

BEDFORD SCHOOL COMMITTEE FY17 BUDGET

Bedford Public Schools

December 10, 2015, Revised January 5, 2016, Revised
January 27, 2016

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BEDFORD SCHOOL COMMITTEE FY17 BUDGET

January 26, 2016

INTRODUCTION

The Bedford Public Schools district continues to distinguish itself as a high performing district whose students benefit from a comprehensive curriculum, innovative instructional strategies, and a highly talented and caring faculty and staff. Well supported by the community, which has come to expect a sustained commitment to the arts, top MCAS and Advanced Placement score rankings, and broad extracurricular opportunities, the district prides itself on its ability to meet the varied needs of its diverse student body. A learning organization that continues to research, reflect and improve, the district prioritizes deep learning over cursory coverage; creative and analytical thinking skills development over simple information absorption; and challenging, interesting and increasingly complex learning tasks over passive classroom engagement.

The very success of the schools has contributed to enrollment growth that poses new fiscal challenges. These have been met during the past few years with personnel additions to maintain acceptable class size. The growth trend, which calls as well for additional school space, will continue into the foreseeable future. This year, however, we will be able to absorb the ongoing kindergarten enrollment growth by maintaining an instructional model that, implemented out of necessity this year, has nevertheless proven effective. We will, as well, be able to offset a modest number of additional needs (social emotional/behavioral, program, etc.) in large measure through targeted personnel reductions at the secondary level. As the larger classes move to Lane School in FY18, additional personnel will once more be required.

COMMUNITY EXPECTATIONS

The FY17 budget is designed to provide the resources needed for our schools to continue to meet community expectations for their children's learning. These expectations embody the values of the Bedford School Committee as expressed in its policies and support for programs that aim at maintaining and continually improving the quality of education for all students. These expectations include:

- High performing schools that nurture intellectual curiosity, creative expression, independent thinking and skillful problem solving rooted in a rich array of knowledge
- A supportive, safe and caring school culture that promotes an appreciation of diversity
- Intellectually engaging and challenging learning experiences for all
- Comprehensive, well-articulated curriculum
- Robust music, arts and wellness courses for all students
- Ample athletic and extracurricular opportunities for all students
- College and Career Readiness for all
- A commitment to educational equity and closing achievement gaps
- Measurable and clearly identified learning outcomes
- Cost-conscious planning that respects the community's fiscal conditions

BEDFORD SCHOOL COMMITTEE FY17 BUDGET

January 26, 2016

OVERVIEW

The School Committee FY17 Budget totals \$37,343,398, which is a \$1,262,820 (3.50%) increase over the FY16 budget of \$36,080,578. This includes a Maintenance of Effort Budget of \$36,974,943, which is a \$894,365 (2.479%) increase over the FY16 budget, and an expansion amount of \$368,455 or 1.02%.

The FY17 Budget represents a modest increase above and beyond the maintenance of effort budget, which aims to sustain our present level educational services. The 1.02% increase beyond maintenance of effort will enable us to add needed special education staff, instructional coaching, curriculum leadership and clerical support (3.95FTE), more than half of which will be offset by staff reductions in the maintenance of effort budget (5.4 FTE). A moderate increase in professional development, software and technology supplies and devices for Davis, Lane and JGMS round out the expansion budget.

FY17 NEW REQUEST	FY17MoE REQUET	FY17 TOTAL REQUEST	FY16 APPROVED BUDGET	FY17 MoE BASE INCREASE	FY17 MoE % CHANGE	FY17 TOTAL REQUEST INCREASE	TOTAL FY17 % INCREASE
\$368,455	\$36,974,943	\$ 37,343,398	\$ 36,080,578	\$ 894,365	2.479%	\$ 1,262,820	3.50%

MAINTENANCE OF EFFORT

The Maintenance of Effort budget includes all “fixed costs”: contractual obligations such as salaries and leases; that portion of the supplies and equipment budget that equals last year’s allocations adjusted for inflation or elevated charges; out of district special education costs; and regular and special education transportation. The Maintenance of Effort budget excludes any new positions, but it includes position reductions where appropriate.

The Maintenance of Effort budget constitutes \$36,974,943 or 98.98% of the total FY17 Superintendent’s Budget Request. It accounts for 2.48% of the 3.50% increase over the FY16 budget.

PRINCIPAL COST CENTERS

The principal cost centers for the budget continue to be:

- Salaries: 80.29% of the total budget
- Instructional materials, texts and technology: 6.56% of the total budget
- Regular and Special Education Transportation: 5.16% of the total budget
- Out of District Placements: 15.40% of the total budget request
- (Offsets: -7.30% of the total budget)

KEY FY17 BUDGET CHANGE DRIVERS

- Enrollment
 - Enrollment increases at kindergarten level
 - Short term enrollment decline at the high school level
- Social Emotional/Behavioral and Special Education Needs
- Program Improvement
- In-house Special Education Program Impact on OOD Budget

OVERVIEW SUMMARY OF KEY PERSONNEL CHANGES

In lieu of adding a tenth kindergarten class, Davis will maintain its present nine classes with the added support of the 1.0 interventionist that we hired this year. While a few classes may exceed class size guidelines by one student, given the three-class cluster model with its shared ELL, special ed and reading support staff, Davis prefers this option to the elimination of the kindergarten interventionist. Were we to eliminate the kindergarten interventionist, we would need to move a special education teacher into the kindergarten clusters and then hire an additional special education teacher for second grade. As an additional consequence of not adding a tenth class, Davis would not need a third modular classroom in 2017.

The most recent census data, however, indicates the possibility of greater than anticipated kindergarten enrollment next year. The 170 kindergarten-eligible children (January census count) contrasts markedly with last year's 137 and the previous year's 150 eligible students. Additionally, our pre-school numbers at this time indicate 201 potential students. If these numbers (+20/25 regular and special ed) materialize, they will require a tenth kindergarten classroom and we will need an additional special education teacher. Last year's April registration number was 191. Five of the registered students did not follow through (were held back a year) and between new enrollees and move-outs, we netted a 188 total for the start of school. My recommendation is that we request that FinCom put \$60,102 (M4) in reserve and that we include an additional \$120,000 in the capital article (from original FY17 \$517,000 for Lane and Davis) for an additional modular if it proves necessary,

At the same time, a decline in enrollment at the high school will enable us to reduce 1.0 professional staff FTE and still meet class size guidelines.

Davis and Lane both need additional BCBA staffing (.5 each) in order to meet the needs of regular and special education students, including those with moderate autism, with challenging behaviors and social emotional issues. The cost of these additions will be offset by the elimination at each school of a special education teaching assistant. Additionally, Lane's .9 adjustment counselor works a full-time and a half day and needs to be made whole through the addition of a .1.

Adding a .5 ELA coordinator/restoring .5 Reading PA (.2 already in budget) will address the historically unmet need for more comprehensive elementary ELA curriculum and instruction leadership. The previous model of paying a stipend to a full-time teacher has proven insufficient. This position will be offset in part by the elimination of 1.4 teaching assistant

positions at Davis and will combine with the existing .2 ELA coordinator position created last year. At the middle and high schools, instructional support and coaching for teachers by teachers has significantly increased teachers' integration of technology and other forms of student centered learning, and will be increased by .4.

NOTE: For the sake of comparing like figures, except for the Budget to Actuals page, the nurses are not included in this budget presentation.

KEY BUDGET DRIVERS AND CORRESPONDING CHANGES

DRIVER I: SOCIAL EMOTIONAL, BEHAVIORAL AND SPECIAL EDUCATION SUPPORT NEEDS

Our increasingly complex student population, a product of the times and reflective of state and national trends, as well as of our increasing integration of in-house special education programming, confronts our staff with a growing array of behavioral and social emotional challenges. These are exhibited by regular education students as well as by students in special education.

Presently we have one BCBA (excluding staff associated with the SAIL program) who is shared by Davis and Lane schools. In addition to the demands of a growing caseload, her unavailability for one school when working at the other prevents her from being able to consult or intervene in the moment, which impacts effectiveness and burdens remaining staff.

Both Lane and Davis will reduce their teaching assistant staffing by 1.0 and replace these FTE by a .5 BCBA each, which will result in one full-time BCBA for each school.

Additionally, we will add .1 adjustment counselor at Lane School to yield a needed 1.0 there to provide social-emotional support.

DRIVER II: ENROLLMENT

McKinney Vento

With the anticipated closing of the Bedford Plaza Hotel as a relocation site for homeless families, we anticipate an overall enrollment reduction of 20 students. We presently have 22 students, but two are not living at the hotel and are being transported to Bedford from Boston. The anticipated impact on our NESDEC generated enrollment projection is as follows:

	Proposed FY Budget Minus All McKinney Vento	Proposed FY17 Budget
Enrollments		

K	196	199
1	199	200
2	199	202
Davis	596	601
3	197	199
4	186	187
5	172	173
Lane	555	559
6	178	178
7	199	203
8	153	153
JGMS	530	534
9	207	208
10	211	212
11	215	217
12	204	206
BHS	836	843
Total	2517	2537

Davis School: Enrollment Increase Addressed by New Intervention and Inclusion Model

Davis has moved to a three classroom cluster model with a different combination of intervention specialists (ELL, Reading, SPED) attached to each cluster. Among other benefits, this enables a high degree of inclusion for special education students and will allow for the elimination next year of our Integrated Kindergarten and Integrated First Grade classes, thereby facilitating a more even distribution of students across the two grades.

The model that we created this year out of necessity (adding an interventionist in lieu of an additional kindergarten classroom), has proven to be an effective use of resources given:

- The new Davis School cluster model
- Otherwise unacceptable kindergarten class sizes

Therefore, we will maintain that configuration for FY17, keeping a professional teacher interventionist instead of adding a classroom for kindergarten.

Thus, Davis will have nine classrooms each for kindergarten, first and second grades, with average class size projected to be 21.7, 22.1 and 22.1. While this puts our numbers slightly above our guideline maximums, we are confident that the added intervention staff will render this approach effective and will allow for sufficient special education support in second grade to obviate the need for an added special educator to support our included moderately autistic students.

A secondary benefit of this approach will be the elimination of the need for a third modular classroom at Davis School, a savings to the town of approximately \$250,000.

However, recent census data suggests a potential kindergarten enrollment in excess of our projections. Should this additional increase be realized, Davis will need a tenth classroom and the interventionist will become the tenth teacher. However, the added numbers would push us beyond our limits for special education students and would necessitate an additional special education teacher. The School Committee is therefore requesting that the Finance Committee place \$60,102 in reserve.

Lane School: No Change in FY17/ Anticipated Changes in FY18

Lane School will see classes of approximately 210, 185 and 168 next year. Our current staff and space conditions will allow for nine 3rd grade, eight 4th grade and eight 5th grade classes, with the following class size averages: 21.8, 23.2 and 21.5. The following year, Lane will have classes of 204, 203 and 189, and two additional regular education and one special education classroom with accompanying teachers will be required.

JGMS: No Change

JGMS numbers will decline slightly to 530 but they are anticipated to climb again next year to 552 students. While JGMS's 8th grade will have small class sizes similar to this year's 7th grade classes, the middle school team model makes it exceedingly difficult to reduce personnel without shifting to a junior high school model.

BHS: Small Enrollment Decline Allowing for Moderate Personnel Reductions

BHS, which reached an enrollment high of 868 and 884 two and three years ago, received the necessary FTE relief to bring class sizes down from their 26 to 32 overages. As enrollment numbers have declined (we anticipate 843 next year), we are able to reduce selected FTE accordingly. Therefore, the maintenance of effort budget, that which is required to maintain level services (class size, quality of programming), includes the following reductions:

- .2 social studies
- .2 ELA
- .6 Foreign Language

DRIVER III: PROGRAM IMPROVEMENT

Curriculum Leadership

Historically, Bedford has used curriculum coordinators K-5 to lead math, ELA, social studies, and science curricula. Generally, these have been full time teachers who receive a stipend for the curriculum work. Since the Program Administrators for these subject are responsible only for grades 6-12, it has been challenging to give the curriculum development and coordination K-5 the attention it deserves. Problems were compounded with the advent of the Common Core Curriculum, especially in ELA and math. While the curriculum coordinators have been dedicated and have done their best with limited time, the following elements of ELA coordination and implementation have not received the attention they require:

1. Work with assistant superintendent, building administration, and content program administrator to assess/improve the K-5 curriculum and instruction, in particular in the transition years (grades 2-3 and grades 5-6).
2. Work to enable the district to continually upgrade and improve its effectiveness in meeting the educational needs of the students, staff, administration, and community as appropriate.
3. Organize, implement, and make recommendations for professional development around the improvement of literacy instruction, especially of new and pre-professional teachers.
4. Make recommendations for and manage the reading budgets at Lane and Davis in consultation with building principals
5. Prepare information for guidance counselors, teachers, administrators and other professional who use test results in performing their own duties.
6. Provide leadership to teachers and teams in the development of learning expectations, common assessments, and thematic and project-based learning priorities
7. Meet with principals, teachers, coordinators, and directors regarding school improvement, curriculum, instruction, intervention and assessment issues.
8. Facilitate the development, implementation, and evaluation of data collection and analysis of student work to improve instruction in content area.
9. Coach classroom teachers in all aspects of differentiated literacy instruction, including the use of student assessments to group students, managing effective whole and small group instruction, and individualizing activities to meet specific student needs.
10. Support implementation of effective writing instruction, including argument, expository and narrative foundations.
11. Coach teachers as they implement progress monitoring and the use of formative and summative assessments.
12. Coach teachers on analysis of assessment data to identify students who are making adequate progress or those in need of targeted intervention.
13. Coach teachers on the use of assessment data and student work to modify instruction for individual students and to group students for classroom instruction.

ELA Coordinator. The FY16 budget presently contains .2 of the needed 1.0 for a combination K-5 .5 ELA Coordinator/.5 K-12 Reading Program Administrator, since we funded a retired teacher last year to partially meet the need. To offset the cost of the additional .8 (a max of \$87,850), we will eliminate a .4 math TA, a 1.0 Davis School TA and the existing ELA coordinator stipend (\$36,617).

Instructional Support

Instructional Coaches. We transitioned this year from a 1.0 technology integration specialist (split between JGMS and BHS) to two part-time instructional coaches (reduced teaching loads for two outstanding teachers (one BHS/former JGMS math teacher, one BHS English teacher). These two coaches are providing extensive technology integration and general instruction assistance at both schools. The FY17 budget adds .4 to the existing 1.0 coaching position.

Title I Funded Positions

Our low income numbers are down this year from last and therefore we will not likely receive the same amount of Title I money, so we need to build a few critical components into the FY17 operating budget. In FY16, our ELL numbers not only grew to 178 students, but the number of students coming to us with no English increased significantly as well. In order to fund the additional .6 ELL instructor in FY16 necessitated by ELL student growth from 5.1% to 7.1% of the population, we used Title I money to pay for an existing .5 interventionist at Davis School. Accordingly, we have reduced our Title I offset by \$37,087.

Stipends

ELL Team Chair. After making some personnel adjustments, we have gone for a year without ELL leadership. The department needs coordinating, setting meeting agendas, overseeing students' transitions from one school to the next, and facilitating data collection and review. We are requesting the addition of a \$4114 stipend for a Team Chair position for the ELL department.

STEP Team Chair. The STEP teacher has increasingly played the role of service coordinator (adjustment counselor and TA staff) as well as transition facilitator for students coming in from, or going to, out of district placements. The job minimally requires the acknowledgement of a team chair stipend (\$4114).

Wrestling Coach. The addition of a stipend for a wrestling coach at BHS (new program) will be offset by the use of an unused freshman stipend (e.g., girls or boys soccer). No budget impact. No other significant budget implications: vans will be used for transportation, mats are already present, etc. The emergence of year round club teams such as AAU soccer has impacted our freshman participation numbers over the past few years, and many schools in our league are struggling to fill three levels particularly in girls' sports.

Campus Safety

BHS will create a new position of 1.0 Campus Aide (TA equivalent pay) and reduce a 1.0 TA position that is made possible by reduced student numbers. This exchange will not impact the budget. Campus aides are common public high school positions, particularly in this era of increased attention to campus safety. As our administrators' time is increasingly consumed by an array of student's challenging social emotional issues, a campus aide's presence in the hallways would help to address a continuum of behaviors ranging from the anti-Semitic graffiti of two years ago to students leaving campus during break and lunch.

Increased Clerical Support

When we reduced our special education clerical support by 1.0 six years ago, team chairs ended up shouldering the burden. While never a wise prioritization for professional staff to divert time and resources to scheduling IEP meetings, Xeroxing and distributing reports, the increased complexity of our student population and programs has made this even more problematic. Having added a .4 last year, we need to add an additional .3 this year. (.2.5 at Davis and .2 at BHS- \$12,959). To similarly relieve the Technology department professional staff of some of its many clerical tasks (filing POs, coordinating meetings with vendors, coordinating iPad repairs and insurance claims), allowing them to focus more of their energy on maintaining the network and our many devices, we are requesting a .2 administrative assistant. (\$5,454)

PERSONNEL ADDITIONS AND REDUCTIONS SUMMARY TABLE

Expansion Descriptor FY17 Personnel Additions	Add FTE	Cost	Maintenance of Service Budget Descriptor Changes/ Reductions	Minus FTE	Maintenance of Service
ELA/Reading Coordinator (w/stipend & summer days)	0.8	\$87,850	.4 Math TA	-0.4	(\$9,661.00)
District SPED Sec	0.45	\$11,604	1.0 Davis TA	-1	(\$24,152.00)
Davis School .5 BCBA	0.5	\$27,083	ELA Coord Stipend		(\$3,837.00)
District Secretary Tech	.2	\$5,157	Sped TA Davis	-1	(\$24,152)
Lane Adjust Counselor	0.1	\$9,024	1.0 TA Lane	-1	(\$24,152)
Lane .5 BCBA	0.5	\$27,083	1.0 Bridge TA BHS	-1	-24,152
BHS Campus Aid TA	1	\$24,152	Freshman (Soccer)		(\$5,822)
BHS .4 Instructional Coach	0.4	\$36,818	.2 Social Studies BHS	-.2	(\$10,486)
District ELL Team Chair	stipend	\$4114	.2 English BHS	-.2	(\$14,239)
BHS STEP Team Chair	stipend	\$4114	.6 FL BHS	-0.6	(\$31,458)
Freshman Wrestling	Stipend	\$5,822			
Personnel Total Expansion	3.95	\$242,821	Net Reductions	-5.4	\$172,111
			Total Personnel Change	-1.45	\$70,710

NON-PERSONNEL PROGRAM IMPROVEMENT ADDITIONS

Professional Development

Over the last three years, there has been a significant initiative in the district to identify learning expectations in all subjects K-12, and that work is nearing completion. The high school is working this year to identify and differentiate learning expectations within its various levels more consistently and comprehensively.

The next phase of curriculum development and implementation requires that we more fully integrate those learning expectations into rich, engaging curriculum that crosses disciplines and challenges students at every grade and level. The kindergarten team worked last summer, for example, on integrating all aspects of their curriculum into the Davistown Project in the spring so that the curriculum would be more coherent, student-centered, and student-driven. The district is piloting co-teaching models with success in every building, supported by professional development and special education funding. We are piloting instructional coaching, also very successfully, at JGMS and BHS, supported by professional development funding.

At the same time, we are integrating new science-technology standards with content and process innovations each year K-5 and spiraled curriculum at the middle school level. There have been radical changes in the social studies curriculum at both the middle and high schools. These curriculum innovations require sustained support of teams of teachers over multiple summers in order to reach their potential. We continue to work on embedding cultural proficiency and social-emotional learning into every aspect of the curriculum. This type of multi-layered, complex curriculum development needs to involve a greater number of teachers and specialists in order to be comprehensive in its reach. The professional and curriculum development plans in each building seek to advance aspects of this important K-12 curriculum work.

The line for curriculum development in our professional development budget is \$35,000 and has been at that level for more than 5 years. The additional \$22,407 funding request would allow us to fund the kind of curriculum development described above at all four buildings.

Over the last three years, there has been a significant initiative in the district to identify learning expectations in all subjects K-12, and that work is nearing completion. The high school is working this year to identify and differentiate learning expectations within its various levels more consistently and comprehensively.

Technology Expansion

STEM: Programming and Robotics. Our growing emphasis on STEM education includes the promotion of coding/programming skills K-12 and the expansion of our robotics program for middle and high school students. The equipment and supplies demand for the middle school amounts to \$27,000, a portion of which will be offset by textbook line item reductions of \$2000 each in math, foreign language and science.

iPads: The addition of three carts at JGMS and two carts each at Lane and Davis will facilitate increased small group and individual/self-paced reading, writing, research and intervention work at Davis and various types of research, online learning and creative knowledge production at

Lane and JGMS. The teacher demand for classroom use of the iPads at JGMS far exceeds the available supply at this time.

• JGMS	3 Carts and Peripherals	\$25,375
• Lane	2 Carts and Peripherals	\$15,717
• Davis	2 Carts and Peripherals	\$15,717

Authentication Portal. As the district migrates from First Class to Gmail, we will need to add an authentication portal for staff to access in order to change their passwords. \$8,100.

JGMS Fitness Center. Equipment upgrade. \$2000.

DRIVER IV: IN-HOUSE SPECIAL EDUCATION PROGRAM IMPACT

The Out of District transportation line item for FY17 is down \$300,000 from FY16 due to a significant decrease in our CASE transportation assessment. This derives from a combination of factors, including changes in ridership distance, numbers of students per van and changes in placement. With decreasing numbers of students at CASE placements due largely to our in-house program development, this number is further reduced.

2010-11	22
2011-12	18
2012-13	16
2013-14	17
2014-15	7
2015-16	7

While the number of students in CASE placements stayed constant from 2014-2015 to 2015-2016, the transportation benefit is calculated based upon the previous year's enrollment change.

MAJOR PROGRAM AND STAFFING ADDITIONS SUMMARY

Personnel			
LOCATION	FTE	FY17 Description	
DAVIS SCHOOL	0.4	ELA/READING COORDINATOR .8 FTE TOTAL, .4 FTE DAVIS, .4 FTE LANE	\$ 43,925.00
DAVIS SCHOOL	0.5	ADD .5 FTE FOR BCBA TO SPED STAFF	\$ 27,083.00
HIGH SCHOOL	1	ADD CAMPUS AIDE TA 1.0 FTE	\$ 24,152.00

HIGH SCHOOL	0.4	ADD .4 FTE INSTRUCTIONAL COACH	\$ 36,818.00
HIGH SCHOOL	STIPEND	STEP - SPED PROGRAM TEAM CHAIR STIPEND	\$ 4,114.00
HIGH SCHOOL	STIPEND	ADD TEAM TO BOYS ATHLETICS - WRESTLING	\$ 5,822.00
LANE SCHOOL	0.4	ELA/READING COORDINATOR .8 FTE TOTAL, .4 FTE DAVIS, .4 FTE LANE	\$ 43,925.00
LANE SCHOOL	0.1	ADD .1 FTE ADJUSTMENT COUNSELOR	\$ 9,024.00
LANE SCHOOL	0.5	ADD .5 FTE FOR BCBA TO SPED STAFF	\$ 27,083.00
SYSTEM WIDE	0.45	.45 ADD'L ADMIN ASST SPECIAL ED	\$ 11,604.00
SYSTEM WIDE	0.2	.2 FTE ADD'L ADMINISTRATIVE SUPPORT FOR TECH DEPARTMENT	\$ 5,157.00
SYSTEM WIDE	STIPEND	ELL TEAM CHAIR STIPEND	\$ 4,114.00
			\$ 242,821.00
Non-Personnel			
DAVIS SCHOOL		NEW YEAR 1 OF 3 YR LEASE, EXPAND DAVIS IPAD PROJECT WITH 2 CLASS SETS 60 Units	\$ 15,717.00
HIGH SCHOOL		REGISTRATION FOR 2016 MAFLA CONFERENCE (5 TEACHERS = \$600)	\$ 600.00
LANE SCHOOL		NEW YEAR 1 OF 3 YR LEASE, EXPAND LANE IPAD PROJECT WITH 2 CLASS SETS 60 Units	\$ 15,717.00
MIDDLE SCHOOL		NEW YEAR 1 OF 3 YR LEASE, EXPAND JGMS IPAD PROJECT WITH 2 CLASS SETS 60 Units	\$ 25,375.00
MIDDLE SCHOOL		ADDITIONAL FUNDS REQUESTED TO UPGRADE MS FITNESS ROOM EQUIPMENT	\$ 2,000.00
MIDDLE SCHOOL		ADDITIONAL SUPPLIES TO IMPLEMENT MS ROBOTICS PROGRAM AND MATERIALS FOR STEM PROGRAMS	\$ 27,000.00
SYSTEM WIDE		FUNDS FOR ANNUAL COST OF AESOP AUTOMATED SUBSTITUTE CALLER /STAFFING ABCSENSE SYSTEM SUBSCRIPTION	\$ 11,125.00
SYSTEM WIDE		ANNUAL FEE FOR AUTHENTICATION PORTAL TO ALLOW USERS TO LOGIN TO WEB SERVICES AND ACTIVE DIRECTORY	\$ 8,100.00
SYSTEM WIDE		INCREASE TO DISTRICT PROFESSIONAL AND CURRICULUM DEVELOPMENT	\$ 20,000.00
			\$ 125,634.00
Total Adds			\$ 368,455.00

MAJOR PROGRAM AND STAFFING REDUCTIONS SUMMARY

Category	ACCOUNT	LOCATION	ITEM	FY17 Description	FY17 MoE REDUCTIONS
Salaries	2300 28 54 1	HIGH SCHOOL	SPED TEACHING ASSISTANTS	CUT BRIDGE 1.0 FTE	\$ (24,152.00)
Salaries	2301 28 54 4	DAVIS SCHOOL	SPED TEACHING ASSISTANTS	ELIMINATION OF 2.4 FTE, 2.0 F/T TA AND THE .4 MATH TA	\$ (57,965.00)
Salaries	3510 18 4 1	HIGH SCHOOL	BOY'S ATHLETICS	CUT FRESHMAN SPORTS (SOCCER)	\$ (5,822.00)
Salaries	2300 18 13 1	HIGH SCHOOL	ENGLISH	CUT .2 FTE	\$ (14,239.00)
Salaries	2201 18 1 4	DAVIS SCHOOL	ADMINISTRATION	CUT ELA STIPEND	\$ (3,837.00)
Salaries	2300 18 16 1	HIGH SCHOOL	FOREIGN LANGUAGE	CUT .4 FTE FOREIGN LANGUAGE	\$ (20,972.00)
Salaries	2300 18 16 2	MIDDLE SCHOOL	FOREIGN LANGUAGE	CUT .2 FTE	\$ (10,486.00)
Salaries	2300 18 43 1	HIGH SCHOOL	SOCIAL STUDIES	CUT .2 FTE SOCIAL STUDIES	\$ (10,486.00)
Salaries	2300 18 54 5	LANE SCHOOL	SPED TEACHING ASSISTANTS	CUT 1.0 FTE TEACHING ASSISTANT	\$ (24,152.00)
				Salaries Total	\$ (172,111.00)
Operating Expenses	2400 59 33 2	MIDDLE SCHOOL	MATHEMATICS	GENERAL CUT TO TEXTBOOKS\SUPPLIES	\$ (2,000.00)
Operating Expenses	2400 59 16 2	MIDDLE SCHOOL	FOREIGN LANGUAGE	GENERAL CUT TO TEXTBOOKS\SUPPLIES	\$ (2,000.00)
Operating Expenses	2400 59 42 2	MIDDLE SCHOOL	SCIENCE	GENERAL CUT TO TEXTBOOKS\SUPPLIES	\$ (2,000.00)
				Operating Expenses Total	\$ (6,000.00)
				Grand Total	\$ (178,111.00)

RISK FACTORS MOVING FORWARD

- Higher than anticipated kindergarten enrollment
- Additional high need move-ins (regular or special education)
 - Student special education OOD: \$50,000 to >\$150,000 plus transportation
- Positive but budget impacting: bringing additional OOD students in-house
- Circuit Breaker Variability
- Private Special Education Placement Tuition Increases
- Transportation Variation/Fuel Prices Plus or Minus
- Potential litigation (personnel, special education)
- Unanticipated retirements

FY17 BUDGET BY THE NUMBERS

GUIDELINES/MANDATES

Required Time & Learning	BHS JGMS Elementary		990 hours 900 hours 900 hours	
Class Size	School	Grade	Guideline	Max
	BHS	Level 3	18	20
		Level 4/5 – 25	22	25
	JGMS	6-8	23	25
	Elementary	K	18	20
		1-2	20	22
		3-5	22	25
Graduation Requirements	BHS – 124 credits		Math – 4 years (20 credits) English – 4 years (20 credits) Science – 3 years (15 credits) Social Studies – 3 years (15 credits) FLA – 2 years (10 credits) Art (2.5 credits) Music/Theater (2.5 credits) Occ. Ed (2.5 credits) Phys Ed – 4 years (10 credits) Additional (26.5 credits)	
Well rounded balanced education	Art, Music, Instrumental, Physical Education, Foreign Language, Technology Ed, Library program		<ul style="list-style-type: none">• Instrumental starts in grade 3• French and Spanish start in grade 3• Coding starts in Kindergarten• Robotics starts in grade 6	
Curriculum	Massachusetts Frameworks Includes Common Core Bedford Higher Order Learning			
Instruction	Minds-on/Student Centered		Small Groups, Differentiated, Project-based	
School Year	180 Days			
Kindergarten	Full Day/Five Days			
Integrated Pre-School	Special Ed/Regular Ed		3 Programs	
Standardized Assessment				

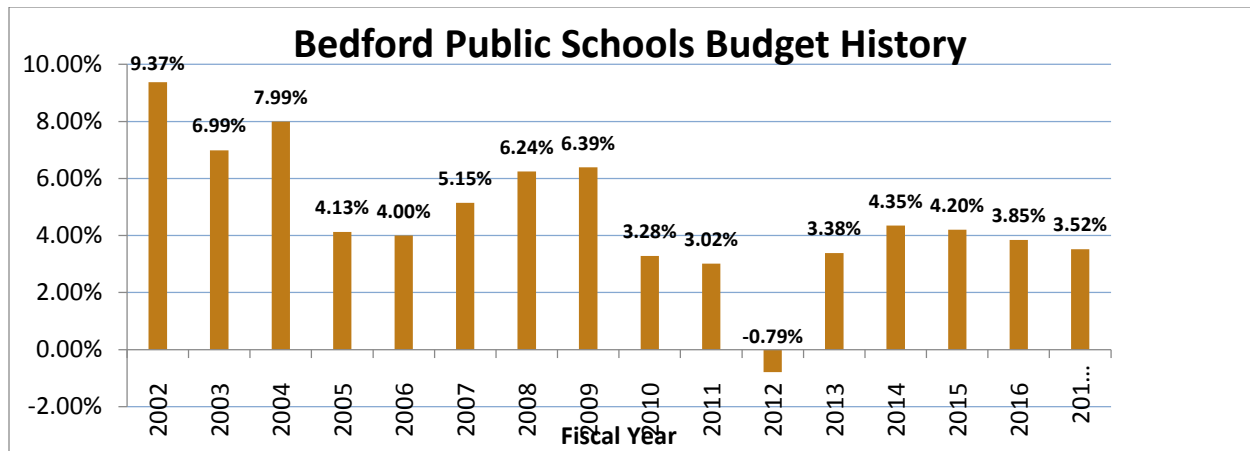
English Language Learners (ELL)	Hours of instruction guidelines Not less than 1.5 hours per day for levels 1-3, and not less than 45 minutes per day for levels 4 and 5.		FY16 Budget	2015 Actual	FY17 Budget
			132	171+	
			5.1%	7.1 %	
McKinney Vento	Homeless Education Students In-district/Transported		22/34	23/35	0/5
	and Transportation				
Special Education	RTI (Response to Intervention) Inclusion Model Sub Separate Program OOD	In District		369	380
		Related Services		15	16
		OOD		77	76
		Total		466	472
Transportation	In district				
Revolving Funds	District guidelines				
Activity Fees			Preference is not to charge		
Technology Integration	2011 Strategic Plan to extend and deepen learning (research, networking, creative expression, coding, programming, robotics and design)		Combination interactive whiteboards, laptops, desktops, iPads. One to one iPads at BHS.		
RETELL	All teachers of ELL students take graduate level course				
Restraint Training	Required for core of teachers and admins with annual retraining				
Suicide Prevention Training	Guidance and admins				
Anti-bullying Training and Programs	All staff				
New Educator Evaluation	All staff				
Coordinated Program Review	Periodic extensive review of practices, documentation and data: special education, civil rights				

BUDGET ROLL-UP

EXPENSES	FY17 NEW REQUESTS	FY17 MoE REQUEST	FY17 TOTAL REQUEST	FY16 APPROVED BUDGET	MoE BUDGET INCREASE	FY17 MoE % Change	TOTAL FY17 INCREASE	TOTAL FY17 % Change
Salaries	\$242,821	\$29,850,824	\$30,093,645	\$28,998,166	\$852,658	2.94%	\$1,095,479	3.78%
Operating Expenses	\$125,634	\$2,332,990	\$2,458,624	\$2,360,394	(\$27,404)	-1.16%	\$98,230	4.16%
TRANSPORTATION REGULAR		\$1,111,680	\$1,111,680	\$1,074,814	\$36,866	3.43%	\$36,866	3.43%
SPED OOD		\$5,599,052	\$5,599,052	\$5,430,237	\$168,815	3.11%	\$168,815	3.11%
SPED OOD TRANS		\$824,640	\$824,640	\$1,030,260	(\$205,620)	-19.96%	(\$205,620)	-19.96%
SUBTOTAL	\$368,455	\$39,719,185	\$40,087,640	\$38,893,871	\$825,314	2.12%	\$1,193,769	3.07%
OFFSET								
Salaries		(\$1,201,242)	(\$1,201,242)	(\$1,272,155)	\$70,913	-5.57%	\$70,913	-5.57%
Operating Expenses		(\$105,000)	(\$105,000)	(\$164,500)	\$59,500	-36.17%	\$59,500	-36.17%
SPED OOD		(\$1,438,000)	(\$1,438,000)	(\$1,376,638)	(\$61,362)	4.46%	(\$61,362)	4.46%
SUBTOTAL		(\$2,744,242)	(\$2,744,242)	(\$2,813,293)	\$69,051	-2.45%	\$69,051	-2.45%
	\$368,455	\$36,974,943	\$37,343,398	\$36,080,578	\$894,365	2.48%	\$1,262,820	3.50%

With Nurses

EXPENSE CATEGORY	BREAKOUT	FY17 NEW REQUEST	FY17MoE REQUET	FY17 TOTAL REQUEST	FY16 APPROVED BUDGET	FY17 MoE BASE INCREASE	FY17 MoE % CHANGE	FY17 TOTAL REQUEST INCREASE	TOTAL FY17 % INCREASE
EXPENSES	Salaries	\$242,821	\$29,850,824	\$30,093,645	\$28,998,166	\$852,658	2.94%	\$1,095,479	3.78%
	Operating Expenses	\$125,634	\$2,332,990	\$2,458,624	\$2,360,394	(\$27,404)	-1.16%	\$98,230	4.16%
	TRANSPORTATION REGULAR		\$1,111,680	\$1,111,680	\$1,074,814	\$36,866	3.43%	\$36,866	3.43%
	SPED OOD		\$5,599,052	\$5,599,052	\$5,430,237	\$168,815	3.11%	\$168,815	3.11%
	SPED OOD TRANS		\$824,640	\$824,640	\$1,030,260	(\$205,620)	-19.96%	(\$205,620)	-19.96%
	NURSES		\$367,305	\$367,305	\$345,565	\$21,740	6.29%	\$21,740	6.29%
EXPENSES Total		\$368,455	\$40,086,490	\$40,454,945	\$39,239,436	\$847,054	2.16%	\$1,215,509	3.10%
OFFSET	Salaries		(\$1,201,242)	(\$1,201,242)	(\$1,272,155)	\$70,913	-5.57%	\$70,913	-5.57%
	Operating Expenses		(\$105,000)	(\$105,000)	(\$164,500)	\$59,500	-36.17%	\$59,500	-36.17%
	SPED OOD		(\$1,438,000)	(\$1,438,000)	(\$1,376,638)	(\$61,362)	4.46%	(\$61,362)	4.46%
OFFSET Total			(\$2,744,242)	(\$2,744,242)	(\$2,813,293)	\$69,051	-2.45%	\$69,051	-2.45%
Grand Total		\$368,455	\$37,342,248	\$37,710,703	\$36,426,143	\$916,105	2.51%	\$1,284,560	3.53%



TEACHER SALARY AND PROPERTY TAX COMPARISONS

	Property Tax Rate 2016	Single Family Average Value	Average Single Family Tax Bill	Average Asking Price Nov. 4, 2016	Average Teacher Salary 2014*
Ashland*	17.30	\$378,924	\$6,555	\$392,811	\$75,153
Bedford	15.28	\$595,748	\$9,103	\$768,235	\$78,305
Billerica	14.04 (2015)	\$325,027 -2015	\$4,563	\$400,252	\$72,620
Burlington	11.46	\$422,903	\$4,846	\$623,537	\$87,264
Carlisle	17.20	\$790,001	\$13,588	\$1,089,823	\$91,588
Concord	13.92	\$969,131	\$13,490	\$1,324,007	\$91,142
Chelmsford	18.70 (2015)	\$338,435 2015)	\$6,329	\$407,564	\$70,730
Hanover	16.86	\$449,649	\$7,581	\$585,163	\$75,871
Hopkington	17.03	\$525,705	\$8,953	\$722,543	\$82,350
Lexington	14.86	\$820,366	\$12,191	\$1,361,911	\$82,938
Lincoln	13.99	\$1,074,555	\$15,033	\$1,409,915	\$79,176
Lynnfield	14.5	\$566,803	\$8,219	\$799,286	\$77,120
Medfield	16.75	\$615,455	\$9,554	\$875,619	\$78,328
Norwell	16.50	\$575,440	\$9,495	\$836,705	\$73,032
Southborough	15.82	\$575,521	\$9,105	\$705,546	\$79,950
Swampscott*	17.15	\$522,531	\$8,961	\$717,765	\$77,297
Wayland	12.28	\$1,470,602	\$18,059	\$1,005,711	\$88,378
Walpole*	15.56	\$446,798	\$6,952	\$507,898	\$71,323
Weston*	12.28 (2015)	\$1,470,602	\$18,059	\$2,390,249	\$89,489
Westwood	15.24	\$656,097	\$9,999	\$984,663	\$82,531

Two sets of comparable districts based upon DESE cohort and ClearGovt cohort, plus several neighboring districts. Sources: MA DESE, MA DOR, Trulia

Comparative Teacher Salaries (2013)

Community	Bachelor's				Master's		
	Step 1		Top Step		Step 1		Top Step
Burlington	46990	Carlisle	79393	Burlington	51954	Carlisle	92888
Brookline	46505	Concord	78636	Carlisle	51202	Concord	92005
Belmont	46195	Belmont	78460	Belmont	49598	Lincoln	90122
Lynnfield	45519	Lincoln	77376	Brookline	49516	Winchester	90122
Weston	45147	Winchester	77376	Weston	49467	Weston	88505
Norwell	44918	Sudbury	77113	Lincoln	48693	Belmont	87076
Acton-Boxborough	44732	Weston	76383	Winchester	48693	Sudbury	86650
Lincoln	44161	Brookline	76310	Lynnfield	48541	Wayland	86629
Winchester	44161	Wayland	76054	Acton-Boxborough	48172	Brookline	83557
Wayland	43949	Bedford	74031	Concord	48160	Bedford	82163
Sudbury	43850	Burlington	72805	Norwell	47923	Norwell	80224
Carlisle	43762	Walpole	72802	Westborough	47806	Walpole	79373
Harvard	42999	Norwell	70899	Sharon	47285	Sharon	78857
Medfield	42470	Sharon	70408	Marblehead	47049	Medfield	78231
Westborough	42374	Medfield	70140	Sudbury	46927	Lynnfield	76298
Marblehead	42369	Lynnfield	69040	Wayland	46602	Westborough	74763
Bedford	42332	Westborough	68173	Medfield	46371	Marblehead	73753
Sharon	42285	Acton-Boxborough	67216	Harvard	46161	Harvard	72238
Swampscott	41596	Wilmington	65777	Bedford	45799	Swampscott	71827
Walpole	41246	Stoneham	63499	Swampscott	45245	Acton-Boxborough	70898
Concord	41162	Harvard	63214	Walpole	44940	Stoneham	70838
Wilmington	40442	Marblehead	62159	Wilmington	44485	Wilmington	69877
Stoneham	40425	Melrose	60562	Melrose	44137	Melrose	66530
Melrose	40174	Swampscott	56547	Stoneham	43587	Burlington	65607

	Master's +30				Top Step		
	Step 1		Top Step		Step 1		Top Step
Burlington	56093	Carlisle	97654	Lincoln	64163	Wayland	105877

Carlisle	53827	Concord	96725	Winchester	64163	Carlisle	104977
Lincoln	52804	Wayland	95306	Burlington	60231	Concord	103978
Brookline	52632	Weston	94367	Westborough	58354	Weston	98618
Belmont	52318	Lincoln	91767	Carlisle	57866	Brookline	96502
Weston	52260	Winchester	91767	Medfield	56264	Sudbury	96003
Westborough	51971	Sudbury	91631	Brookline	55661	Belmont	95438
Lynnfield	51963	Belmont	91406	Belmont	55368	Lincoln	95409
Acton-Boxborough	51431	Brookline	90239	Lynnfield	55189	Winchester	95409
Concord	50626	Norwell	88134	Wayland	55056	Norwell	93015
Walpole	50362	Medfield	84824	Weston	54792	Sharon	91341
Sharon	50165	Walpole	84368	Sharon	54770	Medfield	90994
Norwell	49785	Bedford	84203	Swampscott	54483	Harvard	89448
Sudbury	49624	Sharon	83660	Acton-Boxborough	54470	Walpole	88877
Medfield	49503	Burlington	81908	Concord	54417	Bedford	86622
Marblehead	48878	Harvard	81645	Walpole	53608	Burlington	86047
Harvard	48844	Lynnfield	79842	Harvard	52402	Westborough	85794
Wayland	48717	Westborough	79165	Sudbury	51992	Lynnfield	83178
Swampscott	48132	Swampscott	76374	Marblehead	51791	Swampscott	83029
Bedford	47362	Marblehead	75652	Norwell	50907	Marblehead	78621
Wilmington	46509	Acton-Boxborough	74282	Stoneham	49923	Acton-Boxborough	77357

SALARY BREAKDOWN

	FY17 Salaries (1-22-16 Budget)	% Category Impact	FY16 Budget	% Category Impact
Prior Year Base	\$ 28,998,166		\$ 27,662,866	
Steps/Lanes	\$ 491,345	1.69%	\$ 384,642	1.39%
COLA	\$ 548,939	1.89%	\$ 559,872	2.02%
ERI	\$ (9,205)	-0.03%	\$ 44,636	0.16%
LOA	\$ 60,982	0.21%	\$ 12,069	0.04%
Retirement backfills	\$ (67,292)	-0.23%	\$ (68,220)	-0.25%
FTE Reductions	\$ (172,111)	-0.59%	\$ (149,119)	-0.54%
FTE Increases	\$ 242,821	0.84%	\$ 551,420	1.99%
Gross Salary	\$ 30,093,645		\$ 28,998,166	3.78%
Offsets	\$ (1,201,242)		\$ (1,272,155)	
Net Operating Budget	\$ 28,892,403		\$27,726,011	4.21%

OPERATING EXPENSES

Operating Expenses	FY17	FY16	
Base from Prior Yrear	\$2,360,394	\$2,243,967	
COMPUTER REPLACEMENT		(\$80,000)	
CONTRACT SERVICES	\$ 70,091.00	\$94,657	
CURRICULUM DEVELOPMENT	\$ 20,000.00	(\$16,000)	
EQUIPMENT	\$ 11,665.00	(\$27,110)	
LEGAL	\$ -	\$0	
OTHER	\$ 8,055.00	\$14,676	
PROF DEVELOPMENT	\$ -	\$12,500	
SC RESERVE	\$ -	(\$19,620)	
SUPPLIES & MATERIALS	\$ 44,140.00	\$61,529	
TELEPHONE	\$ (3,611.00)	\$10,000	
TESTING	\$ -	\$0	
TEXTBOOKS\LIBRARY BOOKS	\$ (51,575.00)	\$60,445	
TRAVEL	\$ (535.00)	\$5,350	
Operating Expenses Total	\$2,458,624	\$2,360,394	4.16%
Offsets	(\$105,000)	(\$164,500)	
Net Ops Expense	\$2,353,624	\$2,195,894	7.18%

TRANSPORTATION

TRANSPORTATION REGULAR	FY17	FY16	
Base From Prior Year	\$1,074,814	\$1,037,490	
TRANSPORTATION - REGULAR	\$35,066	\$35,524	
TRANSPORTATION SPED	\$1,800	\$1,800	
TRANSPORTATION-DISPLACED STUDENTS		\$0	
TRANSPORTATION REGULAR Total	\$1,111,680	\$1,074,814	3.43%

OUT OF DISTRICT SPED

OOD Tuitions	FY17	FY16	
Base From Prior Year	\$ 5,430,237	\$ 5,836,759	
SPED -LABBB	\$ 58,001	\$ (102,847)	
SPED OOD TUITION	\$ 107,084	\$ 45,434	
SPED-CASE	\$ 3,730	\$ (349,109)	
	\$ 5,599,052	\$ 5,430,237	3.11%
Offsets	\$ (1,438,000)	\$ (1,376,638)	
OOD Total	\$ 4,161,052	\$ 4,053,599	2.65%

OOD TRANSPORTATION

TRANS-OOD	FY17	FY16	
Prior Year Base	\$ 1,030,260	\$ 902,171	
TRANSPORTATION SPED	\$ (205,620)	\$ 128,089	
TRANS-OOD Total	\$ 824,640	\$ 1,030,260	-19.96%

DEMOGRAPHICS

	15-16	14-15	13-14	12-13	11-12	11-12
Low Income	11.7	13.2	12.3	13.1	10.8	9.4
ELL	7.1	5.5	5.2	3.6	3.4	3.7
Students with Disabilities	17.3	16.8	14.7	13.4	12.7	13.3
African-American	6.5	6.9	7.6	6.8	6.1	10.7
Latino		5.1	5.5	5.0	4.5	4.2
Asian	12.8	12.1	11.9	11.5	12.0	11.1
Non-White		28.3	28.8	27.1	26.1	29.8

ENROLLMENT SUMMARY

Enrollment						
Enrollments	Proposed FY 17 Budget Minus All McKinney Vento	Proposed FY17 Budget		FY16 Budget		2015 Actual
K	196	199		203		190
1	199	200		186		198
2	199	202		202		198
Davis	596	601		592		586
3	197	199		179		183
4	186	187		164		171
5	172	173		174		180
Lane	555	559		517		534
6	178	178		202		201
7	199	203		144		154
8	153	153		176		174
JGMS	530	534		522		529
9	207	208		210		222
10	211	212		231		225
11	215	217		220		207
12	204	206		204		205
BHS	836	843		855		859
Total	2517	2537		2527		2508
Δ		0%		1.3%		.56%

ENROLLMENT PROJECTIONS *(includes homeless students)

Grade	Actual SY 2012	Act SY 2013	Actual SY 2014	Actual SY 2015	Proj SY 2016	Proj SY 2017*	Proj SY 2018	Proj SY 2019	Proj SY 2020	Proj SY 2021	Proj SY 2022	Proj SY 2023	Proj SY 2024	Proj SY 2025
K	157	157	202	186	202	199	174	169	175	171	175	173	173	173
1	166	166	171	202	195	200	192	182	177	184	179	184	181	181
2	190	168	169	179	207	202	217	197	187	182	189	184	189	186
3	147	204	173	164	183	199	205	222	202	192	186	194	189	194
4	174	152	206	174	167	187	216	208	226	205	195	189	197	192
5	180	180	154	202	179	173	188	218	210	228	207	197	191	199
6	199	181	183	145	200	178	167	186	215	207	225	205	195	189
7	190	199	180	177	143	203	172	165	184	212	204	222	202	193
8	186	195	199	180	179	153	199	174	167	186	215	207	225	205
9	236	223	231	230	213	208	171	235	206	197	220	254	245	266
10	197	245	211	220	225	212	207	167	230	202	193	215	249	240
11	215	186	238	204	212	217	201	200	161	222	195	196	207	240
12	187	224	188	227	204	206	217	201	200	161	222	195	186	207
Total	2424	2480	2505	2490	2509	2537	2526	2524	2540	2549	2605	2615	2629	2665
Chg	2.19%	2.31%	1.01%	-0.60%	0.76%		-0.04%	-0.08%	0.63%	0.35%	2.20%	0.38%	0.54%	1.37%

School	Proj SY 2012	Act SY 2013	Proj SY 2014	Proj SY 2015	Proj SY 2016	Proj SY 2017	Proj SY 2018	Proj SY 2019	Proj SY 2020	Proj SY 2020	Proj SY 2020	Proj SY 2020	Proj SY 2020	Proj SY 2020
Davis	513	491	542	567	604	601	583	548	539	537	543	541	543	540
Lane	501	536	533	540	529	559	609	648	638	625	588	580	577	585
JGMS	575	575	562	502	522	534	538	525	566	605	644	634	622	587
BHS	835	878	868	881	854	843	796	803	797	782	830	860	887	953
Totals	2424	2480	2505	2490	2509	2537	2526	2524	2540	2549	2605	2615	2629	2665

% over Prior	2.19%	2.31%	1.01%	-0.60%	0.76%	0.	-0.04%	-0.08%	0.63%	0.35%	2.20%	0.38%	0.54%	1.37%
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FTE Professional Staff

PROFESSIONAL STAFF FY16						FY17 PROJECTED							
	High		Middle	P.A.		BEA Pres.	Lane		Davis		System	Totals FY16	Totals FY17
Principals' Office	3.00		2.00				2.00		2.00			9.00	9.00
Central Office											5.80	5.80	5.80
Art	3.50		2.00	0.50			1.00		1.00			8.00	8.00
Athletics	1.00											1.00	1.00
Counseling	7.00		3.60	1.00			1.00		1.00			13.60	13.60
English	11.60	11.4	6.00	0.80	1.8		0.20	0.0			18.60	18.60	19.20
BEA President						0.40						0.40	0.40
Foreign Language	8.40	7.8	4.20	0.80			2.00					15.40	14.80
Gifted			1.00				0.50		0.50			2.00	2.00
Librarians	1.00		1.00				1.00		1.00			4.00	4.00
Mathematics	10.40		6.00	0.80			0.40					17.60	17.60
Music	2.40		2.10	0.50			1.70		1.00			7.70	7.70
P.E. / Health / FAMCO	5.65		3.60				2.00		1.00			12.25	12.25
Reading	0.80		3.00				2.40		2.00			8.20	8.20
ROTC	2.00											2.00	2.00
Science	10.80		6.00	0.80								17.60	17.60
Social Studies	10.20	10.0	6.00	0.80								17.00	16.80
Special Education	10.30		13.90	1.00			11.80	12.4	10.00	10.5	47.00	47.00	48.10
Career Education													
Business	1.00											1.00	1.00
Home Economics/FAMCO													
Occupational Ed.	0.80		2.20									3.00	3.00
Computer	0.50	.9	0.50				0.50		0.50			2.00	2.40
Davis									18.00			18.00	18.00
Lane							24.00					24.00	24.00
Kindergarten									10.00			10.00	10.00
Skills Center	1.20		2.20									3.40	3.40
Pre-School Sped											4.35	4.35	4.35
ESL	1.00		1.00				1.80		3.00			6.80	6.80
TOTALS	92.75	91.95	66.30	7.00	8.0	0.40	52.30	52.70	51.00	51.5	10.15	279.90	281

FTE CHANGES

FTE CHANGES			
	FY17 Proposed	2015 Actual	2016 Budget
FTE's Beginning of Period			
Professional	281	279.7	279.1
Paraprofessional	69.8	73.2	73.2
Clerical	17.35	16.7	16.7
Custodial	19.25	19.25	19.25
New			
Professional	2.3	0.6	0
Paraprofessional	1	0	0
Clerical	0.65	0	0
Custodial	0	0	0
Reductions			
Professional	1.0	0	0
Paraprofessional	4.4	0	0
Clerical			
Custodial			
Total	387.4	388.85	388.25
FTE Δ	-0.37%	0.15%	
Students	2507	2508	2527
Professional Teachers	281	279.7	279.1
Student Teacher Ratio	8.92	8.96	9.05

CORE SUBJECT STUDENT/TEACHER RATIO

School Year	Total	Reg Ed	Sped	Elem. Class-room	Sec Core	Core w/Elem	Enrollment	Student/Teacher Ratio Core
2004-2005	221.45	194.75	26.70	45.40	71.30	116.70	2,261	19.37
2005-2006	225.55	196.45	29.10	46.40	71.60	118.00	2,274	19.27
2006-2007	228.05	197.95	30.10	46.40	71.50	117.90	2,290	19.42

2007-2008	232.50	199.00	33.50	46.40	75.20	121.60	2,334	19.19
2008-2009	238.60	204.20	34.40	46.40	77.10	123.50	2,387	19.33
2009-2010	240.90	204.80	36.10	47.20	77.20	124.40	2,400	19.29
2010-2011	245.30	208.20	37.10	47.40	77.20	124.60	2,371	19.03
2011-2012	246.75	208.85	37.90	46.40	77.40	123.80	2,424	19.58
2012-2013	250.95	208.45	42.50	46.40	77.40	123.80	2,487	20.09
2013-2014	262.45	218.85	43.60	49.00	80.00	129.00	2,509	19.45
2014-2015	274.65	229.15	45.50	51.00	83.00	134.00	2,494	18.61
2015-2016 Projected	279.1	232.10	47.00	51.00	83.00	134.00	2,527	18.85
2015-2016 Actual	279.7	232.80	47.00	51.00	83.00	134.00	2508	18.71
2016-2017 Projected	281	233	48.00	51.00	81.8	132.8	2517	18.95

CLASS SIZE

Enrollment and Class Size Averages Elementary								
Students	k	1	2	Davis	3	4	5	Lane
Enrollment - Actual 2015	190	198	198	586	183	171	180	534
Enrollment - 2016 Budget	203	186	202	592	179	164	174	517
Enrollment – Proposed FY17 Budget	196	199	199	596	197	186	172	555
Classroom Teachers	K	1	2	Davis	3	4	5	Lane
Teachers - Actual 2015	9*	9	9	28*	8	8	8	24
Teachers - 2016 Budget	9	9	10	28	8	8	8	24
Teachers - Proposed FY17 Budget	9*	9	9	28	9	8	7	24
Class Size	K	1	2	Davis	3	4	5	Lane
Ratio - 2015 Actual**	21.1	22.5	22	587	22.8	21.4	22.5	534
Ratio - 2016 Budget**	21	21	20.7	592	22.4	20.5	21.8	517
Ratio - Proposed FY17 Budget***	21.7	22.1	22.1	596	21.8	23.3	24.6	555

**Includes 1 Interventionist*

***Excludes Integrated Kindergarten Class of 17 and Integrated First Grade Class of 18*

****Excludes Integrated Kindergarten Class of 16, Integrated First and Second Grade Classes of 18*

JGMS	FY16 Budget	2015 Actual
Majors		
Core Classes Under 10 Students	9	9
	5.2%	5.2%
Classes Over Recommended Guideline	17	17
	9.9%	9.9%
Classes Over Recommended Max	10	10
	5.8%	5.8%
Total Majors	172	172
Enrichment		
Classes Under 10 Students	1	1
	.76%	.76%
Classes Over Recommended Guideline	34	34
	25.6%	25.6%
Classes Over Recommended Max	10	10
	7.6%	7.6%
Total Enrichment	131	131
Total Support Classes (Many Combined)	190 sections	190 sections
Total Advisories	48	48

BHS	FY16 Budget	2015 Actual
Majors		
Core Classes Under 10 Students	11	11
	4.2%	4.2%
Classes Over Recommended Guideline	23	23
	9.8%	9.8%
Classes Over Recommended Max	4	4
	1.7%	1.7%
Total Majors	235	235
Arts/Tech/Wellness		
Classes Under 10 Students	2	2
	1.2%	1.2%
Classes Over Recommended Guideline	24	24
	14.5%	14.5%
Classes Over Recommended Max	23	23
	13.9%	13.9%

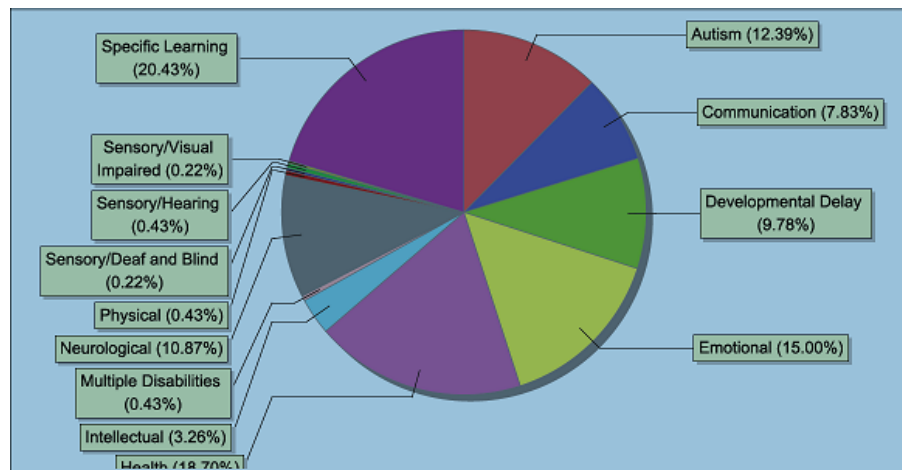
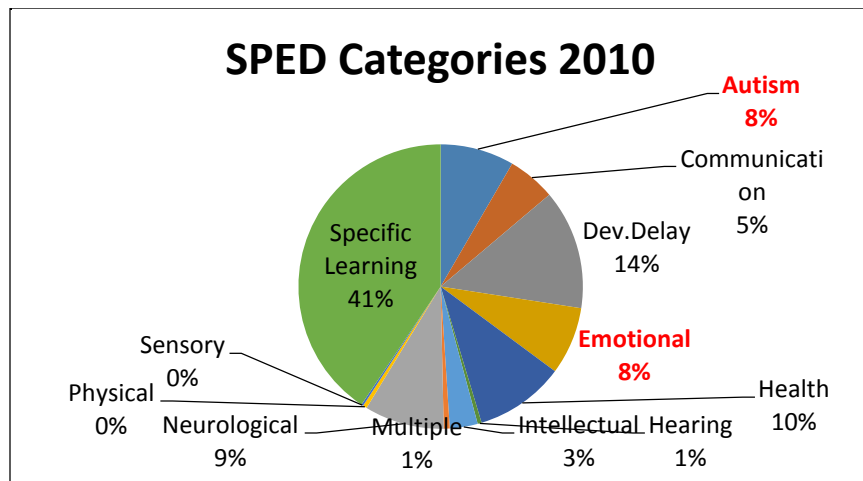
Total Arts/Tech/Wellness (Combined Classes)	165	165
Total Support Classes	163	163

SPECIAL EDUCATION STATISTICS

Sped Headcount History											
	Proj	Oct	Oct	Oct	Oct	Oct	Oct	Oct	Oct	Oct	Oct
	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006
BHS	120	120	113	102	112	109	101	95	105	101	99
JGMS	97	97	96	107	93	88	92	101	119	104	95
Lane	89	89	88	83	72	66	75	93	103	102	104
Davis	48	48	50	50	38	44	43	44	37	42	57
BHS Integrated Pre-k	15	15	14	13	14	8	5	6	4		
Bedford Schools In-House	369	369	382	355	329	315	316	339	368	349	355
OOD (pre-k - age 22)	77	77	77	87	84	87	92	93	107	110	116
Pre-K (related services only)	14	14	20	9	9	10	13	14	15	12	6
Home Schooled or Privately	1	1	1	1	2	2	1	1	4	3	1
Placed getting Sped services											
Total Sped	446	446	459	452	424	414	422	447	494	474	478

2015-2016 OOD Placements		
	Landmark	CASE BHS
	NECC Residential	CASE Colebrook
St. Ann's, Methuen	NECC, Southboro	CASE Littleton Middle School
Dearborn Academy	LABBB, Bedford HS	CASE Russell Street
Arlington School	LABBB Butler	CASE Littleton High School
Learning Prep, Newton	LABBB Lexington HS	
Higashi (res)	LABBB, Fox Hill	Tuitions range from \$24,000 to \$301,000
Valley Collab, Billerica	LABBB Memorial	
Corwin Russell, Sudbury	LABBB, Francis Wyman	
Cotting School	LABBB Arlington BIP	
Gifford	Franklin Perkins	
Evergreen (res)	Crossroads, Natick	
Melmark (res)	Crest, Topsfield	
Melmark	St. Ann's (res shr DCF)	
May, Randolph (res)	Willow Hill	
Riverview (res)	SEEM, Hurd at Ripley School	
May, Woburn	SEEM Middle School	
EDCO North Crossing	SEEM Campus Academy	

Special Education Disabilities



Disability	2010	2015	2015 Numbers
Specific Learning	41%	20.43%	96
Autism	8%	12.39%	56
Communication	5%	7.83%	36
Emotional	8%	15%	68
Health	10%	18.7%	87
Neurological	8%	10.87%	52
Developmental Delay	14%	9.78%	45
Multiple Disabilities	1%	.43%	2
Intellectual	3%	3.26%	16
Physical	0	.43%	2
Sensory Deaf and Blind	0	.22%	1
Sensory Hearing	1%	.43%	2
Sensory Visual Impaired	0	.22%	1

Special Education In-House Programs								
School	Special Education Programs	Projected FY 17	FY16 2014-2015	FY 15 2014 – 2015	FY 14 2013-2014	FY 13 2012-2013	FY 12 2011-2012	FY 11 2010-2011
Pre-K	Integrated PK		15 Students 1 FT Sp. Ed 1 (.6) Sp. Ed 1 (.4) Sp. Ed 2.5 TA 2 Part time EAs	18 Students 1 FT Sp. Ed 1 (.6) Sp. Ed 1 (.4) Sp. Ed 2.5 TA 2 Part time EAs	16 Students 1 FT Sp. Ed 1 (.6) Sp. Ed 1 (.4) Sp. Ed 2.5 TA 2 Part time EAs	15 Students 1 FT Sp. Ed 1 (.6) Sp. Ed 1 (.4) Sp. Ed 4Part time EAs	11 Students 1 FT Sp. Ed 1 (.6) Sp. Ed 1 (.4) Sp. Ed 3 Part time EAs	6 Students 1 FT Sp. Ed 1 (.4) Sp. Ed 2 Part time EAs
Davis	Bridge Program		0	3 Students 1 Special Educator 1 TA BCBA Support	2 Students 1 Special Educator 1 TA BCBA support			
	SAIL		4 Students 1 Special Educator/BCBA 4 TAs BCBA support					
	Integrated K		5 Students 1 Special Educator 1 TA					
	Integrated 1		4 students 1 Special Educator					
	In Classrooms		39 students 3 Sp Ed 9 TAs	49 Students 4 Sp Ed 12 TAs	65 Students 4 Sp Ed 9 TAs	48 Students 4 Sp Ed 8 TAs	42 Students Not Available	50 Students 3 Sp Ed 8 TAs
Lane	Bridge Program		10 Students 1 Special Educator 4 TAs 1 Adjustment counselor (.9) BCBA support	8 students 1 Special Educator 6 TAs 1 Adjustment counselor BCBA support	14 students 1 Special Educator 7 TAs 1 Adjustment counselor BCBA support	11 students 1 Special Educator 7 TAs 1 Adjustment counselor BCBA support	8 students 1 Special Educator 7 TAs 1 Adjustment counselor BCBA support	8 students 1 Special Educator 7 TAs 1 Adjustment counselor BCBA support
	Language Based Program		21 Students 3 Special Educators 3 TAs	33 students 3 Special Educator 5 TAs	29 students 2 Special Educator 4 TAs	23 students 2 Special Educator 2 TAs	18 students 2 Special Educator 2 TAs	19 students 2 Special Educator 2 TAs

	Crossroads		8 students 1 Special Educator 3 TAs	13 students 1 Special Educator 2 TAs	9 students 1 Special Educator 3 TAs	9 students 1 Special Educator 3 TAs	8 students 1 Special Educator 3 TAs	10 students 1 Special Educator 3 TAs
	In Classrooms		50 Students 2 Special Educators 1 TA	34 Students 4 Sp Ed* (Includes Inclusion Specialist)	36 Students 3 Sp Ed	48 Students 3 Sp Ed	43 Students 4 Sp Ed	35 Students 3 Sp E 3 TA
JGMS	Bridge Program		14 Students 1 Special Educator 3 TAs .5 Adjustment counselor	23 students 2 Sp. Educators 6 TAs 1 Adjustment counselor	25 students 2 Sp. Educators 6 TAs 1 Adjustment counselor	18 students 2 Sp. Educators 7 TAs 1 Adjustment counselor	16 students 1 Sp. Educators 8 TAs 1 Adjustment counselor	9 students 1 Sp. Educators 6 TAs 1 Adjustment counselor
	Inclusion		2 Students 1 Special Educator					
	Language Based Program		16 students 3 Sp. Educators 3 TAs	22 students 3 Sp. Educators 3 TAs	18 students 3 Sp. Educators 3 TAs	18 students 3 Sp. Educators 3 TAs	14 students 3 Sp. Educators 3 TAs	23 students 3 Sp. Educators 3 TAs
	Crossroads		0	4 students 1 Sp. Educator 1 TAs	8 students 1 Sp. Educators 1 TAs	10 students 1 Sp. Educators 1 TAs	6 students 1 Sp. Educators 1 TAs	8 students 1 Sp. Educators 1 TAs
	Learning Centers		65 3 Sp. Educators 4 TAs	47 students 2 Sp. Educators 2 TAs	47 students 3 Sp. Educators 1 TAs	52 students 2 Sp. Educators 1 TAs	50 students 2 Sp. Educators 1 TAs	46 students 1 Sp. Educators 1 TAs
BHS	Bridge Program		16 Students 1 Sp. Educator 3 TAs .5 Adjustment counselor	23 students 2 Sp. Educators 3 TAs 1 adjustment counselor	21 students 2 Sp. Educators 3 TAs 1 adjustment counselor	14 students 1 Sp. Educators 2 TAs 1 adjustment counselor	5 students 1 Sp. Educators 2 TAs 1 adjustment counselor	
	Language Based Program		13 Students 1 Sp. Ed	7 students 1 Sp. Educator	3 students 1 Sp. Educator	5 students 1 Sp. Educator 1 TA	9 students 1 Sp. Educator 1 TA	13 students 1 Sp. Educator 1 TA

	Crossroads		9 Students 1 Sp. Educator 1 TA	10 students 1 Sp. Educator	6 students .5 Sp. Educator	6 students .5 Sp. Educator 1 TA	4 students .5 Sp. Educator 1 TA	
	SAIL		8 Students 1 Sp. Educator 1 TA					
	STEP		10 1 Sp. Educator 2 TA .5 Adjustment counselor					
	Learning Centers		64 3 Sp. Educators 6 TAs	75 students 4 Sp. Educator 5 TAs	70 students 4 Sp. Educator 5 TAs	78 students 3 Sp. Educator 4 TA	90 students 3 Sp. Educator 4 TA	89 students 3 Sp. Educators 6 TAs

OFFSETS

Funding Source	Final FY16 Description	FY17 Initial Request	FY16 Final ATM	SFY15 Approved Budget
STATE	METCO GRANT	-30,000	-30,000	-30,000
	HANSCOM MITIGATION GRANT	-516,000	-516,000	-516,283
	CIRCUIT BREAKER	-1,560,955	-1,499,593	-1,542,037
FEDERAL	IDEA PL-94-142 SPECIAL ED GRANT	-337,605	-337,605	-399,239
	FED EARLY CHILDHOOD GRANT	-10,538	-10,538	-10,538
	ERATE GRANTREIMBURSEMENT	-20,000	-45,000	-27,000
	TITLE 1 GRANT	-34,394	-33,720	-49,107
	WILSON READING GRANT OFFSET		0	
LOCAL-REVOLVING	ATHLETIC FUND	-42,750	-42,750	-42,750
	MUDGE FUND	-6,000	-6,000	-6,000
	INTEGRATED PREK tuition receipts	-47,000	-47,000	-41,816
	educatiaus TUITION OFFSET	-14,000	-14,000	-14,000
	BUILDING RENTAL	-125,000	-154,000	-109,000
	FOOD SERVICE	0	-40,000	-7,500
Grand Total		-2,744,242	-2,776,206	-2,795,270

GRANTS' DESCRIPTIONS AND BREAKDOWNS

SPED IDEA PL94-142	Special Education formula grant for use in special education services and associated costs for students between the ages of 6 and 22, Special Ed only				
	FY16		FY17 Est		
Salaries*	\$ -		\$ -		
Budget Offsets --Salaries	\$ 337,605		\$ 337,605	Support staff offsets as outlined in Operating budget	
Contracted Services	\$ 183,191		\$ 183,191	Contracted services for student evaluations, behavioral assessments, PT/OT, other psychological services . JGMS Bridge extended day/year, summer school programs and tuitions, 45 day placement expenses	
Supplies Materials	\$ 7,500		\$ 7,500	Materials for special education department programs	
Other	\$ 2,000		\$ 2,000		
Travel	\$ 3,000		\$ 3,000	mileage reimbursements for staff traveling to meetings and programs	
Equipment	\$ 5,000		\$ 5,000	Assistive technology, devices for the hearing impaired, Ipads/computer equipment for student use	
	\$ 538,296		\$ 538,296		

SPED Program Improvement	Program Improvement Grant is to fund PD activities, which will advance the knowledge, skills, and capacity of educators to meet the diverse needs of students with Individualized Education Plans (IEPs), ages three through 21, in order to support improved educational results and functional outcomes for these students.				
	FY16		FY17 Est		
Salaries					
Contracted Services	\$ 20,680		\$ 20,680	Professional development for special educators on using assessment data for literacy and primary math intervention	
Supplies Materials					
Other					
Travel					
Equipment					

Sped Early Childhood Program Improvement	Grant for to support preschool district activities to ensure that eligible children with disabilities, ages 3–5, receive a free and appropriate public education that includes special education and related services designed to meet their individual needs, and that is provided in natural/least restrictive environments.						
	FY16		FY17 Est				
Salaries							
Contracted Services	\$ 2,000		\$ 2,000	Professional Development for Pre-K staff in the areas of nonverbal communication and identifying and employing the proper assistive technology for student needs.			
Supplies Materials							
Other							
Travel							
Equipment							

Early Childhood Education & Care Early Childhood	Special Education grant for students between the ages of 3 yrs and 5						
	FY16		FY17 Est				
Salaries							
Budget Offsets* - Salaries	\$ 10,538		\$ 10,538				
Contracted Services	\$ 7,074		\$ 7,074	Contracted Occupational therapist at Integrated Pre-K			
Supplies Materials	\$ 750		\$ 750	OT supplies			
Other	\$ 950		\$ 950	MTRS expenses against salary offset			
Travel							
Equipment							
	\$ 19,312		\$ 19,312				

Title I	Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects								
	FY16		FY17 Est						
Salaries	\$ 5,000		\$ 5,000	Stipends for program management/data collection, homeless services and outreach					
Budget Offsets* Salaries	\$ 70,807		\$ 34,394	Teacher specialists included in operating budget					
Contracted Services	\$ 59,785		\$ 22,106	Extended day tutoring payments, extended year program expenses, professional development					
Supplies Materials	\$ 6,700		\$ 4,500	General classroom supplies, textbooks and instructional materials for extended day program					
Other	\$ 4,800		\$ -	MTRS against qualified salary offset amount					
Travel/Transportation	\$ 5,500		\$ 2,500	Transportation for extended day student					
Equipment	\$ -		\$ -						

	\$ 152,592		\$ 68,500						
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Title II	Teacher Professional development							
	FY16		FY17 Est					
Salaries	\$ 8,000		\$ 8,000	Mentor Program Leader stipend, New Teacher Induction Program Stipend				
Contracted Services	\$ 20,813		\$ 20,813	Individual Teacher Mentor stipends, professional development				
Supplies Materials								
Other	\$ 1,000		\$ 1,000	MTRS on salary account				
Travel								
Equipment								
	\$ 29,813		\$ 29,813					

METCO	State Grant for METCO program student expenses							
	FY16		FY17 Est					
Salaries	\$ 192,407		\$ 193,907	METCO Program Director, Project Coordinator, Program Admin Assistant, Bus Monitors, Food services staff expenses for Breakfast Program				
Budget Offsets* - Salaries	\$ 30,000		\$ 30,000					
Contracted Services	\$ 58,500		\$ 50,000	Afterschool Program instructor payments, Summer Math Academy/BU Calulus Project, Morning Breakfast monitors, Food Service expenses for Breakfast Program				
Supplies Materials	\$ 3,500		\$ 3,000	Misc office supplies, community meeting supplies, postage				
Other	\$ 3,500		\$ 3,000	Phone service, memberships and subscriptions, staff travel, meeting expenses				
Travel/Transportation	\$ 308,000		\$ 316,000	Regular and Late bus service for METCO students, T-Pass program				
Equipment								
	\$ 595,907		\$ 595,907					

Academic Support	State grant for Academic Support Programs							
	FY16		FY17 Est					
Salaries	\$ 3,900		\$ 3,900	MCAS Prep Academy Program Manager Stipene, MCAS Tutors				
Budget Offsets* - Salaries	\$ -		\$ -					

Contracted Services	\$ -	\$ -	
Supplies Materials	\$ 1,100	\$ 1,100	Testing program materials, testing software
Other			
Travel/Transportation	\$ 5,000	\$ 5,000	
Equipment			

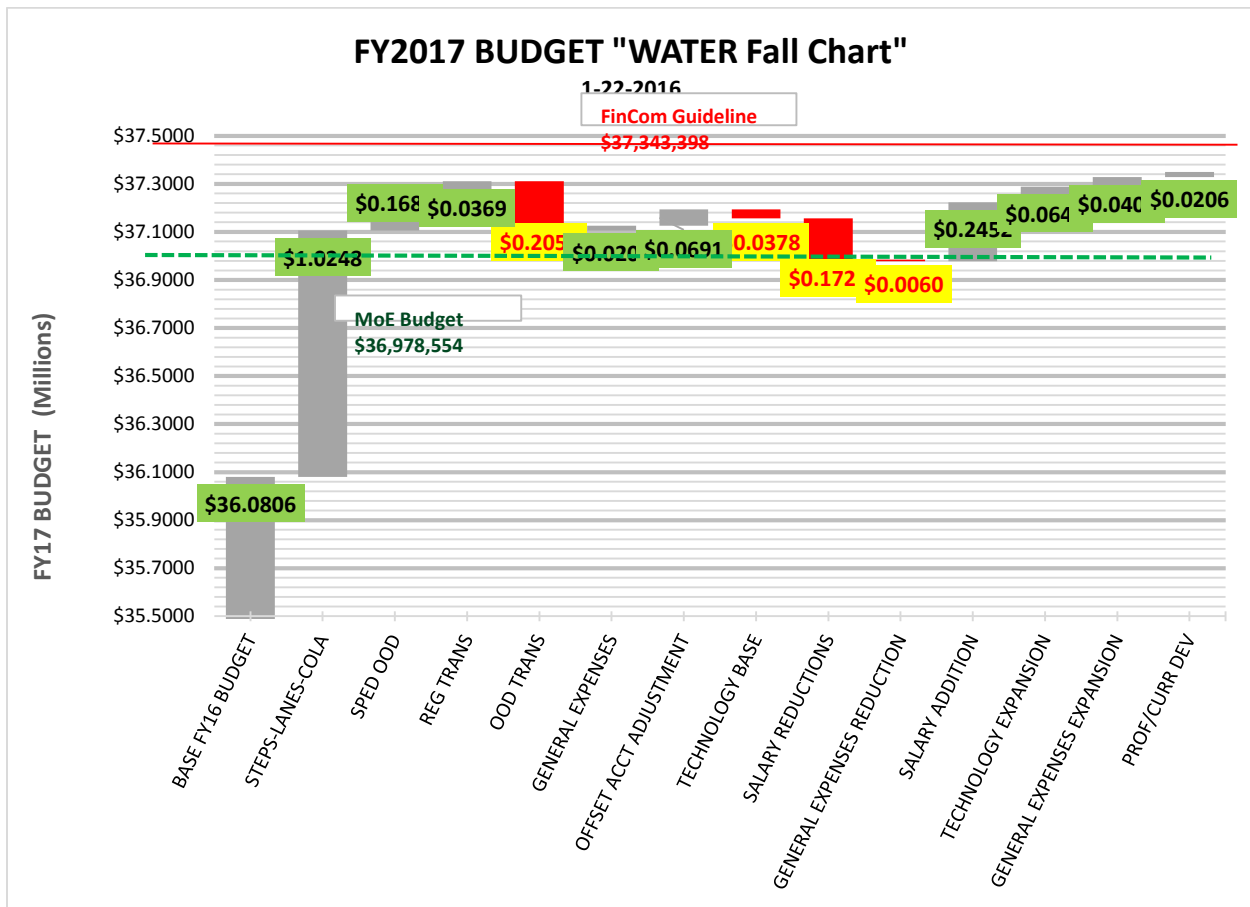
Notes

* Budget Offsets are applied to salary accounts against Operating budget salary line item accounts, all FTEs paid through offse use are included in FTE rollup charts

REVOLVING FUNDS

Major School Non-Operating Account Balances			
	Proj/Actual	Proj	Proj
	FY15	FY16	FY17
Athletics 7601			
July 1 Balance forward	\$ 36,332	\$ 14,246	\$ 6,496
Total Revenue	\$ 24,692	\$ 35,000	\$ 35,000
Projected use	\$ 46,778	\$ 42,750	\$ 42,750
Balance	\$ 14,246	\$ 6,496	\$ (1,254)
School Rental 7605			
July 1 Balance forward	\$ 185,684	\$ 139,285	\$ 70,285
Total Revenue	\$ 82,187	\$ 85,000	\$ 85,000
Projected use	\$ 128,587	\$ 154,000	\$ 125,000
Balance	\$ 139,285	\$ 70,285	\$ 30,285
E-Rate 7453			
July 1 Balance forward	\$ 56,584	\$ 34,080	\$ 4,080
Total Revenue	\$ 16,296	\$ 15,000	\$ 15,000
Projected use	\$ 38,800	\$ 45,000	\$ 20,000
Balance	\$ 34,080	\$ 4,080	\$ (920)
Food Service 7602-7604			
July 1 Balance forward	\$ 74,143	\$ 110,284	\$ 100,987
Total Revenue	\$ 616,121	\$ 622,282	\$ 628,505
Projected use	\$ 579,980	\$ 631,579	\$ 647,369
Balance	\$ 110,284	\$ 100,987	\$ 82,123
Special Accounts			
Mudge - Athletic equipment & fields			
	FY15	FY16	FY17
July 1 Balance forward	\$ 227,964	\$ 195,530	\$ 194,418
Total Revenue	\$ 3,566	\$ 4,888	\$ 4,860
Projected use	\$ 36,000	\$ 6,000	\$ 6,000
Balance	\$ 195,530	\$ 194,418	\$ 193,279
Boynton School Improvement at SC discretion			
	FY15	FY16	FY17

July 1 Balance forward	\$ 25,055	\$ 25,449	\$ 26,594
Total Revenue	\$ 394	\$ 1,145	\$ 1,197
Projected use			
Balance	\$ 25,449	\$ 26,594	\$ 27,791
Hunt Scholarship	FY15	FY16	FY17
July 1 Balance forward	\$ 9,825	\$ 9,981	\$ 10,230
Total Revenue	\$ 156	\$ 250	\$ 256
Projected use			
Balance	\$ 9,981	\$ 10,230	\$ 10,486



BUDGET TO ACTUALS

Fiscal Year	<u>FY14</u>		<u>FY15</u>		<u>FY16</u>	<u>FY17</u>
Salaries	<u>Approved</u>	<u>Actual</u>	<u>Approved</u>	<u>Actual</u>	<u>APPROVED</u>	<u>Supt Request</u> <u>1-26-16</u>
Professional	\$20,738,751	\$20,666,595	\$21,971,293	\$21,994,234	\$23,107,063	\$24,194,527
Para	\$3,846,061	\$3,893,232	\$4,086,380	\$4,108,211	\$4,352,055	\$4,430,983
Substitutes	\$250,000	\$274,074	\$250,000	\$295,754	\$250,000	\$250,000
CurricDevelopment	\$19,893	\$10,842	\$16,893	\$9,551	\$16,893	\$16,893
	24,854,705	24,844,743	26,324,566	26,407,750	27,726,011	28,892,403
Non Salary Costs						
Contract Services	\$819,458	\$862,211	\$861,736	\$874,395	\$899,773	\$1,018,364
Supplies & Materials	\$444,886	\$445,886	\$456,817	\$465,351	\$497,346	\$552,486
Textbooks	\$173,225	\$172,558	\$133,116	\$125,809	\$193,561	\$141,986
Other	\$62,832	\$105,344	\$64,107	\$51,917	\$78,783	\$86,838
Travel	\$16,005	\$15,226	\$14,965	\$9,229	\$20,315	\$19,780
Equipment	\$78,898	\$53,667	\$105,210	\$126,814	\$78,100	\$89,765
Trans Regular	\$900,576	\$946,654	\$960,090	\$978,229	\$1,074,814	\$1,111,680
Trans - Displaced	\$0	\$231,418	\$0	\$229,146	\$0	\$0
Trans Sped	\$1,053,380	\$1,065,428	\$979,571	\$1,073,388	\$1,030,260	\$824,640
Tuition	\$4,485,165	\$4,477,382	\$4,417,677	\$4,329,230	\$4,053,599	\$4,161,052
Prof Dev	\$141,216	\$138,210	\$144,716	\$141,458	\$126,216	\$146,216
Legal	\$65,000	\$74,641	\$65,000	\$55,000	\$65,000	\$65,000
Reserve Funds	\$191,339	\$33,000	\$122,800	\$21,800	\$122,800	\$122,800
CurricDevelopment	\$35,000	\$34,733	\$51,000	\$42,724	\$35,000	\$35,000
Computer Repl	\$71,500	\$111,373	\$59,500	\$84,241	\$4,500	\$4,500
Testing	\$22,000	\$15,371	\$22,000	\$8,703	\$22,000	\$22,000
	8,560,480	8,783,102	8,458,305	8,617,434	8,302,067	8,402,106
Utilities						
Heating	\$253,861	\$292,659	\$252,042	\$302,433		
Electricity	\$505,617	\$540,226	\$579,141	\$555,554		
Gas	\$0	\$0	\$0	\$0		
Phone	\$39,905	\$35,904	\$42,500	\$26,348	\$52,500	\$48,889
	799,383	868,789	873,683	884,334	52,500	48,889
Total Expended	34,214,568	34,496,634	35,656,554	35,909,518	36,080,578	37,343,398
Surplus/(deficit)		(282,066)		(252,964)		
Bgt Pct Inc	4.35%		4.21%		3.85%	3.50%

Nurses' Contract (not inc above)	
\$	\$
345,565.00	367,305.00

ADDENDUM: BEDFORD SCHOOL COMMITTEE REVOLVING FUND GUIDELINES

1/5/16

The intent of this document is to establish guidelines to consistently manage revolving and special fund balances that come under School Committee supervision in order to:

- Comply with the purpose of the fund and any state or federal guidelines.
- Maintain sufficient funds to cover the working capital needs for each fund's expected use
- Ensure that each fund balance does not exceed its intended need

Revolving Funds

Purpose: Established to maintain separate accounting for specific activities that have their own sources of revenue outside of the operating budget and designated, allowable expenditures and in accordance with Mass General Laws.

Examples of these annual revolving funds include:

- School Lunch Program
- Athletic Fund
- School Building Rental

Revolving fund balance guideline:

- Maintain adequate working capital as inflows of revenue and outflows of expenditures vary and can be cyclical.
- Target 2-3 months (1/6-1/4) of the prior 3-year average annual expenditure to ensure adequate cash flow (Note: Federal School Lunch Program regulations prohibit a fund balance of greater than three months working capital.)
- Draw down account balances in excess of targets and use as offsets toward allowable expenses in the operating budget during the annual budget cycle. It is advised that if there is a considerable excess, that the draw should not be done in one fiscal year as it would have measurable, negative impact on the following year's year-over-year percentage increase in the operating budget as the draw would not be repeatable.
- Conversely, refrain from using revolving fund fees should balances drop below targets.

Special Accounts – Gifts & Scholarships

Purpose: Special Accounts comprise of two primary types of funds – small gifts for one-time purposes and typically larger gifts and “endowed” scholarships held in trust, managed by the School Committee, for the sole purpose that is defined in the gift.

Examples of these funds include:

- The Harriet M. Mudge Fund
- Marion E. Hunt Scholarship
- Ellen A. Boynton Fund
- Thomas Nolan Make My Day Gift

Special Accounts balance guideline:

- For large gifts and “endowed” scholarships, the primary objective is to maintain principal balance in order to generate interest income which can be used for the stated purpose of the trust or scholarship fund
- The School Committee will consider, from time to time, the utilization of a portion of the principal in order to fund a one-time expense that meets the criteria of the trust. When this occurs, the Committee shall allow the principal balance to grow back to prior levels before accessing those funds for another purpose.
- For “endowed” scholarship funds, the School Committee will designate the Citizens Scholarship Fund to determine annual gifting of interest earned for its Dollars For Scholars Program to ensure that funds are being used for their stated purpose.
- For smaller one-time gifts and scholarships, the intent is to utilize the money, at the School Committee’s discretion, in a timely manner in order for benefits to be realized.

Targeted Self-funded Accounts

Purpose: Targeted Self-funded Accounts are numerous, miscellaneous accounts used to maintain separate accounting for specific purposes. These include grants and revolving accounts with either specified or indefinite durations.

Examples of these targeted self-funded accounts include:

- METCO Grant
- Federal Title 1A Grant
- Meal Tax
- SPED Early Childhood Program Improvement Grant
- Recycled Products Refund
- Vandalism

Targeted Self-funded Account fund balance guideline:

- The primary objective for these accounts are to maintain separate accounting for federal/state grants, clubs, organizations, etc. For use for the stated purposes. Most of these funds are utilized completely in a particular fiscal year, with some revolving accounts maintaining minimal balances from one year to the next.
- Some have specific expiration dates in which the funds are to be returned to the source and are subject to state and federal regulations.

ADDENDUM: Finance Committee: Preliminary Budget Presentation Thursday, November 19, 2015 Follow-up Questions

Q1: METCO funding is confusing. What does the grant cover? How much of the per pupil cost for Boston students is covered by outside funding?

The METCO grant covers all METCO specific activities, Transportation, METCO staff, Breakfast program, METCO homework/afterschool programs, some minor supplies. The METCO Grant is \$595,907 for FY16 based on 97 students or \$6,143 per student. We apply \$30,000 to the operating budget so the METCO grant covers approximately \$309 per students, versus a \$17.2K avg PPE, or about 1.8% of the per pupil. The METCO enrollment is counted in our CH70 calculation and their numbers generate approximately \$154K in CH70 - but Ch70 is not a pure \$ per head calculation, so if these students go away we would not necessarily lose 100% of that funding amount. Transportation for METCO is \$307,220 - for regular day and late buses

Q2: What are the anticipated costs savings to be found from this year's annual "churn" – teachers expected to be retiring and teachers leaving who may be high on the salary scale?

Over the past ten years, anywhere between 0 and \$100,000. We usually add approximately 30 new staff members each year, most of whom are replacing existing personnel. Departing individuals can range from non-renewed first year teachers to retiring 30 year veterans.

Q3: Did iPads result in cost savings? If so, where? If so, how much?

Keeping in mind that the impetus for the one to one iPad program at BHS was deepening and extending learning rather than cost savings, we are cognizant that textbook savings were put forward as a means for offsetting the costs. To date there has been a partial realization of this goal.

- The impending Spanish AP text purchase will replace hardcopy textbooks with an e-reader version for a cost savings of \$400.
- Science texts reduced \$20,000 purchase to \$12,000
- Additional e-reader replacements are being explored in science classes
- Math: teachers have created online text material in several courses including Algebra I, Algebra II and Geometry. For Algebra II and Geometry, since the old books do not align with the Common Core, we would have had to replace 196 textbooks and 188 Geometry texts. Math Applications uses all teacher generated online materials. One Algebra I class uses all online programming.
- Estimated dollar amounts to follow.
- In English and science classes, online assignments are delivered and completed without paper, which cuts down on our paper usage.

Q4: If we had a decrease in out of district tuitions, why do we see an anticipated \$300,000 increase in Special Education costs?

We did not have a decrease in any OOD tuition - we have the same number of students. The calculation is based on keeping that number and allowing for a 4.5% on private and residential tuition, a 7% on LABBB tuition and a 5% on CASE. These numbers will get refined as we move through the budget process and get information. The private tuition are set by the state in the Spring, but we will have a general idea after January 1 when the state publishes its "inflation rate sheet" - this account also carries all the summer, and additional services for these students which can be in the \$100K - \$135K range, on top of their tuition costs. That base figure is also at a 4.5% factor.

Sped Tuition increase is based on historic increases and changes - CASE is the wild card as the tuition per pupil is new, so until they set tuition I put in a placeholder of 5%. LABBB based on that they have several programs that have different tuition increases and not always the same every year. There is also movement between programs, especially into the HS vocational programs. For the private schools I use 4.5% until the state gives me a better number when they publish the inflation index in January. Tuition in general will increase 2.5% for all programs - in some years when circuit breaker has not been increased tuition rates are frozen, but that's not happened in several years. There is always the ad-hoc tuition increases schools get as they change and rework their programs - sometime we get advanced notice, and sometimes we don't. As we get more information from CASE and LABBB we can refine those numbers - or if we have any major changes in students or their placements.

Q5: Are we certain that the iPad is the device? Are we considering Chrome Books or something else like that?

Always worthy of revisiting, but at present our decision to stick with iPads is based upon the following:

Apple continues to provide the best educational apps and the least exposure to viral infections. Apple also alone allows for POs to be used to download apps. The built in camera and the better editing software have become important creativity opportunities for our students' schoolwork.

Q6: What is the average salary for a teacher in Bedford? How does that compare to towns around us? See p. 19 for Bachelors through Doctorate comparisons.

	Average Teacher Salary 2014*
Ashland*	\$75,153
Bedford	\$78,305
Billerica	\$72,620
Burlington	\$87,264
Carlisle	\$91,588
Concord	\$91,142
Chelmsford	\$70,730

Lexington	\$82,938
Lincoln	\$79,176
Swampscott*	\$77,297
Wayland	\$88,378
Walpole*	\$71,323
Weston*	\$89,489
State	\$73,908

*DESE Comparison Districts

Q8: How can we justify a 3.72% salary increase if the COLA is low and most other employees are receiving closer to 0.5% raises annually?

A8: The Bureau of Labor Statistics reports a 2.0 increase statewide and a 3.6% increase for Metropolitan Boston in the past 12 months. Additionally, the table below has some instructive data.

*DESE Comparison Districts

TEACHER SALARY AND PROPERTY TAX COMPARISONS

	Property Tax Rate 2016	Single Family Average Value	Average Single Family Tax Bill	Average Asking Price Nov. 4, 2016	Average Teacher Salary 2014*
Ashland*	17.30	\$378,924	\$6,555	\$392,811	\$75,153
Bedford	15.28	\$595,748	\$9,103	\$768,235	\$78,305
Billerica	14.04 (2015)	\$325,027 (2015)	\$4,563	\$400,252	\$72,620
Burlington	11.46	\$422,903	\$4,846	\$623,537	\$87,264
Carlisle	17.20	\$790,001	\$13,588	\$1,089,823	\$91,588
Concord	13.92	\$969,131	\$13,490	\$1,324,007	\$91,142
Chelmsford	18.70 (2015)	\$338,435 (2015)	\$6,329	\$407,564	\$70,730
Hanover	16.86	\$449,649	\$7,581	\$585,163	\$75,871
Hopkington	17.03	\$525,705	\$8,953	\$722,543	\$82,350
Lexington	14.86	\$820,366	\$12,191	\$1,361,911	\$82,938
Lincoln	13.99	\$1,074,555	\$15,033	\$1,409,915	\$79,176
Lynnfield	14.5	\$566,803	\$8,219	\$799,286	\$77,120
Medfield	16.75	\$615,455	\$9,554	\$875,619	\$78,328
Norwell	16.50	\$575,440	\$9,495	\$836,705	\$73,032
Southborough	15.82	\$575,521	\$9,105	\$705,546	\$79,950
Swampscott*	17.15	\$522,531	\$8,961	\$717,765	\$77,297
Wayland	12.28	\$1,470,602	\$18,059	\$1,005,711	\$88,378
Walpole*	15.56	\$446,798	\$6,952	\$507,898	\$71,323
Weston*	12.28 (2015)	\$1,470,602	\$18,059	\$2,390,249	\$89,489
Westwood	15.24	\$656,097	\$9,999	\$984,663	\$82,531

Two sets of comparable districts based upon DESE cohort and ClearGovt cohort, plus several neighboring districts. Sources: MA DESE, MA DOR, Trulia

Q7: Are we able to calculate an “occupancy factor” for our spaces at the Davis and Lane Schools?

Location	Students Served	Occupancy
Green Pod	4 to 6	65%
Blue Pod	4 to 6	60%
Orange Hallway	4 to 8	75%
Red Pod	4 to 10	100%
Yellow Pod	7 to 10	75%
Rm 148 Speech	1 to 4	50%
Rm 149 SPED	1 to 4	75%
Rm 228 SGI/Read/one	1 to 5	90%
Rm 129 Reading, Inter	4 to 8	80%
Library	18-23	100%
Computer Lab	25	

a. Lane:

Room	Staff	use of space	percentage of use per day
14	Kate Briggs	Reading	MT 50%; W 0%; ThF 50%
18	McLernon/Lerra	Bridge	100%
32	Hailey Drummond	Art	100%
36	***	Kiln-Art	100%
not numbered	across from Art room	running records, etc.	varied use
37	Nadia Trant	Speech	M-Th 100 %
38	Amy Hartwell	SPED	100%
42	Nicole Falzone	Foreign Language	100%
43	Veronique Meyer	Foreign Language	100%
122	Guanci/Hall	Computer Lab	100%
124	Luann Foley	SPED office	100%
129	***	"elevator" room	
135	Katherine Fuller	Music	100%
136	Pappalardo/O'Toole	band	MTThF 100%
138	Maffa	orchestra	20%
140	***	Conference Room	varied use
142	***	Teachers' Room	

146	Kathy Webster	Nurse's Office	100%
148	***	small conference room in main office	
156	Sarah Dorer	MPR	MTF 100%; W 50%; Th 0% <i>used for PD and faculty meetings</i>
203	Sue Breslin	Reading	100%
204	Susan Stone	SPED	100%
211	Smith/Rego	Guidance	100%
215	Jane Delgobbo	SPED	100%
215B	Laura Villorel	ELL	100%
216	Christine Shaw	SPED	100%
219	Sheila Meyers	SPED	100%
220	Lynne Armstrong	Reading	100%
not numbered		Reading program storage	100%
230	Elizabeth Larrabee	OT	100%
not numbered	across from art room	running records, etc.	varied use
231	Mona Bouhafs	ELL	90%
232	Ashley Wedekind	SPED	100%

APPENDIX F: JGMS iPad USE EXAMPLE (FY16 Data)

Teal Cart	October '14	November '14	First two weeks of December '14	Total (by dept)
English	6	18	8	32
Math	0	1	4	5
Science	0	26	21	47
Social studies	17	13	0	30
Foreign Language	2	0	0	2
SPED	5	0	0	5
Other	0	0	12	12
	October '14	November '14	December '14	
Total (by month)	30	58	45	
Percentage Usage	0.33333333	0.60416667	0.44117647	

English has been using iPads to access IXL, do research and word processing, share work and peer edit via google docs and in-class responses. One teacher has already begun to experiment with flipping the classroom.

Foreign Language- Kahoot, Quizlet and QUIA- apps that help students practice grammar, reading comprehension, and vocabulary. Researching its use for recording speaking and listening.

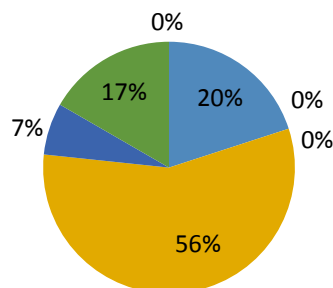
Science has been using iPads for in class research, content creation (a poster project, student presentations) and participating in live science investigations like the EarthKam project.

Math has been using iPads for IXL, a self-paced learning tool.

Art has used the iPads to engage the students in a research project.

Chart Title

English Math Science
Social studies Foreign Language SPED
Other



Social Studies is experimenting with a kind of "1 to 1 environment" without actually being 1 to 1. The teacher started off having kids looking up and taking notes on news articles relevant to topics they were covering in class but has sense expanded to having his students do various projects on the iPads, using socrative for live student feedback in his class and also having his students use the iPads as a learning aid during class time. If he talks about a concept or event they are free to not only take notes with the iPads but also to do research finding additional information and news articles (while he is teaching) to find relevant and clarifying information to use as notes or bring up in discussion.

A **Reading** teacher is having students use iPads to create their own story books in class. A **Special Education** teacher is using iPads to have her students make an iMovie to extend their narrative writing learning regarding characterization and conflict.

Apps:

We've added about a dozen apps at the request of JGMS teachers since the iPads showed up that cover everything from in-class learning to assistive technology.

General Observations / teacher feedback: (From J. Stanley, Instructional Technology Teacher)

“Teachers that are wary of technology or generally want nothing to do with technology have used these a lot and keep using them (the entire math department, Pat, Jim, Charlie etc). “

“Teachers seem more comfortable with the devices and willing to take risks. They show up at the last minute and poke their head in to see if a cart is available, or sometimes grab them off of someone else that has one (so I know we're missing some stuff on our data sheets). There's a more adventurous feeling where they are being checked out just to "see how this goes" or "see what we can do with it'.”

“Kids are absolutely at home using these things and I have yet to be in a class when the cart rolls in and not hear a kid go "WE'RE USING THE IPADS TODAY!?!?!“ The hype is real.”

“The combination of students understanding the interface and the always on nature has made setup and teardown an essentially painless task for teachers. Almost everyone that uses it the first time tells me something along the lines of "I can't believe how quick/easy/painless that was" ...”

“... I feel like imagination is being sparked around the building. I've had more teachers coming up to me with project ideas and asking "do you think we can do X on the ipad?" than I have in the last 2 years. Teachers are asking about the possibilities of creating different kinds of media, broadcasting things in their classroom wirelessly with apple TV, using assistive technology features and probably other stuff I can't think of right now. It's pretty awesome, and I think things are really clicking for people when they see how easy it is to use.”

