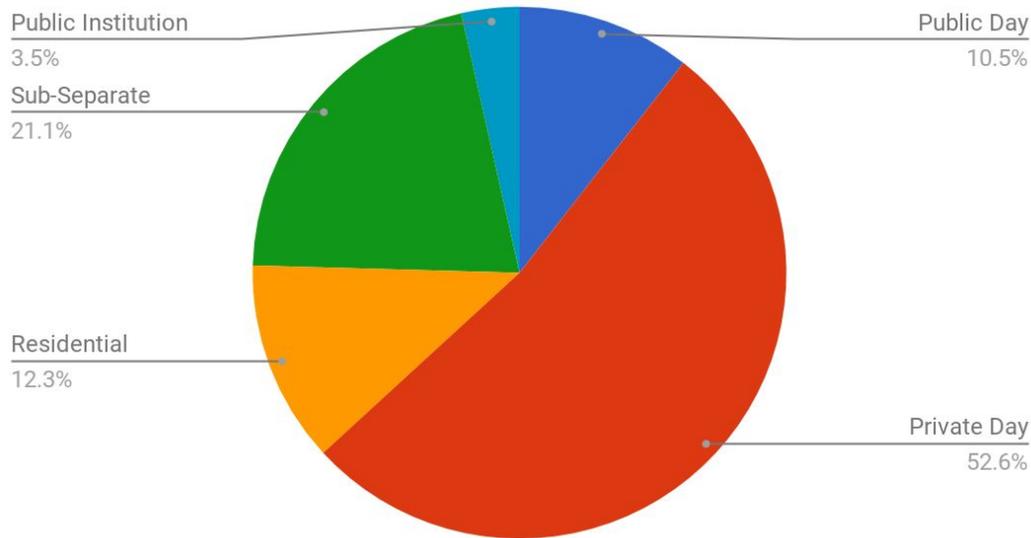
<b>Paraprofessionals (Special Education)</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>FY 20 Budgeted</b>	<b>FY 21 Proposed</b>
FTE	188.83	193.91	221.44	222.67	220.82

\*These figures do not include non-special education paraprofessionals such as instructional aides and tutors

**Out of District Programming**

As previously mentioned, the mission of the Special Education Department is to provide services in the least restrictive environment that will empower and provide access to our students to become active members of society based on their individual strengths and abilities. There remains a population of students that, due to the scope and severity of disability, the child will require a more restrictive programming in order to make effective progress commensurate to the student’s disability. When identifying programs for students to access their education, teams must consider placements that are gradually more restrictive than public schools. Below is a graph that highlights the programming demographics related to the proportion of the 70 out of district students we currently have enrolled in this fiscal year across public day, private day, sub separate and residential settings. In addition to this figure, 7 students are currently awaiting acceptance into special education placements.

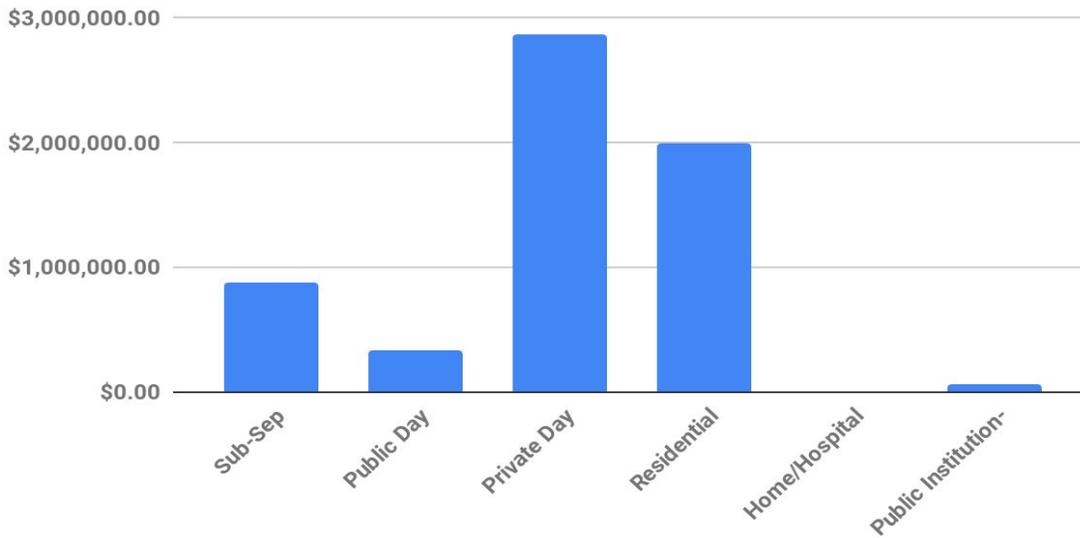
## Out of District Student Enrollment



The Special Education Department continues to review the profile of students that require more restrictive placements. This is a multi-tiered approach that includes further examination of the student demographics that are currently being serviced in an out of district placement and identifying if their unique needs could be met within district, and/or what supports and services would be needed to have students transition to a less restrictive setting.

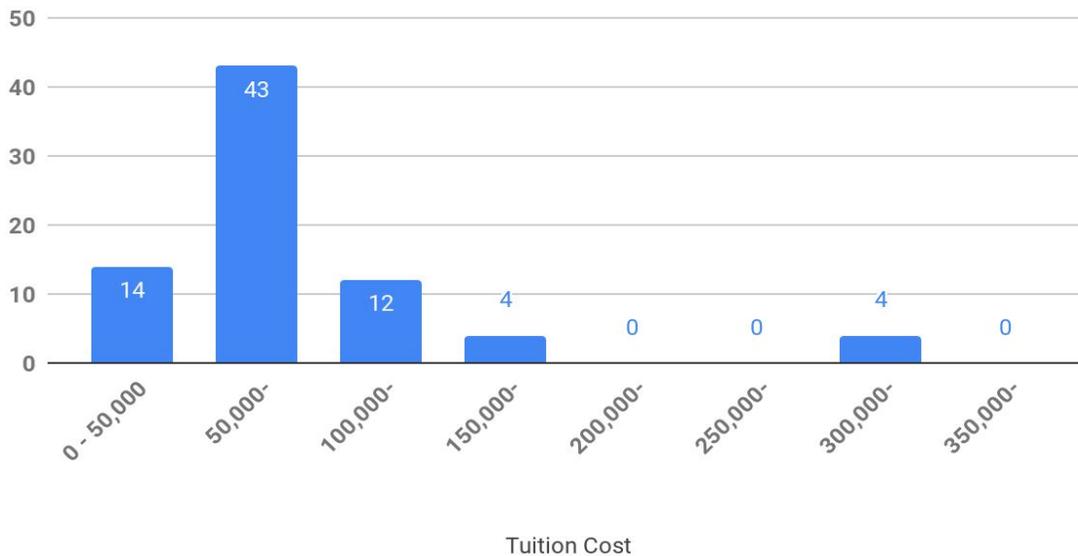
Students exiting Shrewsbury High School, whose teams continue to recommend special education services through entitlement services, ages of 18 through 22, access programming labeled as sub-separate. Shrewsbury Public Schools does not currently have an ages 18-22 program, and thus refers students to local collaboratives. The label of sub-separate is used for these students as the community and vocational sites are considered part of their programming, and they are located within our communities. The graphs below demonstrate the FY 21 projected cost expenditures per placement type, and the amount of students at each fiscal breakdown for placements.

## FY 21 Budgeted Cost



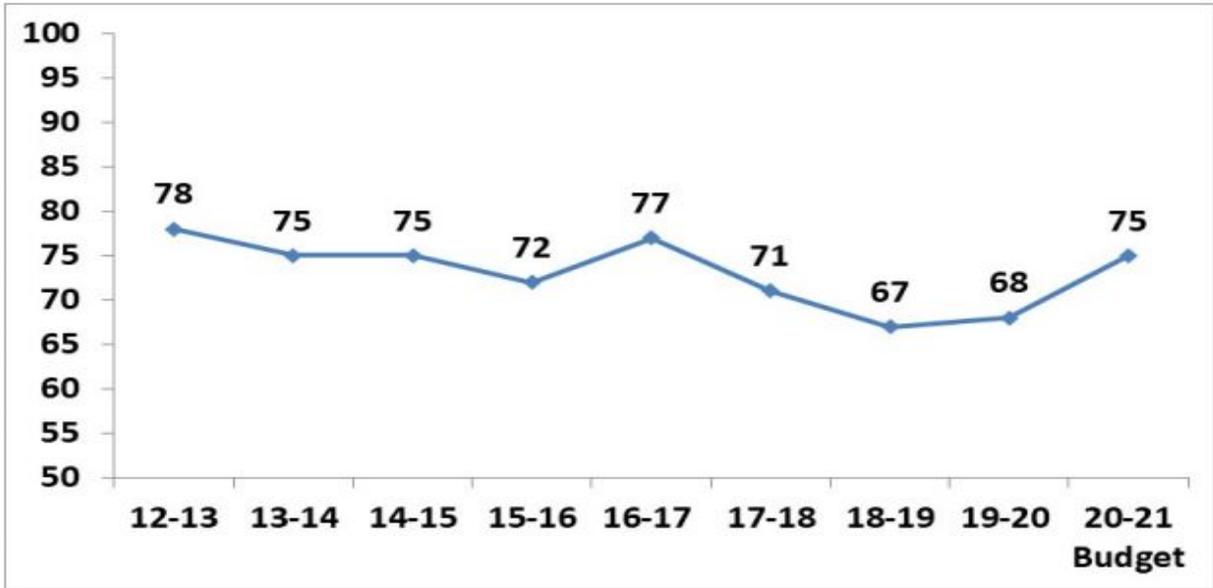
In the category of special education out-of-district tuitions, there are not only tuition rate increases of 2.7%, but for the first time in recent years we expect an increase of students who will require placement in these very specialized educational settings. Because the number of students in out-of-district (OOD) placements can fluctuate depending on varied circumstances, this projection could shift in either direction in the coming months. The chart below breaks down the number of OOD students by tuition cost.

## Number of OOD Students By Tuition Cost



The following graph highlights overall number of students who are accessing out of district special education placements from fiscal years 2013-2020.

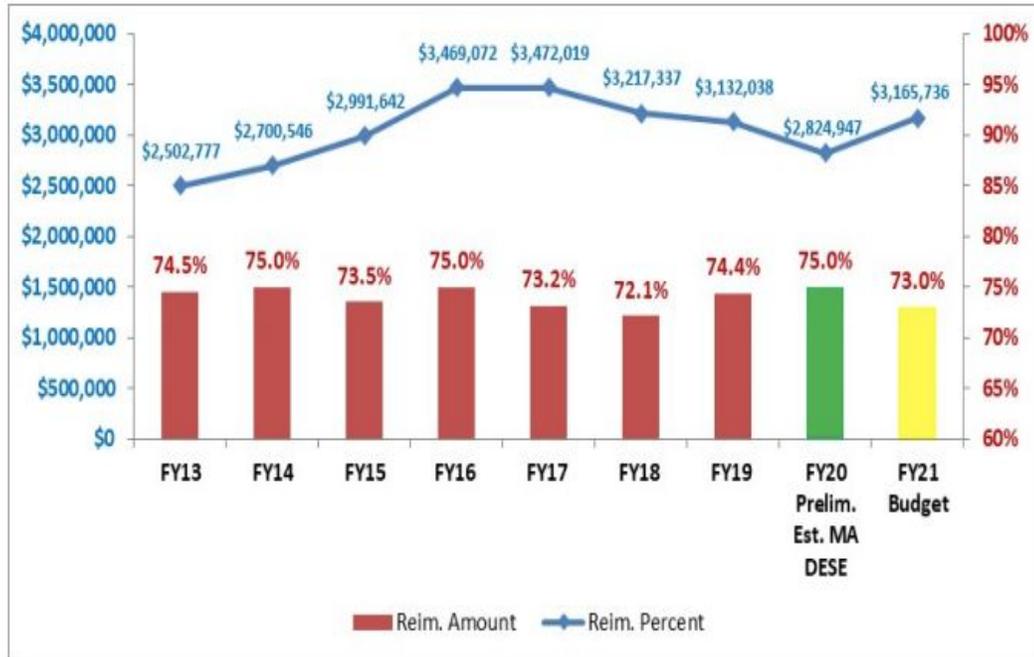
**Special Education Out of District Placements-Budgeted**



**Special Education Circuit Breaker**

The state’s Special Education Circuit Breaker reimbursement program began in fiscal year 2004 to provide additional funding to districts for high special education costs. Reimbursements are for the district’s prior year’s expenses. Each spring, our office completes and submits claim forms to DESE listing the types and amounts of services, and tuitions provided to students that meet the threshold formula. Rates are determined by the department and established annually. The circuit breaker account is essential to ensuring that municipalities and school districts are able to pay the costs associated with expensive special education placements without cutting from other general and special education areas. The following graph highlights overall budget changes from fiscal years 2013-2020.

### Circuit Breaker Funding FY13 - FY21 Reimbursements & Reimbursement Percentage



Below highlights the allocation of funds through the special education and pupil personnel services budget for out of district placements and circuit breaker reimbursement. After applying funds from the state’s Circuit Breaker reimbursement program for special education costs, the net increase in this category is projected to be \$1.39 million.

	FY20	FY21 Draft	\$\$ Difference	% Difference
Total Tuitions	\$ 6,382,048	\$ 6,963,830	\$ 581,782	9%
Less Estimated Circuit Breaker Reim.	\$ (2,862,000)	\$ (3,165,736)	\$ (303,736)	11%
Less CB Funds On Account Carryover	\$ (900,000)	\$ (451,000)	\$ 449,000	-50%
Less Prior Year Budget Surplus	\$ (1,263,245)	\$ (600,000)	\$ 663,245	-53%
<b>Net Cost to Appropriations Budget</b>	<b>\$ 1,356,803</b>	<b>\$ 2,747,094</b>	<b>\$ 1,390,291</b>	<b>102%</b>

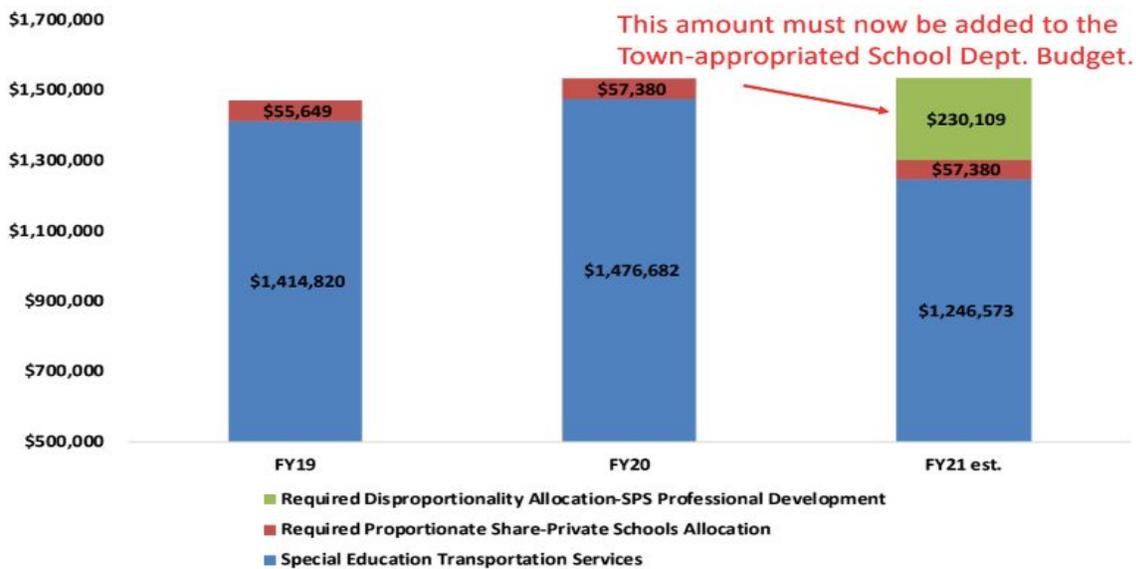
**\*\* All FY21 figures are estimates subject to change prior to the final budget recommendation.**

**Individuals with Disabilities Education Act (IDEA) Special Education Grant #240:** Federal Special Education Grant #240 funds special education transportation. Over the past three fiscal years, the #240 grant also allocates funds for Proportionate Share. For FY21, the state has indicated that we will need to reserve 15% for Significant Disproportionality.

The cost of transporting students to out-of-district special education schools is projected to increase by \$585,450. Approximately \$355,000 of that amount is due to more students needing to be transported, increased rate costs, and additional costs for students requiring highly specialized support when being transported.

The remainder of the increase is due to a significant change in the administration of our federal special education grant, where we will be required to shift approximately \$230,000 of grant funds currently used to pay for out-of-district special education transportation costs to purposes related to addressing the needs of students with emotional disabilities. This requires us to plan to allocate that same amount that previously came from the grant to the town appropriated budget.

## Forced Change: Use of Federal Special Education Grant



### Proportionate Share and Disproportionality

In July 2017, DESE issued guidance regarding the IDEA funds through the #240 Grant allocation to monitor **Proportionate Share**. Proportionate Share is an amount of the district's IDEA funds allocated to eligible parentally-placed students who are privately educated in the district's geographic boundaries regardless of where the students live. Annually, our district must calculate the proportionate share for private and home schooled students within our geographic area, demonstrate upon request that we have spent this amount of our allocation of IDEA funds on eligible students who are privately enrolled and educated in the district. For this school year, the proportionate share equals \$57,380. This year meaningful consultation has occurred with our local private institutions. We have partnered with St. John's High

School to enhance access clinical supports through contracting with Assabet Valley Collaborative-Family Support Partnership including a clinician and consulting psychiatrist. We also have contracted tutors for academic support at both Saint John's High School and Montessori.

In August of 2019, the district received notification regarding **Significant Disproportionality**. DESE is required under federal regulations to analyze data from school districts to identify and report to the Office of Special Education Programs (OSEP) significant disproportionality in special education of racial and ethnic groups. This analysis is conducted pursuant to requirements under IDEA. The determination was made following a review of data reported to DESE through Student Information Management System (SIMS) and the Student Safety and Discipline Reports (SSDR) for the prior three years. DESE determined that our calculated risk ratio for white students with emotional disabilities exceeded the threshold rate established by the state (4.0). Next year, the district will begin the mandated implementation of so-called Comprehensive Coordinated Early Intervening Services (CCEIS) to develop a targeted plan to address the students in the subgroup that was significantly disproportionate from age 3 through Grade 12 with and without disabilities.

**Contracted Services:**

We currently contract specialists in the following areas in order to support low incidence disabilities and mandated services: Psychiatry, Orientation and Mobility, Teacher of the Visually Impaired, Vision Specialists, Teacher of the Deaf, home based services, Teacher of Deaf/Blind, Audiological services and Assistive Technology.

Legal Consultation: Our legal counsel supports the district with administering state and federal laws governing special education. At times, despite our best efforts, the school system must go to mediation, pre-conference hearings and/or hearings through the Bureau of Special Education Appeals and may require full legal representation.

Translator/Interpreter: Students and parents receive written and verbal communication in their home language as stated in state and federal law.

Home/Hospital Tutoring: The district must provide tutorial services for students when they are absent for more than 14 consecutive school days or cumulative days due to illness. A physician's statement requesting home/hospital tutoring must be completed in order for the tutoring process to be initiated with the district.

Instructional Materials: Special education staff use standardized assessments for initial evaluations and reevaluations. Once a testing battery is obsolete, there is only a two-year window where it must be replaced. Department Leads take a yearly inventory and update our office with ongoing needs.

The table below shows the recent history and projection for contracted expenses.

<b>Contracted Expenses</b>	<b>FY18 Actual</b>	<b>FY 19 Actual</b>	<b>FY 20 Budget</b>	<b>FY 21 Proposed</b>
Legal Fees	\$23,605	\$38,495	\$32,000	\$35,000
Translator/Interpreter	\$24,004	\$38,913	\$25,000	\$27,500
Home/Hospital Tutoring	\$3,527	\$6,061	\$13,000	\$13,000
Instructional Materials	\$30,876	\$19,443	\$51,000	\$51,000
Testing	\$29,724	\$10,575	\$30,600	\$30,600
Contracted Therapies	\$186,735	\$235,898	\$250,000	\$250,000
<b>Total</b>	<b>\$341,000</b>	<b>\$395,000</b>	<b>\$401,600</b>	<b>\$407,100</b>

### **Extended School Year Services (ESY)**

ESY services are required and developed for students with disabilities who qualify for a continuation of services based on the nature or severity of their disability or who exhibit substantial regression and/or significant recoupment throughout the school year. ESY eligibility and data tracking help teams make data-driven decisions. This data is used in annual team meetings to help the team determine the level and need for extended school year services.

Throughout the school year, the ESY Coordinators and the Special Education leadership team meet monthly to address: staffing, program organization, student recommendations and qualification for services. Student recommendation forms are reviewed and used to develop programming for students who require the longer school year. The programming needs are determined based on the recommendations in order to prepare for a July 2020 start date.

Through the planning process it is anticipated that there will be a fiscal increase for FY 20 based upon transportation needs, additional nursing and level of staffing due to enrollment projections.

<b>Summer Special Education</b>	<b>FY18 Actual</b>	<b>FY19 Actual</b>	<b>FY20 Approved</b>	<b>FY21 Proposed</b>	<b>Difference FY20 to FY21</b>
<b>Total</b>	<b>\$543,984</b>	<b>\$536,941</b>	<b>\$621,000</b>	<b>\$667,250</b>	<b>\$46,250</b>

## **Staffing**

We have continued to monitor the staffing across the district to ensure we are providing students with the necessary support and the greatest opportunities for independence. We have seen great success with our programs where students are accessing more of their day independently and are making continued progress. Even with this focused lens, the district continues to experience staffing challenges given the number of unanticipated move-ins to SPS, along with other students who were identified with high level of academic, behavioral and complex medical needs.

## **Mental and Behavioral Health**

Under our 2018-2022 Strategic Priority of Enhanced Well-Being for All, we have an opportunity to specifically create a common understanding of the benefits of the skills, habits, and mindsets of social and emotional learning and develop a shared, systematic approach to explicitly teach, integrate, and assess these competencies.

Counselors, mental and behavioral health professionals play a vital role in identifying, supporting and intervening when students exhibit mental/behavioral health challenges in the school environment. A collaborative approach is taken to working with students presenting with mental health, emotional, social and/or behavioral challenges. School teams may consist of Psychologists, Nurses, School Counselors, Administrators, Special Educators, and consultation with Clinical Coordinators, Psychiatrist, and/or UMass Clinical Fellows, who work together to identify students with needs in this area, provide recommendations, interventions, support, and closely monitor cases. These professionals provide clinical supports which are customized to each student, including counseling, behavior management, crisis intervention, family engagement or care coordination. Counseling, and Behavioral and Mental Health support will be key to increasing our students social and emotional abilities and overall well-being.

From August 2017 to January 2020, Clinical Coordinators have worked with staff on 167 student cases which included an additional 32 Functional Behavioral Assessments.

## **Recommendations for 2020-2021:**

Through observations, analysis and collaborative conversations with administrators and staff, the following positions will further develop program integrity and consistency throughout the district.

## **Personnel:**

### ***Recommended Strategic Investments***

***Although these recommendations would enhance student programming, well-being and learning, in order to move forward with these positions, the district would need to reduce existing expenses or seek alternate sources of revenue. As an ongoing practice, the district does apply for grant funding both publicly and privately as available.***

### **Elementary Severe Special Education Teacher 1.0 FTE**

- Based on caseloads and programming projections, a severe special education teacher will improve educational services and supports at the elementary level.

### **Elementary Moderate Special Education Teacher 1.0 FTE**

- Based on programming projections, a moderate special education teacher will improve educational services and supports at the elementary level.

### **Elementary Adjustment Counselors 2.0 FTE**

- To be able to provide each elementary school additional access to interventions for students who are having social, emotional, and/or behavioral issues.

### **Resources and Programming:**

Shrewsbury Public Schools has determined that our priorities continue to be focused on our students with mental and behavioral health challenges based upon multiple advisory councils and district data. Over the next few years, our goal is to add capacity and programming for student support to further enhance our inclusive practices. We would recommend growing our counseling staff to include at least one, full time Adjustment Counselor in each elementary building and more where warranted due to size of caseload.

Our professional development (PD) efforts will focus on two of our district strategic priorities: Learning Environments Where Everyone's Success Matters and Enhanced Well-being of All. We aim to structure PD for staff so that we enhance our shared understanding and ability to engage in inclusive and culturally proficient practices; the skills, habits, and mindsets of social and emotional learning and mental and behavioral health of all. Educators have a responsibility not only to teach and care for students, but to support them in their social and emotional development.

Continuing to expand and grow Co-Teaching to build inclusive schools, is another explicitly targeted path within the Strategic Priority, Learning Environments Where Everyone's Success Matters. This will be completed through consultation, professional development and coaching. Our contracted consultants conduct classroom observations and non-evaluative feedback sessions. The provided professional development focuses on: research-based instructional practices; specially designed instruction, modifications & accommodations; differentiated instructions/grouping practices; Co-Teaching practices; collaboration and consultation practices; and classroom management.

Continued PD in order to move towards an understanding of the Massachusetts Tiered Systems of Supports' philosophy: All students are capable of learning with adequate support. MTSS is rooted in proactivity and prevention. The system utilizes evidenced based practices. Decisions

and procedures are driven by school and student data. The degree of support given to each student is based on their needs. Implementation occurs schoolwide and requires stakeholder collaboration. This will be completed through our work with inclusive practices as well as our Social Emotional Learning (SEL) Implementation Plan presented this past December.

*In conclusion, and as stated in previous reports, our district, with continued support from families and stakeholders, is committed to providing a high-quality public education to every child, regardless of race, ethnicity, socioeconomic status, cultural background, sexual orientation/identity, exposure to trauma, or disability status. We aim to structure professional development for staff so that we enhance our shared understanding and ability to engage in inclusive and culturally proficient practices; the skills, habits, and mindsets of social and emotional learning, and the mental and behavioral health of all.*

# Appendix

## Program Descriptions 2019-2020

### Preschool Programs:

Prior to turning three-years old, children with a disability or disabilities, or at-risk profiles may be referred to the school district for an initial special education evaluation to determine eligibility for special education services upon turning three-years old. Early Intervention programs are provided through the Massachusetts Department of Public Health for children birth to three. Parents, pediatricians, and private preschool teachers can also refer preschool aged children to the Shrewsbury Public Schools for an initial special education evaluation if there is a suspicion that a child may have a disability. Every referral is followed up with an evaluation in the suspected area of disability. If a student is found eligible for special education services, a preschool placement is determined. The least restrictive environment for most of our students is an integrated or inclusive preschool environment, which includes students with and without disabilities. A smaller percentage of preschool children require a substantially separate setting for the majority of their school day as a result of the severity of their disability. This group of students may also attend a full-day of preschool in order to receive an educational benefit. The District's preschool programs provide children with and without disabilities an engaging and challenging preschool experience. Children with identified disabilities are provided with an Individual Education Program (IEP) developed for their unique and individual needs.

### **Educational Learning Center (ELC) PreK:**

Students with Autism Spectrum Disorders (ASD) or similar developmental profiles may receive some or all of their services as part of the ELC program per their IEP. The ELC program is designed to provide services along a continuum from consultation and/or to highly individual and intensive curriculum and instruction. This program is led and supervised by special educators with intensive certification and specialized training in working with children with Autism Spectrum Disorders (ASD) or similar developmental profiles. Instructional methodology is primarily based on, but not limited to, the principles of applied behavior analysis (ABA). Principles of ABA may include the use of positive behavior interventions, systematic instruction of skills across all domains of learning to foster increasing independence in the educational learning environment, instructional plans that break down skills across all domains into manageable increments and are taught from least to most complex, error-less instruction, task analysis, analysis of targeted intermittent collection of data and adjustment of instruction based on data, and planned and naturally occurring opportunities to acquire and practice skills and concepts.

**Integrated Classrooms:**

Preschool aged students with and without disabilities are enrolled in integrated classrooms. Children with disabilities are enrolled based on their Individual Education Program (IEP). Children without disabilities are enrolled by their parents/guardians. Early childhood special education teachers, certified to teach both children with and without disabilities, provide preschool curriculum and instruction for up to fifteen students with a ratio of seven students with disabilities to eight students without disabilities. Our curriculum is based on the Massachusetts Curriculum Frameworks, Early Childhood Program Standards, and Guidelines for Preschool Learning Experiences.

**Walk-in/Itinerant Services:**

Students ages three to five and in need of therapies such as speech and language, occupational therapy, and physical therapy, receive walk-in services. Parents accompany their child during the therapy sessions each week and are provided with consultation on how to best support their child at home.

**Intensive Preschool Program:**

This program is designed for preschool children with intensive disabilities, which affect all areas of their development including cognition, communication, physical, social-emotional, and self-care skills. The morning portion of the program is integrated and the afternoon portion is substantially separate. An early childhood educator certified in intensive special needs leads this full-day program with related service providers to target all domains of development. Paraprofessionals, trained and supervised by the lead early childhood teacher provide carryover and direct instruction throughout the full-day program. The multidisciplinary team utilizes the afternoon instructional period to provide intensive therapy across all domains of development.

**Kindergarten-Grade 4:****Educational Learning Center Grades K-4:**

The Educational Learning Center, ELC, is designed for students diagnosed with Autism Spectrum Disorders or similar developmental profiles who require more time in a specialized classroom in order to make effective progress in school. This program is led and supervised by special educators with intensive certification and specialized training. A variety of teaching methods, guided by the principles of Applied Behavior Analysis (ABA) are utilized. Data collection and careful monitoring of progress are used to determine which instructional methodologies are best suited for each student. Students may require 20% to 60% of their educational services in the ELC. Integration into the general education setting is determined by the student's IEP. Students who require clinical support may also receive services through the ELC, but are fully included in their general education classroom. These students may have support from a trained paraprofessional and behavior support supervised by the ELC Coordinator. ELC program coordinators supervise the direct teaching staff and coordinate all student services.

**Inclusion Support:**

Special education teachers or instructional aides support students who are included in their regular education classes. Services can range from assistance with organizational strategies, reading, writing, and math within the context of the curriculum being delivered. The special education teacher works closely with the general education teacher to ensure the student receives the appropriate accommodations/modifications needed to make effective progress towards their educational goals.

**Co-Teaching Teams:**

A service delivery option designed to address the needs of students in an inclusive classroom by having a general education teacher and a special service provider teach together in the same classroom to meet the needs of individual students.

**Learning Skills:**

Learning Skills programs provide direct special education services, typically in language arts and/or mathematics, to students who require varying levels of skill development in a small group setting. All students who receive learning skills services remain included in their grade-level general education classrooms for all subjects, but require remediation of certain basic skills and pre-teaching/re-teaching of grade-level material. Small group time depends on the individual student's needs. A variety of instructional techniques are utilized including structured, multisensory reading and math programs. There are learning skills programs in all of the elementary schools.

**Middle Schools:****Educational Learning Center (ELC) Grades 5-8:**

The focus of this program is to provide an age appropriate, functional and inclusive education for students with intensive special needs. A variety of teaching methods, guided by the principles of Applied Behavior Analysis (ABA) are utilized. Data collection and careful monitoring of progress are used to determine which instructional methodologies are best suited for each student. The program is highly individualized to meet the students' unique learning needs. The curriculum includes reading, writing, math, functional life skills, activities of daily living, social skills and pre-vocational training. Students may also require behavior support across their educational settings. Science and social studies are taught either in the ELC program or in the general education setting with modifications. Students typically have a substantially separate program, with planned inclusion opportunities on an individualized basis. The goal is to teach skills that can be applied at the greatest level of independence.

Most Students in the ELC program have regularly scheduled community outings to destinations such as local stores, restaurants and businesses, in order to apply and generalize the skills learned in the classroom. Students are learning how to develop grocery lists, read product packaging, and determine items needed to cook or bake a given recipe or simple meal at school. They are practicing functional math, including reading and estimating prices, simple budgeting, and monetary transactions. Some students now make their own lunch and snacks from things they bought at the

grocery store. Students are also learning their clothing size, shoe size, and the various layout of stores to find items on their lists. Communication is of the utmost importance during community outings, as students learn to communicate with community members to ask questions, seek information, self-advocate, and navigate community resources.

**Inclusion Support:**

Special education teachers or instructional aides provide inclusion support in the general education classroom to students on IEPs. Supports can range from assistance with organization and/or attentional strategies; specialized instruction and/or assistance with reading, writing, and math; or self-regulation strategies, all within the context of the grade level curriculum being delivered. The special education teacher works closely with the general education teacher to ensure the student receives the appropriate accommodations needed to make effective progress toward her/his educational goals as well as progress within the general curriculum. Students identified for inclusion supports do not require extensive modifications to curriculum.

**Co-Taught:**

A service delivery option designed to address the needs of students in an inclusive classroom by having a general education teacher and a special service provider teach together in the same classroom to meet the needs of individual students.

**Essential Skills:**

Students who are performing generally two or more years below grade level, or who require a pace of learning that is significantly modified from the general education classroom, are recommended for this model. Students receive ELA and Math curriculum in the small group, special education classroom with a special education teacher and instructional aide. Students receive Science and Social Studies instruction in the general education classroom with varying levels of curriculum modification provided by a special educator based on individual need.

**Learning Skills:**

Students are assigned Learning Skills classes to develop learning and compensatory strategies that will enhance the progress they make in their core curriculum content classes. Learning Skills classes provide an opportunity to pre-teach curriculum content, allowing students to achieve success when presented with information in the general education classroom, or to re-teach concepts covered in the content classes as needed. Other areas addressed include test taking, study skills, an emphasis on self-advocacy, executive functioning coaching and direct instruction, such as material management, organization skills, breaking down long term projects into smaller and more manageable deadlines, homework preparation (i.e. ensuring students know what assignments they have, where to find them, have a system in place, and are prepared to do their homework independently), as well as test preparation and study skills. The number of Learning Skills classes provided weekly is determined on an individualized basis, based on a number of factors including level of student need, as well as other services required by the student. Learning Skills classes are available to students receiving inclusion supports, co-taught model, and Essential Skills models of service delivery.

**Intensive Learning Needs:**

Students with complex learning profiles are provided programming that is consistent with their identified need areas and levels of current performance. For students whose IEPs prioritize academics, but require substantial modifications to curriculum due requiring instruction at entry points to the Common Core State Standards, a special education teacher licensed at the Intensive level is available to teach small group and instruction as identified in student IEPs.

**Transitions Program:**

SMS Transitions program is a short term, time limited program for students returning to school after an extended absence due to illness or hospitalization. Students may be returning from treatment centers for emotional and substance related reasons, or from significant illness or injury-related absences. Services provided: Academic tutoring; Emotional support; Improve and stabilize attendance; Act as a liaison to home, teachers and community providers; Encourage resilience and coping skills; Provide crisis support for struggling students; Regular and frequent communication with families about their student's progress and needs.

**High School:****Educational Learning Center (ELC Grades 9-12):**

The focus of this program is to provide an age appropriate, functional and inclusive education for students with intensive special needs. The program is highly individualized to meet each student's unique learning needs. A variety of teaching methods, guided by the principles of Applied Behavior Analysis (ABA) are utilized. Data collection and careful monitoring of progress are used to determine which instructional methodologies are best suited for each student. The curriculum includes reading, writing, math, functional life skills (community based, work based, and independent living skills), activities of daily living, social skills instruction, and pre-vocational training. Students may also require behavior support across their educational settings. Integration into the general education setting is determined by the student's IEP. Students have opportunities to participate in general education electives and any appropriate courses with support. The goal is to teach skills that can be applied at the greatest level of independence.

Twice weekly, students are involved in a community based learning experience in which they are transported to local stores, restaurants, and businesses. Prior to any trip to the community the students prepare and plan for the trip. If they are going to the grocery store, a meal is planned, a shopping list and budget developed, and upon return to school, the students prepare the meal. Other trips are planned to purchase specific items at the pharmacy or the local department store. These trips are coordinated with parents so that the students may make meaningful purchases.

**Inclusion Support:**

Students are assigned to supported classes, based upon their level of need and the service delivery of their Individual Education Program. Special education teachers or instructional aides provide support within the general education classrooms. Supports can range from assistance with

organizational strategies, reading, writing, and math within the context of the curriculum being delivered.

**Co-Taught:**

A service delivery option designed to address the needs of students in an inclusive classroom by having a general education teacher and a special service provider teach together in the same classroom to meet the needs of individual students.

**Learning Skills:**

Students are assigned one or two learning skills classes daily to develop learning and compensatory strategies that will enhance the progress that they make in their general education courses. Compensatory strategies are simply ways to use one's strengths to compensate for one's weaknesses. For example, reading compensatory strategies are thinking strategies that empower the reader to have a reflective cognitive learning style that renders interactive and meaningful dialogue between the reader and the printed page. Other areas addressed include test taking, study skills, and an emphasis on self-advocacy. Students in Learning Skills classes also work on transition skills with their liaisons. These include, but are not limited to: resume writing, career exploration, aptitude and interest surveys, and self-advocacy skills. Students earn elective credits for their participation in a Learning Skills class.

Learning Skills teachers organize and implement field studies that bring students to disability offices of local colleges, in preparation of college self disclosure. Other field studies are arranged for very small groups and support students in needed transition skills.

**Mobile On Site Vocational Education (M.O.V.E):**

The M.O.V.E. program, in conjunction with a partnership with the Best Western and Marriott hotels in Marlborough, provides students with a unique vocational experience. The students in Project M.O.V.E. have been recommended through an IEP 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 with the primary goal to help students gain vocational skills and develop appropriate work behaviors (soft skills). Students who participate in M.O.V.E. earn elective credits for their participation.

**In-School Work Experience:**

The In-School Work Experience program provides each student enrolled the opportunity to have a hands-on work experience in various skill areas within the high school setting. The intent of this high school program is not to train the student for a specific job, but to build and master general employable skills. These skills include following directions, responsibility and time management, completing a task, troubleshooting and quality of work. These are all areas that students must master to possess a job.

**Special Education Transition Services:**

The term “transition services” means a coordinated set of activities for a child with a disability that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation.
- Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Shrewsbury High School has developed a comprehensive approach to transition services for students in grades 9-12.

An Interagency Transition Team was developed that includes many community agencies and businesses. The purpose for this team is to provide a comprehensive approach to supporting students and families understanding the breadth of options and services available post graduation. For detailed information, please visit the Transition Website, <http://www.shrewsburytransition.com>.

### **Transitions Program:**

SHS Transitions program is a short term, time limited program for students returning to school after an extended absence due to illness or hospitalization. Students may be returning from treatment centers for emotional and substance related reasons, or from significant illness or injury-related absences. Services provided: Academic tutoring; Emotional support; Improve and stabilize attendance; Act as a liaison to home, teachers and community providers; Encourage resilience and coping skills; Provide crisis support for struggling students; Regular and frequent communication with families about their student’s progress and needs.

### **Related Services, Preschool - Grade 12:**

All related service providers are responsible for many other duties other than direct or indirect services for students. Examples include, but are not limited to the following: Medicaid documentation, attending parent and team meetings, research of specific disabilities and best practices, data collection, collaboration and coordination with other related service providers, regular education teachers and special education teachers, implementing behavior support plans, modification to curriculum, and developing home programs for carry over.

### **School Health Services/Nursing:**

In regards to Special Education, school health services and school nurse services means health services that are designed to enable a child with a disability to receive free appropriate public education (FAPE) as described in the child’s IEP.

**Speech and Language:**

Speech-language pathology services includes: identification of children with speech or language impairments; diagnosis and appraisal of specific speech or language impairments; referral for medical or other professional attention necessary for the habilitation of speech or language impairments; provision of speech and language services for the habilitation or prevention of communicative impairments; and counseling and guidance of parents, children, and teachers regarding speech and language impairments.

In addition, students with communication disabilities who are not enrolled in the district public school can receive “walk-in” services if they are found eligible for services. Speech and Language Pathologists maintain and train students and educators in the use of amplification equipment, including hearing aids and personal FM auditory trainers. They consult with educational audiologist/teacher of the deaf/blind students’ audiological needs. Speech and Language Pathologists implement and train students and educators to use AAC to access the curriculum and communicate in the school and vocational environments.

Pathologists supervise, provide lessons, review data, observe and provide feedback to Speech/Language Pathology Assistant (SLPA). Under the supervision of a Speech and Language Pathologist, the SLPA provides direct services outlined in an IEP to students. The SLPA implements speech and language interventions developed by the SLP. They may either work directly with the student or within a classroom environment. They assist with preparing the educational materials needed for the various programs as well as for the classrooms.

**Occupational Therapy:**

The role of the Occupational Therapist is to ensure student access to educational curriculum and environments, to help students attain optimal occupational performance in their student roles. The Occupational Therapist may evaluate a child as necessary which may involve standardized testing in the areas of fine motor skills, perceptual motor skills and sensory processing, along with clinical observations of the student in the classroom and other school environments, and consultation with the child’s teacher and parent as needed. Under the supervision of the Occupational Therapist, a Certified Occupational Therapist Assistant (COTA) provides direct services outlined in an IEP to students. Areas they may provide direct services in include fine motor development, postural stability, sensory processing skills, attention, motor planning, visual perceptual function, writing/drawing ability, or self-care skill.

**Physical Therapy:**

Physical therapy services generally address a child’s posture, muscle strength, mobility, and organization of movement in educational environments. Physical therapy may be provided to prevent the onset or progression of impairment, functional limitation, disability, or changes in physical function or health resulting from injury, disease, or other causes. The purpose of physical therapy services in the public schools is to ensure that students can safely and effectively access their school curriculum. This includes participation in activities in and out of the classroom including recess and in Physical Education (PE) or Adaptive Physical Education (APE) classes. It is also

designed to ensure that students are as functionally independent as possible within the school building. It is the role of the PT to evaluate a child for issues with gross motor development and activities that prevent or limit a student's ability to access their educational program and to develop a plan for appropriate intervention.

**Assistive Technology Specialist:**

Contracted services for an Assistive Technology (AT) Specialist who consults to educators, related service providers, and paraprofessionals on how to identify and use the best technological tools and methods for engaging students in the curriculum. The specialist evaluates AT needs; help in acquiring AT devices; guidance in selecting, customizing, adapting, maintaining, repairing, or replacing AT devices; coordinating and using necessary interventions (for example, low vision services) with the use of AT devices; training or providing technical assistance to individuals with disabilities, family members or significant others, professionals, and employers in the effective use and integration of AT devices.

**Psychological and Counseling Services:**

A collaborative approach is taken to working with students presenting with mental health, emotional, social, and/or behavioral challenges. School teams consisting of School Psychologist(s), School Counselor(s), Administrators, Special Educators, and consultation with Clinical Coordinators, Psychiatrist, and/or Clinical Fellows, work together to identify students with needs in this area, provide recommendations, interventions, and support, and closely monitor cases. Identification of students in this area is accomplished by a variety of means, which includes at a minimum, Early Intervening Teams, referrals by individual faculty members, and review of discipline logs. Once a student has been identified with needs in these areas, a team of professionals are available to assist students, offer strategies and interventions, monitor progress, provide counseling as needed, and to communicate with both families and outside service providers. Evaluations can also be conducted within the district to answer questions related to a student's disability area, if any, as well as the student's ability to access curriculum, and any needs for outside supports. Finally, the district works with families to obtain outside services as appropriate, via individual insurance policies.

**Psychologist:**

The school psychologists are responsible for assessing students who are initially referred to special education and re-evaluating students who are receiving services a minimum of every three years. They also meet with individual and small groups of students to provide counseling services. The school psychologists there provide both the evaluation and counseling services for all students who require these services.

**Adjustment Counselor:**

Adjustment counselors, available at the middle schools and SHS, play a vital role in identifying, supporting and intervening when students exhibit challenges related to mental health in the school environment. They meet with individual and small groups of students to support them with school and/or home issues that may prevent the student from achieving his/her academic potential. The

adjustment counselors interact regularly with staff, parents, and administrators in an effort to build relationships that will foster positive strategies to assist students.

**Clinical Coordinator:**

The Clinical Coordinator is a full time Master's level Behavior Analyst who works with all students across the district. SPS has two Clinical Coordinators to meet the needs of our student body. The Clinical Coordinator's primary responsibility in general education is to support the classroom teacher(s) in the implementation of evidence-based behavioral strategies that help struggling students more successfully engage in learning. This support may be provided through any of the following: consultation, staff training, conducting behavioral observations or more formalized evaluations, and/or the development of Positive Behavior Support Plans. The primary responsibilities in special education are to develop instructional procedures, develop data collection and analysis procedures, collaborate with home support programs, consult to district-wide programs, and provide professional development. In addition, the Clinical Coordinator works closely with building administrators, school psychologists, adjustment counselors and other service providers, using a problem-solving model to support students.

**Psychiatric Consultation:**

SPS maintains a contract with Assabet Valley Collaborative for bi-weekly, psychiatric consultation across the district. The Child Psychiatrist works with both Clinical Coordinators and school-based teams to address student needs across the district. This position also consults to the School Psychologist & Adjustment Counselor Department.

**Community Partnership/Social Work:**

Through Shrewsbury Youth and Family Services, a family centered 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 who do not meet traditional eligibility requirements for state agency support. SYFS utilizes a wraparound model to serve at-risk students and their families whose challenges prevent success and well being in school.

**Partnership with UMass Child Psychiatry Fellowship Program:**

Shrewsbury has entered into a partnership with the UMass Psychiatry Department to host the Child Psychiatry Fellows. Each Fellow completes a six-month rotation across the district. They have the opportunity to visit classrooms and participate in building-based consultation meetings. They observe classroom behaviors of both typical children and children with disabilities and learn about the provision of services in the Shrewsbury Public Schools. In addition, once a month they meet with the district's consulting psychiatrist and clinical coordinators to review cases.



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **2/12/20**

**B. Fiscal Year 2021 Transportation, Athletic, & Activity Fees: Options & Discussion**

**BACKGROUND INFORMATION:**

Mr. Collins will discuss present information for fees related to busing, athletics, and student activities (including music lessons), and then illustrate potential adjustments to these fees for fiscal year 2021. Dr. Sawyer will consider feedback from the School Committee and will then make recommendations for potential adjustments for consideration and vote at the School Committee's next meeting on March 4, 2020. Three documents are enclosed: a) the report; b) a survey of fees for Massachusetts public schools compiled by Dick and Sharon Hawkins; and c) a comparison of athletic fees compiled by athletic directors from the Midland Wachusett League and shared by Shrewsbury High School Athletic Director Jay Costa.

**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:**

Mr. Patrick Collins, Assistant Superintendent for Finance and Operations  
Mr. Jason Costa, Director of Athletics  
Dr. Joseph M. Sawyer, Superintendent of Schools

# Shrewsbury Public Schools

FY21 Fee Information

12 February 2020

# Decision-making Process

- Tonight we will present information and options for your review and discussion
- Receive input from the community over the next three weeks
- 4 March- you will receive Dr. Sawyer's recommendation
- **4 March- School Committee vote on fees** so we can prepare written materials for rollout, adjust payment systems, and communications to parents

# Not Discussed Tonight

- Tuitions
  - Preschool: already voted rates for FY21
  - Full Day Kindergarten: future meeting
- Extended School Care and Summer/ Vacation Programs will be presented on March 4<sup>th</sup> for a March 18<sup>th</sup> vote on that program/fees

# Fee Revenues: FY20 Budget Estimates

Type of Fee	Current Fee	Est. FY20 Revenue	Note
Bus Fee	\$ 310	\$ 750,000	Subsidizes approx 51% of cost
Athletic Fee	\$ 315	\$ 348,000	Subsidizes approx 45% of cost
Sherwood Activity Fee	\$ 50	\$ 15,000	Subsidizes approx 50% of cost
Oak Activity Fee	\$ 75	\$ 40,000	Incl. Athletics. Subsidizes approx. 50% of cost
High School Activity Fee	\$ 100	\$ 60,000	Subsidizes approx 50% of cost
Music Lesson Fee	\$406, \$588, \$770	\$ 345,000	Covers 100% of cost
	<b>Total Revenue</b>	<b>\$ 1,558,000</b>	

All fee revenue is used to pay direct expenses to operate the programs/services.

# Assumptions

- Price increases will have *some* impact participation or ridership and we expect it to be small
- Fee revenue increases will help close the gap between the Superintendent's Budget Recommendation and the Town Manager's Budget Recommendation [for the School Dept.]

# FY20 Average Cost/Pupil: Regular Home-to School Transportation

- Shrewsbury Public Schools and Private Schools\*
  - 38 buses x \$74,111= \$2,816,218 total cost
  - 4,663 riders
    - \$604/student [Fee=\$310/student or 51% of cost]
- Assabet Valley Reg. Technical High School
  - 3 buses x \$74,111= \$222,333
  - 88 riders
    - \$2,527/student [No fee can be charged per state law.]
    - All three runs are approximately one-hour long from start to finish.

\*Transportation must be provided to students living in town to private schools located within town, per state law.

# Bus Fee Options

	Fee History						FY21 Scenarios			
	FY16	FY17	FY18	FY19	FY20 est	% Diff	0%	3.2%	6.5%	10%
<b>Busing Fee</b>	\$ 250	\$ 275	\$ 275	\$ 300	\$ 310	3.3%	\$ 310	\$ 320	\$ 330	\$ 340
Vendor rate increase is 3%			<i>Total estimated revenue</i>		\$ 750,000		<i>Additional estimated revenue below:</i>			
							\$ -	\$ 24,000	\$ 48,750	\$ 75,000

Fee shaded in blue represents the original budget assumption.

Additional new revenue if the fee is increased.

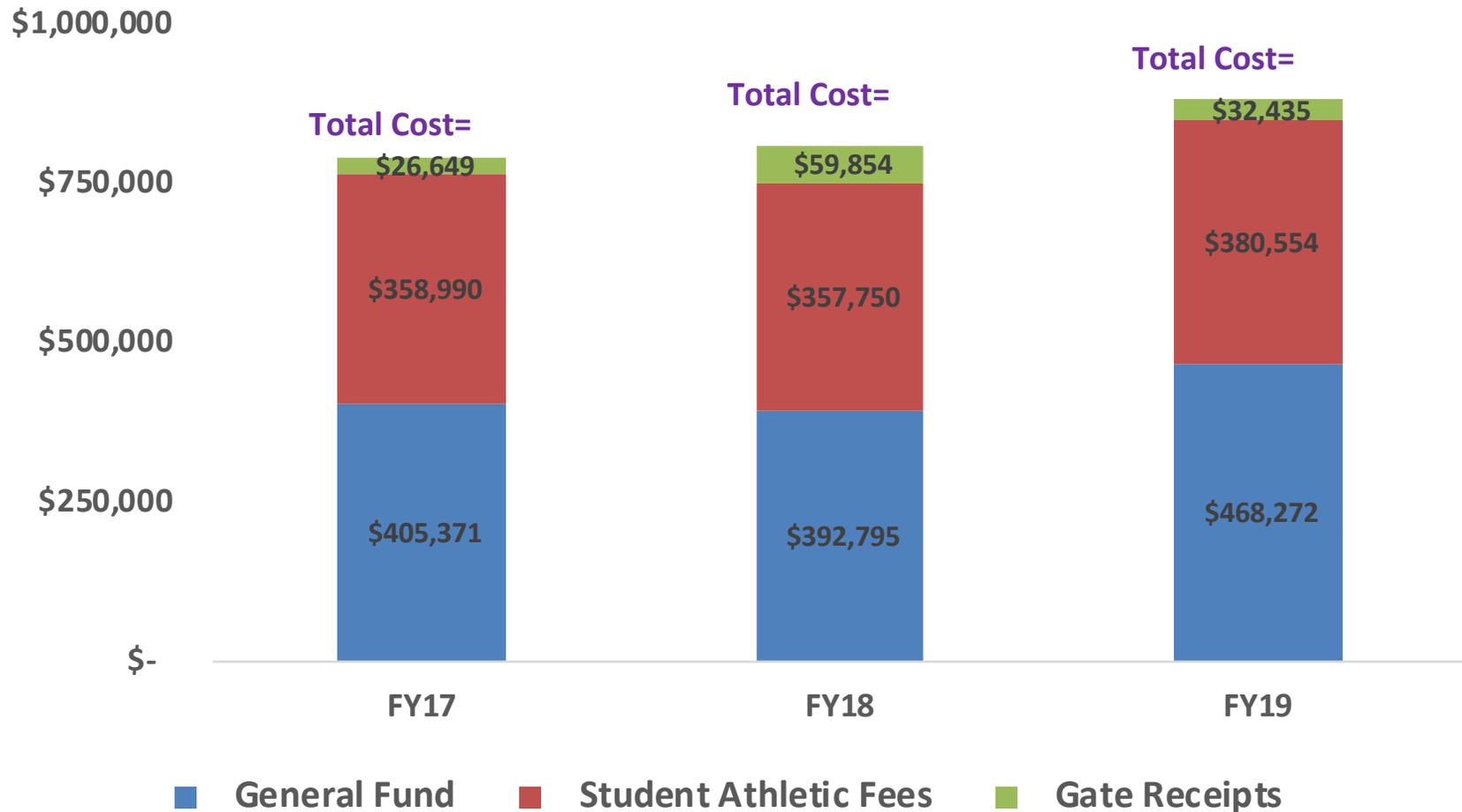


# Bus Fee Comparisons

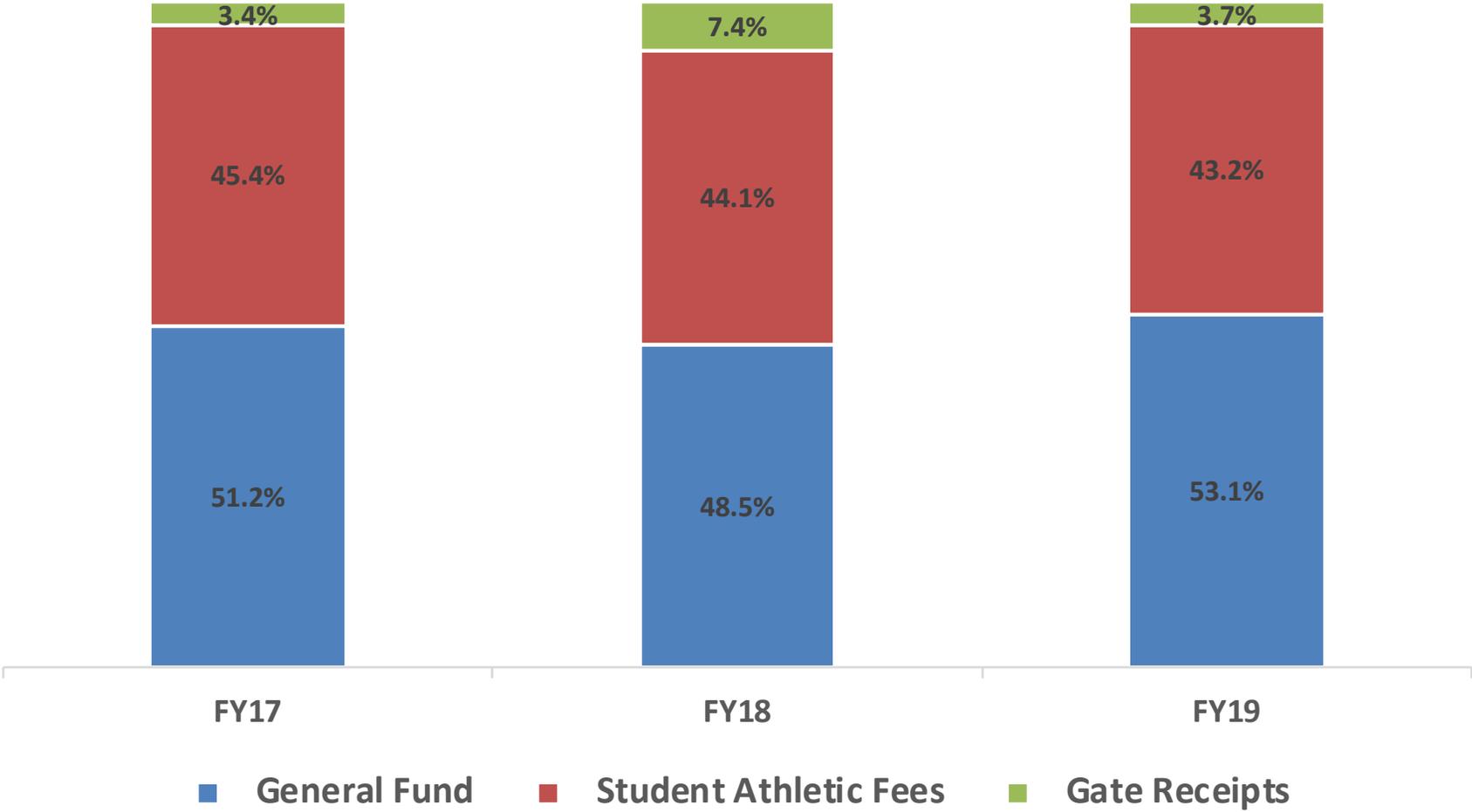
District	Bus Fee	Cap/Notes
Shrewsbury	\$ 310.00	\$ 930
Maynard	\$ 270.00	\$220 for each add'l child
Grafton	\$ 200.00	\$ 400
West Boylston	\$ 175.00	\$ 350
Auburn	\$ 100.00	\$ 250
Hudson	\$ -	
Marlboro	\$ -	na
Northboro/Southboro	\$ -	Prohibited by law in regional schools
Wachusett	\$ -	Prohibited by law in regional schools
Westboro	\$ -	
Median of those with a fee	\$ 200.00	

# Multiple Sources of Funds to Support Athletics

S.H.S. Athletic Boosters also supports our Athletics Program. They are a separate, non-profit agency. They purchase items and donate to the program. Their support is not reflected in the figures below.



# Athletic Fee Revenue Contributes 43-45% of the Total Cost of our Athletics Program



# Athletic Fee Options

	Fee History						FY21 Scenarios			
	FY16	FY17	FY18	FY19	FY20 est	% Diff	0%	1.6%	4.8%	7.9%
<b>Athletics Fee</b>	\$ 290	\$ 300	\$ 300	\$ 310	\$ 315	1.6%	\$ 315	\$ 320	\$ 330	\$ 340
Coaching salary increase is 2.9%			<i>Total estimated revenue</i>		\$ 348,000		<i>Additional estimated revenue below:</i>			
							\$ -	\$ 5,568	\$ 16,704	\$ 27,492

Fee shaded in blue represents the original budget assumption.

Additional new revenue if the fee is increased.



# Surrounding Communities: Athletic Fee Comparison

District	High School Sports Fee	Cap	Notes
Maynard	\$400/yr/student	None	Add'l children \$200- No cap
Shrewsbury	\$ 315	\$ 945	Free/reduced fee is \$30
Wachusett	\$ 250	\$ 350	Free/reduced fee is \$125
West Boylston	\$ 225	\$ 750	Reduced=\$60, Free lunch is \$0
Algonquin	\$ 200	\$ 900	
Westboro	\$ 200	\$ 600	Free/reduced is \$100
Hudson	\$ 125	No cap	Hockey is \$250
Auburn	\$ -	na	
Grafton	\$ -	na	Considering adding a fee
Marlboro	\$ -	na	
Median	\$ 200.00		

See additional comparative information provided separately.

# For Your Consideration: Implement an Inter-scholastic Sport Fee at Oak

						Fee Rate Scenarios			
Season	Sport	Selection	Estimated Full Participation	Estimated 10% Drop Off in Participation - No Cut Sports	Revised Estimate Participation	\$ 75	\$ 100	\$ 125	
Fall	Boys and Girls Cross Country	No cuts	100	10	90	\$ 6,750	\$ 9,000	\$ 11,250	
Fall	Field Hockey	Cuts	20	0	20	\$ 1,500	\$ 2,000	\$ 2,500	
Winter	Boys and Girls Basketball	Cuts	28	0	28	\$ 2,100	\$ 2,800	\$ 3,500	
Winter	Cheerleading	Cuts	15	0	15	\$ 1,125	\$ 1,500	\$ 1,875	
Spring	Baseball	Cuts	18	0	18	\$ 1,350	\$ 1,800	\$ 2,250	
Spring	Softball	Cuts	14	0	14	\$ 1,050	\$ 1,400	\$ 1,750	
Spring	Boys and Girls Track	No cuts	100	10	90	\$ 6,750	\$ 9,000	\$ 11,250	
Sub Total						\$ 20,625	\$ 27,500	\$ 34,375	
Less: Free Reduced: 10%						\$ (2,063)	\$ (2,750)	\$ (3,438)	
Add: If Free Reduced pay 15% of the rate						\$ 309	\$ 413	\$ 516	
<b>Net Estimated Fee Revenue</b>						<b>\$ 18,872</b>	<b>\$ 25,163</b>	<b>\$ 31,453</b>	
*Costs include coaches, officials, transportation, equipment, and uniform cleaning.						Total Estimated Cost of Sports*	\$ 51,500	\$ 51,500	\$ 51,500
						<b>Fee Funding Ratio</b>	<b>37%</b>	<b>49%</b>	<b>61%</b>

# Oak Sports Fee Rationale

- Create a model similar to SHS where participants of inter-scholastic sports pay a fee representing approximately half the cost of operating those programs.
- The fee would be separate from the current \$75 Student Activity Fee which would no longer apply to athletics, but would still apply to participate in after school clubs, school plays and musicals, etc.

# Oak Athletic Fee: For Consideration

- Begin this new fee to commence with the Spring 2020 season which would apply to baseball, softball, and boys and girls track.

# Athletic Program:

## Potential Service and Cost Reductions

- Reduce sub varsity and middle school game schedules (\$2,000 officials).
- Reduce Athletic Transportation. Sub-varsity, middle school season reduction, high school shuttling, attended events (\$10,000)
- No Transportation for scrimmages and reduced number of trips for events (\$5,000).
  - *Reduced services will require more families and students to transport themselves to events.*

# Potential Revenue Producing Ideas

We have three remaining sponsorship spaces available on our new SHS video/audio scoreboard. Contact the Central Office for details!



# Music

Rates are per semester and we run two semesters of lessons.  
Lessons are provided for students in grades 3-12.

	30 Minute Lesson/14 Weeks	45 Minute Lesson/14 Weeks	60 Minute Lesson/14 Weeks
Participants/semester	350-400	40-50	15-20
Rates/semester	\$406	\$588	\$770

All services are provided by independent contractors after school with lessons held at Sherwood Middle School.

# Music

	30 Minute Lesson/14 Weeks	45 Minute Lesson/14 Weeks	60 Minute Lesson/14 Weeks
Participants/semester	350-400	40-50	15-20
<b>Current Rates/semester</b>	<b>\$406</b>	<b>\$588</b>	<b>\$770</b>
<i>2% rate increase</i>	<i>\$414</i>	<i>\$600</i>	<i>\$785</i>
<i>3% rate increase</i>	<i>\$418</i>	<i>\$606</i>	<i>\$793</i>
<i>4% rate increase</i>	<i>\$422</i>	<i>\$612</i>	<i>\$801</i>

Fees pay for 100% of the cost of services.

# Summary Recap

- The District is dependent on user fees to operate a myriad of co-curricular programs and services.
- The rationale to increase user fee amounts is to keep pace with normal cost of service increases.
- Increasing fee amounts for FY21 will aid in closing our budget gap albeit in a relatively small proportion.
- Dr. Sawyer will make a recommendation at your March 4<sup>th</sup> meeting for a vote. This timing is important so we can develop printed and electronic communications and convey to the community.

# Massachusetts Public Schools Survey of Fees

As of 1/7/20

<i>School District</i>	<i>Date of Last Update</i>	<i>Sports Fees</i>	<i>Details</i>	<i>Activity Fees</i>	<i>Details</i>	<i>Bus Fees</i>	<i>Details</i>	<i>Additional Comments</i>	<i>Preschool, &amp; After School Programs</i>
<b>Abby Foster Charter</b>	09/13 ↑	100/sport		25 to 30		0			
<b>Abington</b>	12/09	250/sport no cap	JV & Frosh Athletics + Band Ice Hockey funded by boosters	50		255 510 Fam Cap			2700 Pre+K Full Day; After GR 1-8 \$75/1.5hr/ 1day a wk/10wks
<b>Academy of Pacific Rim Charter</b>									
<b>Academy of Strategic Learning HMCS</b>									
<b>Acton-Boxborough RHS</b>	02/17	NA K-8		155	HS Band 90; 200 fam cap for band	0			Full Day K 3500
<b>Acton-Boxborough K-8</b>	02/17	250/season	Family cap of 1000	0-70 selective	Elem Band 165	0	Senior parking 200		Full Day K 400.mo (4,000/yr)
<b>Acushnet</b>		0	No Fees	0		0			1910 K
<b>Adams-Cheshire</b>		100	200 Fam Max	Includes	activities		10 Parking		
<b>Agawam</b>	08/11	0/sport					40 parking		120/ mo PreK 4 day; 65 2 day 41 morning/66 afternoon/99 both per week
<b>Amesbury</b>	09/13 ↑	325/sport	1055 combined fam cap	80		360	540 fam cap 0 parking		PreSchool 3000/yr for 9 months
<b>Amherst-Pelham</b>	01/12	193 to 231/sport	552 individual and 1100 Fam cap	0		0	75/yr student parking		5 mornings 1970 yr 4 mornings 1470/yr Extended day 4.50/day H.S. Program 3 per hr
<b>Andover</b>	12/22/19	350/yr	700 fam max	75MS	Per student/yr to cover stipends; 150 fam cap	300/600	300 HS Parking with lottery		Full Day K 3575 (FY 20-21) <b>FREE</b> Free ½ day K PreK 5 day 3622
<b>Arlington</b>	09/12	100-300/most sports	500 football, 600 Gymnastics, 700 Ice hockey	425	Elem instrumental music	0			Full Day K 0
<b>Ashburnham-Westminster</b>	04/12	194 to 700	Varies by sport		30 for after school music	0	10 parking		
<b>Ashland</b>	04/12	259 running tier/ 275 football tier	No Fam Cap	100		280/560 <2	100 or HS Parking		3800 All Day K, 205 2 day ½ to 975 full 5 day PreK

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		335 golf and others							
<b>Assabet Valley R Voc</b>		0							
<b>Athol-Royalston</b>									
<b>Attleboro</b>	05/10	100/sport	250 individual; 450 fam cap 300 JV, 500 V Ice Hockey			150/130/110/70	460 fam max		200-850 PreK
<b>Auburn</b>	10/18/19 ↑	0		0		100/ 250 fam cap			Free Full Day K; PreK 3-day - \$1,450/yr; PreK 4-day - \$1,600/yr; After School - \$10/day
<b>Avon</b>	10/13	150	300 fam cap	75	Unlimited number and no fam cap	250/500 cap	75 HS Parking		180/mo PreK 250/mo K
<b>Ayer Shirley RSD</b>	01/12	200 HS 100 MS	250 student cap 400 family cap	50 HS	500 fam cap for all fees	0	200 parking		Full Day K & ACP Free
<b>Barnstable</b>	03/15 ↑	150/sport	500 Fam Cap	175	Music and extracurricular	200			Free full day K Sliding Scale to 2400 for PreK
<b>Bay Path</b>									
<b>Bedford</b>		0	No Fees	0		0			Full Day K Free
<b>Belchertown</b>	04/12	100							
<b>Bellingham</b>	03/15 ↑	250 HS 100 MS	500 fam cap per season	0		230 460 fam max	Bus has discount for early pay;10 HS parking		Provided by Hocomock YMCA with various fees 1300 PreK, 3250 K
<b>Belmont</b>	11/13 ↑	450/300/150 HS 280 MS basketball	No fam cap	100 most activities	275 fine and performing arts 150 MS; 250 elem inst music	575/student			2900 PreK 1800 full day K
<b>Berkley K-8</b>	?????	75/season		39	All Activities	0			2350 K
<b>Berkshire Hills Reg</b>									
<b>Berlin-Boylston Reg 7-12</b>	02/14 ↑	250/person/sport	600 Fam cap	50	675 fam cap sports + Act 50/150 fam cap		30/semest er		2800 K
<b>Beverly</b>	03/15 ↑	210, 260, 315	Depending upon Sport; 105 MS	210	Elem/MS Band + strings	315; 630 Fam Max	100 HS Parking		PreK 2650; K 4000
<b>Billerica</b>	05/13	150/sport	600 Fam cap	50					
<b>Blackstone Valley Voc</b>	10/11	25/sport	Fundraising 31,100 No cap	20	Fundraising 33,100 for special events, trips, etc.	0	20 parking		
<b>Blackstone-Millville</b>	08/10	80/sport	320 Fam Cap/ +400 for Hockey	80	For Instrumental Band, etc	0			

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As of 1/7/20

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<b>Blue Hills VOC</b>		0		35/yr	Setting up Adopt-a-shop				
<b>Boston</b>									
<b>Boston Collegiate Charter</b>									
<b>Boston Evening Academy HMCS</b>									
<b>Bourne</b>	02/19/19	150/most sports, 190 football, 350 ice hockey	1000 Fam Cap			100, 100, 200 fam max	Gr 9-12		After School 25/75 150 Fam Cap No Full Day K
<b>Boxborough</b>	11/13 ↑								4500 Full Day K; 210 Pre K
<b>Boylston</b>									2500 K- full day -5 days
<b>Braintree</b>	06/13 ↑	225/yr for most sports	450 Fam cap; V hockey 400; 800/fam cap and JV hockey 325; 650 Fam Cap	150/yr non-athletes; no fee for athletes	300 cap per family; no activity fee for those paying sports fees	150	250 fam cap		
<b>Bridgewater-Raynham</b>	06/15 ↑	300/sport	300/sport MS + 2K fundraising No Caps	50/Act	17-69 Middle	225<1.5 mi	350 fam cap 100 Sr Parking		Full Day K 3000; Before and After programs add 100/week
<b>Brimfield</b>									
<b>Bristol County Agric</b>									
<b>Bristol-Plymouth Reg Voc</b>									
<b>Brockton</b>		No Fees							
<b>Brookfield</b>									
<b>Brookline</b>	01/17/17	300/sport/season	Middle school 85 – no cap	0		0			10800 PreK
<b>Burlington</b>		0		0		0			
<b>Cambridge</b>		0		0		0			Free PreK and K
<b>Canton</b>	08/13 ↑	195/sport	Extra for hockey and swim teams; 780 fam cap; reduced fee families can donate a voluntary amount that is affordable	60 and	HS Debate, trial, etc + MS sports and activities: Separate 75 for HS performing arts and MS Music	0	180 parking		Full Day K 4,000; half day 2000
<b>Cape Cod Lighthouse</b>		0		0	Parents may contribute 5-10 for field trips				
<b>Cape Cod Reg Voc</b>									

# Massachusetts Public Schools Survey of Fees

As of 1/7/20

<i>School District</i>	<i>Date of Last Update</i>	<i>Sports Fees</i>	<i>Details</i>	<i>Activity Fees</i>	<i>Details</i>	<i>Bus Fees</i>	<i>Details</i>	<i>Additional Comments</i>	<i>Preschool, &amp; After School Programs</i>
<b>Tech Carlisle</b>	01/17/17	185	100 JV; 85 intramural	60-100	Band/Choras 45	395	595 fam cap		K 1450; PreK 5200
<b>Carver</b>	06/09	90/sport	250 fam max						Free full day K
<b>Central Berkshire Reg</b>	01/09	150/sport 50% 2 <sup>nd</sup> child 0 3rd	250 max/fam/season				25 HS Parking	Contact out Free transcripts	
<b>Champion HMCS</b>									
<b>Chatham</b>									25/week Before School, No Fee for Full Day K
<b>Chelmsford</b>	10/11	300/250/200	No fam cap	100	All Activities	200	500 fam cap 200 Parking		Before and after school programs with various fees from 72 to 383/mo depending upon number and length of days.
<b>Chelsea</b>		0		0		0			
<b>Chicopee</b>		0	No Fees	0	Considering Fees	0			
<b>City on A Hill Charter</b>									
<b>Clarksburg</b>									
<b>Clinton MS</b>	07/12	150 1 <sup>st</sup> sport	475 fam cap						
<b>Codman Acad. Charter</b>									
<b>Cohasset</b>	06/13 ↑	250/1 <sup>st</sup> sport, 250, 150	400 ind cap 900 fam max	0		180 540 fam cap	180 HS Parking		170/wk Before School-310/mo 5 day after school- 450/mo for Both Full Day K 3000 , PK 2000
<b>Concord</b>	01/17/17	50/150 cap							
<b>Concord-Carlisle</b>	01/17/17	200/sport/season	50/sport/per season at middle school 500 fam max per year	75	Middle instrumental only	50 late bus	300 student parking	Own and Operate \$6/package for seniors; \$2 Grads	
<b>Conway</b>									
<b>Danvers</b>	03/12	245/185/155	100 MS Sports 720 fam cap	50	100 elem fine arts	180	5 parking		
<b>Dartmouth</b>	04/14 ↓	100 sports & music/season	250 cap per person/year & 500/fam	HS 100/sem MS 100/sem	250 fam max	0		60/yr HS parking	
<b>Dedham</b>	08/06/19	75/sport	300 fam max			180/student <2miles	420 family Cap		,PreS 5 day 7500 3 day 4500, 2 day 3000 Childcare 7/hour
<b>Deerfield</b>	12/08	75/70/65		0		0		Leases buses	

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								Free transcripts	
<b>Dennis-Yarmouth</b>	06/13 ↑	100/sport	200 annual cap; 50 MS per sport	0 HS		0	50 HS Parking		No Fee Full Day K
<b>Dighton-Rehoboth</b>	10/19/19	185 to 270 HS	625/pers Cap; 1000 fam cap MS 100/student	75	50 Math/Spelling Team No fam cap	0	200 Cap 100 HS Parking-2 semesters; 50 2 <sup>nd</sup> semester only		Full day K 3500
<b>Douglas</b>		100	MS & HS 200 Indiv and 400 Family Cap						230/mo K
<b>Dover-Sherborn</b>		300/sp/yr	Family cap 1500	40	Elem 175 for instr. music	0	300 HS Parking/Sem		
<b>Dracut</b>	04/15 ↑	300/sport per	750 ice hockey 900 fam cap exclude hockey		30 to 150 Music Fees 900 Fam cap	200	k-12 900 fam cap		Free All Day and ½ Day K- Enrollment by lottery 18/day Preschool
<b>Dudley-Charlton</b>	01/17/17	150/sport	Family cap 300				100 HS Parking		800 Pre School Tuition
<b>Duxbury</b>	06/08	210/sport	800 fam cap	100	Co-curricular	270	50 HS parking		\$5/hr preschool
<b>East Bridgewater</b>	03/15 ↑	350/student/yr	400 fam max	0		300/150/50	10 HS Parking		Preschool 2 day 1,125 or 3 day 1,650 Full day kindergarten 2,700 Before & After School Care 13/day
<b>East Longmeadow</b>	07/14 ↑	149/sport	For each Sport	20	Each	270	540 fam cap		2650 K
<b>Easthampton</b>	09/08	100/sport	300 fam cap	0		200/350/450			
<b>Easton</b>	08/14 ↑	150/sport 250 hockey+	Family cap 600	125	150 band or choir 600 fam cap	0	Considering parking		
<b>Erving</b>									
<b>Essex Agr Tech</b>		25/sport	No Cap						
<b>Everett</b>		0		0		0			
<b>Fairhaven</b>	07/09	0				125	250 Fam Cap		150/mo PreK
<b>Fall River</b>									
<b>Falmouth</b>	12/08	0		0		0			No Fee Full Day K
<b>Farmington River</b>		10							

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<b>Reg</b>									
<b>Fitchburg</b>	06/11	50		0		25/mo			
<b>Foxboro Reg Charter</b>									
<b>Foxborough</b>	07/13 ↑	0	No Fees	0		0			Full Day K = FREE Pre-K = \$1,300 (2 - 1/2 days) Pre-K = \$1,800 (3 - 1/2 days) Pre-K = \$2,130 (4 - 1/2 days)
<b>Framingham</b>	05/12	225/sport	900 fam cap	25		270	540 fam cap 125 HS parking		Free Full day k
<b>Francis Parker Charter</b>	09/13	275/sport							
<b>Franklin ↑↓</b>	06/13	200/sport	450 hockey, 175 track, waived at 7 <sup>th</sup> fee	50/year	Gr 6-12	325	975 fam cap/year	Leases buses 0 for transcripts	After school 20/child/day
<b>Franklin County</b>									
<b>Freetown-Lakeville</b>	03/15	300 1 <sup>st</sup> 150 2 <sup>nd</sup>	375 cap	100		0	50 HS Parking		Free Full day K
<b>Frontier</b>	06/11	100/80/70							
<b>Gardner</b>	07/11	100/sport	HS & MS; 200 Ice Hockey	0		100	20 parking	Leases buses 0 for transcripts	\$800.00 per year (3 day program) \$1,066.00 per year (4 day half day program) \$1,866.00 per year (4 day full day program) FREE full day K
<b>Gateway Regional</b>		100/500					200 Parking		
<b>Georgetown</b>	06/13	475/425/375 tiers Depending upon sport with 1500 fam cap	255 MS 1500 fam cap for sports and activities	50			75 parking	Contract out 3 Free, then \$3	
<b>Gill-Montague Reg</b>									0-380 PreK
<b>Gloucester</b>	03/13	228 for most sports	MS 60 to 152 Grants/ads could reduce fees even more	85-30	HS Band/Chorus 85; K-8 music 75	90; 300 fam cap	0 parking		Summer School 126, City-run Preschool 50; MS afterschool 35/sem
<b>Gosnold</b>		0	No Fees						
<b>Grafton</b>	10/03/19					200 / 400 fam cap	200 HS Parking		225/Mo ½ day PreK 600/day PreK
<b>Granby</b>		100	350 Cap	25					115/3 day PreK
<b>Greater Fall River Voc</b>									

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<b>Greater Lawrence VOC</b>		0	No Fees						
<b>Greater Lowell Tech</b>									
<b>Greater New Bedford</b>									
<b>Greenfield</b>	08/13	0	Fee Free Policy Since 2008	0					Free AfterSchool Programs
<b>Groton-Dunstable</b>	04/15	400/sp/season 100 extra for Ice Hockey + ice time	HS 1200 Family max MS 210/sp/season with a 1000 fam cap for MS	150	150 Elem Band Fee		100 HS parking		Full Day K 4,635; PreK 2.5 days 1850; 3.5 days 2625; 4.5 days 3125
<b>Hadley</b>									
<b>Hamilton-Wenham</b>	08/13 ↓	200 to 685	Funded 80% by user fees; max two fees for 3 sport athletes; family max of 3 sports fees	Net 65 after donations. Elem 50	HS Most 100% funded & others 20% funded, MS 127 to 1168; elem 110 to 183		200 HS Parking		2500 PreK 4000 K
<b>Hampden-Wilbraham</b>	04/14 ↑	Yes	Hockey 335, football- basketball 190, tennis etc 170, skiing 250	25			100/yr parking		PK 2 day 3yo 1000/yr; 3 day 4yo 1500/yr;; current enrolled 4yo 1200/yr
<b>Hampshire Reg</b>		50/120/yr	To Fund a Trainer						
<b>Hancock</b>									
<b>Hanover</b>	01/09	200/sport	375 stud cap/450 family cap	0		250 HS only			
<b>Harvard</b>	02/10	275-425 V/225 JV/200Mid	300 Golf, 250 Ski-Swim	60	25 voluntary if no activity elected	225/600 cap			4000 5 day ½ day
<b>Harwich</b>	12/08	0	No Fees	0		0			No Fee Full Day K
<b>Hatfield</b>	03/12	100	450 fam cap	60					
<b>Haverhill</b>	08/12	100/sport	600 fam cap	250	Instrumental only	0			4100 K
<b>Heath Careers HMCS</b>									
<b>Hingham</b>	06/13 ↑	325/year	625 fam max; 100 Extra for ice hockey with 800 fam cap 610 for rowing; 385/sibling more	0	100/175/200 MS activity fee 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> child	0	30 HS Parking Srs 20 Jrs	Lease buses, own vans; HPS drivers 0 transcript fees	3000 Extended Day K
<b>Holbrook</b>	07/10	140/season		50	Gr 7-12	0			

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<b>Holliston</b>	05/14 ↑	200 HS 150 MS	Fam Cap 1000	HS 25	Plus 100 for each club no family cap	225, 450 fam cap	50 HS Parking		3475 K Full day 3375 PreK ½ day
<b>Holyoke</b>	06/11	0		0					
<b>Hopedale</b>	06/13 ↓	200/sport	500 fam cap per season	0		225	450 fam cap		0 for full day K 150/mo PreK; after school 16.25/day, WednesdayCare 30/day; SummerCare 240/Wk; BreakfastBrunch 9.20/Day
<b>Hopkinton</b>	05/14 ↓	135 HS & MS	Per sport/per season- No Cap	25	Per year	170; 340 fam cap	210 parking	100 daycare dropoff fee	320/mo 4 half Days PreK 4000 full day K
<b>Hudson</b>	07/14 ↑	125 250 Hockey	No cap	100	275-400 Fee for instrumental music				2 day 1230; 3 day 1695 PreK
<b>Hull</b>	09/09	200,150,100	+75 for football and ice hockey 525 indiv cap; 975 fam cap						Free full day K
<b>Ipswich</b>	03/11	400/yr	650 fam cap			250 fam cap of 500			1000 Pre K
<b>King Philip Regional</b>	06/10	285 hockey, basketball, gymnastics, golf	165 track; 215 all other sports ½ then ¼ fee for additional family members in the same season.		90 Theater 425 Marching Band, 730 Winter Guard, 510 Indoor Percussion, 120 Jazz	0	180 Parking		
<b>Lanesborough</b>									
<b>Lawrence</b>	01/08		No fees			\$13/Mo			Full Day K Free
<b>Lee</b>	08/08	50/100/200		125		0			
<b>Leicester</b>	10/09	100				150	300 fam cap 100 HS Parking		
<b>Lenox</b>	03/12	30	Combined sports and activity 150 Fam Cap						
<b>Leominster</b>	05/10	115/sport	Ice Hockey 190/student	0		100/175			Full Day K 1800
<b>Leverett</b>									
<b>Lexington</b>	02/18/18	325/sp HS; 150 var/125 JV @ MS; Elementary 75 per session, 300 for 3 sessions	650 fam cap 850 total Fam Cap;			Early Sign-up 300, fam 750; 500/1250 middle sign-up; 798/1995 after 7/1 sign-up			PreSchool 3240 10/hr/wk;4860 for 15 hr/wk; 1300 lunch brunch
<b>Lincoln</b>	01/17/17	175/sport			354-668	275, 200, 100	575 capK-6<2, gr 7-8		200/mo PreK

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<b>Lincoln-Sudbury</b>	01/17/17	365/sport	Hockey 135 extra; others from 283 to 1755; family cap equals 3 athletic fees	60	50 one time music registration	Free	300 HS Parking		
<b>Littleton</b>	11/13	200 MS & HS	550 fam max	\$50 6-12 one time, excluding some	\$25 K-5 one time	225	K-6 < 2mi & 7-12 Fam Max 675		235/mo 3 day Pre School, 260/mo 4 day PreK; 285/mo 5 day PreK; Various Before, Mid, after Programs at various costs 4057 Full Day K
<b>Longmeadow</b>	02/14 ↑	260					175 parking		Full Day K 3000
<b>Lowell</b>		0							Full Day K Free
<b>Lowell Middlesex Academy Charter</b>									
<b>Ludlow</b>	07/11	145/sport				242 538 cap	180 parking		
<b>Lunenburg</b>	02/11		555 max per student 825 3 sport 2 student family	40/year		0			1,050/yr Pre, 2000 K ext day, after school care 3/hr
<b>Lynn</b>		0	No Fees	0			0 parking		
<b>Lynnfield</b>	05/11	200/student	425 fam cap	300		0			2600 Pre K, 25/day + 5 trans
<b>MA Academy for Math &amp; Science</b>									
<b>Malden</b>	09/16	0		0		0		No Busing offered	
<b>Manchester Essex Reg</b>	09/10	450/yr	350 ice hockey				0 parking		
<b>Mansfield</b>	03/15 ↑	150/sport	500 fam cap			225	575 fam max		
<b>Marblehead</b>	07/10	340 HS/yr	150 MS/yr –fam max 480	90-180HS 100-150MS	Combined with sports 100 gr 4-6; 30 instr music for Gr 3		5- for out of town field trips		2600 afternoon kindergarten
<b>Marlborough</b>	06/16 ↓	0	SuperPass for All HS 0 activities 250 cap		250 family max	0			3400 PreK full day, 2300 half day; with scale for needy
<b>Marshfield</b>	11/14 ↓	250/student/yr	600 fam cap				25 HS Parking per 1/2 yr		3000 Full Day K
<b>Martha's Vineyard</b>	04/08	0							
<b>Masconomet Reg</b>	01/11	250-650		65-200 HS 65-100 MS					

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<b>Mashpee</b>	12/08	0	No Fees	0		0			No Fee Full Day K
<b>Maynard</b>	02/11	400HS	All sports & activities; 200 MS			245	Fam max 495	Leases buses Free transcripts	
<b>Medfield</b>	05/09	225-250		25 one time for MS & HS			180/yr HS Parking		235 4 day PreK
<b>Medford</b>	06/10	175-200	500 fam cap						Full Day K Free
<b>Media &amp; Tech Charter</b>									
<b>Medway ↓</b>	04/14	225/sport	900 fam cap except lacrosse and hockey	75/50/25					2475 Full Day K Free ½ Day K
<b>Melrose</b>	15/16 ↑	Tiered 180,250, 300, &500 depending upon the cost of the sport	900 Individual Cap	MS 15 HS 35		0	0	25/student for unlimited #	1752-2500 PreK, 2600 to 6176 full day K with graduated discount for shorter days and times <93K Fam incomes, increasing; 225 Summer School Fee FREE Full day K 2013
<b>Mendon-Upton Reg</b>	08/11	425 football; 300 or 375 for others							
<b>Methuen</b>		0	No Fees	0		0			10/day PreK, 24/day after School Full Day K Free
<b>Middleboro</b>	10/13	175/350	450 fam cap			0			1850 K
<b>Milford</b>	07/08	125/sport	400 hockey, 375 fam cap, 600 fam cap with hockey						
<b>Millbury</b>	05/10						50 Parking/yr		PreSchool 2 day 115/mo or 1150/yr 3 day 160/mo or 1600/yr After School 36 and 41/week
<b>Millis</b>	06/09	220/sport	880 fam cap			314, 280	594 fam cap		275 K
<b>Milton</b>	05/13	300/sport	1500 Family Cap; Hockey 600 with 1850 Fam Cap	50/activity	150 per student cap 150 MS Combo PASS	375/seat	900 Fam Cap		3 half days 1200; 2 full days 1250; 4 full days 2500; 5 full days 3125
<b>Minuteman Reg Voc</b>									
<b>Mohawk Trail Reg</b>									
<b>Monson</b>	02/09	150/sport	600 fam max	0		210 full day/full year, payable in thirds;\$105 one way/full year, payable in thirds 17.50	45 HS parking		Pre School 12/day

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						per third/ athlete p.m. only pass \$6.00 standby emergency tickets (10)			
<b>Montachusett Reg Voc</b>							25 parking		
<b>Mt. Greylock Reg</b>		100 HS 75 MS	500 fam max	35/ act	100 HS/ 75 MS Stage Productions	0	50/sem parking		
<b>Mystic Valley Charter</b>									
<b>Nantucket</b>	11/19/19	150/sport							
<b>Narragansett Reg</b>		100 per Sport	300/500 fam max	25	Per year	0	15 parking		15/mo Pre
<b>Nashoba Reg</b>		150/sport HS	50/sport MS 450 individual cap	varies	Any other fees are set by individual principals		75 student parking fee		2700 K
<b>Nashoba Valley Reg</b>									
<b>Natick</b>	04/15 ↑	225/sport/season HS and MS; Hockey 400	675 family cap/year; 850 for Hockey	50 HS & MS one or more activities	175-330/sem Inst Music varies private or semi + 25 Registration fee	150/300 fam cap			PK 3da ½ 3000/yr; 4da ½ 3700/yr; Full day 6800
<b>Nauset</b>	12/08	0	No Fees	0		0			No Fee Full Day K
<b>Needham</b>	01/17/17	285/sport; 225 Club fee; 1140 fam cap	60/yr			390/790 fam cap	20 Parking		3000 Pre K
<b>New Bedford</b>						2.50-5.00 tickets			
<b>New Leadership HMCS</b>									
<b>Newburyport</b>	09/10 Tiered Fees	200-465 225-280	1300 fam cap	50		275/550	0 parking		3300 K
<b>Newton</b>	06/13 ↓	300 HS Sports	160 MS Sports 480 MS Family Cap 400 HS Hockey/Football 900 HS Family Cap 1200 All Fee Super Cap	0 HS 60 MS	150 HS Drama 150 Elementary Music	395/student 800 Family cap	310 HS parking		4503 (PreK 15Hr) 6521 (PreK 20Hr)
<b>Norfolk</b>	06/11				175 for 5 <sup>th</sup> & 6 <sup>th</sup> Gr Band	150/300 fam cap			180 Pre K, 260 K 3500 Full day K
<b>Norfolk County Agricultural HS</b>				50/yr					
<b>North Adams</b>									
<b>North Andover</b>	03/14 ↓	300 1 <sup>st</sup> , 150 2 <sup>nd</sup> ,	750 fam max per			330 - 360 with late fee	40 HS		Full Day K Free

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		75 3 <sup>rd</sup> sport	year, 100 extra for Hockey				Parking		preschool 3200
<b>North Attleboro</b>	06/15 ↑	150		100	50 theater and music 600 fam cap	300/600 fam cap	\$180 HS Parking		4000 Full Day K
<b>North Berkshire School Union 43</b>									
<b>North Brookfield</b>									
<b>North Central Charter</b>									
<b>North Middlesex Reg</b>	07/11	150/sport; ice hockey 200 extra	MS 80/sport	25		0	60 parking		90-188/mo pre, Full Day K Free
<b>North Reading</b>	07/16/16	400 1 <sup>st</sup> /200 <sup>nd</sup> +	1300 family cap	200 HS & MS	For all activities combined	400; 650 Fam Max	Gr 7-12, k-6<2		6000 Full Day PreK; 3000 ½ Day Full Day K 4250
<b>North Shore Reg Voc</b>									
<b>Northampton</b>	06/13	175 First sport/ 145 second/115 third	600 fam cap; 0 free lunch; 35/25/15 for reduced lunch	0		210/student	375 fam cap with 2 students – 490 cap with 3 or more		
<b>Northampton-Smith</b>									
<b>Northborough-Southborough Reg</b>	01/14 ↑	200/sport	No cap	50	“Tentative” general activity Fee		200 HS Parking / Yr		2100 PreK 3250 K
<b>Northbridge</b>	10/11	200/season 1 <sup>st</sup> child, 100 second	500 fam cap; additional for ice hockey, tennis, golf	25 per club	50 max per student				2 day pre K 1395; 4 day Pre K 2196 11/day Elem after school program
<b>Northeast Metro Voc</b>									
<b>Northern Berkshire Regional Voc</b>		0	No Fees	0		0			
<b>Norton</b>	03/15 ↑	250/sport	HS & MS 500/fam cap	50/activity	100 cap per student	225 450 fam cap	450 fam cap;100 HS Parking		3000 full day K

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<b>Norwell</b>	05/08	200/sport	Sports & activity fam cap 1000	75	For activities only	250/200 450 fam cap	50 Parking		3 day PreK 2,200 4 day PreK 2,700
<b>Norwood</b>	03/12	150/season	600 Fam Cap	50 HS &MS	150 one time fine arts fee 600 fam cap	250	600 fam cap 100 SR Parking		3000 PK AM Session 2 days \$2050/yr; PK AM Session 3 days \$2650/yr; PK PM Session 3 days \$2650/yr; PK PM Session 4 days \$3200/yr; PK Extended Session 4 days/week \$5200/for 10 mo
<b>Old Colony Reg Voc</b>									
<b>Old Rochester</b>	09/12	HS 225/student/ sport	MS 25/year; 50 more for traveling teams 600 fam cap;	65 HS afterschool activities		No fees for regular bus	50 HS Parking	Leases buses 0 for transcripts	
<b>Orange</b>		0	No Fees	0		0			
<b>Oxford</b>		50/sport 100 cap/person	150/fam max/season	0		0			Various before and after school at @15-25/wk- vacation/summer @20-25/day
<b>Palmer</b>	09/10	200/sport				0	100 HS Parking/v ehicle		
<b>Pathfinder Reg Voc Tech</b>	07/16	0		0		0			
<b>Peabody</b>	03/11	150/sport	300 fam cap	0		300	600 fam cap		PreK FT 5 day 3,750, 3 day 2,270; PreK PT 5 day 1900, 3 day 1135
<b>Pembroke</b>	03/15	175/year	300 Fam Cap includes MS basketball	0		180	250 fam cap		3,500 Full Day K
<b>Pentucket Reg</b>	08/10	200 to 400	850 Ice Hockey JV & V 400 Football JV & V 1000 fam Cap	15 to 100	Fam Cap	180 Reg; 100 AM-PM; 90 Winter Pass	180 HS Parking		Extend K 3,600; 180/mo 2 day; 220/mo 3 day; 250/mo 4 day; Before/After Pgms 8.25 to 18.50/day
<b>Pioneer Valley</b>									
<b>Pioneer Valley Performing Arts Charter</b>									
<b>Pittsfield</b>	06/11	125/student/ sport	Rental fees to be raised by hockey and swim teams		50K fundraising for Fine Arts programs	180			
<b>Plainville</b>		0	No Fees	0		0			1450 PreK
<b>Plymouth</b>		100/sport// season	Includes			125/100/75	300 fam		4,000 Full Day K

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			cheerleading - No Fam Max				max; disc. for prepayment		
<b>Prospect Hill Charter</b>									
<b>Provincetown</b>	12/08	0	No Fees	0		0			12.50 AM, 7.50 PM PreK No Fee Full Day K
<b>Quabbin</b>									
<b>Quaboag Reg</b>	12/08	75/sport	225 fam max	25			50/yr parking	Leases buses 0 for transcripts	
<b>Quincy</b>	05/13	100/sport	150 HS Football and Lacrosse; 300 Hockey; 750 Fam Cap 40/sport MS	20		200/student	400 Fam Cap		Free full day K
<b>Ralph C. Mahar</b>									
<b>Randolph</b>	07/08	0	No Fees			0			
<b>Reading</b>	09/12	215/sport	450 student, 750 fam cap	50-176 50 MS	175 Band/jazz	365	No busing over Gr 6 650 fam cap		Full Day K 4,000 240 PreK
<b>Revere</b>		0	100 in May 03 – Repealed Aug 03	0		0	Considering Advert		
<b>Richmond</b>									
<b>Rockland</b>	04/14	180	Per year/ 330/fam	50	Per year	250	400 fam cap		1000/yr Peer Model PreK, Free Full Day K
<b>Rockport</b>	02/09	300/yr	350 HS Hockey, 250 MS on HS Team, 200 MS Intramurals, 200 Winter Cheering, 105 floor hockey intramurals			100	250 fam cap 0 parking		
<b>Sabis International Charter</b>									
<b>Salem</b>	08/08	200/yr	350 fam max	25/ activity		250/400 150 one way	Saved 7 teachers 0 parking		
<b>Sandwich</b>	02/15 ↓	150/student/ season	50 intramural sports, 600 Fam Cap	80	250 Gr 5-8 Instrumental music	100	100 HS Parking Fee		Free Full Day K

# Massachusetts Public Schools Survey of Fees

As of 1/7/20

<i>School District</i>	<i>Date of Last Update</i>	<i>Sports Fees</i>	<i>Details</i>	<i>Activity Fees</i>	<i>Details</i>	<i>Bus Fees</i>	<i>Details</i>	<i>Additional Comments</i>	<i>Preschool, &amp; After School Programs</i>
<b>Saugus</b>	06/15 ↑	350/most sports; 400 football & hockey 250 free/300 reduced lunch	250 Spring/sport MS No Family Cap Available for Sports All sports reduced 35 retro for 2013-2014	ES 35, MS 50, HS 100	75 MS student cap 150 HS student cap	360 no cap	25 HS parking fee		1800 All Day K, 1450 PreK, 1120 New Beginnings, , 17/day after school
<b>Scituate</b>	11/19/19	300/sport 900 fam cap	Jr High 50/100	200 HS 100 MS	Includes sports 500 fam cap	265	485 fam cap 120 HS Parking		Full Day K 2800
<b>SE Reg Voc</b>		0	No Fees	0		0			
<b>Seekonk</b>	04/14								
<b>Sharon</b>	04/12	275/200/75 Sport	750 fam cap			540 twice a day 370 one way	fam cap 144 Parking		½ day PreK 5 day 2955; 3 day 1775; 4 day 2365; Full day 5 day PreK 7150 3285 full day K
<b>Shawsheen Valley Reg Voc</b>	06/13 ↑						10/sticker		
<b>Shrewsbury</b>	04/19 ↑	315/sport	900 fam cap	100HS 50-75MS	300 fam cap HS 150 fam cap MS	300	550 fam cap		Pre-K: 2 half-day session \$2,049/year 3 half-day session \$2,825/year 4 half-day session \$3,210/year 5 half-day session \$3,298/year 4.5 full-day session \$6,610  2400 Full Day K
<b>Shutesbury</b>									
<b>Silver Lake</b>	02/09	150/student	Ath+Act combo fee; no cap	30	Drama only if no other act	0	10 park sticker		Free full day K
<b>Somerset Berkley Regional SD</b>	04/15	0	No Fees	0		0			
<b>Somerville</b>	12/09		No Fees						Free PreK
<b>South Hadley</b>	09/13 ↑	100/sport	125 football and hockey			125	150 combo parking/bus fee		Free PreK; after school fees vary
<b>South Middlesex Reg Voc</b>									
<b>South Shore Charter</b>									
<b>South Shore Voc</b>		0	No Fees	0		0			
<b>Southborough</b>									2100 PreK, 2000 K

# Massachusetts Public Schools Survey of Fees

As of 1/7/20

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<b>Southbridge</b>		0	No Fees	0		0			
<b>Southeastern Reg Voc</b>									
<b>Southern Berkshire Reg</b>									
<b>Southern Worcester Voc</b>									
<b>Southwick-Tolland</b>		100	Per sport/per student/per year	0			100/yr HS Parking or 50/semester		2,500 full day kindergarten
<b>Spencer- East Brookfield</b>	12/08	125-250/sport 600 family Cap			175 Marching Band		50 HS Parking	Private bus co \$2 per transcript	Full Day K Free
<b>Springfield</b>	08/07	0							
<b>Stoneham</b>	10/16 ↓	300/sport	900 fam cap			0	No bus service		Full Day K FREE, 2300 PreK
<b>Stoughton</b>	01/17 ↑	200/yr 100 extra for hockey	HS - Onetime fee; no cap	Yes	100-50-0 HS, 30 MS after school Music only	360/student	60 sr first	0 transcripts	Free full day K
<b>Sturgis Charter</b>									
<b>Sudbury</b>	12/11	195 then 95		50 HS	MS 30/activity	350/635 fam cap			3000 PreK
<b>Sunderland</b>									160/mo PreK
<b>Sutton</b>	09/08	200/sport	400 cap/student			180/360 fam cap			
<b>Swampscott</b>	06/11	250/sport HS	70/sport MS 1250 fam cap	50/activity	100 MS 275 max	0	100 parking	\$3/transcript	245/mo PreK
<b>Swansea</b>	06/12			0		0			Free Full Day K
<b>Tantasqua</b>		0	No Fees	0		0			
<b>Taunton</b>	02/06/18	150/st/year	No fam max						Pre & after school 10.25/day; Max Full time pre 25/day; both income sliding scale
<b>Tewksbury</b>	05/13	150/sport	600 HS Fam Cap	HS \$75/activity MS \$30/activity Elem. (Gr. 5/6) \$30/activity	No Cap - Academic Clubs excluded From Fee (e.g. NHS & DECA)	0	50/pass/year Parking	0	Preschool - \$150/mo for 3 days/week Preschool -\$98/mo for 2 days/week After School - \$65/students/week Before School - \$37.50/student/week Full-day KDG - \$4,000/student/year
<b>Tri-County RVTSD</b>		0		50/yr					
<b>Triton Regional</b>	04/12	350/sport	1750 fam cap	50/100			\$1/day		2950 K

## Massachusetts Public Schools Survey of Fees

As of 1/7/20

<i>School District</i>	<i>Date of Last Update</i>	<i>Sports Fees</i>	<i>Details</i>	<i>Activity Fees</i>	<i>Details</i>	<i>Bus Fees</i>	<i>Details</i>	<i>Additional Comments</i>	<i>Preschool, &amp; After School Programs</i>
							HS parking		
<b>Truro</b>	12/08			10-15/act	Cover costs only				23/wk PreK, No Fee Full Day K
<b>Tyngsboro</b>	09/12	300/200/100 HS 225 MS	Included activities, 800 hockey Non-Athletes 100 for activities and entrance to games, etc.	75/act HS & MS	25 extra for MS Theater Additional Production	200 500 fam cap	225 Parking – reduces for part yr		Full Day K 2,950 PreK 5 day Full Day 540/mo
<b>Upper Cape Tech</b>		0		0		0	Fee for buildings and grounds		
<b>Uxbridge</b>	09/09	75/sport							950-1100 PreK
<b>Wachusett</b>	09/13 ↑	250/sport	Middle 50	0		260			
<b>Wakefield</b>	09/12	260	780 Cap	100	260 marching band 70 Instrumental music	300			4000K
<b>Walpole</b>	02/15	200/sport	500 individual cap 1000 fam cap	30/semester	Covers all activities	250 550 Fam Cap	200 HS Parking		3800 Full Day K 2136 to 4578 various PreK
<b>Waltham</b>			No Fees	0		0			
<b>Ware</b>	07/10	100/sport	No cap	10	6-8 week sessions	5	Parking sticker/yr		
<b>Wareham</b>	04/14 ↑	100-250	500 fam cap	25		0			
<b>Watertown</b>	05/11	175 Sports & Clubs Combo/YR		25	If not student athlete 25 MS	270			6500 PreK
<b>Wayland</b>	02/17 ↑	300;1750 Hockey	MS 125	0	150/yr Elem Instrumental Music	350 850-1000 fam cap	220 HS parking		K 3500; After School 1222- 8620/yr
<b>Webster</b>	08/07	0	Soccer/Band Boosters raised 50% Uniforms			0			
<b>Wellesley</b>	03/15	230	150 MS	150 HS & MS each	No fam cap Extra 100 band/orchestra	521 HS; 1142 fam cap	300 HS Parking		5200 Pre
<b>West Boylston</b>	05/08	225/sport	500 fam max			200	400 fam cap 150 Parking		230 PreK
<b>West Bridgewater</b>	03/10	100/yr		0	N/A for self sufficient organizations	0	90 one way option		5/hour Surround Care 3000/yr Full Day K

# Massachusetts Public Schools Survey of Fees

As of 1/7/20

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<b>West Springfield</b>	03/11	50 or 60 for most	100 football, 300 skiing & ice hockey; 300 fam max excluding ice hockey & skiing				30 Parking		
<b>Westborough</b>	05/13	200 HS & 150 MS	One fee covers all sports & activities, Fam cap of 400	200 HS & 150 MS	Combined Sports and Activity Fee	0			2625/3 half day 3500/4 half day PreK 3400 K all day
<b>Westfield</b>	06/09	85	150 fam cap				20 HS Parking		
<b>Westford</b>	07/16 ↑	275 HS 240 MS/Sport	No fam cap	50/yr HS and MS	235 Gr 3-5 Band + Inst,	225 600 fam Cap Or 50 late bus	50 HS Parking, Sr only		4200 Full Day K
<b>Weston</b>	01/12	0		0		0			7400 Pre School
<b>Westport</b>	06/15/17	175/sport HS 175 Cheerleader Fee 800 coop ice hockey	500 fam cap/yr	25/activity		HS 200	400 fam cap; 50 parking	Leases buses \$3 after 5 free	No Half Day PreSchool 2 day 307/mo / 3-day 441 /mo
<b>Westwood</b>	04/08	300/sport	900 fam max		25 MS activity fee	180/360/450	180/yr parking		
<b>Weymouth</b>	09/14 ↑	200/sport 400 ice hockey		50		235, 235, 120 Gr 7 <sup>th</sup> & 8 <sup>th</sup> 590 Fam Cap	100 HS parking		36/day preK childcare, 48/toddler
<b>Whitman-Hanson</b>	06/10	250 1 <sup>st</sup> sport, then 50 each additional	600 fam cap	0		0			
<b>Whittier Voc Tech</b>	04/09	200/sport	400 cap						
<b>Williamstown</b>									5098 PreK
<b>Wilmington</b>		0	No Fees	0		0			2100 PreK
<b>Winchendon</b>	09/08	245 270 football	345 Ice Hockey; 200 each additional child	0		0			
<b>Winchester</b>	09/12	290/sport	950 fam cap per year 500 skiing	350/400	350 Elem Instrumental Music	525	920 fam cap; 20% higher if after 7/31		2500 Full day K, 1500 3 day; 3000 PreK per student 2.75 Type A Lunch
<b>Winthrop</b>	06/14	225/sport HS	500 student cap 750 Fam Cap	100/year intramural	For unlimited activities				Full Day K Free
<b>Woburn</b>		0	No Fees	0		0			Full Day K Free
<b>Worcester</b>									
<b>Wrentham</b>	05/15 ↑	75 Basketball		100	Inst music, 90 theater	125	300 fam cap		2 d/wk ½ 1650; 3 d/wek ½ 2150; Full Full Day K 3250

District	Last Updated	Fee	Family Cap and Notes	Add'l Information		
Algonquin		200	900 Family cap			
Ayer Shirley		200/year	500 family cap			
Bromfield		Soccer V/JV \$325	V/JV B/G Basketball \$395	V/JV B/G Lax \$325		
		FH V/JV \$325	Swim Team \$370	V/JV Softball/Baseball \$340		
	10/25/19	XC \$260	Ski Team \$360	Outdoor Track \$280		
		Golf \$360	B/G Indoor Track \$280	Tennis B/G \$325		
	MS FH/Soccer \$300	MS B/G Basketball \$300	MS Baseball/Softball \$300			
Clinton		150/ sport	475 cap	Reduced lunch 100/350 ,free lunch 50/350		
Fitchburg		50/season	70% are waived			
Gardner		\$100 per sport/Hockey \$200	\$200 season cap per family	Reduced- \$50, Free \$25		
Groton-Dunstable		GD is \$400.00 per sport, per season. \$1,200.00 Family Cap for HS athletes.				
		MS is \$210.00 per sport, per season. \$1,000.00 Family Cap for MS athletes.				
		We do not combine HS and MS to reach a Family Cap.				
		Ice Hockey is \$500.00 per season, plus an assessment of practice ice costs. This brings the overall fee into the \$750.00 range.				
		Alpine Ski is always \$150.00 over the determined Season Pass at Nashoba Valley Ski Area. Last year a Seasons Pass was \$375.00 + \$150.00 =525.00 Refunds are issued prior to the 1st game of the season or when a season ending injury occurs within the first few weeks of the season.				
Hudson	10/23/19	125/ sport no cap	Hockey - 250			
Leominster		150/sport	Second child same season 75 3rd 50	250 hockey		
Littleton		200/sport	550 family max	425 surcharge for ice hockey		
Lunenburg		\$250 per sport per season, a second child in the same season is \$140, and \$85 for a 3rd- \$475 per season max. Ice hockey pays additional fees for ice time etc. Middle school sports are 200 1st child 150 every middle school child after. Middle and high school fees do not combine together			Free Lunch = free reduce lunch is 33	
Marlborough	19-20	no fees				
Maynard		400/per year	200/other children no cap. Waivers available			
Murdock		first sport/first student: \$160, Second third sport/and or additional family members: \$120, football & Hockey- \$190, family max- \$500		Free reduced lunch 1st sport: \$120	free reduced lunch and/or additional family member: \$80	
Narragansett	10/23/19	100/50 reduced/25 free	500 family max			
Nashoba	10/23/19	1st sport \$175 / 2nd sport \$150 / 3rd sport \$125		\$900 family cap	(pool time, ice time, and ski tickets)	
North Middlesex	2019	\$190/Sport per season - Hockey \$390 - - - THIS IS GOING TO CHANGE SOON!				
Oakmont		285/Sport	no cap			
Quabbin	19-20	\$105/sport HS, \$60/sport MS				
Shepherd Hill	18-19	150/sport	500 family max	free & reduced waived		
Shrewsbury	19-20	315	945 cap	Free & reduced \$30		
Tahanto		250/sport	600 family max			
Tyngsborough		300/200/100	1st/2nd/3rd sport no cap			
Wachusett		250/sport	350 family max	Reduced \$125, Family max \$175	Free lunch no fee	
West Boylston		\$225 per sport	Family cap of \$750; 225/125 second student athlete in same season	Reduced \$60, Free Waived		
Westborough	10/2019	200 per sport/Activity	600 family cap per year	Free & Reduced - cut in half		
<b>Other Schools</b>						
Auburn		None				
Millbury		None				
Northbridge		250 / sport	no cap			
Southbridge		None				
Quabooag		75 / year	150 cap			
Tantasqua		None				
Bartlett		None				
Leicester HS		HS, 100 / sport	300 cap	free & reduced waived		
Leicester MS		MS, 75 / sport	225 cap	free & reduced waived		



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **2/12/20**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **2/12/20**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **2/12/20**

**BACKGROUND INFORMATION:**

The minutes will be provided under separate cover.

**ACTION RECOMMENDED:**

That the Committee vote to approve the minutes from the School Committee Meeting held on February 5, 2020.

**STAFF AVAILABLE FOR PRESENTATION:**

Ms. Sandra Fryc, Chairperson

Dr. B. Dale Magee, Secretary



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **2/12/20**

- A. For the purpose of reviewing and acting upon a student residency issue
- B. For the purpose of collective bargaining with the Shrewsbury Education Association, Unit A
- C. For the purpose of collective bargaining with the Shrewsbury Paraprofessional Association
- D. For the purpose of negotiations with non-represented staff
- E. For the purpose of reviewing, approving, and/or releasing executive session minutes

**BACKGROUND INFORMATION:**

Executive session is warranted for these purposes.

**ACTION RECOMMENDED:**

That the School Committee enter into executive session for the purposes of: reviewing and acting upon a student residency issue; collective bargaining with the Shrewsbury Education Association, Unit A, collective bargaining with the Shrewsbury Paraprofessional Association, and negotiations with non-represented staff, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body; reviewing, approving, and/or releasing executive session minutes; and return to Open Session only for the purpose of adjourning for the evening.

**STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools

Ms. Barbara A. Malone, Executive Director of Human Resources

ITEM NO: **XII. Adjournment**