



Grafton Public Schools

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January, 2019

To: School Committee, Board of Selectmen, and Finance Committee Members
From: Jay Cummings

The School Committee requested that I put together a document that illustrates an overview of the FY20 budget, projections for future needs, and the necessities to remain competitive with area districts.

Introduction

Annually we are faced with a multi-faceted dilemma. Each year the schools receive roughly 60% of available dollars in Grafton, which is comparatively among the highest percentages in the area (page #4). The town is undoubtedly providing as much as possible to the schools. Despite this generosity, the amount of available funding pales in comparison to area towns (page #5). Grafton finds itself caught between not having enough industry to drive competitive funding through taxation and being too affluent to receive significant grant funding (page #6). These two factors have resulted in the Grafton schools being in the bottom 3% in the state in funding.

An unfortunate result is that frustrations rise annually when the schools ask for more monies than are available. The schools are trying to provide a competitive education and keep pace with area communities while the town is trying to make that possible without further increasing the burden of taxation upon the citizens. These frustrations waned in 2014 when all three boards worked together to ensure that the school department did not incur any reductions and the roads were significantly improved. As a result, I believe the funding dilemma can only be taken on if all three committees are rowing in the same direction.

Developing FY20 Budget

The developing FY20 school budget currently calls for an increase of 5.47%. The budget is a level-service budget that allows for us to retain all current staffing positions and provide the same level of programming in the coming year. The 5.47% increase is comprised of salary-related costs of 4.46% and non-personnel costs (supplies, transportation, etc.) of 1.0%. Included in the salary-related costs are five new teaching positions:

- Special Education Teacher at NSES (mandated position)
- Special Education Teacher at GHS (mandated position)
- English Teacher at GHS (class sizes and need to add electives)
- Adjustment Counselor at the Elementary Level (currently no supports at elementary level)
- STEM (Science, Technology, Engineering, and Math) Curriculum Coordinator (reinstated as it was eliminated in FY18)

The expected increase in funding for the schools in FY20 is 4.5%. Assuming this figure does not change, the school committee will need to reduce the preliminary FY20 budget by approximately \$377,000.

To arrive at a balanced budget of 4.5%, the following actions will most likely take place:

- Use of additional circuit breaker funds (resulting in increased dependence on stabilization)
- Removal of the STEM coordinator and English teacher positions (class sizes and lack of curriculum support)
- Decrease in maintenance funding (inability to address needed projects)
- Decrease in technology funding (inability to replace aged out hardware)

The full preliminary budget is available on the main GPS webpage (<https://www.graftonps.org/budget>). A one-page snapshot of the developing FY20 budget is provided on page #7.

Projections

At the tri-board meeting held on October 30th, projections for future school funding were shared.

Fiscal Year 20 – 4.5%
Fiscal Year 21 – 3.15%
Fiscal Year 22 – 4.1%
Fiscal Year 23 – 3.0%
Fiscal Year 24 – 3.0%
Fiscal Year 25 – 3.0%

Fiscal Year 26 – 3.0%
Fiscal Year 27 – 3.0%
Fiscal Year 28 – 3.0%
Fiscal Year 29 – 3.0%

Given this information, the School Committee requested that I forecast the needs of the school district over the coming five years. My forecast aims to provide for a level-service budget that takes into account contractual obligations (current and anticipated with 500+ employees in four units); increases in transportation and utilities; changes in enrollment; and special education costs (including out-of-district placements). Level-service projections assume stability in the current level of grant and state funding. My forecast calls for the addition of a number of positions to meet special education mandates, reinstatement of previously eliminated positions, and providing for anticipated programming needs in the coming years. Our programming needs include three positions in FY20: elementary adjustment counselor, GHS English teacher, and re-instatement of a STEM coordinator position that was cut two years ago. The FY21 projection includes three programming positions: elementary adjustment counselor, manufacturing teacher, and re-implementation of the humanities coordinator position that was reduced two years ago. In FY22-FY24 we included a placeholder for two or three additional staff annually that could be used for mandated or programming needs. In total these additions equate to between .04% and .08% of the total school department budget in each of the projected five years.

The projected level-service needs contrasted with the projected funding levels are illustrated below and are detailed on pages #8-11).

	FY20	FY21	FY22	FY23	FY24
Projected Need	\$1,913,138 (+5.47%)	\$1,953,951 (+5.29%)	\$1,847,143 (+4.75%)	\$1,677,224 (+4.12%)	\$1,750,583 (4.13%)
Projected Funding Increase	\$1,575,313 (+4.5%)	\$1,162,983 (+3.15%)	\$1,593,836 (+4.1%)	\$1,221,636 (+3.0%)	\$1,271,952 (+3.0%)
Difference	-\$337,825	-\$790,968	-\$253,307	-\$455,589	-\$478,630

It is important to note that if funding is not available in any given year, future budget requests will have to increase in order to reinstate reduced positions and meet mandated requirements. The needs will simply carry over into following years.

Remaining Competitive

The provision of a level-service budget year after year leads to an organization falling behind. The School Committee is responsible for ensuring that the school district remains as competitive as possible. To that end, the committee has led the development of a strategic plan that maximizes the use of existing resources to ensure that students receive the best possible education. They have identified areas that require a fiscal investment to be competitive with area districts. The following positions/investments capture some of their thinking:

- Adjustment counselor supports (Grades K-6)
- Supports for STEM programming
- Supports for humanities programming
- Increase manufacturing/engineering opportunities
- Increase in Advanced Placement courses
- Robotics
- Late busses
- Language immersion programming
- Lower class sizes/added electives at GHS
- Vocational/alternative education programming
- Expand STEM programming
- Later start times implemented
- Expansion of 1:1 program

Since projections over the next decade indicate a significant shortfall in school funding (page #12), the boards representing the town face the daunting challenge of deciding the level of services they wish to provide and then determine the means for making those choices a reality.

As a school system we are continuously striving to ensure that our students are well-prepared for the challenges of the 21st century. The excellence that has been achieved to date is a reflection of collaboration with the community and the fiscal support of the town. We are excited about what the future holds for our children and the Grafton Public Schools, and we look forward to working together to create the best educational experience for the students of Grafton.

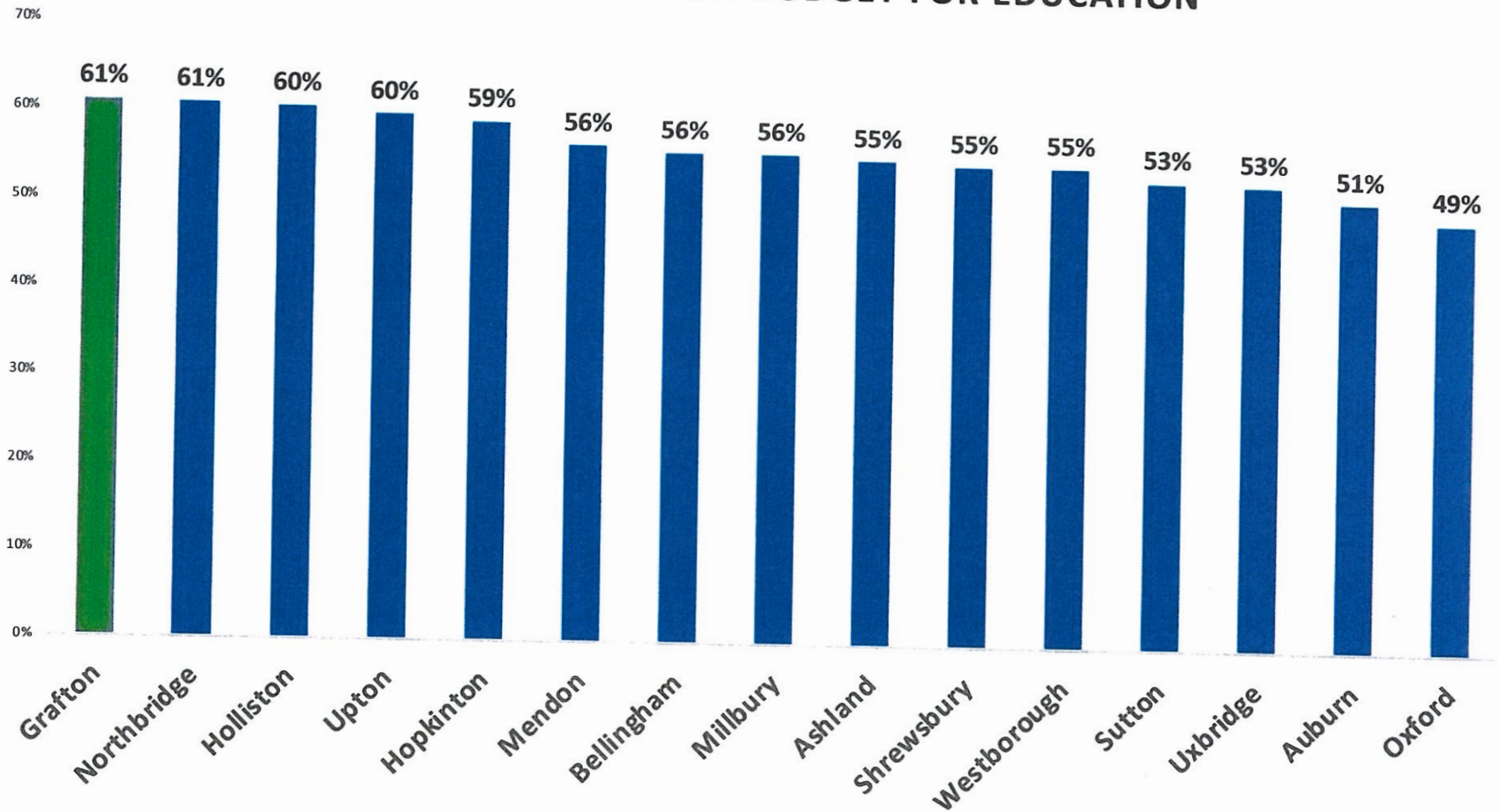
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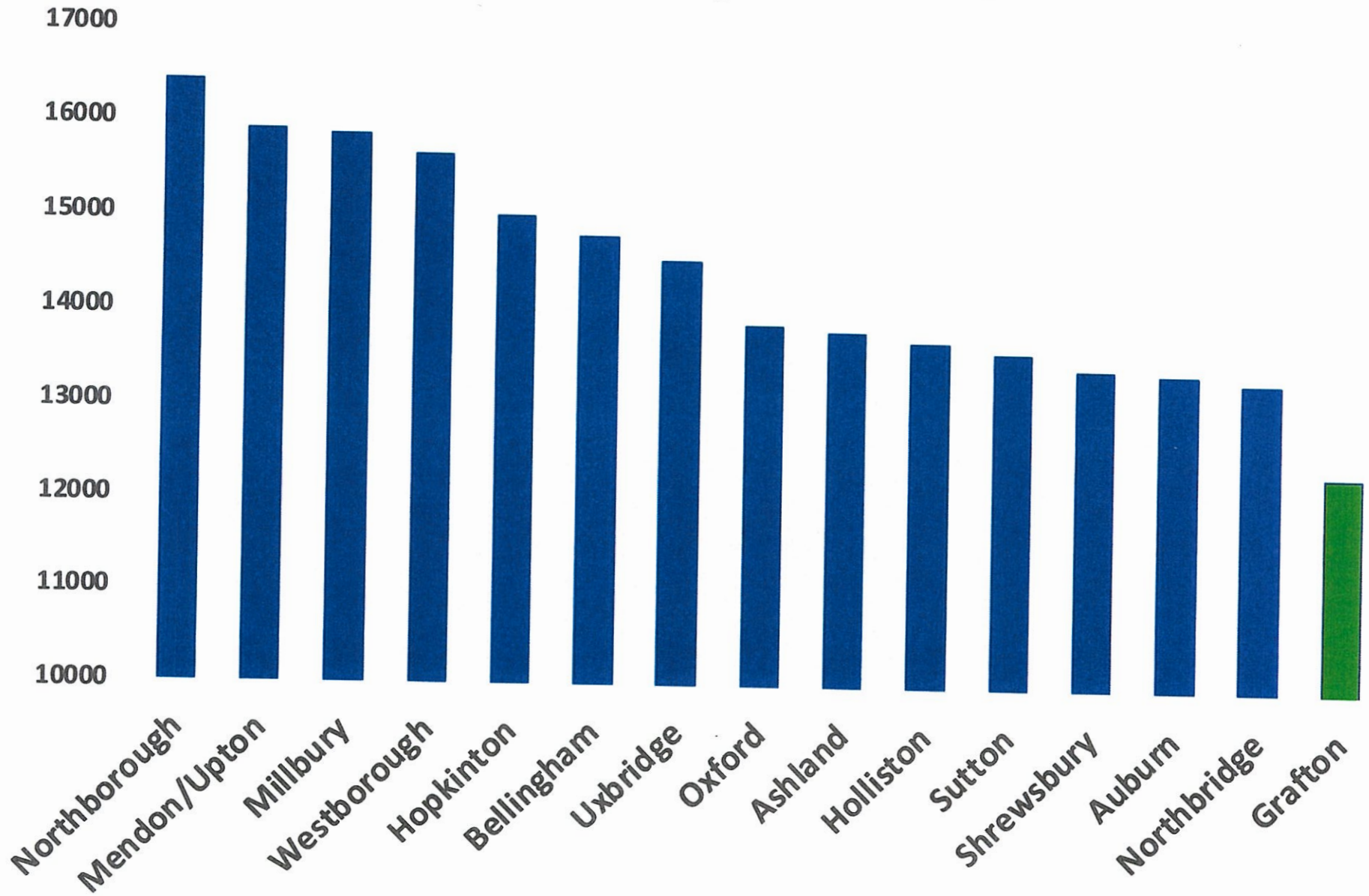
Additional documents:

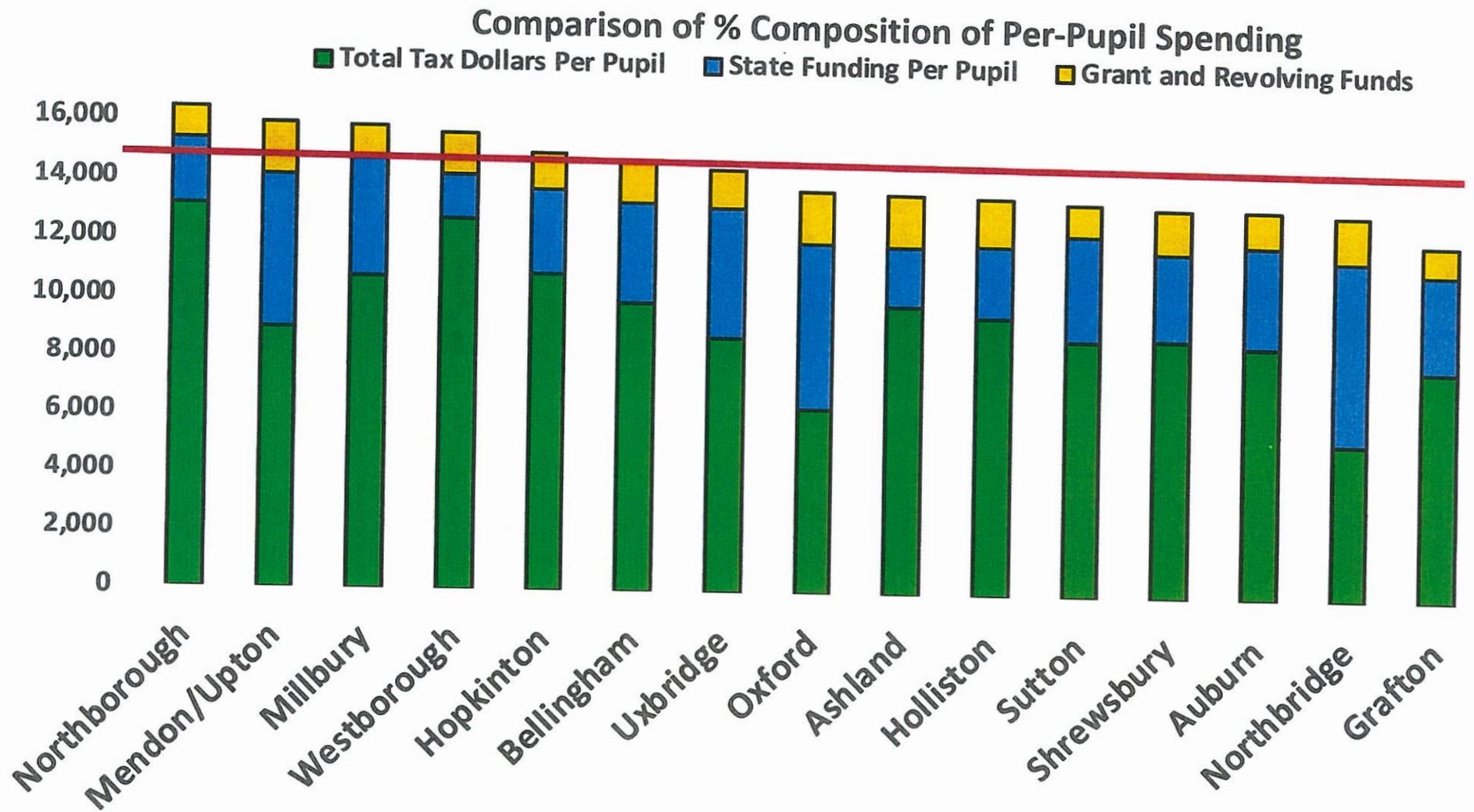
Page #13 – Graphic illustrating anticipated funding challenges FY20-FY24

% OF TOTAL TOWN BUDGET FOR EDUCATION



2017 Per-Pupil Amounts





FY20 Budget Increase Summary				
SALARIES	Amount	Comments	% Total	% Increase
Employee Steps/Lanes/Raises	\$1,021,762	For all employees, 793K for teachers/nurses, 189K for hourly, 39K for admin	53.41%	2.92%
New FY20 Mandated Positions				
NSES Special Education Teacher	\$55,000	Position needed for compliance with IEPS	2.87%	0.16%
GHS Special Education Teacher	\$55,000	Position needed for compliance with IEPS	2.87%	0.16%
			0.00%	0.00%
Strategic Investment				
Adjustment Counselor Gr 2-6	\$55,000	Student/Teacher supports	2.87%	0.16%
GHS English Teacher	\$55,000	Class size reduction and additional english electives	2.87%	0.16%
STEM Coordinator	\$80,000	Support of curriculum, programming, assessment	4.18%	0.23%
Other				
Resource Officer	\$9,000	3 year grant, \$9,000 used in FY19	0.47%	0.03%
.25 Teacher	-\$11,622	Move .25 FTE of teacher to revolving fund	-0.61%	-0.03%
Aides/BLAs (added in FY18/FY19)	\$202,761	10 new aides needed for compliance	10.60%	0.58%
Aides/BLAs (projected for FY20)	\$40,000	2 new aides needed for compliance, based on trends	2.09%	0.11%
Total Salary Increase	\$1,561,902	4.46% of total increase	81.64%	4.46%
EXPENSES				
Supplies/Contracts/Dues	\$35,675	Increase to reflect trend in actual spending	1.86%	0.10%
Technology Expenses	\$63,739	Increase to reflect trend in actual spending	3.33%	0.18%
PD/Textbooks	\$8,000	Increase to reflect trend in actual spending	0.42%	0.02%
Special Education Summer School	\$19,500	Increased summer services	1.02%	0.06%
Therapeutic Services	\$18,208	Increased student need for in-school services	0.95%	0.05%
Regular Ed Transportation	\$75,000	Contractual increases	3.92%	0.21%
	\$0		0.00%	0.00%
Transportation to Private School	\$4,194	Contractual increases	0.22%	0.01%
In-Town Special Ed Transportation	\$125,924	Increased in-district routes	6.58%	0.36%
Out-of-Town Special Ed Transport	-\$104,604	Decreased out of district routes, increased rates	-5.47%	-0.30%
Utilities	\$40,000	one-time solar revenue used in FY19 budget	2.09%	0.11%
Maintenance	-\$14,400	Moving projects to capital, increase in costs	-0.75%	-0.04%
Capital	\$80,000	For projects needed outside of CIPC process	4.18%	0.23%
Private Out-of-District Tuitions	\$226,514	Increase in avg tuition for private placements	11.84%	0.65%
Tuitions Paid by Circuit Breaker	-\$141,282	Using circuit breaker to offset tuitions	-7.38%	-0.40%
Collaborative Tuitions	-\$85,232	Budget tuition increase of 3%, decrease 1 student	-4.46%	-0.24%
Total Expense Increase	\$351,236	1.00% of total increase	18.36%	1.00%
Total FY20 vs FY19 Budget Increase	\$1,913,138	5.47% increase over FY19 budget	100.00%	5.47%
	\$1,575,313	4.5% increase over FY19 budget		
	-\$337,825	Amount needed to cut from preliminary FY20 budget		

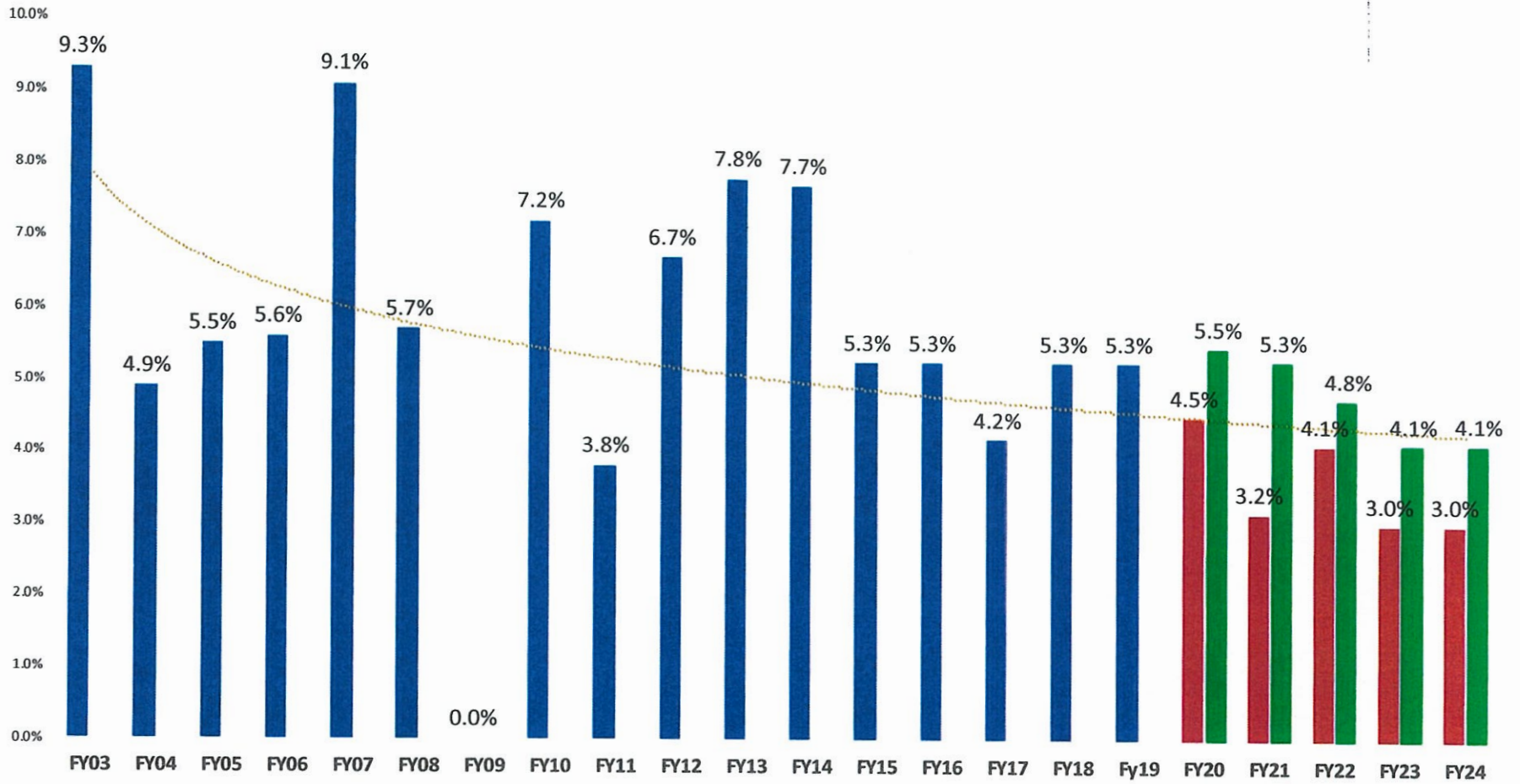
FY21 Budget Increase Summary				
SALARIES	Amount	Comments	% Total	% Increase
Employee Steps/Lanes/Raises	\$1,033,689	For all employees, 822K for teachers/nurses, 163K for hourly, 42K for admin	52.90%	2.80%
New FY21 Mandated Positions				
Special Education Teacher	\$57,000	Position needed for compliance with IEPS	2.92%	0.15%
Special Education Teacher	\$57,000	Position needed for compliance with IEPS	2.92%	0.15%
Strategic Investment				
Elementary Counselor	\$57,000	Student/Teacher supports	2.92%	0.15%
Manufacturing Teacher	\$57,000	Double offerings in manufacturing	2.92%	0.15%
Humanities Coordinator	\$80,000	Support of curriculum, programming, assessment	4.09%	0.22%
Other				
Aides/BLAs (added in FY19/FY20)	\$120,000	6 new aides needed for compliance	6.14%	0.33%
Aides/BLAs (projected for FY21)	\$0		0.00%	0.00%
Total Salary Increase	\$1,461,689	% of total increase	74.81%	3.96%
EXPENSES				
Supplies/Contracts/Dues	\$19,881	Increase to reflect trend in actual spending	1.02%	0.05%
Technology Expenses	\$79,690	Increase to reflect trend in actual spending	4.08%	0.22%
PD/Textbooks	\$2,540	Increase to reflect trend in actual spending	0.13%	0.01%
Special Education Summer School	\$9,320	Increased summer services	0.48%	0.03%
Therapeutic Services	\$28,253	Increased student need for in-school services	1.45%	0.08%
Regular Ed Transportation	\$76,040	Contractual increases	3.89%	0.21%
Transportation to Private School	\$3,420	Contractual increases	0.18%	0.01%
In-Town Special Ed Transportation	\$16,386	Contractual increases	0.84%	0.04%
Out-of-Town Special Ed Transport	\$66,836	Contractual increases	3.42%	0.18%
Utilities	\$0	Expected stable pricing and usage	0.00%	0.00%
Maintenance	\$17,038	Increase cost for material and labor	0.87%	0.05%
Capital	\$35,000	For projects needed outside of CIPC process	1.79%	0.09%
Private Out-of-District Tuitions	\$78,516	Budget tuition increase of 3%	4.02%	0.21%
Tuitions Paid by Circuit Breaker	\$0	Using circuit breaker to offset tuitions	0.00%	0.00%
Collaborative Tuitions	\$59,341	Budget tuition increase of 3%	3.04%	0.16%
Total Expense Increase	\$492,262	% of total increase	25.19%	1.33%
Total FY21 vs FY20 Budget Increase	\$1,953,951	% increase over FY20 budget	100.00%	5.29%
	\$1,162,983	3.15% increase over FY20 budget		
	-\$790,968	Amount needed to cut from projected FY21 budget		

FY22 Budget Increase Summary				
SALARIES	Amount	Comments	% Total	% Increase
Employee Steps/Lanes/Raises	\$1,044,646	For all employees, 816K for teachers/nurses, 169K for hourly, 39K for admin	56.55%	2.69%
New FY22 Positions				
Mandated Position	\$58,000		3.14%	0.15%
Strategic Position	\$58,000		3.14%	0.15%
Other				
Aides/BLAs (added in FY20/FY21)	\$120,000	6 new aides needed for compliance	6.50%	0.31%
Aides/BLAs (projected for FY22)	\$0		0.00%	0.00%
Total Salary Increase	\$1,280,646	% of total increase	69.33%	3.29%
EXPENSES				
Supplies/Contracts/Dues	\$20,279	Increase to reflect trend in actual spending	1.10%	0.05%
Technology Expenses	\$158,729	\$143,000 for 1 to 1 chromebook model at GMS	8.59%	0.41%
PD/Textbooks	\$2,591	Increase to reflect trend in actual spending	0.14%	0.01%
Special Education Summer School	\$9,693	Increased summer services	0.52%	0.02%
Therapeutic Services	\$29,664	Increased student need for in-school services	1.61%	0.08%
Regular Ed Transportation	\$61,200	Contractual increases	3.31%	0.16%
Transportation to Private School	\$3,420	Contractual increases	0.19%	0.01%
In-Town Special Ed Transportation	\$17,041	Contractual increases	0.92%	0.04%
Out-of-Town Special Ed Transport	\$69,510	Contractual increases	3.76%	0.18%
Utilities	\$0	Expected stable pricing and usage	0.00%	0.00%
Maintenance	\$17,379	Increase cost for material and labor	0.94%	0.04%
Capital	\$35,000	For projects needed outside of CIPC process	1.89%	0.09%
Private Out-of-District Tuitions	\$80,871	Budget tuition increase of 3%	4.38%	0.21%
Tuitions Paid by Circuit Breaker	\$0	Using circuit breaker to offset tuitions	0.00%	0.00%
Collaborative Tuitions	\$61,121	Budget tuition increase of 3%	3.31%	0.16%
Total Expense Increase	\$566,497	% of total increase	30.67%	1.46%
Total FY21 vs FY20 Budget Increase	\$1,847,143	% increase over FY20 budget	100.00%	4.75%
	\$1,593,836	4.1% increase over FY21 budget		
	-\$253,307	Amount needed to cut from projected FY22 budget		

FY23 Budget Increase Summary				
SALARIES	APount	Comments	% Total	% Increase
Employee Steps/Lanes/Raises	\$978,157	For all employees, 760K for teachers/nurses, 155K for hourly, 40K for admin	58.32%	2.40%
New FY23 Positions				
Mandated Position	\$59,000		3.52%	0.14%
Mandated Position	\$59,000		3.52%	0.14%
Strategic Position	\$59,000		3.52%	0.14%
Other				
Aides/BLAs (added in FY21/FY22)	\$120,000	6 new aides needed for compliance	7.15%	0.29%
Aides/BLAs (projected for FY23)	\$0		0.00%	0.00%
Total Salary Increase	\$1,275,157	% of total increase	76.03%	3.13%
EXPENSES				
Supplies/Contracts/Dues	\$20,684	Increase to reflect trend in actual spending	1.23%	0.05%
Technology Expenses	\$18,903	Increase to reflect trend in actual spending	1.13%	0.05%
PD/Textbooks	\$2,643	Increase to reflect trend in actual spending	0.16%	0.01%
Special Education Summer School	\$10,081	Increased summer services	0.60%	0.02%
Therapeutic Services	\$31,145	Increased student need for in-school services	1.86%	0.08%
Regular Ed Transportation	\$61,200	Contractual increases	3.65%	0.15%
Transportation to Private School	\$3,420	Contractual increases	0.20%	0.01%
In-Town Special Ed Transportation	\$17,723	Contractual increases	1.06%	0.04%
Out-of-Town Special Ed Transport	\$72,290	Contractual increases	4.31%	0.18%
Utilities	\$0	Expected stable pricing and usage	0.00%	0.00%
Maintenance	\$17,726	Increase cost for material and labor	1.06%	0.04%
Capital	\$0	For projects needed outside of CIPC process	0.00%	0.00%
Private Out-of-District Tuitions	\$83,297	Budget tuition increase of 3%	4.97%	0.20%
Tuitions Paid by Circuit Breaker	\$0	Using circuit breaker to offset tuitions	0.00%	0.00%
Collaborative Tuitions	\$62,955	Budget tuition increase of 3%	3.75%	0.15%
Total Expense Increase	\$402,068	% of total increase	23.97%	0.99%
Total FY23 vs FY22 Budget Increa	\$1,677,224	% increase over FY22 budget	100.00%	4.12%
	\$1,221,636	3.0% increase over FY22 budget		
	-\$455,589	Amount needed to cut from projected FY23 budget		

FY24 Budget Increase Summary				
SALARIES	ASount	Comments	% Total	% Increase
Employee Steps/Lanes/Raises	\$1,037,369	For all employees, 801K for teachers/nurses, 152K for hourly, 41K for admin	59.26%	2.45%
New FY24 Positions				
Mandated Position	\$60,000		3.43%	0.14%
Mandated Position	\$60,000		3.43%	0.14%
Strategic Position	\$60,000		3.43%	0.14%
Other				
Aides/BLAs (added in FY22/FY23)	\$120,000	6 new aides needed for compliance	6.85%	0.28%
Aides/BLAs (projected for FY24)	\$0		0.00%	0.00%
Total Salary Increase	\$1,337,369	% of total increase	76.40%	3.15%
EXPENSES				
Supplies/Contracts/Dues	\$21,098	Increase to reflect trend in actual spending	1.21%	0.05%
Technology Expenses	\$19,281	Increase to reflect trend in actual spending	1.10%	0.05%
PD/Textbooks	\$2,695	Increase to reflect trend in actual spending	0.15%	0.01%
Special Education Summer School	\$10,484	Increased summer services	0.60%	0.02%
Therapeutic Services	\$32,700	Increased student need for in-school services	1.87%	0.08%
Regular Ed Transportation	\$61,200	Contractual increases	3.50%	0.14%
Transportation to Private School	\$3,420	Contractual increases	0.20%	0.01%
In-Town Special Ed Transportation	\$18,432	Contractual increases	1.05%	0.04%
Out-of-Town Special Ed Transport	\$75,182	Contractual increases	4.29%	0.18%
Utilities	\$0	Expected stable pricing and usage	0.00%	0.00%
Maintenance	\$18,081	Increase cost for material and labor	1.03%	0.04%
Capital	\$0	For projects needed outside of CIPC process	0.00%	0.00%
Private Out-of-District Tuitions	\$85,796	Budget tuition increase of 3%	4.90%	0.20%
Tuitions Paid by Circuit Breaker	\$0	Using circuit breaker to offset tuitions	0.00%	0.00%
Collaborative Tuitions	\$64,844	Budget tuition increase of 3%	3.70%	0.15%
Total Expense Increase	\$413,213	% of total increase	23.60%	0.97%
Total FY24 vs FY23 Budget Increa	\$1,750,583	% increase over FY23 budget	100.00%	4.13%
	\$1,271,952	3.0% increase over FY23 budget		
	-\$478,630	Amount needed to cut from projected FY24 budget		

GPS History/ Projected % Increases



Green = Projected Need. Red = Projected Funding

Projected Funding Impact FY20-FY24

	FY20	FY21	FY22	FY23	FY24
Strong Funding 5.5%+	<ul style="list-style-type: none"> -Add adjustment counselor position (grades 2-6) -Supports for STEM curriculum/ programming -Lower class sizes/increased electives at GHS <p>Level-Service Funding 5.47%</p>	<ul style="list-style-type: none"> -Implement vocational education/alternative ed. program 9-12 -Expand STEM programming grades 7-12 -Later start times implemented 	<ul style="list-style-type: none"> -1:1 program expanded into grades 6-8 -Lower class sizes/increased electives at GHS -Supports for STEM curriculum/ programming 	<ul style="list-style-type: none"> -Expand development of vocational education/alternative ed. program 8-12 -Increased funding for capital needs Expand STEM programming grades K-6 	
Stable Funding 4.5-5.5%	\$338,000 Reduction (from request)	<p>Level-Service Funding 5.29%</p>	<p>Level-Service Funding 4.75%</p>		
Limited Funding 4-4.5%	Anticipated Funding 4.5%	\$791,000 Reduction	\$253,000 Reduction	<p>Level-Service Funding 4.12%</p>	<p>Level-Service Funding 4.13%</p>
Dysfunctional Funding 3-4%		<p>Anticipated Funding 3.15%</p> <p>Anticipated Funding Provides: Class sizes of 25-31 in grades 6-12 Reduced administration Reduced electives 9-12</p>	<p>Anticipated Funding 4.1%</p> <p>Anticipated Funding Provides: Class sizes of 25-31 in grades 2-5 Reduced administration Elimination of clubs/activities</p>	\$456,000 Reduction	\$479,000 Reduction
				<p>Anticipated Funding 3.0%</p> <p>Anticipated Funding Provides: Elimination of athletics Reduced administration Class sizes of 25-31 in grades K-1 Reduction of non-instructional staff</p>	<p>Anticipated Funding 3.0%</p> <p>Anticipated Funding Provides: Class sizes of 25-31 in grades K-1 Elimination of 7-12 transportation</p>

January 30, 2019

To: School Committee, Board of Selectmen, and Finance Committee Members
 From: Jay Cummings
 RE: Q&A

This document provides answers to the ten questions that have been submitted over the past few days.

#1 Comparison of staffing levels 2013 vs FY20 proposed – broken down into categories

	FY15 (7.7%)	FY16 (5.25%)	FY17 (5.25%)	FY18 (4.17%)	FY19 (5.25%)	FY20 (5.47%)
Salaries Increase	\$1,351,000	\$1,745,000	\$1,237,500	\$1,263,000	\$1,327,500	\$1,561,902
Expense Increase	\$709,000	(\$231,000)	\$355,200	\$69,000	\$418,000	\$351,236
Total Increase	\$2,060,000	\$1,514,000	\$1,592,700	\$1,332,000	\$1,745,500	\$1,913,138

FY16 Increase Notes	Pre-Grant Change	Grant Change	Increase	We decided to charge transportation expenses to a grant instead of salaries so this year looks different than others
	\$1,368,000	\$377,000	\$1,745,000	
	\$146,000	-\$377,000	-\$231,000	
	\$1,514,000	\$0	\$1,514,000	

Admin FTEs	17	18.4	18.4	17.4	16.7	17.7
Teacher FTEs	252.55	260.45	268.85	269.85	270.35	274.1
Support FTEs	185.5	189.5	195	207	218	230
Total FTEs	455.05	468.35	482.25	494.25	505.05	521.8
Admin Increases	0	1.4	0	-1	-1	1
Teacher Increases	9.6	7.9	8.4	1	0.5	3.75
Support Increases	2	4	5.5	12	11	12
Total Increases	11.6	13.3	13.9	13	10.5	16.75

FY16 - Admin	None added
FY15 - Teacher	.6 Reading Specialist, 1.0 Speech/Language, 1.0 MSES Reading Teacher, 1.0 NGES Grade 6 Teacher, 1.0 GHS Social Studies Teacher, 1.0 GHS Math Teacher, 1.0 NGES Special Education Teacher, 1.0 NSES Special Ed Teacher, 1.0 SGES Special Ed Teacher, 1.0 NGES/SGES Psychologist
FY15 - Support	2.0 Job Coach at GHS

FY16 - Admin	.7 GHS Assistant Principal, .7 MSES Assistant Principal
FY16 - Teacher	.6 GHS Spanish Teacher, .6 GHS Social Studies Teacher, 1.0 MSES Grade 6 Teacher, 2.0 MSES Co-Teachers, 1.0 GHS Special Ed Teacher, .5 GHS Media Teacher, .5 GHS Nurse, .5 ELL Teacher, 1.0 NGES PreK Teacher, .2 GMS Music
FY16 - Support	1.0 Preschool Aide, 2.0 Behavior Learning Aide, 1.0 Instructional Aide
FY17 - Admin	None added
FY17 - Teacher	1.0 GHS Special Education Teacher, 1.0 GHS Chemistry Teacher, 1.0 GMS 7th Grade Teacher, 1.0 NSES Intensive Needs Teacher, 1.0 NSES 2nd Grade Teacher, 1.0 NGES Intensive Needs Teacher, 1.0 SGES Preschool Teacher, .4 GHS Social Studies Teacher, 1.0 MSES Special Education Teacher
FY17 - Support	4.0 Behavior Learning Aides, 1.0 District Sub Custodian, .5 Computer Tech
FY18 - Admin	-1.0 Curriculum Coordinator
FY18 - Teacher	-1.0 MSES Classroom Teacher, -1.0 GHS Guidance Counselor, -1.5 Preschool Teacher, 2.0 Grade 8 Teacher, 1.0 GMS Intensive Needs Teacher, 1.0 GMS Psychologist, .5 Speech/Language Teacher
FY18 - Support	12 Instructional Aides/Behavioral Aides
FY19 - Admin	-.7 MSES Assistant Principal
FY19 - Teacher	1.0 GMS Intensive Needs Teacher, .5 Preschool Teacher, .5 Speech/Language, 1.0 ELL Teacher, .5 Nurse, -2.0 Math Specialist, -1.0 Phys. Ed Teacher
FY19 - Support	12 Instructional Aides/Behavioral Aides, 1.0 Resource Officer, -1.0 Payroll Specialist, -1.0 Custodian
FY20 - Admin	1.0 STEM Curriculum Coordinator
FY20 - Teacher	2.0 Special Ed Teachers, 1.0 Adjustment Counselor, 1.0 English Teacher, -1.0 Elementary Teacher
FY20 - Support	12 Instructional Aides/Behavioral Aides

#2 What is driving the in-district special education transportation increase for FY20?

In-district and out-of-district together are increasing by \$21,320 in FY20. Out-of-district transportation is decreasing by approximately \$104,000 while in-district costs are expected to increase by approximately \$126,000. The following are the central drivers of this increase:

Description	Expected Cost
School Year Bus Monitors	\$14,000
4 th PreK Bus	\$56,000
Wheelchair Bus Run	\$25,000
4% Contractual Increase	\$16,000
Extended School Year Bus Monitors	\$14,000
Total	\$125,000

#3 What are the average salary increases from FY14-FY20 proposed? – broken down into categories

I believe you are asking for averages based on actuals. That is very challenging as we have many positions that have not been full year and many staff who have only worked for increments of any given year. I am not ducking the question, but analyzing averages based on steps and lanes is going to take more than the two days provided. I did provide the COLA percentages as they are fairly straightforward.

- Teachers and Nursing Units have 14 steps
- Support Staff have 7 steps and longevity stipend
- Custodians have 3 steps and longevity stipend
- Administrators have no steps, lanes or longevity

	FY14	FY15	FY16	FY17	FY18	FY19	FY20
Teachers	2%*	1.5%	2%	2.4%	2%	2%	2%
Support	%	%	%	2%	2%	2%	N/A
Custodians	1.75%	1.5%	2%	2%	2.25%	2.5%	N/A
Administrators	2%	2%	2%	2%	2%	2%	2%**

**In FY14 step/lanes were restructured ** Currently included in preliminary FY20 budget*

#4 How do Grafton's teacher to student ratios compare to area districts?

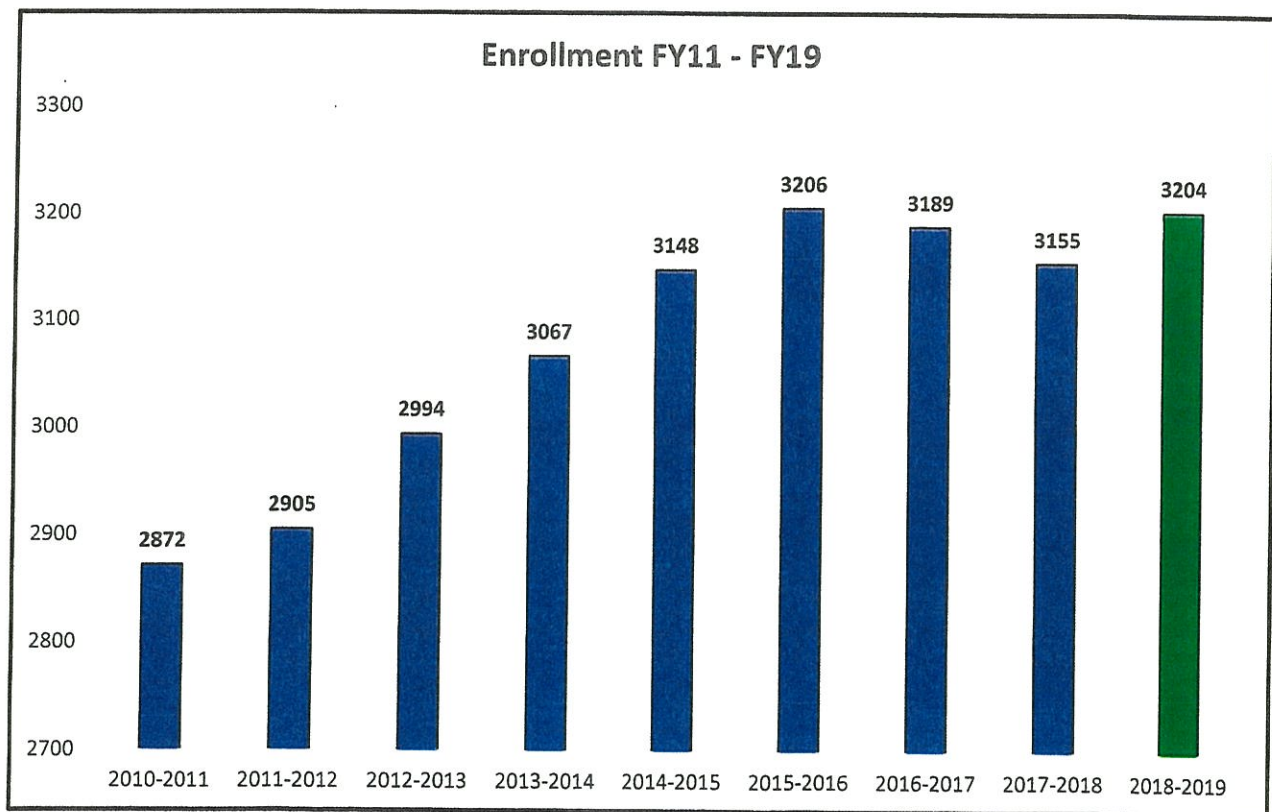
District	Student: Teacher Ratio (2017-2018)
Westborough	12:1
North-Southboro	13:1
Millbury	13:1
Hopkinton	13:1
Bellingham	13:1
Oxford	13:1
Grafton	13:1
Northbridge	13:1
Ashland	13:1
Holliston	13:1
Auburn	14:1
Sutton	14:1
Mendon-Upton	14:1
Shrewsbury	15:1
Uxbridge	16:1

#5 What is the average class size (2013 – 2018)?

There hasn't been much change in class sizes over that time. We broke it out by grades one, four, and eight to illustrate this.

Fiscal Year	Grade 1 Average	Grade 4 Average	Grade 8 Average
13	20	20.5	24.5
14	22.5	22.5	24.5
15	21	23	24
16	19	21.5	25
17	19.5	23.5	22
18	21	21.5	22

#6 Student enrollment FY11-FY20



#7 How many BLAs and aides are employed by the district? What formula is used to determine the staffing level for aides?

In total we employ 162 BLAs and aides. Here is a breakdown by school and general role.

GHS- 22 Total
13 Child specific
2 Program
7 Inclusion support

NSS- 26 Total
24 Child specific
1 Inclusion support
1 Media

GMS- 24 Total
16 Child specific
2 Intensive needs program
5 Inclusion support
1 Media

SGES- 32 Total
18 Child specific
13 PreSchool
1 Media

MSS- 37 Total
32 Child specific
2 Resource room
1 Inclusion
2 Media

NGES- 21 Total
12 Child specific
8 PreSchool
1 Media

71% (115) of our aides/BLAs are child-specific. This means they play a support role in a 1:1,1:2, or 1:3 setting. The provision of a student-specific aide/BLA comes from TEAM recommendations that follow special education regulations.

13% (21) of our aides/BLAs are in our preschool program. The ratio of adults to students is established by the state.

9% (14) of our aides/BLAs provide inclusion support for student with special needs.

The remaining 7% (12) is comprised of 6 media clerks who run our libraries, and 6 aides/BLAs dedicated to specialized programs.

The formulas that dictate special education staffing are within state regulations and can be found in part below:

From 603 CMR 28.06(6):

(6) Instructional grouping requirements. When eligible students aged five and older receive special education services for some or all of the school day outside of the general education environment, the school district shall make every effort to maintain the student's access to the general curriculum and participation in the life of the school. The school district shall devote resources to develop the school district's capacity for serving such eligible students in less restrictive alternatives.

(a) Programs serving young children shall meet instructional grouping requirements of 603 CMR 28.06(7).

(b) The size and composition of instructional groupings for eligible students receiving services outside the general education classroom shall be compatible with the methods and goals stated in each student's IEP.

(c) Instructional grouping size requirements are maximum sizes and school districts are expected to exercise judgment in determining appropriate group size and supports for smaller instructional groups serving students with complex special needs. **When eligible students are assigned to instructional groupings outside of the general education classroom for 60% or less of the students' school schedule, group size shall not exceed eight students with a certified special educator, 12 students if the certified special educator is assisted by one aide, and 16 students if the certified special educator is assisted by two aides.**

(d) Eligible students served in settings that are substantially separate, serving solely students with disabilities for more than 60% of the students' school schedule, shall have instructional groupings that do not exceed eight students to one certified special educator or 12 students to a certified special educator and an aide.

(e) After the school year has begun, if instructional groups have reached maximum size as delineated in 603 CMR 28.06(6)(c) and (d), the Administrator of Special Education and the certified special educator(s) providing services in an instructional group may decide to increase the size of an instructional grouping by no more than two additional students if the additional students have compatible instructional needs and then can receive services in their neighborhood school. In such cases, the Administrator must provide written notification to the Department and the parents of all group members of the decision to increase the instructional group size and the reasons for such decision. Such increased instructional group sizes shall be in effect only for the year in which they are initiated. The district shall take all steps necessary to reduce the instructional groups to the sizes outlined in 603 CMR 28.06(6)(c) and (d) for subsequent years.

(f) The ages of the youngest and oldest student in any instructional grouping shall not differ by more than 48 months. A written request for approval of a wider age range may be made to the Department, which may approve such request.

(g) Instructional group sizes in all programs approved under 603 CMR 28.09 shall be limited to those outlined in 603 CMR 28.06(6)(d), and no such instructional groups shall have an age range greater than 48 months.

(7) Programs for young children. The school district shall ensure programs are available for eligible children three and four years of age. Such programs shall be developmentally appropriate and specially designed for children ages three and four years.

(a) The requirements of 603 CMR 28.00 shall apply to the extent that they can be adapted to reflect the fact that such children may not be receiving services in the public school.

(b) School districts are encouraged to accept referrals from the Department of Public Health, other agencies, and individuals for young children when or before the child turns two-and-one-half years old in order to ensure continuity of services and to ensure the development and implementation of an IEP for eligible children by the date of the child's third birthday in accordance with federal requirements.

(c) The school district may elect, consistent with federal requirements as outlined at 34 CFR §300.323(b), to use the format and services of the Individualized Family Service Plan (IFSP), if appropriate, for an additional year as a means of transitioning eligible children to public school services.

(d) The Team may allow a child to remain in a program designed for three and four year old children for the duration of the school year in which the child turns five years old (including the summer following the date of the child's fifth birthday).

(e) Type of Setting - Inclusionary. Inclusionary programs for young children shall be located in a setting that includes children with and without disabilities and shall meet the following standards:

Services in such programs may be provided in the home, the public school, Head Start, or a licensed childcare setting

For public school programs that integrate children with and without disabilities, the class size shall not exceed 20 with one teacher and one aide and no more than five students with disabilities. If the number of students with disabilities is six or seven then the class size may not exceed 15 students with one teacher and one aide.

#8. What are the anticipated staffing needs in the next five years?

The following positions are anticipated in the coming five years. The special education positions are speculative, based on historical need. Special education needs are typically driven by services defined on individualized education plans (reading, math, ELA, etc. supports) and student ratios in classrooms (# with IEPs : # without)

Projected Staffing Needs

FY20	FY21	FY22	FY23	FY24
Special Education (NSES)	Special Education	Special Education	Special Education	Special Education
Special Education (GHS)	Special Education	Programming Needs	Special Education	Special Education
Elementary Counselor	Elementary Counselor	(Technology)	Programming Needs	Programming Needs
GHS English Teacher	Manufacturing Teacher (GHS)			
Stem Coordinator (reinstated)	Humanities Coordinator (reinstated)			

#9 How much do we bring in through the school choice program and what are those monies allocated for?

Below is a summary of the choice revolver fund. All revolving funds are outlined in the preliminary FY20 budget book:

<https://www.graftonps.org/site/handlers/filedownload.ashx?moduleinstanceid=10154&dataid=13672&FileName=Prelim%20Budget%20FY2020.pdf>

School Choice (Acct 668) Financial Analysis FY16-FY20									
Fiscal Year	Revenue	Expense	Increase / Decrease	Beginning Balance		Revenue	Salaries	Expenses	Ending Balance
2015-2016	\$286,180	\$218,457	\$67,723	\$242,521		\$286,180	\$168,033	\$50,425	\$310,244
2016-2017	\$383,144	\$390,944	-\$7,800	\$310,244		\$383,144	\$244,190	\$146,754	\$302,443
2017-2018	\$409,946	\$437,101	-\$27,155	\$302,443		\$409,946	\$326,370	\$110,731	\$275,289
2018-2019	\$522,556	\$515,000	\$7,556	\$275,289		\$522,556	\$365,000	\$150,000	\$282,845
2019-2020	\$522,556	\$515,000	\$5,556	\$282,845		\$522,556	\$287,000	\$230,000	\$288,401
<p>Summary: Grafton elected to start accepting school choice in FY14. School Choice revenue can be used for any purpose related to the operations of the school district. It is recommended to limit use for salaries to approximately 50% of expected revenue and the rest to be used for one-time expenses like technology, classroom supplies, and other district needs.</p>									
<p>Revenue Detail: The district allows students to choice in to grades K-12. The district receives \$5,000 per pupil if they attend the full year and an additional reimbursement if the students require special education services. With the additional money, the district receive approx. \$6,000 per pupil and in FY18 there are 67 school choice students.</p>									
<p>Planned Spending Detail: In FY19, the district has .5 GMS assistant principal, 1.0 data coordinator, 1.0 technology integration specialist, .8 tech support specialist, and 4.0 instructional assistants paid out of school choice at an estimated cost of \$345,000. The district expects to spend approx \$100,000 on expense which will approximately \$33,000 for a partial iPad lease payment and unexpected costs that come up throughout the school year. In FY20, we are budgeting for .5 GMS AP, 1.0 data coordinator, 1.0 technology integration, and .8 tech support. For expenses, we are budgeting for \$140,000 toward the apple lease payment, \$51,000 for replacement of two GHS computer labs, and unexpected costs that come up throughout the school year.</p>									

10. Is our per-pupil rate low because a relatively high percentage of the town population is made up of students?

No. The chart below illustrated the per-pupil rate by district with the % of school age children in that town highlighted in yellow (Information from the MA Department of Revenue website).

