Introduction

The Needham School Committee is responsible for establishing budget priorities and subsequently voting a budget that reflects applicable state and federal mandates, as well as the priorities and needs of the Needham Public Schools. Once adopted by the School Committee, the budget must ultimately be approved at the Annual Town Meeting. The purpose of this document is to outline the roles and responsibilities associated with the budget process, to identify a timeline for budget development and to outline assumptions and priorities that will guide the School Committee in its deliberations and interactions with other Town boards during the budget process. The budget for Fiscal Year 2018/19 (FY19) will begin on July 1, 2018.

Budget Roles & Responsibilities

The School Committee, Finance Committee, School department's administrative staff, Town Manager's office, and others have various roles and responsibilities in the budget development process:

a) The Future School Needs Committee– Assists with identifying criteria for development of enrollment estimates and projections by professional demographer; reviews draft enrollment projections and provides guidance and feedback to demographer.

b) Town Meeting – Town legislative body responsible for approving the annual Town-wide operating budget.

c) The Town Manager – Provides guidelines for developing Town-wide budget requests, develops revenue projections, reviews the budget requests of Town Departments and makes a balanced budget recommendation to the Finance Committee.

d) The Finance Committee (FinCom) - Reviews departmental spending requests, the Town Manager's recommended budget and the School Committee's budget proposal and makes budget recommendations to Town Meeting.

e) The School Committee (SC) – Establishes School Department budget policy and priorities, reviews the Superintendent's initial budget request and presents the School Committee's final budget recommendation to the Town Manager, FinCom and Town Meeting.

f) The School Department's Central Administration (CA) – Utilizes Town Manager's budget guidelines and School Committee priorities to guide budget development; develops the District-wide salary budget; reviews and evaluates building and department-based budget requests; develops the Superintendent's system-wide budget request and develops enrollment projections with the assistance of a professional demographer.

g) Principals and Directors - Generate detailed cost-center budgets for non-salary line items, within budget guidelines.

Budget Process & Calendar

Date	Activity
July 1, 2017	• Start of Fiscal Year 2017/18
Aug 1	• Town Manager Releases Capital Plan Guidelines
Aug 15	• Town Manager Budget Consultation with Board of Selectmen • Warrant Closes for October 2, 2017 Special Town Meeting
Aug 23 (Wed)	• Draft FY 2018-19 Budget Guidelines Presented to School Committee for Discussion • School Committee Votes Placeholder Request for NHS Expansion Project Construction Funding
TBD (Early Sept)	• School Administration meets with Future School Needs Committee to identify criteria necessary for development of enrollment projections
Sept 5	• School Committee Votes FY 2017-18 Budget Guidelines
Sept 6 [EARLY]	• FY 2018-19 Budget Guidelines & Request Forms Sent to Departments • Town Manager Budget Consultation with Finance Committee
Sept 12	• Town Manager Budget Consultation with Board of Selectmen
Sept 19	• School Committee Reviews & Discusses FY19-23 School Capital Requests • School Committee Engages in Special Town Meeting Prep
Sept 25	• Town Manager Releases Town Operating Budget Guidelines
Oct 2	• October 2017 Special Town Meeting
Oct 3	• School Committee Prioritizes and Votes FY19-23 School Capital Requests
Oct 10	• Town Manager Budget Consultation with Board of Selectmen
Oct 17	• School Committee Reviews & Discusses FY19-23 Five-Year Forecast • School Committee Receives Transportation Review Study Group Update
Oct 30 - Nov 30	• Central Administration Meets with Principals & Directors to Review Budget Requests • Superintendent's FY19 Budget Request Developed
Nov 7	• School Committee Receives October 1, 2017 Enrollment • School Committee Reviews 2017-18 Class Size Reports
Nov 14	• Town Manager Budget Consultation with Board of Selectmen
Nov 21	• 5:00 - 6:30pm. Town Manager & FinCom Review FY19-23 School Capital Requests.
TBD (MID NOV)	• School Department reviews draft enrollment projections with FSNC

Dec 11 (Mon) [LATER]	• School Committee Receives Superintendent's FY19 Budget Request (Due to FinCom & Town Manager by Second Wed in Dec) • School Committee Budget Discussion – Summary Overview & Highlights • School Committee Reviews and Discusses FY19-34 Enrollment Projections
Dec 13 (Wed)	• Departmental Spending Requests Due to FinCom from the Town Manager and School Superintendent [Due on or Before Second Wed in Dec]
Dec 14 (Thurs)	• 5:30pm (Tentative). School Committee/FinCom School Budget Workshop
Dec 19	• Board of Selectmen Votes FY19-23 Capital Improvement Recommendation • School Committee Budget Discussion – Student Support Services • School Committee Reviews Student Development Budget Request
Jan 2, 2018	• School Committee Budget Discussion • School Committee Reviews Secondary, Technology & Other Program Improvement Requests • Town Manager Budget Consultation with School Committee • Town Manager Releases FY19-23 Capital Improvement Plan (Capital Budget Due to FinCom from Town Manager)
Jan 16	• School Committee Budget Discussion • School Committee Budget Public Hearing • School Committee Reviews Revolving Budget Requests (Transportation, Athletics, Preschool & Community Education) • School Committee Reviews 2018 ATM Warrant Article Requests
TBD	• FinCom Reviews School Operating & Capital Budgets
Jan 23	• School Committee Votes FY19 Budget Request • School Committee Votes Selected Revolving Fees (Transportation, Athletics, Preschool & Community Education) • School Committee Votes 2018 ATM Warrant Article Requests
TBD	• Finance Committee Budget Hearing (Operating & Capital)
Jan 24	• FY19 Governor's Budget Recommendation Due (4th Wed in January)
Jan 31	• Town Manager's Balanced Budget Recommendation (Including Voted School Committee Request) Due to FinCom
Feb 5	• 2018 ATM Warrant Articles Due to Board of Selectmen
Feb 22	• FinCom's FY19 Draft Budget Due to Town Manager
Mar 6	• Last Day for Board of Selectmen to Submit Proposition 2 ½ Ballot Question to Town Clerk • School Committee Reviews FY19 Revolving Fund Budgets (as Needed)
Mar 15	• FinCom's FY19 Budget Recommendation Due for Inclusion in ATM Warrant

Mar 20	• School Committee Reviews FY19 Revolving Fund Budgets (as Needed)
April 3	• School Committee Reviews FY19 Revolving Fund Budgets (as Needed)
April 10	• Annual Town Election
April 20	• Last Day to Post Warrant for Annual Town Meeting (10 Days)
April 24	• School Committee Reviews FY19 Revolving Fund Budgets (as Needed) • School Committee Annual Town Meeting Preparation
TBD	• League of Women Voters' Warrant Meetings
May 1	• School Committee Reviews FY19 Revolving Fund Budgets (as Needed)
May 7	• 7:30 pm (Town Hall, Powers Hall) May 2018 Annual Town Meeting Begins
May 9	• 2018 Special Town Meeting Begins
May 15	• School Committee Budget Update • School Committee Reviews FY19 Revolving Fund Budgets (as Needed)
June 5	• School Committee Reviews FY19 Revolving Fund Budgets (as Needed)
Mid June	• FY19 School Requisitions Entered (20 Days after ATM Certified)
June 19	• School Committee Reviews FY19 Revolving Fund Budgets (as Needed) • School Committee Votes FY19 Revolving Fund Budgets & Fees
July 1, 2018	• Start of FY 2018/19

State and Local Budget Requirements and Applicable Laws

The school budget process is governed by State law, the Town's By-Laws and School Committee policy. Needham's By-Laws require that the Town Manager issue budget guidelines and instructions for all departments to use in preparing their spending requests for the ensuing fiscal year. The Town Manager must consult with the Finance Committee prior to issuing the guidelines and throughout the budget process. The Town Manager and School Superintendent must provide the Finance Committee with copies of their respective departmental spending requests on or before the second Wednesday in December. After receiving these spending requests, the Finance Committee begins its consideration of the budget, including holding budget hearings. After consultation with the Board of Selectmen and School Committee, the Town Manager then presents a balanced budget proposal to the FinCom no later than January 31, which includes the spending priorities of all Town departments, and in addition thereto, the voted School Committee budget, if different from that contained in the balanced budget proposal. The Town Manager's executive budget recommendation is not binding on the Finance Committee. *(Town By-Laws, Section 2.2.1)* The Commonwealth of Massachusetts further requires that the final, recommended budget be submitted to the Finance

Committee not less than 10 days before the end of the calendar year, or not less than 90 days prior to the date of the start of Annual Town Meeting, which ever is later. *(MGL Ch 41, s. 59)* (In Needham, the Annual Town Meeting is held during the first week in May.) The Finance Committee's recommendation on the operating budget is considered the Main Motion to be acted upon by Town Meeting. The Finance Committee's draft budget is due to the Town Manager by February 22, and a final recommendation for inclusion in the Annual Town Meeting warrant is due by March 15 under Section 1.11.3 of the Town's By-Laws. The budget is adopted by the voters of the Town of Needham at the Annual Town Meeting, prior to June 30. The fiscal year for all towns in the Commonwealth begins on July 1st and ends the following June 30th. *(MGL Ch 44, Sect. 56)*

The School Committee in each city and town is required to review and approve the budget for public education in the district. *(MGL Ch 71 Sect. 37)* A public hearing on the proposed school budget is required, and must be advertised at least one week prior in a newspaper of general circulation. A copy of the proposed budget also must be made available to the public at least 48 hours prior to the scheduled public hearing. *(MGL Ch 71, Sect. 38N)* Additionally, School Committee policy requires the public hearing to be held in January or earlier and to be conducted by a quorum of the School Committee. After a review of the proposed budget, the School Committee shall approve its final budget request for presentation to the Annual Town Meeting on or before January 31, so that the voted budget request may be included in the Town Manager's Budget Recommendation. *(School Committee Policy #DB.)*

School Committee Policy #DB further specifies that the School Committee shall issue budget guidelines on or before its first meeting in November that articulate the general framework to be used in developing the budget. The guidelines shall be consistent with state law, the Town's By-Laws and the Town Manager's guidelines, and must include a budget calendar, assumptions and priorities for the ensuing fiscal year. Principals and department heads must use these guidelines to develop their budget requests. These departmental requests and a preliminary budget recommendation are to be presented to the School Committee and the Finance Committee on or before the second Wednesday in December. In addition, following approval, the School Committee will send a copy of its proposed budget to all Town Meeting members at least seven days prior to Annual Town Meeting.

The budget is adopted by Town voters at the Annual Town meeting before June 30 for the fiscal year beginning July 1. Subsequent to Town meeting approval, the School Committee votes to adopt the corresponding budget detail budget by category of expenditure for implementation purposes. If the budget adopted by Town Meeting is less than or more than that requested by the School Committee, the budget shall be appropriately adjusted and voted by the School Committee. The Superintendent shall prepare an annual budget document, which represents the completed financial plan for the ensuing fiscal year. *(School Committee Policy #DB)* The adopted budget of the School Department, in combination with the expenditures from other municipal departments on behalf of the School District, shall meet anticipated Chapter 70 Net School Spending Requirements *(School Committee Policy #DB, MGL Ch70 s. 6.)*

School Committees may receive grants or gifts for educational purposes, which are held in separate accounts, and, once accepted, may be expended without further appropriation. *(MGL Ch 71 Sect. 37A, MGL Ch. 44 s. 53A)* The School Committee also may charge fees or receive monies in connection with certain other school activities, the receipts of which also are held separately (in

revolving funds) and may be spent without further appropriation. *(MGL C40 s3, C44 s53, C44 s17a, C44 s53e1/2, C71 s26c, C71 s47, C71 s71c, C71 s71e, C71 s71f, C71B s12, C548 of Acts of 1948)*

Guidelines for Budget Requests

There are two levels of funding requests within the School Committee's budget: Level Service budget requests and Program Improvement budget requests.

The **Level Service Budget** assumes the same level of service to the schools from the FY18 budget to the FY19 budget, including the current school programs, staffing levels, class sizes, and services. The base budget includes:

  i. The total FY18 budget appropriation (net of turnover savings);
  ii. Statutory or regulatory mandates;
  iii. Personnel step, longevity and collective bargaining increases (including cost of living);
  iv. Increases under other existing contracts;
  v. Significant inflationary or enrollment increases (inflationary increase in the cost of student supplies, additional teachers needed to maintain student-teacher ratios, etc.) These requests should include:
     • Specific dollar increase by line item; and
     • Purpose of the requested increase; and
  vi. Other items considered necessary and recommended by the Superintendent.

The **Program Improvement Budget** includes both the Level Service Budget, plus additional funds for new or expanded programs of the Needham Public Schools. The Program Improvement Budget is the budget mechanism the School Committee will use to invest in service and program improvements for the Needham Public Schools. The Program Improvement Budget is not a wish list; rather it reflects the need to grow and improve the schools in a way consistent with the mission, values, and goals of the Needham Public Schools and the high expectations of the Needham community. Program Improvement Budget requests must be listed in order of priority and include:
  i. Specific dollar amount;
  ii. Purpose of request;
  iii. Projected impact of request on service delivery;
  iv. Identification of grants or other outside sources of revenues.
  v. Reflect the district's values and goals.

School Committee Budget Assumptions

The budget is developed with certain assumptions and priorities established by the School Committee. For example, the budget reflects the assumption that the School District will meet all federal, state, and local mandated programs and requirements.

Thus, the budget should include sufficient resources and funding to meet contractual obligations and mandated programs. These mandated programs include, but are not limited to:

(a) Chapter 766: Special Education (Sp.Ed.)
   a. Meet the federal requirement under the Individuals with Disabilities Education Act (IDEA) to provide a free and appropriate public education to students with disabilities in the least restrictive environment. (34 CFR s300.24(b)(15.)) This often means creating programs to retain students 'in-district,' whenever possible;
   b. Priority is given, whenever possible, to providing in-district special education programs to students;
   c. Where out-of district programming is required,
      i. Provide for special education out-of-district tuition costs;
      ii. Provide for special education transportation; and
      iii. Implement and maintain systems for complying with monitoring, procedural review and paperwork requirements.
   d. Developing in-district programs for special education will include a cost benefit analysis.

(b) Student Discipline
   a. Meet Massachusetts Department of Elementary and Secondary Education regulations (603 CMR 53) related to student discipline, including the requirement to provide every student who is expelled or suspended with the opportunity to receive education services to make academic progress during the period of suspension or expulsion.

(c) Massachusetts School and District Accountability System
   a. On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA) into law, reauthorizing the federal Elementary and Secondary Education Act of 1965 (ESEA) and replacing the most recent reauthorization of ESEA, the No Child Left Behind Act of 2001 (NCLB). With a few exceptions, ESSA will first take effect at the beginning of the 2017-18 school year. The law includes provisions to help ensure improved outcomes for all students receiving an elementary and secondary education.
   b. While Massachusetts School and District Accountability System (2012) currently meets most of the ESSA requirements, some modifications will be required. Additionally, since Massachusetts administered a new statewide assessment, "MCAS 2.0: Next Generation", in grades 3-8 in the 2016-17 school year and baseline data from the new assessments is not yet available, it is not possible for Massachusetts to determine final long-term accountability goals for the state at this time. However, in the interim Massachusetts has set ambitious, long-term academic achievement goals for all students and all subgroups in English language arts, Mathematics and Science based on assessment results from the 2015-16 school year, and plans to apply the same methodology once the 2017 Next-Generation MCAS results are available.
      i. Proposed indicators used to determine accountability ratings include: academic achievement, academic progress, graduation rate for high schools, progress in achieving English proficiency for ELLS (new), and measures of school quality or student success.
      ii. The goal of reducing proficiency gaps is a cornerstone of the Massachusetts School and District Accountability System and will continue. All districts, schools, and subgroups will be expected to make progress toward reducing the proficiency gap by one-third over the next six years in English language arts

(ELA), mathematics, and science.

(d) English Language Learners (ELL)
   a. Meet the federal (Title VI, Civil Rights Act) and state (M.G.L. c71A) bilingual statutes that require districts to provide limited English Proficient (LEP) students with support services until they are proficient enough to participate meaningfully in the regular educational program;
   b. Provide academic support and English language instruction for all LEP students;
   c. Implement, coordinate and maintain systems for student identification, assessment, support and student data reporting; and
   a. Provide training in sheltered English immersion practices to teachers with LEP students in their classrooms.

(e) Section 504 and Americans with Disabilities Act (34 CFR s104.37)
   a. Meet the federal requirement to provide reasonable accommodations so that all people (students, faculty and community) can participate in activities in our schools, regardless of disability. These accommodations can include building modifications, specialized equipment, instructional or testing changes, or care from a nurse or other staff member.

(f) McKinney Vento Homeless Education Act (as amended by the Every Student Succeeds Act (ESSA) of 2015
   a. This law allows homeless students to continue their education in their schools of origin (the school in which they were enrolled at the time of homelessness) for the remainder of the academic year in which they become permanently housed. Districts must provide transportation to students for the duration of their homelessness and through June of the year they become permanently housed.

(g) Prevention of Physical Restraint
   a. Meet Massachusetts Department of Elementary and Secondary Education regulations (603 CMR 46.00,) which require that physical restraint of students be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. This regulation also requires the development and implementation of a written policy, staff training, student data review and reporting.

(h) Bullying Prevention
   a. Meet Massachusetts requirements related to bullying prevention and intervention. (Chapter 86 of the Acts of 2014, which amended M.G.L. Ch. 71 s370, the 'anti-bullying statute.') This law requires each school district to develop and implement a plan to address bullying prevention and intervention. The DESE has developed regulations under 603 CMR 49.00 addressing a principal's duties under on of the ten required elements of the prevention and intervention plan, namely notification to parents or guardians of the target and the aggressor of bullying or retaliation and the action taken to prevent further bullying, and notification to law enforcement that the aggressor's conduct may result in criminal charges.

(i) Education Reform Act
   a. Provide MCAS support and continue to close the achievement gap for minority, English Language Learners, economically challenged, and special education students,
   b. Comply with state financial, pupil and student reporting requirements
   c. Implement MCAS 2.0, the next generation of student assessments that upgraded the existing test in order to better measure the critical skills students need for success in the 21st Century. Changes in content and format of the assessment are planned. Content (ELA and Math in grades 1-8) will reflect a curriculum that is aligned to the Common Core and the format will include ELA, Math and Science assessments that must be administered online in grades 3-8 in Spring 2019. Ensuring that the technology infrastructure is in place, sufficient up to date computers are available, and adequate staffing is available to support and administer the new assessments is essential.
   d. Examine and plan for the implementation of the new 2017 MA Common Core Frameworks in ELA and Mathematics.
   e. Ensure that the existing science curriculum is aligned to the new 2016 Massachusetts Science and Technology/Engineering Standards that will be assessed in the Science MCAS at grades 5 and 8 in Spring 2019.

(j) Educator Evaluation
   a. Promote the growth and development of District administrators and teachers, using multiple measures of student learning.
   b. Meet state law (MGL Ch. 71 s.38G) and Massachusetts Department of Elementary and Secondary Education regulations (603 CMR 35) related to educator evaluation.

(k) Criminal History Checks
   c. Meet Massachusetts Department of Elementary and Secondary Education regulations (603 CMR 51) related to both national and state criminal history checks for school employees.

(l) Rethinking Equity and Teaching for English Language Learners (RETELL)
   d. Meet Massachusetts Department of Elementary and Secondary Education regulations (603 CMR 14.07 and 603 CMR 7.15 (9)(b)) related to teacher and supervising administrators of English Language Learners. Both teachers and administrators are required to hold the Sheltered English Endorsement (SEI).

(m) Education Personnel Information Management System (EPIMS)
   a. Meet Massachusetts Department of Elementary and Secondary Education requirements collect individual educator data, from all public school districts and charter schools. The data collected is linked with the licensure data, which the Department currently maintains in ELAR, the Educator Licensure and Recruitment database.

School Committee Priorities

The School Committee budget should reflect certain priorities that address the needs of the Needham Public Schools. These priorities should provide direction to administrators and guide staff in

developing budget recommendations. The priorities also should guide the School Committee in its deliberations and the budget planning process.

The budget should reflect the following priorities, in relative order. The School Committee may sometimes choose to fund items addressing the lower priorities over items that may claim a higher priority. While not done lightly, such choices must sometimes be made to ensure that no priority is neglected.

- The District's mission, vision, values, and goals;
- The need for highly qualified staff teaching within established student/teacher ratio guidelines;
- The ongoing refinement of curriculum, instruction, and assessment practices; and
- The need to develop and maintain educational resources and a technology infrastructure that supports student learning and meets District goals.

1. The District's mission, vision, supporting assumptions, core values, goals and objectives are:

   A. Mission Statement: A school and community partnership that creates excited learners, inspires excellence, and fosters integrity.

   A. Vision Statement: We envision all students engaged and fulfilled in their learning, committed to their community and willing to act with passion, integrity, and courage.

   B. Core Values:

      a. <u>Scholarship:</u> Learning. Every student engaged in dynamic and challenging academic experiences that stimulate thinking, inquiry and creativity; identify and promote the development of skills, talents, and interests; and ensure continued learning and wellness. Staff improving their practice in an environment that supports a high level of collaboration and instruction that is focused on helping every student learn and achieve.

      b. <u>Community:</u> Working together. A culture that encourages communication, understanding, and is actively anti-racist. Sharing ideas and valuing multiple perspectives ensures a caring community committed to the promotion of human dignity.

      c. <u>Citizenship:</u> Contributing. An environment that nurtures respect, integrity, compassion, and service. Students and staff acknowledge and affirm responsibilities they have toward one another, their schools, and a diverse local and global community.

      d. <u>Personal Growth:</u> Acting courageously. All students developing skills and confidence through personalized educational experiences that build on student strengths and emphasize reflection, curiosity, resilience, and intelligent risk taking.

C. 2016/17 Approved District-wide Goals and Objectives:

a. District Goal #1: Advance Learning for All Students - To refine and continue to put into practice a system of curriculum, instruction, and assessment that enables each student to be engaged in challenging, creative and rigorous learning experiences that are grounded in clearly defined standards.

    i. Objective 1.1: Students have the opportunity to increase their achievement as a result of instruction that is differentiated and responsive to their learning needs.

    ii. Objective 1.2: Students learn about themselves and their world through innovative world language, technological, civic, and STEAM programs and practices.

    iii. Objective 1.3: Educators identify essential curriculum content and learning expectations for each grade level/subject area that are aligned to state standards.

    iv. Objective 1.4: Educators support continuous growth for themselves and their students through the use of high quality instructional coaching, implementation of common assessments, and data to inform and improve student learning.

b. District Goal #2: Develop Social, Emotional, Wellness and Citizenship Skills - To ensure students develop the knowledge and skills that empower healthy, resilient, engaged and culturally proficient citizens who act with integrity, respect, and compassion.

    i. Objective 2.1: Students develop problem solving skills, a positive sense of identity, social competence and awareness, and a sense of purpose through the effective instruction of social, emotional, and wellness skills at all levels.

    ii. Objective 2.2: Students and staff develop competencies to address matters of diversity, socio- economic status, racism, gender, and bias in the context of the pluralistic communities in which they learn and live.

c. District Goal #3: Ensure Infrastructure Supports District Values and Learning Goals - To develop, promote, and implement a sustainable plan for financial, building, technological and human resources that supports learning for all and is responsive to student and school needs.

    i. Objective 3.1: School leaders engage in long-range planning and supports sustainable school infrastructure and operations.

    ii. Objective 3.2: School Leaders implement efficient information systems and training programs to enhance learning, manage school and district operations, strengthen communication, and ensure student safety.

iii. Objective 3.3: Educators and school leaders support a culture of professional learning, growth, and innovation.

2. The need for highly qualified staff teaching within established student/teacher ratio guidelines.

    A. Provide competitive wages for teachers and administrators by funding collective bargaining agreements and contractual obligations;

    B. Develop and retain "highly qualified" teaching staff through professional development and licensing; and

    C. Maintain student/teacher ratios at within established guidelines:

        a. Class sizes should be within the guidelines set forth in SC Policy #IHB. These guidelines specify class sizes of 18-22 in Grades K-3, 20-24 in Grades 4-5, and 'reasonable class size' in Grades 6-12. These guidelines are recommendations, however, rather than absolute limits requiring strict, literal adherence.

        b. Student/Teacher ratios should target the median of Needham's comparison communities.

        c. For FY19, the following new personnel and classroom costs should be assumed:

Level	Position	Days	Hrs/Day	Hours	Rate	FTE	Salary	Gr/St
All Levels	Teacher	183.00	7.00	1281.00	N/A	1.00	61,677	AA3 4
Elem & PreK	SpEd Teaching Assistant	201.50	7.00	1410.50	17.85	1.00	25,181	ASA 3
Middle School	SpEd Teaching Assistant	201.50	6.67	1343.33	17.85	1.00	23,982	ASA 3
High School	SpEd Teaching Assistant	201.50	6.50	1309.75	17.85	1.00	23,382	ASA 3
Elem & PreK	SpEd Program Specialist	201.50	7.00	1410.50	27.09	1.00	38,204	ASF 3
Middle School	SpEd Program Specialist	201.50	6.67	1343.33	27.09	1.00	36,385	ASF 3
High School	SpEd Program Specialist	201.50	6.50	1309.75	27.09	1.00	35,475	ASF 3
Elementary	Library Program Specialist	201.50	7.31	1472.49	27.09	1.00	39,883	ASD 3
Middle School	Library Program Specialist	201.50	6.97	1405.33	27.09	1.00	38,064	ASD 3
High School	Library Program Specialist	201.50	6.81	1371.74	27.09	1.00	37,154	ASD 3
Elementary	Media Program Specialist	209.50	7.00	1466.50	27.09	1.00	39,721	ASB 3
Middle School	Media Program Specialist	209.50	6.67	1396.67	27.09	1.00	37,829	ASB 3
Elementary	Media Program Specialist	209.50	6.50	1361.75	27.09	1.00	36,883	ASB 3
Elementary	Science Ctr. Program Specialist	211.50	7.48	1580.96	27.87	1.00	44,064	ASE 3
All Levels	10 Mo. School Aide	214.00	7.00	1498.00	16.62	1.00	24,897	AR1 3
All Levels	10 Mo. Secretary	214.00	7.00	1498.00	20.43	1.00	30,598	AR2 3
All Levels	11 Mo. Secretary	236.00	7.00	1652.00	20.43	1.00	33,744	AR2 3
All Levels	12 Mo. Secretary	261.00	7.00	1827.00	20.43	1.00	37,318	AR2 3
All Levels	AV/Computer Technician	261.00	8.00	2088.00	28.30	1.00	59,097	AR6 3

Level	Unit (As Needed)	Supply Type	Cost
All Levels	New Support Staff	Desktop Computer	1,600
All Levels	New Administrator	Laptop Computer	1,300
Elementary	New Teacher	Laptop Computer	1,300
Middle	New Teacher	Laptop Computer & Ipad	1,850
High School	New Teacher	Laptop Computer	1,300
All Levels	New Employee	Office/Instructional Supplies	500
Elementary	New Classroom	Math/Literacy/Science Materials (K-3)	10,250
Elementary	New Classroom	Math/Literacy/Science Materials (4-5)	9,900
Elementary	New Classroom	Technology (K-2)/ Specials/ SpEd (6 iPads)	3,300
Elementary	New Classroom	Technology (3-5) (6 Chromebooks)	1,500
All Levels	New Classroom	Interactive Whiteboard	5,000
All Levels	New Classroom	Document Camera	400
All Levels	New Classroom	Audio Sound Field	1,300
Middle	New Student	1:1 iPad	550
High School	New Student	1:1 Chromebook	250
Secondary	New Classroom	Instructional Supplies	5,000
All Levels	New Classroom (SpEd)	Instructional Supplies	5,000
All Levels	New Classroom	Furniture	5,000

     d. The FY19 base salary budget resets FTE's to the FY18 Annual Town-Meeting appropriation.

3. The ongoing refinement of curriculum, instruction, and assessment practices. High priority is given to the elements that insure the continuance, renewal, revision, delivery and management of curriculum and instruction. These include:

    A. Professional development for teachers and administrators;
    B. Regular curriculum review, revision and development;
    C. Implementation of new programs to increase student achievement, growth and development;
    D. Developing innovative instructional programs that support and extend learning beyond the classroom;
    E. Purchase and replacement of paper and/or electronic textbooks, consumable material and curriculum-related resources, management and assessment tools, supplies and materials

4. The need to develop and maintain educational resources and a technology infrastructure that supports student learning and meets District goals:

    A. Teacher and Administrative Supplies
       i. Provide for the acquisition and replacement of instructional and administrative technology, software, online services, supplies and other equipment;
      ii. Provide for student and classroom supplies;
     iii. Provide for office administrative and teacher supplies; and
     iv. Provide for maintenance, licensing, online services and contractual agreements.

    B. Equipment/ Capital Outlay

i.   Provide for the regular replacement of copiers, and other instructional equipment, optimally within the capital budget;

ii. Provide for administrative, financial and personnel systems, computers, interactive whiteboards, projectors and other administrative and instructional equipment consistent with the Technology Plan and efficient school operations;

iii. Provide school buildings and physical and technology infrastructure that adequately support the educational program and promote student safety; and

iv. Plan proactively for future technology needs and the evolving impact of technology on the school budget.

C. Administrative Support Staff

i.   Provide a sufficient number of trained and competent instructional and technical support staff to support the work of teachers and administrators throughout the District.

5. The need to ensure that fee-based extracurricular programs reflect School Committee budget guidelines and that student fees are set to recover the cost of providing associated services, without restricting student participation or becoming unaffordable for families.

A. Set student fees to recover the cost of providing associated services, unless the fiscal impact on families is determined to be excessively burdensome or has the potential to limit student participation. If the latter, the School Committee may subsidize the program budget from other operational resources.

B. Develop and approve annual operating budgets for fee-based programs, according to the same general guidelines as used to develop the regular School Operating budget.

C. Authorize student fees annually by vote of the School Committee.

School Committee Budget Document Contents

The School Committee's recommended budget document should include the following information and features (School Committee Policy #DB):

1. A budget message describing the important features of the budget and major changes from the preceding fiscal year.

2. Summary revenue and expenditure information, including: prior year actual, current year budget and next fiscal year requests. This information should be provided by:
    a. Program level (District, Elementary, Middle, and High);
    b. Major category (salary, purchase of services, expenses, capital outlay, revenue type);
    c. Functional area/department (Administration, Transportation, Other General Services, K-12 Regular Instruction, Guidance & Psychology, K-12 Sp.Ed. Services, SPED Tuitions, Technology & Media, Physical Education & Health, Fine & Performing Arts, World Languages)
    d. Line item.

3. Budget assumptions and fiscal strategies used to develop the budget.

4. The budget calendar.

5. Multi-year FTE summary for all staff categories (administrators, teachers, instructional support and non-instructional staff.)

6. Charts and tables to show where each budget line item appears on the system-wide reports.

7. Highlights of revolving fund budget requests and operating budget impacts.

8. Highlights of grant budget requests and program operating budget impacts.

9. Highlights of capital budget requests and operating budget impacts.

10. Relationship of priorities to district-wide goals and objectives.

11. Five-year financial forecast.