



SHREWSBURY PUBLIC SCHOOLS

100 Maple Avenue, Shrewsbury, MA 01545
Tel.: 508-841-8400 Fax: 508-841-8490
schools.shrewsbury-ma.gov



Joseph M. Sawyer, Ed.D.
Superintendent of Schools

Mary Beth Banios
Assistant Superintendent

Patrick C. Collins
Assistant Superintendent for Finance & Operations

Barbara A. Malone
Director of Human Resources

June 29, 2016

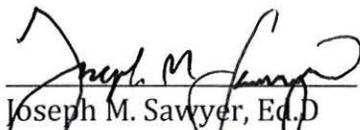
Ms. Katie DeCristofaro
Capital Program Manager
Massachusetts School Building Committee
40 Broad Street, Suite 500
Boston, MA 02109

Dear Ms. DeCristofaro,

Enclosed you will find our completed School District Educational Profile Questionnaire for the Beal Early Childhood Project. We are also including other documents related to our current enrollment, grade configuration, and enrollment projections.

Please contact Patrick Collins at 508-841-8405 or pccollins@shrewsbury.k12.ma.us if you have any questions.

Sincerely,


Joseph M. Sawyer, Ed.D.
Superintendent


Maurice M. DePalo
Chairman, Board of Selectmen



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Massachusetts School Building Authority School District Educational Profile Questionnaire

Date : June 30, 2016

Name of School District: Shrewsbury Public Schools

District Contact (Name, Title): Patrick Collins, Asst. Superintendent for Finance and Operations

As part of the District's invitation into the Eligibility Period, the MSBA is seeking the following information to further inform our understanding of the School District's facilities, teaching methodology, grade configurations and program offerings. If the below information is available in documents previously provided to the MSBA, please indicate in which document and on which page this information may be found.

SECTION ONE: Facilities

A. Please confirm the following MSBA 2010 Needs Survey information for all public schools in the District using a "Y" for accurate and "N" for not accurate:

District	School Name	Type	Year Founded	Last Reno.	GSF	Y/N
Shrewsbury	Beal School	Elementary School	1922	1987	32,100	Y
Shrewsbury	Calvin Coolidge Elementary	Elementary School	1927	1986	48,600	Y
Shrewsbury	Floral Street Elementary	Elementary School	1997		94,000	Y
Shrewsbury	Oak MS	Middle School	1957	2004	169,400	Y
Shrewsbury	Parker Road Preschool	Pre-Kindergarten/Kindergarten	1954		15,533	N
Shrewsbury	Sherwood MS	Middle School	1964		*	N
Shrewsbury	Shrewsbury HS	High School	2002		296,000	Y
Shrewsbury	Spring Street	Elementary School	1967	2000	37,200	Y
Shrewsbury	Walter J. Paton School	Elementary School	1950	1990	37,300	N

Using the space below, provide additional information for any inaccurate or incomplete Needs Survey data.

- ▶ Parker Road Preschool: Last renovation/addition was 2003.
- ▶ Sherwood Middle School: 1964 building was razed and new 130,000 s.f. facility opened in 2012.
- ▶ Paton School: Last renovation was in 2000.
- ▶ The district has been renting space nearby Beal Early Childhood Center that provides two classrooms for pre-kindergarten students. When building a new facility we would plan to end this lease and incorporate this space need into the new facility.

B. Using the chart below, list Charter Schools (Commonwealth, Innovative, or Horace Mann) and private schools located in the District.

Name of School	Type of School	Year Established	Grades Served	Current Enrollment
St. John's High School	Private	1894	9-12	1,004
St. Mary School	Private	1961	preK-8	259
Montessori School	Private	1988	preK-6	197
Al-Hamra Academy	Private	1994	preK-8	148
Lilliput School	Private	1985	preK-1	220

- ▶ Above listed schools are MA DESE approved schools and enrollment data is for the 2014-2015 school year.

A. **For elementary and middle schools only** In the chart below, provide information about the current grade configuration for each public school facility adding or editing cells and rows as appropriate. Check the boxes provided to indicate program offerings at each facility. Next to the check, please indicate the number of hours and days the program is offered.

Name of School, Grades Served	Science Classes	Art (Performing and Visual Art)	Music	Physical Education (Adaptive PE)	Library Classes	Extended Day Care	Lunch Seatings
Beal Early Childhood Center, K-1	Average of 2 to 3 lessons/week; 30-45 minutes typical duration; projects may be integrated with other subjects	1 or 2 visual art class(es) weekly, depending on grade; 40-45 minutes duration	1 general music class weekly, 40-45 minutes duration; 1 "sing-along" period weekly, 40-45 minutes duration	1 phys ed class weekly, 40-45 minutes duration; adaptive PE through inclusion wherever possible, occasionally through pull-out model, depending on student need	1 to 2 classes per week depending on grade, 40-45 minutes in duration	District program available before school beginning at 7:00am and running after school until 6:00pm, M-F; wait list for access	3
Calvin Coolidge Elementary, K-4	Average of 2 to 3 lessons/week; 30-45 minutes typical duration; projects may be integrated with other subjects	1 or 2 visual art class(es) weekly, depending on grade; 40-45 minutes duration	1 general music class weekly, 40-45 minutes duration; Gr. 4 chorus class meets 40-45 minutes weekly in addition	1 or 2 phys ed classes wkly, depending on grade, 40-45 minutes duration; adaptive PE through inclusion wherever possible, occasionally through pull-out model, depending on student need	1 to 2 classes per week depending on grade, 40-45 minutes in duration	District program available before school beginning at 7:00am and running after school until 6:00pm, M-F; wait list for access	4
Floral Street Elementary, 1-4	Note 1	Note 1	Note 1	Note 1	Note 1	Note 1	8 "phases" of class rotations between 11:05 - 12:55
Oak MS, 7-8	Daily class; 45-60 minutes duration	30 consecutive days of 40 minute period as part of annual allied arts cycle; Grade 7 also includes also includes 30 consecutive days of 40 minute drama class	30 consecutive days of 40 minute period of electronic music in Grade 8 as part of annual allied arts cycle; interested students participate in music performance group (band, chorus, or orchestra) class for one 40-45 minute period three out of every six days for entire school year	60 days of 40 minute periods of PE (in two 30 consecutive day cycles) over the course of the year; adaptive PE through inclusion wherever possible, occasionally through pull-out model, depending on student need	Library/media center is accessed by teachers on a class-by-class basis for research projects, etc. co-taught by media specialist	N/A	5
Parker Road Preschool, PreK	Note 2	Note 2	Note 2	Note 2	N/A	N/A	N/A

Sherwood MS, 5-6	Daily class; 45-60 minutes duration	30 consecutive days of 40 minute visual art period as part of annual allied arts cycle; grade 6 also includes 30 consecutive days of 40 minute drama class	30 consecutive days of 40 minute period of general music in Grade 5 as part of annual allied arts cycle; interested students participate in music performance group (band, chorus, or orchestra) class for one 40-45 minute period three out of every six days for entire school year	60 days of 40 minute periods of PE (in two 30 consecutive day cycles) over the course of the year; adaptive PE through inclusion wherever possible, occasionally through pull-out model, depending on student need	Classes of 40 minutes 4 out of every 6 days for a 30 day period in both grades 5 & 6.	District program available after school until 6:00pm, M-F	4
Spring Street, K-4	Note 1	Note 1	Note 1	Note 1	Note 1	Note 1	4
Walter J. Paton School, K-4	Note 1	Note 1	Note 1	Note 1	Note 1	Note 1	4

Note 1: All elementary schools have same/similar schedule.

Note 2: Curriculum incorporates science, art, music, and physical education. Parker Road offers two, three, and four day sessions of both half and full day programming. Curriculum varies depending on program.

For high schools only Attach to this questionnaire current program/scheduling information (core, non-core, enrichment and vocational).

B. Does the District belong to a Collaborative? Yes No

Does the District host a Collaborative? Yes No

If yes, please provide the name of the Collaborative **Assabet Valley Collaborative [Evolution Program at Shrewsbury High School]**

Does the District provide Pre-Kindergarten? Yes No

Is Kindergarten fee based? Yes No

If yes, please provide the fee structure **Attached**

Does the District provide transportation? Yes No

If yes, please provide the name of the provider(s) (District or vendor): **AA Transportation Inc.**

C. Using the space below, provide information about the Priority Statement of Interest School's teaching methodology (i.e. self-contained classroom, team teaching, departmental, or cluster). Include class-size policy and if applicable, scheduling particulars.

The Shrewsbury Public Schools goal is to provide an engaging and challenging academic program, with enhanced learning through technology, and emphasis on social and emotional

development to prepare students for all aspects of becoming valuable members of their community. The teaching methodology to address these goals uses inclusion models where appropriate, with special education, ELL, and intervention supports determined by individualized plans and needs. The district develops balanced classrooms to allow every student, regardless of social and academic ability, the opportunity to participate in rich learning environments.

Students attend their neighborhood schools with Pre-K and Kindergarten using a lottery system to determine session placement. Classroom teachers are supported by paraprofessional assistants in accordance with district guidelines for each level, as well as support from specialists in the areas of special education, ELL, school psychologists, literacy and Title I tutors, and building support staff as needed. The Shrewsbury School Committee’s class size policy is as follows:

- Kindergarten: 17-19 students per class
- Grades 1-2: 20-22 students per class
- Grades 3-4: 22-24 students per class

Due to the lack of space within the elementary schools, Shrewsbury struggles to consistently meet these class size guidelines, and is not able to provide Full Day Kindergarten to all families or preference of session in Pre-K. This presents an obstacle in identifying and providing necessary services for early intervention needs in both the special education and ELL areas, as well as offering rich academic and social/emotional opportunities for all children, which leads to greater stress on programming in subsequent years.

Elementary schedules are based on a five-day weekly schedule with some shared staff between buildings in specialized areas. Students receive five “specials” classes per week in the areas of Media, Art, Physical Education/Heath, and Music. Students also have access to the Media Center and portable technology resources as needed to complete assignments, projects, etc. Shrewsbury does offer a number of [fee-based] after-school enrichment programs that run at each of the elementary schools throughout the year.

D. In the chart below, use “Y” or “N” to indicate if the listed technology offerings are available adding cells and rows as appropriate:

School	Desktop Computers	Laptop Computers	Tablets	Smart Board/ Smart Projectors	Printers	WiFi WAN/LAN
Beal ECC	Y	Y	Y	Y	Y	Y
Calvin Coolidge Elementary	Y	Y	Y	Y	Y	Y
Floral Street Elementary	Y	Y	Y	Y	Y	Y
Oak MS	Y	Y	Y	Y	Y	Y
Parker Road Preschool	Y	Y	Y	Y	Y	Y
Sherwood MS	Y	Y	Y	Y	Y	Y
Shrewsbury HS	Y	Y	Y	Y	Y	Y
Spring Street	Y	Y	Y	Y	Y	Y

Walter J. Paton School	Y	Y	Y	Y	Y	Y
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Using the space below, provide additional information for any of the aforementioned offerings marked with a "Y".

The district has wireless network access in all schools. All teaching staff have been assigned a laptop computer and/or an iPad. The district has a 1:1 iPad Program for students in grades 5-12. Students receive a new iPad in grade 5 and keep it through grade 8. Grade 9 students each receive a new iPad and turn it in upon graduation. Printers and copiers are available in all schools for printing documents.

At the elementary level in Shrewsbury Public Schools, technology is used to enhance teaching and learning. We use the SAMR model (Substitution- Augmentation- Modification- Redefinition) as a framework for meaningful technology integration. In addition, all core content classroom teachers at the elementary level have interactive whiteboards and projectors in their classrooms. There are also carts of iPads for teachers to sign out to use with their students as well as dedicated iPads in classrooms for student and teacher use. In the 2016-17 school year, all fourth grade classrooms across the district will be at a 1:2 iPad to student ratio. There are also two Kindergarten classrooms that are piloting a 1:2 iPad environment.

SECTION THREE: Proposed Program, Grade Configuration, Teaching Methodology for the Priority Statement of Interest School

A. Using the chart below indicate proposed changes to the information as provided in Section Two adding or editing cells and rows as appropriate.

Name of School, Grades Served	Science Classes	Art (Performing and Visual Art)	Music	Physical Education (Adaptive PE)	Library Classes	Extended Day Care	Lunch Seatings
Beal Early Childhood Center, K-1							

B. Is the District considering joining a Collaborative? Yes No
 If yes, please provide the name of the Collaborative _____

Is the District considering hosting a Collaborative? Yes No

Is the District considering offering Pre-Kindergarten? Yes No

Is the District considering a Kindergarten fee? Yes No

If yes, please provide the proposed fee structure : **Attached**

Is the District considering providing transportation? Yes No

If yes, please provide the name of the proposed provider: **AA Transportation**

C. In the space below expand upon proposed changes to current grade configurations, districting, teaching methodology, programs, transportation, fees and technology. Indicate if any school facilities would be vacated, down-sized or re-organized. Indicate if changes to current staffing would result (increase/decrease).

The district is eager to work with MSBA and industry professionals through the Feasibility Study Phase to develop the best long-term space solution for our preK-4 student population. We need to plan for some enrollment growth, vacating leased space, and offering universal full-day kindergarten with this space solution. Given the larger size school requisite to accommodate up to 850 students, we expect the current Beal Early Childhood Center to be vacated as the site is too small to handle this size of a school and in a geographically disadvantageous location [center of downtown].

We expect to evaluate options to include replicating an Early Childhood Program of larger size and reconfiguring [and redistricting] all elementary schools to house K-4 populations. Other creative, educationally sound, and cost-effective solutions will be considered as well.

Consideration must be afforded to the varied lifespan inherent in the district's thirteen "permanent" modular classrooms attached across three elementary schools.

Finally, there is a growing demand for special education and English Language Learner [ELL] spaces to accommodate in-district programming.

D. Using the space below, indicate any proposed changes to current technology offerings (e.g. "One to One" technology, WiFi hotspots, laptop carts, etc.).

The district places a high value on the integration of technology in the curriculum to leverage and enhance student learning. In the design of any new school building, we will want to provide maximum access and capacity to use technology tools that exist now or in the future, allowing for the need of expanded "bandwidth" for student and staff use.

SECTION FOUR: Space - District's Priority Statement of Interest

ELEMENTARY SCHOOL

A. Complete current information in the table provided below adding or editing cells and rows as appropriate:

<u>ROOM TYPE</u>	No. of Rooms	Comments
<u>CORE ACADEMIC SPACES</u>		
<i>Pre-Kindergarten</i>	0	
<i>Kindergarten (indicate full or half day)</i>	10	Three classrooms are used for HDK (a.m and p.m. sessions). Seven classrooms used for FDK.
<i>Grade 1</i>	3	These students are in the Floral St. School district but re-assigned to Beal due to space limitations at Floral St.
<u>SPECIAL EDUCATION</u>	7	
<u>ART & MUSIC</u>	1	This room is shared by both art and music.
<u>HEALTH & PHYSICAL EDUCATION</u>		
<i>Gymnasium</i>	1	Used for physical education and all-school group Sing Along Program.
<u>MEDIA CENTER</u>	1	
		Original school design did not include a cafeteria or kitchen. We converted basement space that is used for food service preparation/cafeteria and shared with extended school care, small group instruction and alternative class use.
<u>DINING & FOOD SERVICE</u>	1	
<u>MEDICAL SUITE</u>		
<i>Nurses' Office</i>	1	This space is not adequate for the amount of daily nurse visits and specialized medical services required for current students.
<u>ADMINISTRATION & GUIDANCE</u>	3	1. Principal's office 2. Psychologist's office 3. School office

B. If not offered within the District's Priority Statement of Interest school, indicate in the space provided below where the District's collaborative, special education, art, music, health/physical education, media center, dining/food service and technology spaces are offered.

Collaborative programs for preK-4 students are offered by Assabet Valley Collaborative and housed in other member school facilities.

SECTION FIVE: Safety and Security Statement

Has the District formulated a school specific Multi-Hazard Evacuation Plan (Section 363 of the FY 02 State Budget) for each school under the superintendent's supervision?

Yes No

What was the date of the last review with local public safety and law enforcement officials?

Date: **August 26, 2015**

SECTION SIX: Attachments

Please attach to this completed questionnaire any Executive Reports or Conclusions of reports or studies that relate to accreditation, an assessment of facility conditions and/or findings as issued by the Department of Elementary and Secondary Education (DESE). Below, please list the documents attached (as applicable).

Documents attached:

- ▶ **Shrewsbury Public Schools October 1, 2015 Enrollment and Class Size Report**
- ▶ **Shrewsbury Public Schools Enrollment Projection Report: November 20, 2015**
- ▶ **School Children in Housing Developments: November 2015**

Should you have any questions about this questionnaire, please contact Katie DeCristofaro,
Capital Program Manager:

Massachusetts School Building Authority
617-720-4466
www.massschoolbuildings.org



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Director of Human Resources

September 1, 2016

Ms. Kathryn DeCristofaro
Capital Program Manager
Massachusetts School Building Authority
40 Broad Street, Suite 500
Boston, MA 02109

Dear Ms. DeCristofaro,

Enclosed are the additional materials and information requested as part of the Enrollment Certification Process for the Beal Early Childhood Project.

Enclosure 1 is a PreK-grade 4 summary of current educational space utilization along with our initial projected needs. It's important to note that our initial projected needs factor projected enrollment growth, the expectation that we move to universal full-day kindergarten in opening a new school, and a growing demand for space to deliver special education and English Language Learner (ELL) services. The recently completed Coordinated Program Review by the Department of Elementary and Secondary Education cited Coolidge School for inappropriate space allocated to their ELL Program and we have had to "consume" other school spaces to make this remedy.

Additionally, we have been intentional about planning for adequate and equitable space allocations across all PreK-4 schools for delivery of Art, Music, Health, and Physical Education Programs. Current space allocations for these programs vary across schools and have been re-allocated primarily to special education and ELL services as these in-district populations have increased.

Enclosure 2 is a report made by the town's Assistant Town Manager/Economic Development Coordinator that analyzes several population projections and derives an "average" projection. Continued overall population growth is expected. We should be cognizant of the fact actual student enrollment for our last three new school building projects [Floral Street Elementary School, Shrewsbury High School, and Sherwood Middle School] have exceeded their design capacities.

Enclosure 3 is a summary of our current K-12 enrollment as of 9/1/2016 in comparison to the two projections we use; Town Manager Projection and New England School and Development Council Projection. Currently, our enrollment is surpassing both projections by 65-75 students.

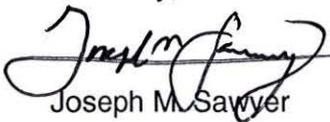
We all understand that the 10/1 date is the traditional and best benchmark due to the start of year "shakeout" that typically occurs in all districts. Interestingly, last year our district experienced a net increase of 20 students between 9/1 and 10/1/2015. Using this factor, one can expect that our 10/1/2016 enrollment will be approximately 75-100 students beyond projections.

The remaining enclosures are related to the MSBA request for floor plans for PreK-4 schools. We have color-coded them in a fashion we hope clearly depicts the use of space in each building. We have also added some descriptions of negative program impacts as a result of space deficiencies.

We look forward to resuming our discussion on Enrollment Certification with your receipt of this additional information.

In the meantime, please feel free to call us for clarifications and use Patrick Collins as your primary contact person.

Sincerely,



Joseph M. Sawyer

Cc: Beal Early Childhood Building Committee
Shrewsbury School Committee

SHREWSBURY PUBLIC SCHOOLS
PreK-4 Educational Space Planning Document
September 2016

Current Space Allocations

School	Regular Education Classrooms	Media Center	Gymnasium	Music Rm	Art Rm	Special Educ. Spaces	ELL Spaces	Totals
Parker Road Preschool	6	0	0	0	0	3	0	9
Parker West Preschool	2	0	0	0	0	0	0	2
Beal	13	1	1	0.5	0.5	5	1	22
Coolidge	18	1	1	0	1	6	3	30
Paton	17	1	0.5	0.5	0.5	7	0	26.5
Floral	32	1	1	1	1	7	1	44
Spring	17	1	1	0	1	3	0	23
	<u>105</u>	<u>5</u>	<u>4.5</u>	<u>2</u>	<u>4</u>	<u>31</u>	<u>5</u>	<u>156.5</u>

Projected Future Needs

School	Regular Education Classrooms	Media Center	Gymnasium	Music Rm	Art Rm	Special Educ. Spaces	ELL Spaces	Totals
Parker Road Preschool	6	0	0	0	0	3	0	9
Parker West Preschool	0	0	0	0	0	0	0	0
Beal [New]	40	1	1	1	2	7	2	54
Coolidge	16	1	1	1	1	6	4	30
Paton	15	1	0.5	1	1	7	1	26.5
Floral	30	1	1	1	2	7	2	44
Spring	15	1	1	1	1	3	1	23
	<u>122</u>	<u>5</u>	<u>4.5</u>	<u>5</u>	<u>7</u>	<u>33</u>	<u>10</u>	<u>186.5</u>

End lease of this space
 Assumes universal full-day K

	Classrms	Avg Class Size	Capacity	Classrm. Inc.
PreK	12	15	288	4
K	22	19	425	5
Gr. 1-4	87	22	1920	8
	<u>122</u>		<u>2633</u>	

Difference: Current v. Future

School	Regular Education Classrooms	Media Center	Gymnasium	Music Rm	Art Rm	Special Educ. Spaces	ELL Spaces	Totals
Parker Road Preschool	0	0	0	0	0	0	0	0
Parker West Preschool	-2	0	0	0	0	0	0	-2
Beal [New]	27	0	0	0.5	1.5	2	1	32
Coolidge	-2	0	0	1	0	0	1	0
Paton	-2	0	0	0.5	0.5	0	1	0
Floral	-2	0	0	0	1	0	1	0
Spring	-2	0	0	1	0	0	1	0
	<u>17</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>3</u>	<u>2</u>	<u>5</u>	<u>30</u>

1. Assumes growth in enrollment and demand at PreK
 [12 x 6=72 Full-day SPED + 12 x 9 *2 Sessions Reg Educ= 216]
2. Assumes universal full-day kindergarten
3. Assumes growth slightly beyond NESDEC projection due to housing projects in the approval pipeline.

Notes: Special Education and ELL spaces vary widely in size. Please refer to floor plans.
 This document is not intended to factor office, maintenance, or storage space needs.



TOWN OF SHREWSBURY
 100 MAPLE AVENUE
 SHREWSBURY, MASSACHUSETTS 01545-5398

MEMORANDUM

TO: Board of Selectmen
 Finance Committee
FROM: Kristen D. Las, AICP- Director of Planning and Economic Development
SUBJECT: Population Projections
DATE: August 21, 2014

In December of 2013, the Board of Selectmen, Finance Committee and several Town Departments were made aware of a population projection study that was prepared by the UMass Donahue Institute. The report was titled, *Long-term Population Projections for Massachusetts Regions and Municipalities*, dated November 2013. The study projected the town of Shrewsbury’s population to increase over the next fifteen years substantially more than the projections that were provided by MassDOT and the Central Massachusetts Regional Planning Commission (CMRPC) in April 2011. In addition, in October 2008, Community Opportunities Group (COG) prepared an independent population projection report for the Town of Shrewsbury as a response to the Department of Conservation and Recreation projections of August 2008.

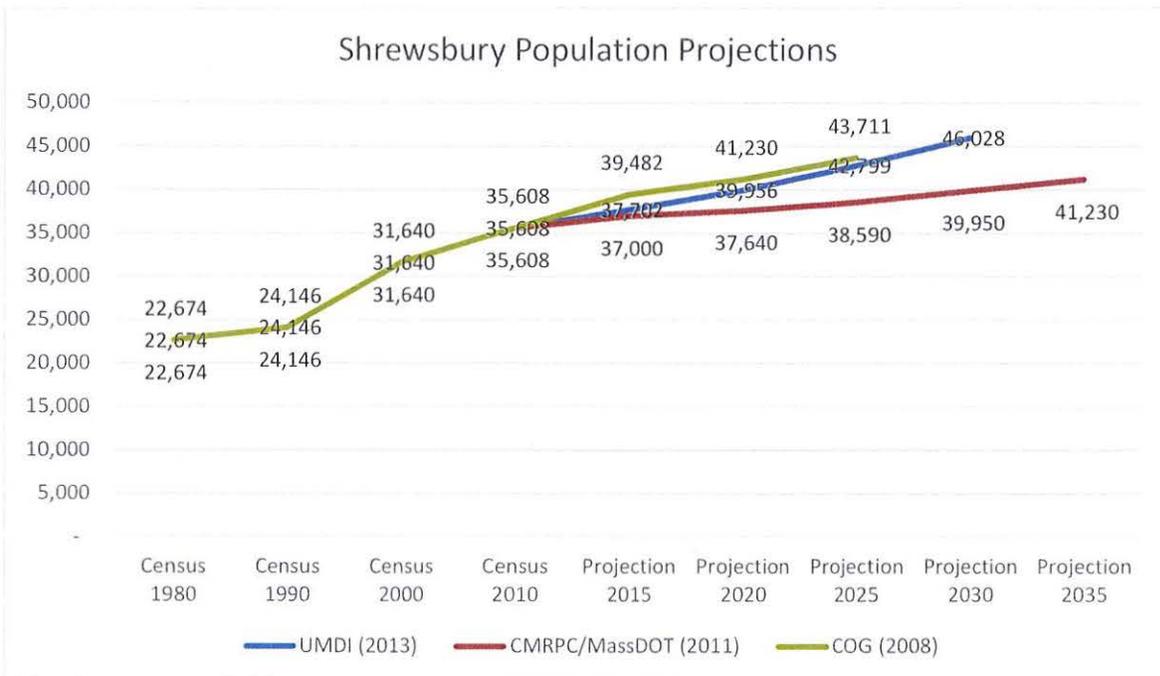


Figure 1: Comparison between UMass Donahue Institute (UMDI), CMRPC/MassDOT and COG population projections

As shown on the chart, UMDI projected a 22% population increase from the 2010 Census and the 2030 projection. CMRPC/MassDOT projected a 10% population increase over the same timeframe.

Over the past few months, I have spoken to the author of the UMDI report and experts at CMRPC regarding the discrepancies in the population projections. According to the contact at UMDI, Susan Strate, the projections were prepared by reviewing fertility and migration rates by age groups and death by age. They did not look at existing land use or bylaws and did not take inventories of new development. In addition, UMDI only used the 2000-2009 American Community Survey (AMS) in their projections. In looking at Age Cohorts, UMDI divided the state into 8 regions. The regions that the cities and towns were divided into, do not match Regional Planning Agency regions. Also, the UMDI study accepted that a municipality may lose population.

On the contrary, CMRPC/MassDOT used 1970 to present ACS data. CMRPC/MassDOT does not assume that any municipality will lose population. As of June 2014, MassDOT, MAPC and UMDI are working on statewide population projections starting in 2015 to distribute to RPA's to drill down to municipal populations through 2045. In preparing these statewide projections by county and RPA, there is a status quo versus strong growth valuation. Based upon the June 2014 update, it appears that the State numbers will be kept at a strong growth projection. The April 2011 CMRPC/MassDOT projections were prepared under a strong growth projection, therefore, it is not anticipated that there will be much change in the next projection from CMRPC. New town level data will come out in 3-4 months where it will be reviewed by the towns through the RPA's.

The third projection, prepared by COG used the cohort survival method. This planning technique accounts for the age and sex distribution of the population in each age and sex cohort, along with mortality, fertility, birth and migration rates. An important difference between the CMRPC report and the COG report is that COG used local data where CMRPC used regional data and then assigned shares of the regional population projections to each community based on the trends noted above.

Based upon the information we currently have, it is my professional opinion that the Town of Shrewsbury should follow projections of about the average between the CMRPC/MassDOT, COG and UMDI projections. CMRPC/MassDOT will be issuing updated population projections in 2015, and we will have a chance to revisit the data and assumptions to plan for the future.

	Census 2010	Projection 2015	Projection 2020	Projection 2025	Projection 2030	Projection 2035
UMDI (2013)	35,608	37,702	39,956	42,799	46,028	--
CMRPC/MassDOT (2011)	35,608	37,000	37,640	38,590	39,950	41,230
COG (2008)	35,608	39,482	41,230	43,711	--	--
Average	35,608	38,061	39,609	41,700	42,989	--

I will be at the August 26, 2014 Board of Selectmen meeting or available by phone or for a meeting if there are any further questions regarding this matter.

SHREWSBURY PUBLIC SCHOOLS
PRELIMINARY K-12 ENROLLMENT
as of 9/1/2016

Grade	1-Sep	Town Mgr. Projection	Qty. Difference	% Difference
K	380	383	-3	-0.8%
1	409	412	-3	-0.7%
2	453	450	3	0.7%
3	456	458	-2	-0.4%
4	458	444	14	3.1%
5	487	482	5	1.0%
6	488	473	15	3.1%
7	511	509	2	0.4%
8	491	484	7	1.4%
9	516	489	27	5.2%
10	423	419	4	0.9%
11	442	438	4	0.9%
12	409	407	2	0.5%

Total K-12	5923	5848	75	1.3%
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Grade	1-Sep	NESDEC Projection	Qty. Difference	% Difference
K	380	391	-11	-2.9%
1	409	406	3	0.7%
2	453	452	1	0.2%
3	456	455	1	0.2%
4	458	450	8	1.7%
5	487	480	7	1.4%
6	488	478	10	2.0%
7	511	517	-6	-1.2%
8	491	482	9	1.8%
9	516	489	27	5.2%
10	423	416	7	1.7%
11	442	438	4	0.9%
12	409	404	5	1.2%

Total K-12	5923	5858	65	1.1%
-------------------	-------------	-------------	-----------	-------------

9/1/2016 enrollment figures are preliminary. More students have enrollment registration meetings this week and we have reports from some parents that they have opted for other schools and not coming to SPS.

The net change last year from 9/1/2015 to 10/1/2015 was an INCREASE of 20 students. Using this factor we could end up on 10/1/2016 with 75-100 more students than projections indicated.

**Shrewsbury Public Schools
PreK-4 School Buildings- Usage Document
September 1, 2016**

Enclosed are floor plans for each of the Shrewsbury Public Schools PreK-4 school facilities with a color-coded index of how each room is used to meet the various needs of our student population. Below you will find pertinent information that details the district's need to address space issues with these grade levels.

Space Use Legend:

Classroom- **Blue**
Special Education- **Pink**
English Language Learning- **Orange**
Office/ Staff room- **Green**
Allied Arts- **Yellow**

Abbreviations Key:

ELC- Early Learning Center- serves students on the autism spectrum and provides access to students requiring Applied Behavior Analysis (ABA) learning strategies

ILC- Intensive Learning Center- serves students with severe cognitive and/or physical disabilities

Pre-K- classrooms that serve our preschool and Pre-Kindergarten students

FDK- Full Day Kindergarten classroom

HDK- Half Day Kindergarten classroom

SPED- Special Education classroom

ELL- English Language Learning classroom

OT/PT- Occupational Therapy/ Physical Therapy room

Programmatic Impact of Deficient PreK-4 School Space

Parker Road Preschool-There is more demand for preschool slots than space allows. The district must run a lottery for a limited number of preschool slots each year. The district is required to offer this program to students with special needs and they must have typically developing peers in their classroom. Regular education students pay tuition for their program. The school occupies a portion of a facility that also houses the local Public Access Media Cable TV station and the control center for the municipally owned and operated cable television operation [SELCO].

Parker Preschool-West- This is two-room, leased facility that we plan to relinquish when permanent space is constructed to support the entire PreK-4 population.

Beal Early Childhood Center- There is more demand for FDK than space available. The district must run a lottery for a limited number of full-day kindergarten slots each year. ELL space is too small to run groups larger than 4-5, which strains the ELL schedule. Music and Art share a space which restricts scheduling. Music travels for two classes per week because the room is used as overflow for the cafeteria during lunch.

Spring Street School- Health Education does not have a dedicated space and travels for every class. Music does not have a dedicated space and uses the stage in the cafeteria rather than using classrooms. Literacy tutor space is too small to have groups larger than three. This constrains their scheduling and adds staffing cost.

Floral Street School- Health Education and some Art teachers travel to deliver their programs. Former teacher/parent meeting spaces and a computer lab were converted to regular education classrooms. Some grade 1 students in the Floral Street School district are assigned to Beal Early Childhood Center due to space limitations at Floral.

Paton School- Health, Music and Art teachers travel for all classes. They share an office space with literacy tutors. ELL travels to use various spaces as well. Because the gym and cafeteria space are one in the same [fondly referred to as the gym-a-cafeterium], the schedule does not allow for this space to be used for Physical Education classes during lunch blocks. This significantly restricts scheduling and program offerings.

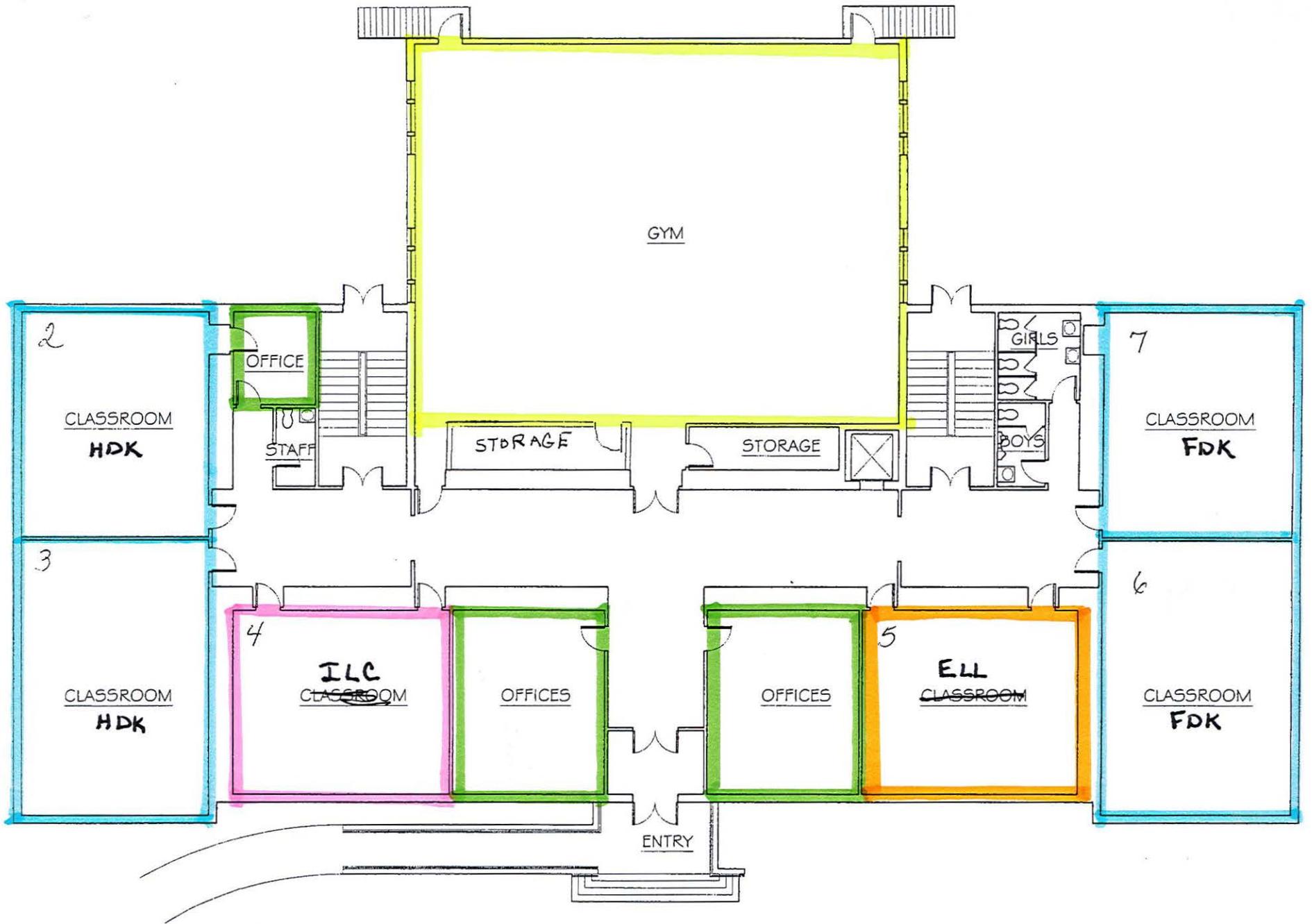
Coolidge School- Neither Music nor Health Education have dedicated spaces and travel as a result. Four modular classrooms were installed in 1996 and having reached 20 years old may need further investment or replacement in the future.

Wesleyan Terrace

2 Wesleyan Terrace
School Suite
Overall Dimensions
(50 feet x 50 feet)
2,500 Square Feet

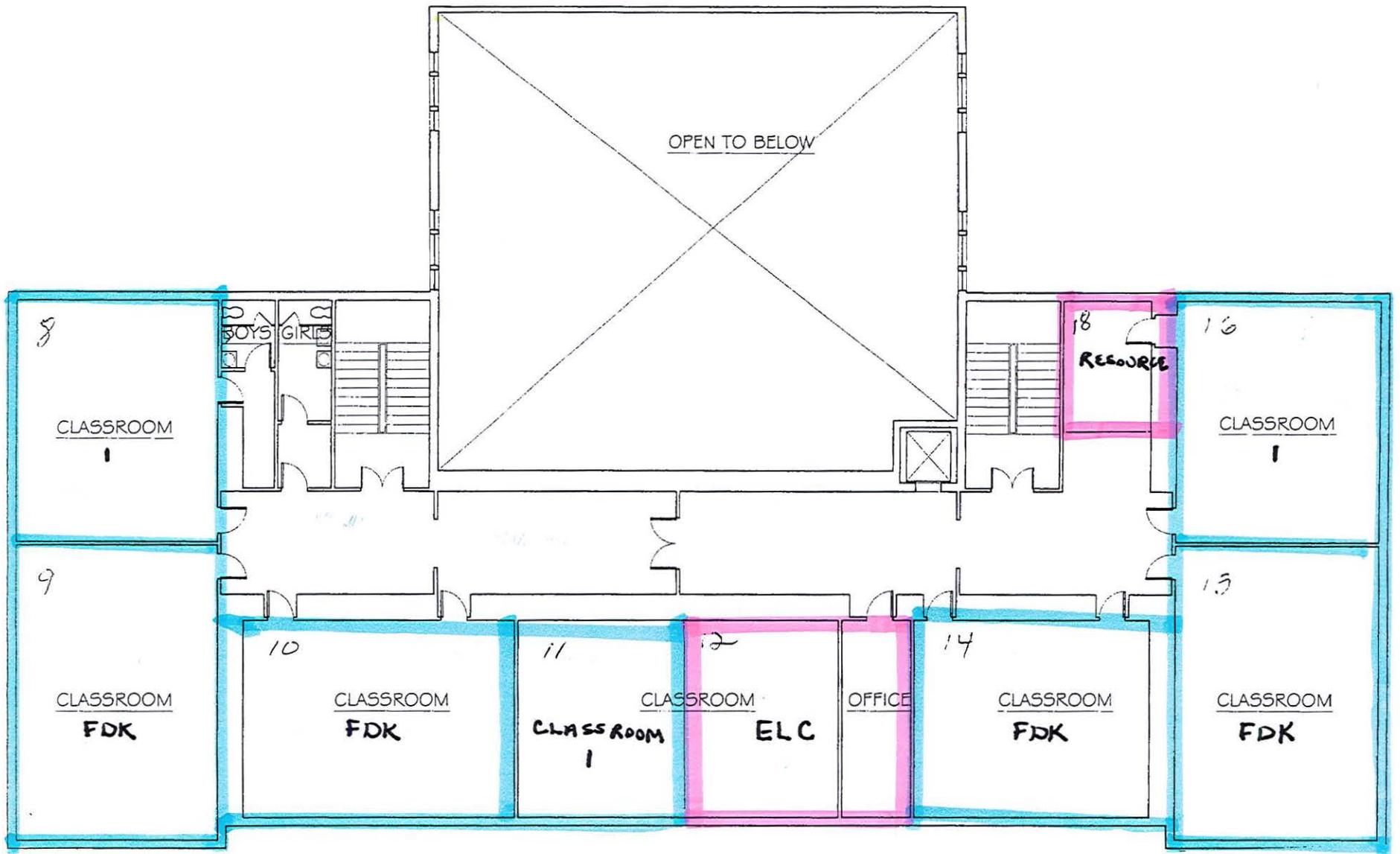
SPACE
IN REAR
OCCUPIED
BY
FURNISHED
ASSOCIATE





FIRST FLOOR PLAN

BEAL



SECOND FLOOR PLAN

BEAL

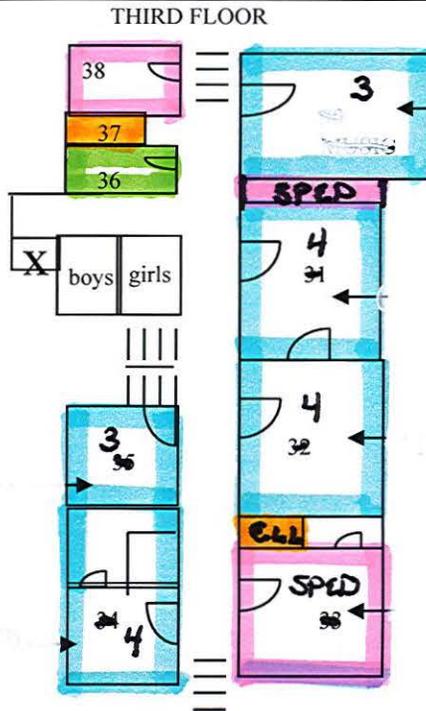
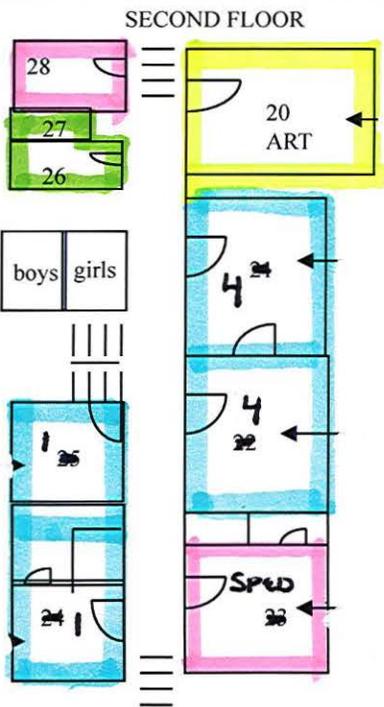
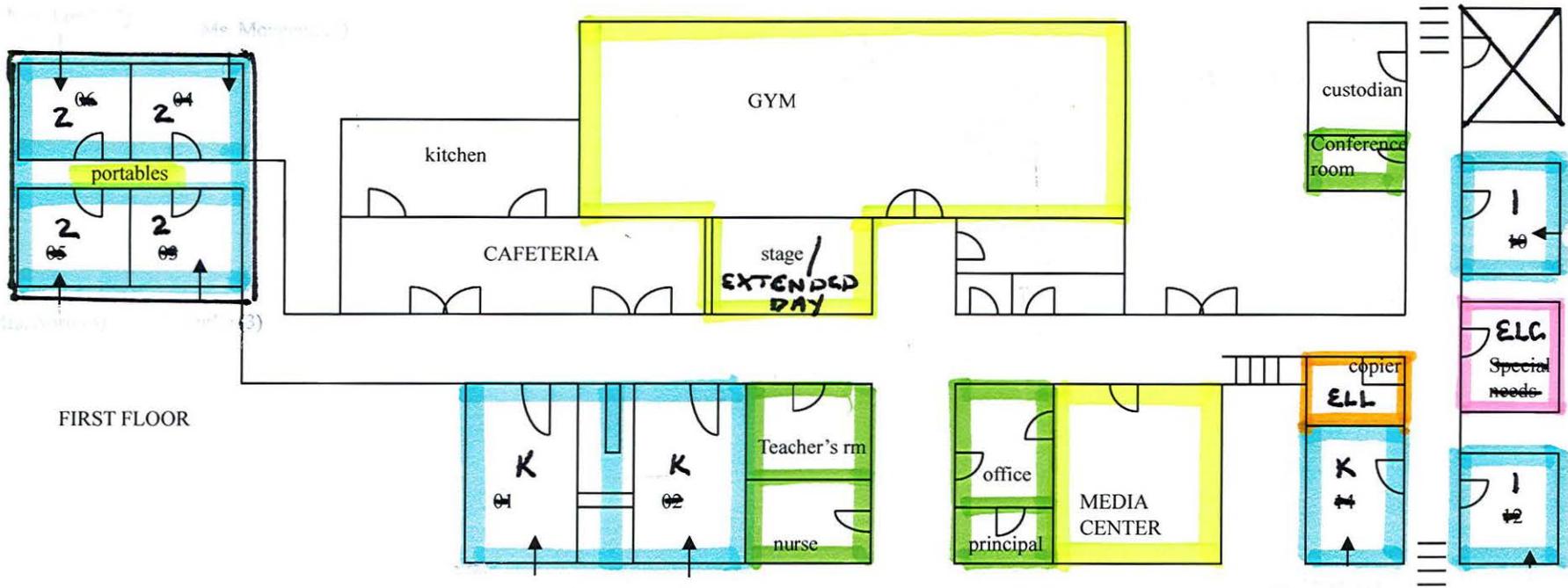
Beal



BASEMENT FLOOR PLAN

BEAL

Tcfb



COOLIDGE FLOOR PLAN

Paton School

Sterling
 CONSULTING ENGINEERS, INC.
 1000 STATE STREET
 SOUTH BRIDGE, MA 01906
 TEL: 508-347-7100
 FAX: 508-347-7101
 EMAIL: info@sterlingma.com

ACCOMMODATION	
STRUCTURAL CHANGES	
OTHER	

NO.	DATE	DATE OF REVISION DESCRIPTION
A	06/20/21	FOR REVIEW
B	07/01/21	REVISED FOR BID
C	07/21/21	REVISED FOR BID

TOWN OF SHREWSBURY
 SHREWSBURY, MASSACHUSETTS
 PATON SCHOOL
 FIRE ALARM UPGRADE

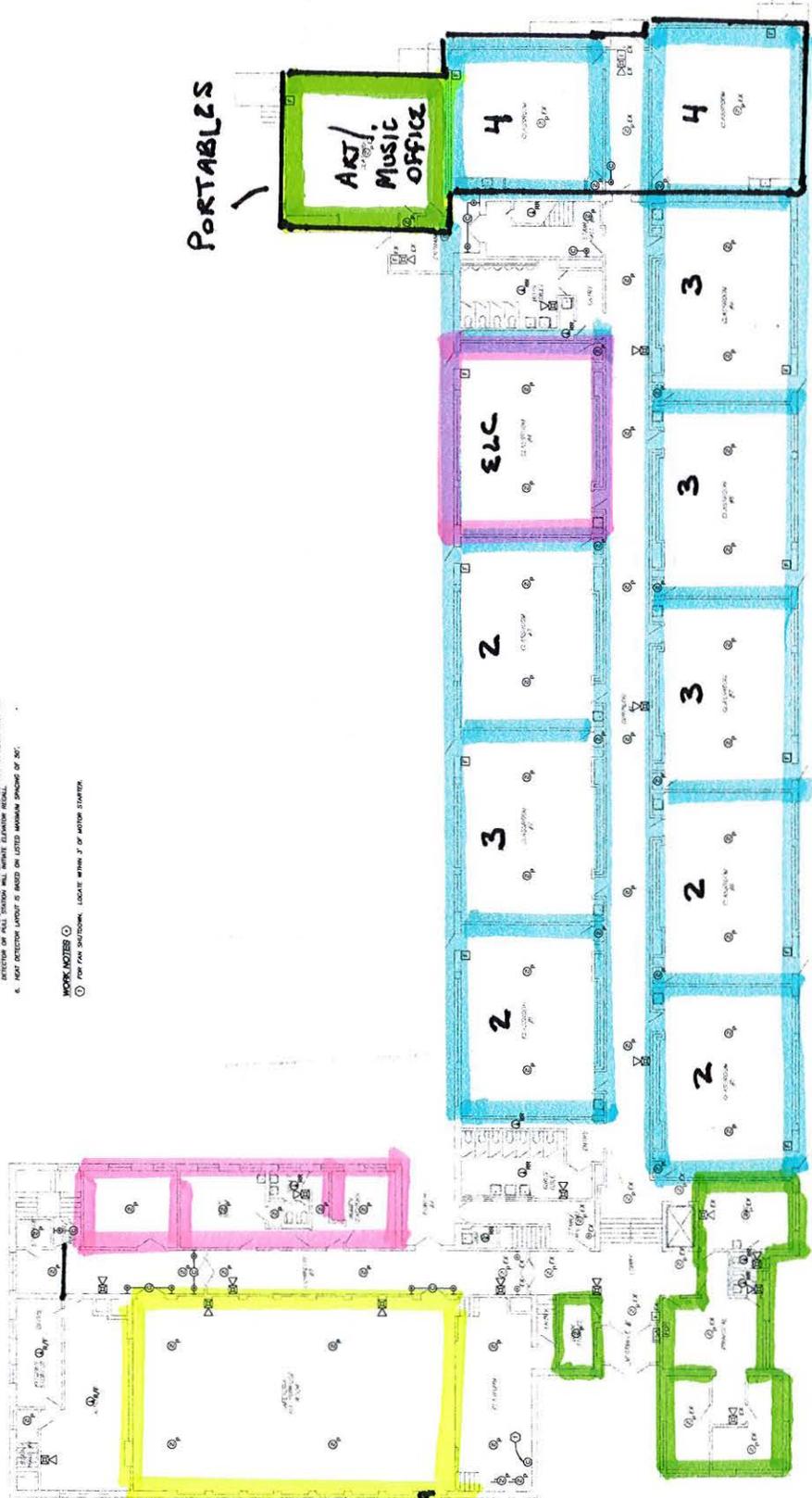
DATE	DESIGN	APPROVED	JTH
SCALE	1/8"=1'-0"	CHECKED	JTH
FILE	0022/FA102	DRAWN	JHALD
REVISED	0022	CLIENT	
ISSUED		PURPOSE	

FIRST FLOOR
 FIRE ALARM PLAN

FA102

- GENERAL NOTES**
1. DETECTORS ONLY FORMING BEAMS AND UNITS FIELD MOUNTING.
 2. CONNECTOR SHALL BE APPROPRIATE FOR VIBRATING ENVIRONMENT AND FIELD CONDITIONS.
 3. CONNECTOR SHALL COORDINATE LOCATION OF CEILING MOUNTED DEVICES WITH EXISTING LIGHT FIXTURES AND CEILING GRID.
 4. EXPOSED BEAMS IN FINISHED SPACES SHALL BE INSTALLED IN SURFACE MOUNT, ANCHOR, INSTALLED IN THE FIELD.
 5. ALL NEW DEVICES AND EQUIPMENT SHALL BE COMPATIBLE WITH THE EXISTING DAMPERS.
 6. WIREMAN, WIREMANS AND ELECTRICIAN SHALL BE ADVISED AND NOT INCLUDED IN THIS PROJECT. ALL WIRING SHALL BE INSTALLED IN ACCORDANCE WITH THE NATIONAL ELECTRICAL CODE.
 7. FIRE DETECTOR LAYOUT IS BASED ON LISTED MAXIMUM SPACING OF 30'.

- WORK NOTES**
- 1. FOR FAN SMOKE/LOCATE, LOCATE WITHIN 3' OF MOTOR STARTER.

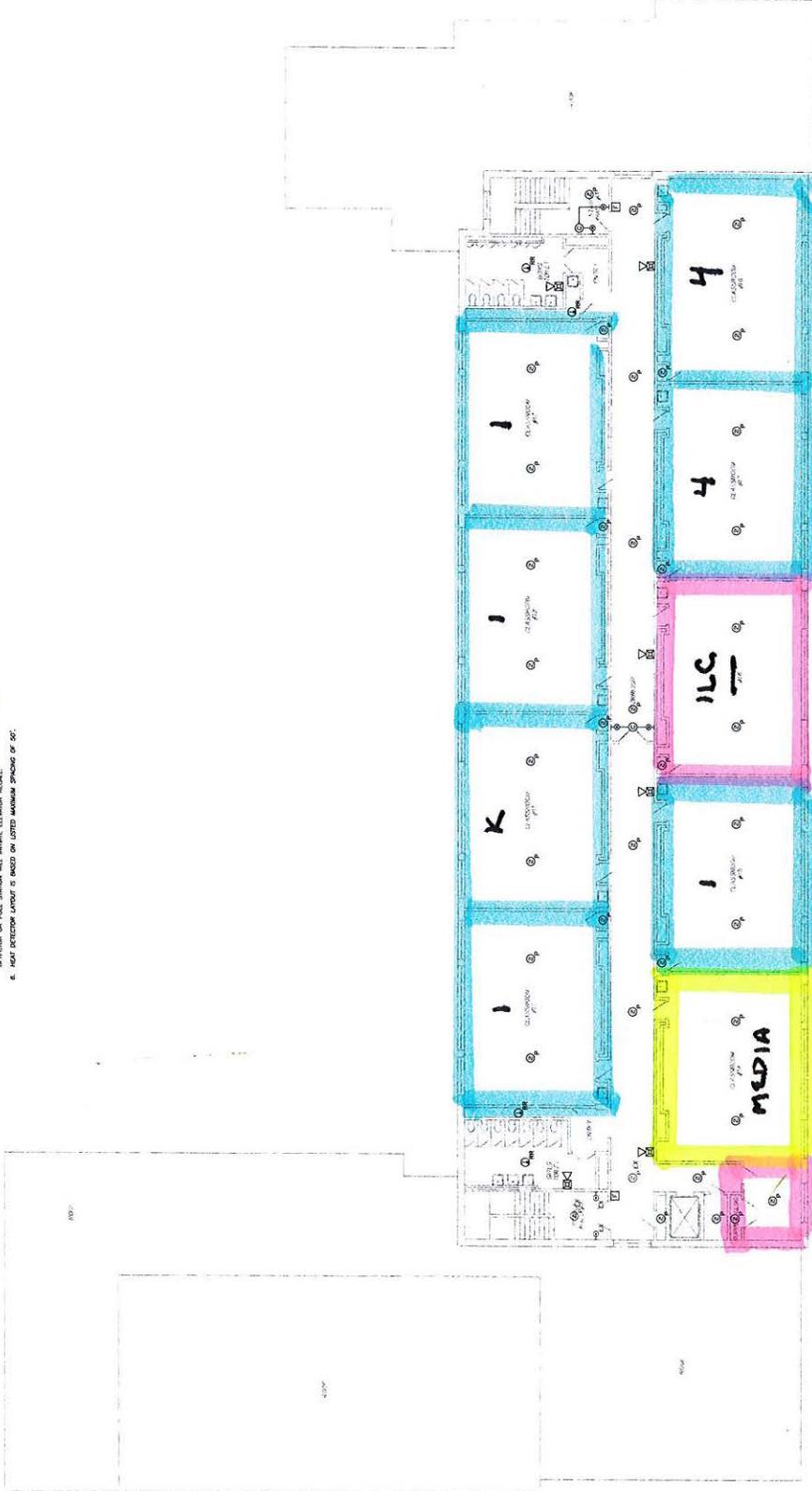


FIRST FLOOR FIRE ALARM PLAN
 SCALE 1/8"=1'-0"

Paton School

GENERAL NOTES

1. CONTRACTOR SHALL COORDINATE WITH EXISTING FIRE ALARMS AND LISTED FIELD INSTRUMENTS.
2. CONTRACTOR SHALL COORDINATE WITH EXISTING FIRE ALARMS AND LISTED FIELD INSTRUMENTS.
3. EXPOSED WIRING IN FINISHED SPACES SHALL BE INSTALLED IN SURFACE METAL RACEWAY, INSTALLED IN THE WALL OR UNDER FLOORING. EXPOSED WIRING SHALL BE INSTALLED IN THE WALL OR UNDER FLOORING.
4. ALL NEW DEVICES AND EQUIPMENT SHALL BE COMPATIBLE WITH THE EXISTING CHANNEL.
5. MANUAL NOTIFICATION AND EVACUATION METAL ARE EXISTING AND NOT INCLUDED IN THIS PROJECT. ALL METAL ARE TO REMAIN. THE EXISTING METAL ARE TO REMAIN. THE EXISTING METAL ARE TO REMAIN.
6. HEAT DETECTOR LAYOUT IS BASED ON LISTED MANUFACTURER'S SPACING OF 50'.



SECOND FLOOR FIRE ALARM PLAN
SCALE: 1/8" = 1'-0"

Sterling
ENGINEERING CO., INC.
Shrewsbury, MA 01545
Tel: 508-347-7200
Email: info@sterlingma.com

ARCHITECT

FUNCTIONAL ENGINEER

OWNER

NO.	DATE	REVISION DESCRIPTION
A	06/28/01	70% FOR REVIEW
B	06/28/01	REVISION FOR BID
C	06/28/01	REVISION FOR BID
D	06/28/01	REVISION FOR BID
E	06/28/01	REVISION FOR BID
F	06/28/01	REVISION FOR BID
G	06/28/01	REVISION FOR BID
H	06/28/01	REVISION FOR BID
I	06/28/01	REVISION FOR BID
J	06/28/01	REVISION FOR BID
K	06/28/01	REVISION FOR BID
L	06/28/01	REVISION FOR BID
M	06/28/01	REVISION FOR BID
N	06/28/01	REVISION FOR BID
O	06/28/01	REVISION FOR BID
P	06/28/01	REVISION FOR BID
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U	06/28/01	REVISION FOR BID
V	06/28/01	REVISION FOR BID
W	06/28/01	REVISION FOR BID
X	06/28/01	REVISION FOR BID
Y	06/28/01	REVISION FOR BID
Z	06/28/01	REVISION FOR BID

TOWN OF SHREWSBURY
SHREWSBURY, MASSACHUSETTS

FIRE ALARM UPGRADE

PROJECT

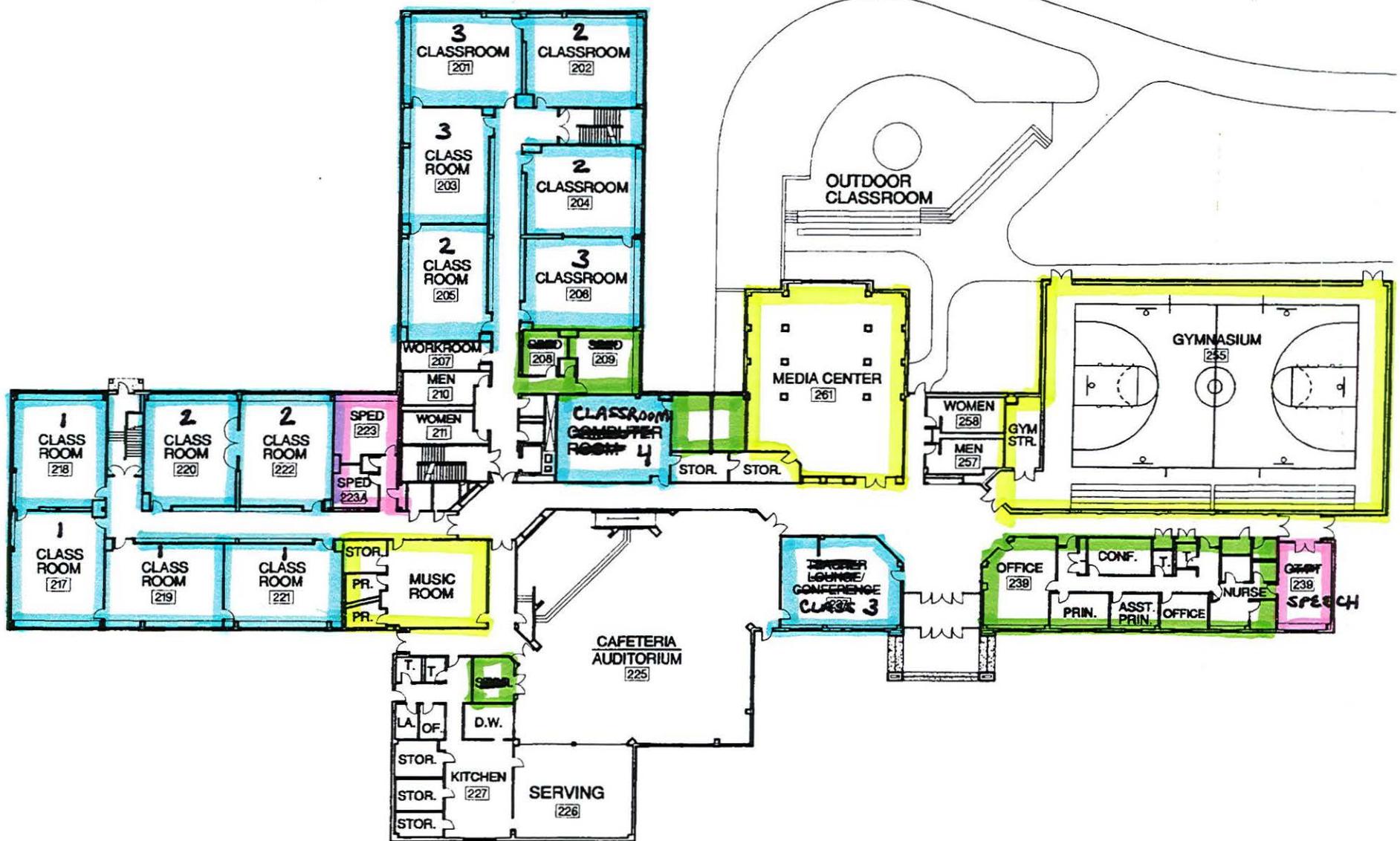


DATE	06/28/01	APPROVED	JTH
SCALE	1/8" = 1'-0"	DRAWN	JTH
FILE	06/28/01/PA103	DATE	JTH
PROJECT	06/28/01	CLIENT	PROJECT
PROJECT	06/28/01	PROJECT	PROJECT

SECOND FLOOR
FIRE ALARM PLAN

DATE

FA103

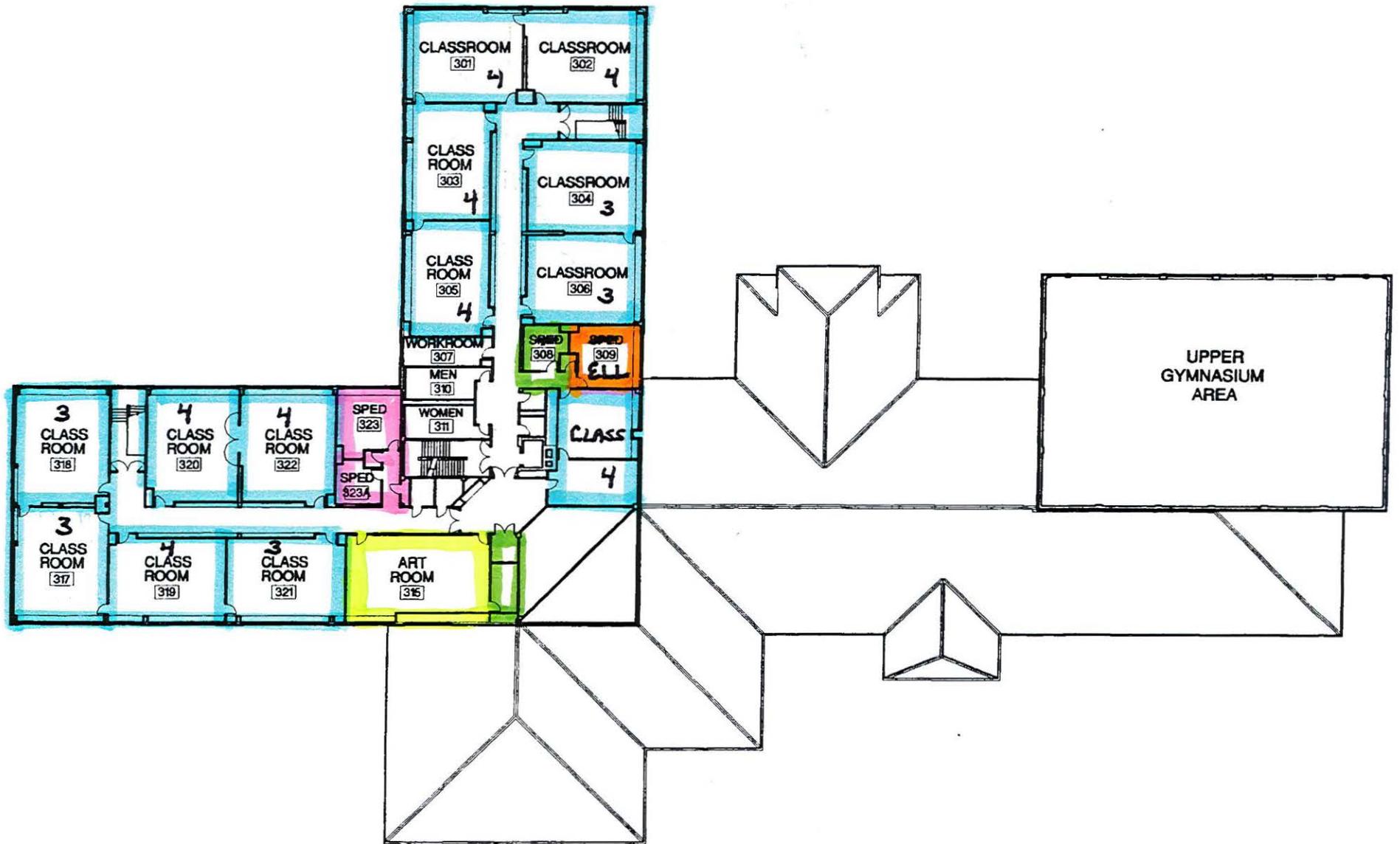


MAIN FLOOR LEVEL



FLORAL STREET ELEMENTARY SCHOOL

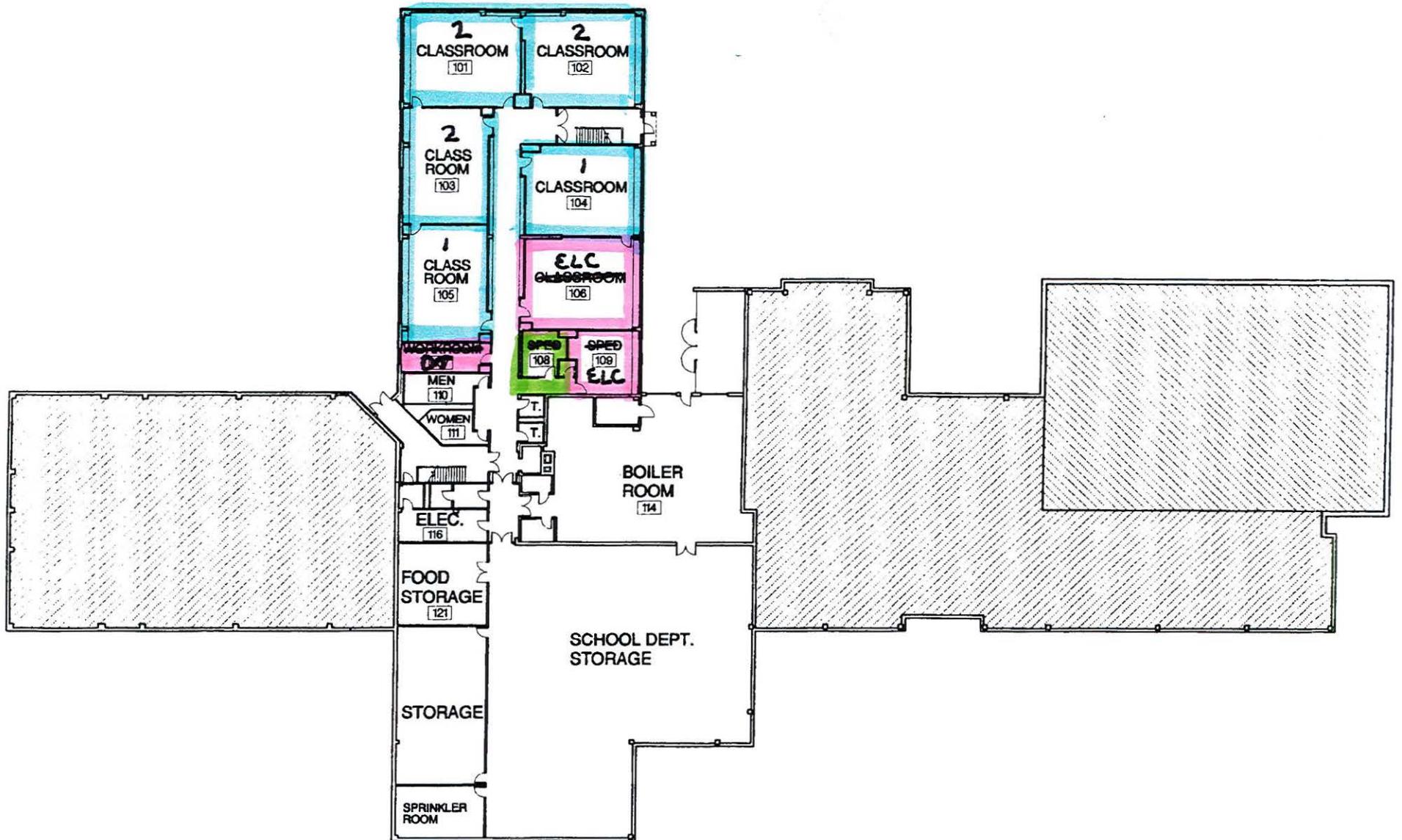
TOWN OF SHREWSBURY, MASSACHUSETTS 01545



UPPER FLOOR LEVEL

FLORAL STREET ELEMENTARY SCHOOL

TOWN OF SHREWSBURY, MASSACHUSETTS 01545



LOWER FLOOR LEVEL

FLORAL STREET ELEMENTARY SCHOOL
 TOWN OF SHREWSBURY, MASSACHUSETTS 01545

Spring Street School



GENERAL NOTES

1. THE DRAWING WAS DEVELOPED FROM EXISTING DRAWINGS AND LIMITED FIELD INVESTIGATION. CONTRACTOR SHALL BE RESPONSIBLE FOR VERIFYING DIMENSIONS AND FIELD CONDITIONS.
2. VERIFY ALL DIMENSIONS AND CONDITIONS OF EXISTING WORK BEFORE STARTING WORK.
3. VERIFY ALL DIMENSIONS AND CONDITIONS OF EXISTING WORK BEFORE STARTING WORK.
4. VERIFY ALL DIMENSIONS AND CONDITIONS OF EXISTING WORK BEFORE STARTING WORK.
5. VERIFY ALL DIMENSIONS AND CONDITIONS OF EXISTING WORK BEFORE STARTING WORK.

WORK NOTES

1. VERIFY ALL DIMENSIONS AND CONDITIONS OF EXISTING WORK BEFORE STARTING WORK.
2. VERIFY ALL DIMENSIONS AND CONDITIONS OF EXISTING WORK BEFORE STARTING WORK.
3. VERIFY ALL DIMENSIONS AND CONDITIONS OF EXISTING WORK BEFORE STARTING WORK.
4. VERIFY ALL DIMENSIONS AND CONDITIONS OF EXISTING WORK BEFORE STARTING WORK.

Sterling
ENGINEERING, ARCHITECTURE
& INTERIOR DESIGN, INC.
500 WEST MAIN STREET
TELEPHONE: 508-252-9101
FAX: 508-252-9102
WWW.STERLING-ARCHITECTS.COM

PROJECT

CLIENT

DATE

SCALE

PROJECT NO.

TOWN OF SHREWSBURY
SHREWSBURY, MASSACHUSETTS
PROJECT: FIRE ALARM UPGRADE
CLIENT: SPRING STREET SCHOOL

DATE	06/20/20	APPROVED	JTH
SCALE	1/8" = 1'-0"	DESIGNED	JTH
FILE	00000000	DRAWN	JPH/LD
PROJECT	00000	CHECKED	JPH
DRAWING TITLE	FIRST FLOOR FIRE ALARM PLAN		

FIRST FLOOR
FIRE ALARM PLAN

FA101

FIRST FLOOR FIRE ALARM PLAN
SCALE: 1/8" = 1'-0"

Spring Street School

Sterling
 CONSULTING ENGINEERS, INC.
 100 State Street
 Boston, MA 02109
 TEL: 508.547.7600
 FAX: 508.547.7601
 WWW.STERLING-ENG.COM

AMENDMENT

FUNCTIONAL ENGINEER

OTHER

NO.	DATE	REVISION OR DESCRIPTION
A	06/29/01	ISSUED FOR REVIEW
B	06/29/01	ISSUED FOR BID
1	06/29/02	REBID FOR BID

TOWN OF SHREWSBURY, MASSACHUSETTS
 FIRE ALARM UPGRADE

DATE	06/29/02	APPROVED	JTH
SCALE	1/8"=1'-0"	CHECKED	JTH
FILE	0202UPGRADE	DRAWN	JAVLD
PROJECT	CLAYTON	DATE	
PROJECT NO.	0002	PROJECT	

SECOND FLOOR
 FIRE ALARM PLAN

DRAWING NUMBER
FA102

GENERAL NOTES

1. ALL WORK SHALL BE PERFORMED IN ACCORDANCE WITH THE LATEST EDITIONS OF THE NATIONAL FIRE PROTECTION ASSOCIATION (NFPA) CODES AND STANDARDS.
2. CONTRACTOR SHALL BE RESPONSIBLE FOR OBTAINING NECESSARY PERMITS AND FIELD CONDITIONS.
3. CONTRACTOR SHALL VERIFY LOCATION OF ALL EXISTING SERVICES WITH EXISTING RECORDS AND FIELD SURVEY.
4. EXISTING WIRING IS FINISHED SPACES SHALL BE INSTALLED IN CONFORMANCE WITH THE NATIONAL ELECTRICAL CODE (NEC) AND IN UNFINISHED SPACES, EXPOSED WIRING SHALL BE INSTALLED IN RACEWAYS.
5. ALL NEW DEVICES AND EQUIPMENT SHALL BE COMPATIBLE WITH THE EXISTING PANELS.
6. MANUFACTURER'S AND LISTING LABELS SHALL BE INSTALLED IN THE PANELS AND SHALL BE ACCESSIBLE TO THE ELECTRICIAN.
7. ALL WORK SHALL BE SUBJECT TO INSPECTION AND APPROVAL BY THE TOWN ENGINEER.

WORK NOTES

1. FOR FAN STATIONS, LOG IN WITH "T" OF MOTOR STATERS.
2. FOR AIR HANDLING UNIT, LOG IN WITH "A".



SECOND FLOOR FIRE ALARM PLAN
 SCALE: 1/8"=1'-0"

Massachusetts School Building Authority

Preliminary Enrollment Questionnaire and Baseline Projection

This report was generated by the Massachusetts School Building Authority's Enrollment Projection application. It contains data reported by the District, as well as data provided by the Massachusetts Department of Elementary and Secondary Education and the Massachusetts Department of Public Health.

The Baseline Projection is created by taking your actual current enrollment and calculating the grade-to-grade survival ratios for each grade. The ratios are applied to each grade to create the projection. The incoming kindergarten classes are extrapolated from the actual birth data compiled by the Department of Public Health. The final component of the baseline projection is based on the housing permits issued in the district. For more information about the baseline projection or the enrollment process, please see www.massschoolbuildings.org.

This print-out is for reviewing or record-keeping purposes only. If the District has already submitted their Preliminary Enrollment form to the MSBA online, there are no next steps to take.

District:	Shrewsbury
Submission Date:	6/29/2016
Submitted By:	Patrick Collins
As part of Statement of Interest?	No

Table of Contents:

- Enrollment
- Births
- Building Permits
- Housing Sales
- Baseline Projections
- Submission

Enrollment

The table below was provided by the Department of Elementary and Secondary Education. It contains enrollment information reported to them by the District of each year.

Year	Kinder	1	2	3	4	5	6	7	8	9	10	11	12	Total
2006-07	378	440	467	452	506	462	488	449	501	408	436	389	345	5721
2007-08	376	439	454	482	454	496	450	485	449	419	404	423	383	5714
2008-09	342	475	456	458	479	456	461	453	488	393	429	390	427	5707
2009-10	348	425	494	465	459	473	435	467	439	421	398	415	390	5629
2010-11	372	427	448	514	472	469	465	436	479	401	416	390	410	5699
2011-12	341	429	457	464	516	485	476	462	443	414	414	413	390	5704
2012-13	364	416	447	474	458	524	465	474	466	408	421	417	412	5746
2013-14														-9

These lines, if any, represent years that were not available from the DESE and were instead entered by the District in this form.

Year	Kinder	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15	346	430	430	462	467	487	469	529	478	432	423	409	420	5782
2015-16	355	425	446	439	474	472	500	480	547	413	441	411	403	5806

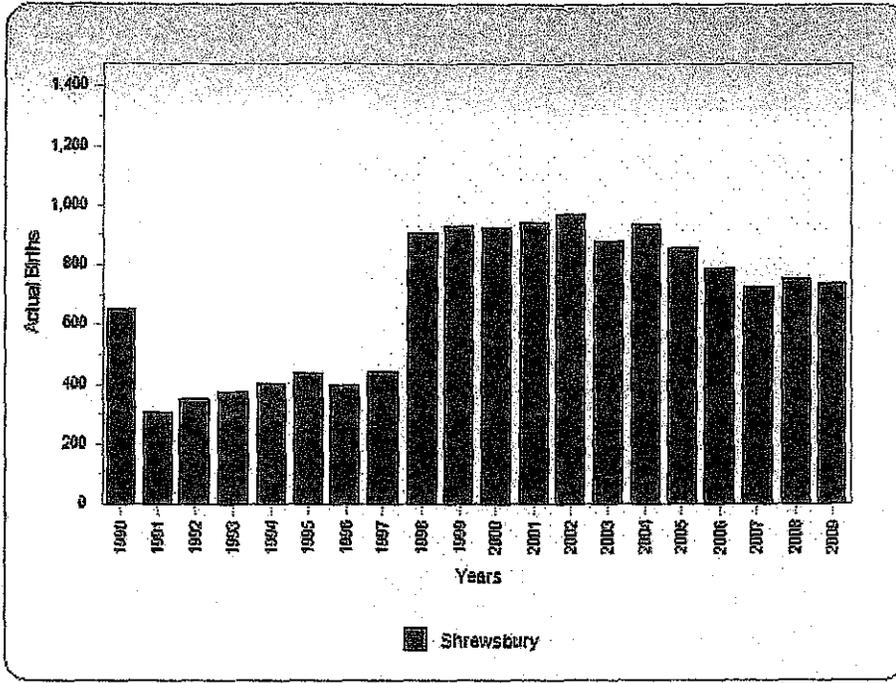
Comments:

Significant [positive] cohort survival ratio from kindergarten to Grade 1 is partially due to the fact that the district does not have sufficient space to offer universal full-day kindergarten. 2013-2014 row did not allow us to enter data above: preK=250 K=392 1=399 2=450 3=452 4=480 5=462 6=518 7=490 8=471 9=420 10=406 11=419 12=401 SP=1 Total=6,011

Births

The graph and table below represent data gathered by the Massachusetts DPH.

Actual births, Actual Female Population, Trends in Female Population



Birth Year	Shrewsbury
1990	652
1991	309
1992	354
1993	375
1994	402
1995	436
1996	399
1997	445
1998	910
1999	928
2000	924
2001	940
2002	970
2003	878
2004	938

2005	857
2006	787
2007	724
2008	755
2009	740

These lines, if any, represent years that were not available from the DPH and were instead entered by the District in this form.

Birth Year	Shrewsbury
2010	322
2011	378
2012	362
2013	373
2014	341
2015	324
2016	88

Comments:

2016 data is year to date as of May 6, 2016. The Town Clerk reports different data than shown above for following years:
 2007=363 2008=373 2009=372

Building Permits

The following information was entered into the MSBA's Enrollment Projection application by the District.

Actual Permits Issued

Municipality/Permit Type	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Shrewsbury(Single)	39	34	24	50	59	49	47	80	43	51
Shrewsbury(Multi)	203	20	6	32	71	74	26	25	8	8

Total Projected Permits

Municipality/Permit Type	2016	2017
Shrewsbury(Single)	40	40
Shrewsbury(Multi)	263	248

Projected Permits for Persons over 55

Municipality/Permit Type	2016	2017
Shrewsbury(Single)	0	0
Shrewsbury(Multi)	0	0

Comments:

The district will send separately a report "School Children in Housing Developments" dated November 2015 and drafted by the Asst. Town Manager/Economic Development Coordinator. This report depicts school-age children yield based on types of housing and new growth. Also, the town is experiencing a new trend in growth of duplex housing on lots where single-family homes once stood. This is because of the excellent reputation of the school district and relatively low tax burden.

Housing Project Description

The following description of active or planned residential developments were entered by the district.

Development Name	Description (Includes a breakdown of the type of units in the development, i.e., 50% single bedroom units, 50% 2+ bedrooms.)	Estimated Completion Year
Lakeway Commons	250 apartments [for rent] with 10% affordable housing eligible 1BR/studio= 145 units 2BR=114 3BR=4	2018
Lakeway Commons	13 townhouses [for sale] with 2 units affordable housing eligible. All 13 units have 2BR	2018
Stoney Hill [40B designated]	248 apartments with 25% affordable housing eligible to be built in two phases Phase I at 440 Hartford Turnpike includes 156 units: 1BR= 12 units 2BR=128 units 3BR=16 units Phase II at 526 Hartford Turnpike includes 94 units: 1BR= 9 units 2BR=79 units 3BR=6 units	2020
Summit Ridge Estates	30 single family lots remain available for building	2018
Nelson Point	18 single family lots remain available for building	2017

Housing Sales

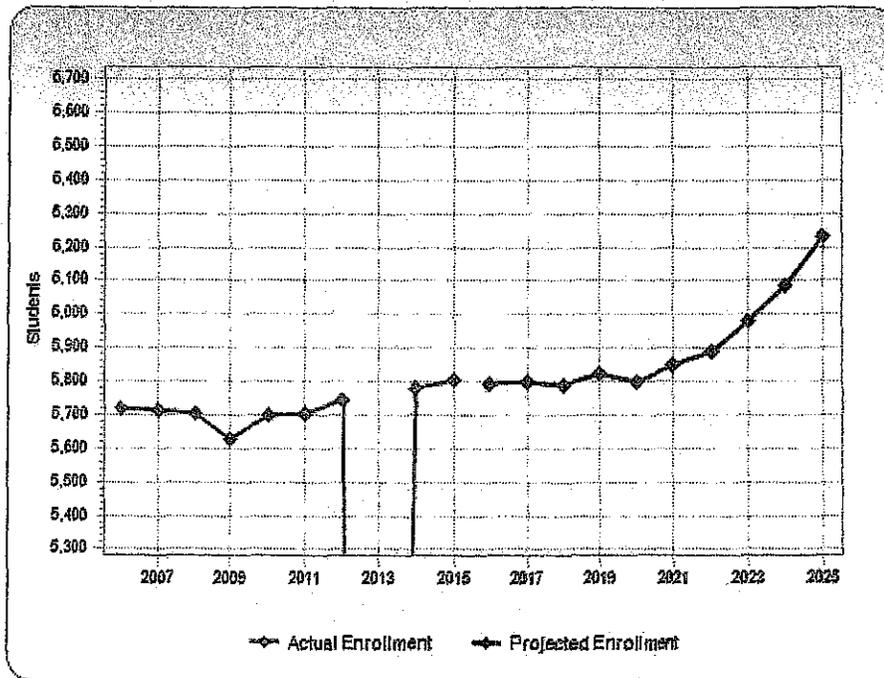
The following information has been provided by the Warren Group for each municipality in the school district.

Municipality	Year	Single Family sales	Condo Sales	Total Sales
Shrewsbury	2007	373	110	531
Shrewsbury	2008	282	92	424
Shrewsbury	2009	274	80	398
Shrewsbury	2010	299	87	471
Shrewsbury	2011	263	70	424
Shrewsbury	2012	309	106	513

Comments :

2013= 240 Single Family and 119 Condo sales. Total sales = 449 2014= 282 Single Family and 120 Condo sales. Total sales = 419 2015= 304 Single Family and 121 Condo sales. Total sales = 450

Baseline Projection



Actual Enrollment

Year	Kinder	1	2	3	4	5	6	7	8	9	10	11	12	Total
2006-07	378	440	467	452	506	462	488	449	501	408	436	389	345	5721
2007-08	376	439	454	482	454	496	450	485	449	419	404	423	383	5714
2008-09	342	475	456	458	479	456	461	453	488	393	429	390	427	5707
2009-10	348	425	494	465	459	473	435	467	439	421	398	415	390	5629
2010-11	372	427	448	514	472	469	465	436	479	401	416	390	410	5699
2011-12	341	429	457	464	516	485	476	462	443	414	414	413	390	5704
2012-13	364	416	447	474	458	524	465	474	466	408	421	417	412	5746
2013-14														-9
2014-15	346	430	430	462	467	487	469	529	478	432	423	409	420	5782
2015-16	355	425	446	439	474	472	500	480	547	413	441	411	403	5806

Projection

This baseline projection was created using the information provided by the district, both to the DESE and in this questionnaire. It only takes into account the most recent enrollment and birth data for your district. This is only intended to help your district see general trends in district enrollment. A more robust projection taking more factors into account is created any time a district is invited into the project pipeline.

Year	Kinder	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	349	422	449	459	441	480	462	506	481	488	417	436	407	5797
2017-18	360	414	446	462	461	446	470	488	507	430	493	412	431	5800
2018-19	373	428	438	459	464	466	437	476	469	453	433	487	408	5791
2019-20	385	443	453	451	461	470	457	442	477	419	457	428	482	5825
2020-21	397	457	469	466	453	466	461	462	444	426	422	452	424	5799
2021-22	409	472	483	482	468	458	457	466	464	396	429	418	447	5849
2022-23	422	486	499	497	484	473	449	462	467	414	399	425	413	5890
2023-24	434	501	514	514	499	490	464	454	464	417	417	395	420	5983
2024-25	446	516	530	529	516	505	480	469	455	414	421	413	391	6085
2025-26	459	530	545	545	531	522	495	486	471	406	417	416	408	6231

This projection was created using a modified cohort survival methodology. Details can be found at www.massschoolbuildings.org

Comments :

RE: The Baseline MSBA Projection shown above: As of 6.23.2016 the district has 373 kindergarten students enrolled for the 2016-17 school year and is expecting more new enrollments over the summer.

Massachusetts School Building Authority

Signatures – Enrollment Questionnaire

This report was generated by the Massachusetts School Building Authority's Enrollment Projection application. Please sign it and return it to the Massachusetts School Building Authority (MSBA):

Enrollment Projection Team
Massachusetts School Building Authority
40 Broad Street, Suite 500
Boston, MA 02109

You only have to return this page to the MSBA.
You do not need to print out and mail a copy of the entire form.

District:	Shrewsbury
Submission Date:	6/29/2016
As part of Statement of Interest?	Yes
Form ID:	172

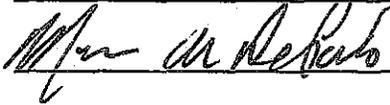
The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in the form referenced above are true and accurate and that the Electronic Submitter was duly authorized to submit the information to the Massachusetts School Building Authority.

The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the MSBA, any additional information relating to this enrollment information that may be required by the MSBA.

This form may be signed by the Local Chief Executive Officer (E.g., Mayor, Town Manager) or by the School District Superintendent.

Print Name : Maurice M. DePalo

Title : Board of Selectmen, Chairman

Signature: 

Date: June 29, 2016



Daniel Morgado <dmorgado@shrewsburyma.gov>

RE: MSBA/Shrewsbury - Beal Early Childhood Center Eligibility Period Call Follow-Up

1 message

Kathryn DeCristofaro <Kathryn.Decristofaro@massschoolbuildings.org>

Wed, Apr 13, 2016 at 11:47 AM

To: "dmorgado@th.ci.shrewsbury.ma.us" <dmorgado@th.ci.shrewsbury.ma.us>

Cc: "mmiller@shrewsburyma.gov" <mmiller@shrewsburyma.gov>, "jsamia@shrewsbury.k12.ma.us" <jsamia@shrewsbury.k12.ma.us>,

"jsawyer@shrewsbury.k12.ma.us" <jsawyer@shrewsbury.k12.ma.us>, Elena Seiti <Elena.Seiti@massschoolbuildings.org>,

"pccollins@shrewsbury.k12.ma.us" <pccollins@shrewsbury.k12.ma.us>, "rcox@shrewsburyma.gov" <rcox@shrewsburyma.gov>

Dear Mr. Morgado:

Thank you and other local officials for taking the time to speak with me this morning regarding the pre-requisites of the Eligibility Period for the Early Childhood Center project in the Town of Shrewsbury. As a reminder, I will be your point of contact for the project at the MSBA and any questions or concerns can be directed toward me.

As a follow-up to our discussion, I have re-attached the three documents as outlined in my email dated Thursday April 7, 2016, which is below this correspondence, for reference.

Additionally, as discussed this morning, I have included information in the table below that relates to recent District appropriation amounts for Feasibility Study and Schematic Design. We believe conversations with certain Superintendents will help inform the District about a target appropriation for this project. Currently, Beal Early Childhood Center serves 311 students in grades PK-K, according to the Department of Education's 2015-2016 enrollment information. Also within the table below, you will note that there are some Districts that have their grade configuration highlighted in bold text. This denotes that the District has executed a study enrollment certification with the MSBA, which provides the District with the opportunity to study different grade configurations than those currently housed at the specific school. Those Superintendents will be able to explain the nuances of the configurations and how that may have impacted their appropriation amount for Feasibility Study and Schematic Design funds.

District	School	Grades	Enrollment (in students)	FSA Appropriation	Superintendent
Amherst	Wildwood Elementary School	K-6	422	\$1,000,000	Maria Geryk 413-362-1810
Bourne	James F. Peebles Elementary School	K-4	330	\$750,000	Steven Lamarche 508-759-0660
Dedham	Early Childhood Center	PK-K	200 (K population only)	\$600,000	Michael J. Welch 781-310-1011
Easthampton	Maple Elementary School	PK-4	246	\$1,000,000	Nancy Follansbee 413-529-1567
Granby	West Street School	Originally PK-3 Current PK-6	213 430	\$800,000	Dr. Judith Houle (Interim) 413-467-7193
Hanover	Sylvester Elementary School	3-4	243	\$500,000	Matthew Ferron 781-878-0786
Hopkinton	Center Elementary School	K-1	446	\$600,000	Dr. Cathy MacLeod 508-417-9360

Ipswich	Winthrop Elementary School	PK-5	407	\$945,000	Dr. William Hart 978-356-2935
Millis	Clyde F. Brown Elementary School	PK-4	528	\$1,000,000	Nancy Gustafson 508-376-7000
Needham	Hillside Elementary School	K-5	465	\$650,000	Daniel Gutekanst 781-455-0400 ext. 203
Newton	Cabot Elementary School	K-5	403	\$1,000,000	Dr. David Fleishmen 617-559-6100
Taunton	James L. Mulcahey Elementary School	K-4	471	\$1,700,000	Dr. Julie Hackett 508-821-1201

I look forward to receiving the Initial Compliance Certification over the next few business days and moving this project forward through Eligibility Period.

If you have any questions or comments, please do not hesitate to contact me.

Sincerely,

Katie DeCristofaro

From: Kathryn DeCristofaro

Sent: Thursday, April 07, 2016 2:51 PM

To: dmorgado@th.ci.shrewsbury.ma.us

Cc: 'mmiller@shrewsburyma.gov'; 'jsamia@shrewsbury.k12.ma.us'; 'jsawyer@shrewsbury.k12.ma.us'; Elena Seiti

Subject: MSBA/Shrewsbury - Beal Early Childhood Center

Good afternoon, Mr. Morgado:

On March 30, 2016, the Board of the Massachusetts School Building Authority (the "MSBA") voted to authorize the MSBA's grant approval process and benefits the District by providing a definitive schedule for the completion of preliminary requirements, assisting with the determination of financial and community readiness, and identifying needs for planning and budgeting. Successful completion of all activities in the Eligibility Period will allow the District to be eligible for an MSBA invitation to Feasibility Study.

I will be the Project Coordinator for this project, and any questions or comments can be directed to me. Attached to this email please find:

- The **School Building Committee Form**, which must be filled out by the District and reviewed/approved by the MSBA (please mail an original on District letterhead). The SBC is due to the MSBA no later than **June 13, 2016**;

- The **Eligibility Period System Access Form**. The Eligibility Period Access Form gains users access to both the Enrollment and Maintenance and Capital Planning (the "MCP") online forms. For each user for whom you request access, please indicate whether the designated user will need to have access to edit (i.e. input data) or read only. Please sign the form and return it to Katie DeCristofaro (Kathryn.DeCristofaro@MassSchoolBuildings.org) in order to be authorized to use the MSBA Enrollment Questionnaire/On-Line Projection and Maintenance and Capital Planning online form.

Upon completion of the **online Enrollment information** by **July 12, 2016**, the MSBA will review the data in conjunction with the enrollment projection, recommend a design enrollment and invite the District to meet in our Boston office or participate in a conference call to discuss unique local conditions, listen to any concerns the District may have, as well as determine if additional information needs to be considered as part of the enrollment forecast. Enrollment must be finalized, including a **signed enrollment certification**, no later than **October 11, 2016**.

The District will need to submit the current routine and capital maintenance plan for your facilities. The MSBA is requesting that every District invited into the MSBA's Eligibility Period submit this information using the MSBA's online **Maintenance and Capital Planning Form** to facilitate the MSBA's evaluation of District maintenance and capital planning practices. More information regarding the MSBA's focus on and evaluation of maintenance and capital planning can be found on the MSBA website at http://www.massschoolbuildings.org/building/prerequisites/maintenance_cap_planning. Please contact Sarah Young at 617-720-4466 or Sarah.Young@MassSchoolBuildings.org if you have any questions about using the MCP system. The MCP information must be submitted no later than **October 11, 2016**;

The **Feasibility Study Vote Bulletin** for Cities and Towns in Word format for the District to use as a model when crafting their vote language. **Upon completion, the District will send me a draft version of their language in Word format for the MSBA to review and approve.** After the vote has been taken, the District will submit a certified copy of the vote(s) taken for MSBA records. The appropriation for Feasibility Study funds must be completed by **January 9, 2017**.

All documents, unless otherwise noted, will be submitted to me by the indicated deadline above.

As a reminder, the **Educational Program Questionnaire** and **Initial Compliance Certification**, two of the Eligibility Period requirements, were sent to the District previously. If you would like me to resend either or both of these documents, please let me know and I'll be happy to resend.

I would like the opportunity to discuss this information in greater detail with at least you and/or a member of your staff, an individual on the school side, and at least one other District official who is knowledgeable in the financial capabilities of the District, as well as answer any questions you may have as it relates to the Eligibility Period requirements described above. Please provide me with three days and times for either next week (April 11, 2016) or the week of April 25, 2016, in which you can be available to have this phone call and I will schedule accordingly.

I look forward to hearing from you and moving the Beal Early Childhood Center through the Eligibility Period.

Best,

Katie DeCristofaro

Kathryn DeCristofaro

Capital Program Manager

Mass School Building Authority

617-720-4466

Kathryn.DeCristofaro@MassSchoolBuildings.org

3 attachments

 **Shrewsbury, Beal ECC SBC.DOCX**
18K

 **Enrollment, MCP Access Form.doc**
35K

 **City, Town- FS Vote Language.doc**
31K

Beal School Building Project Update

September 14, 2016

Topics

- MSBA Module 1: Eligibility Period
 - Commenced April 13, 2016
 - Concludes January 9, 2017
- Milestones Progress
- Next Steps
- Module 2 Overview: Forming the Project Team

Milestones Progress

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

Enrollment Certification

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

Maintenance and Capital Planning Information

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

Local Vote Authorization

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

Module 2 Overview: Forming the Project Team

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

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

Questions?