

Superintendent's Preliminary Budget For FY2007

**and
Five Year Plan For Rebuilding and Advancing
Andover Public Schools**

**Tri-Boards Presentation
Wednesday, March 1, 2006**

**Dr. Claudia L. Bach, Superintendent
Evan T. Katz, Business Administrator
Administrative Team**

“The Mission of the Andover Public Schools, in partnership with the community, is to provide students with the knowledge, skills and qualities required to be successful in a diverse society.”

Building the FY07 Budget and Five-Year Plan:

- **The School Committee and Administration listened to stakeholders, other elected officials, and members of the community**

 - **The consensus:**
 - **Build a disciplined budget that**
 - **Meets the educational needs of our students**
 - **Is fiscally responsible**
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To Meet Educational Needs:

- We need to rebuild and restore programs we eliminated.
 - We must scale up core programs so our students can compete globally. Our students must develop:
 - high level skills
 - specialized and highly technical knowledge
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To Be Fiscally Responsible:

- We need to create a long range plan that:
 - Gradually restores and rebuilds
 - Scales up core programs over the long term
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The Result: FY05 Budget

Five Year Plan: Year one funded in FY07

FY2007 Preliminary Budget - \$55,671,088

- **Personal Services - \$43,492,973**
- **Expenses - \$12,178,115**

Increase of 8.4 percent over the FY06 (\$4.3 million)

Level service budget, plus \$758,623 to rebuild (1.5 % of 8.4 %increase)

Major Fiscal Challenges That Impact the School Budget

- 1. Utilities**
 - 2. Special Education**
 - 3. Cost of Living, Recruitment, Retention**
-

1. Utilities

**Total cost = \$1.8 million
(electricity, oil and natural gas)**

Total Increase = \$238,000

2. Special Education

	FY06	FY07	change
In District			
Personnel	\$8,455,989	8,373,748	-82,241
Expenses	<u>895,917</u>	<u>978,615</u>	<u>82,698</u>
	9,351,906	9,352,363	457
Out of District			
Tuition	3,753,147	4,412,223	659,076
Transportation	<u>1,054,663</u>	<u>1,200,000</u>	<u>145,337</u>
	4,807,810	5,612,223	804,413
Total	14,159,716	14,964,586	804,870

3. Cost of Living, Recruitment and Retention

Total cost for salaries = \$43,492,973

Contracts were settled for 7.85% increase over three years (FY05 – FY07)

School employees agreed to increased health insurance co-pays

Total increase = \$2.85 million

Fiscal Challenges That Impact School & Town Budgets

- 1. Health Care**
 - 2. State Aid**
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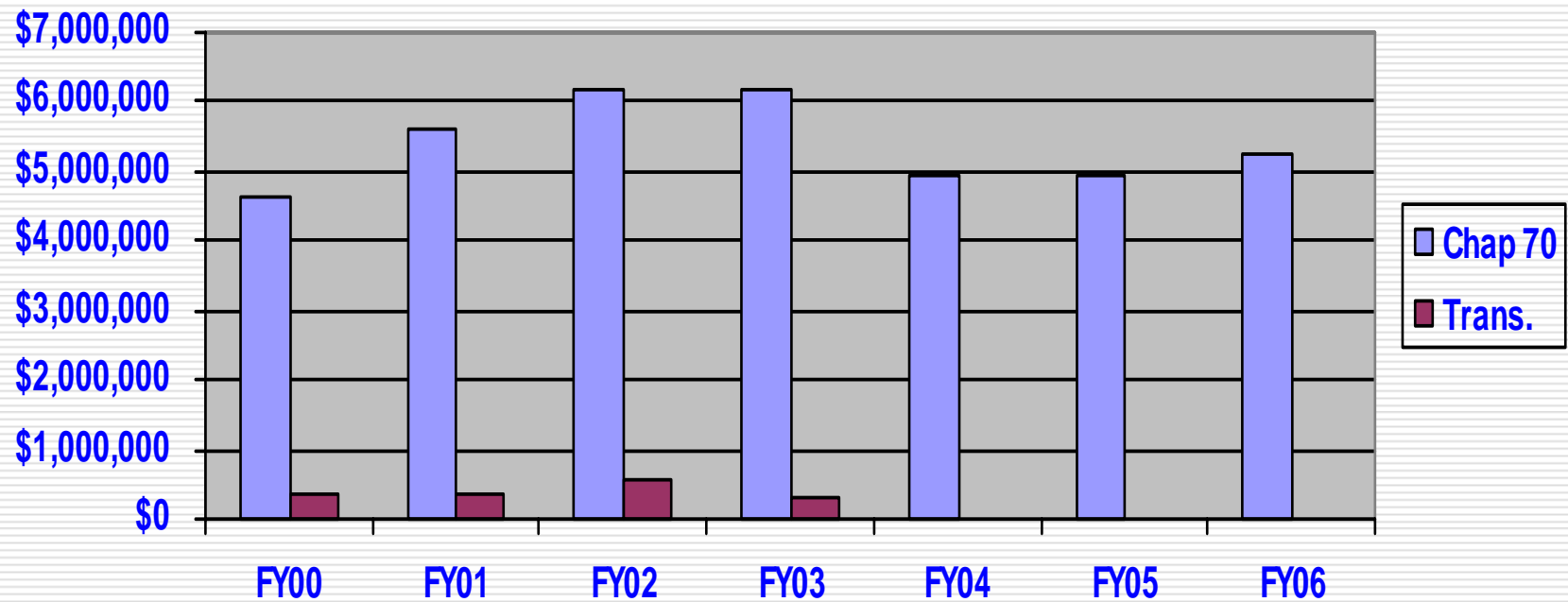
1. Increase in Health Care Costs

- In FY06 = \$9.3 million (town and school)
 - In FY07 = \$10.5 million
 - Health care costs increasing average
\$1.4 million/year
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2. Decrease in State Aid

- **FY06 Chapter 70 State Aid = \$5.2 million**
FY03 Chapter 70 = \$6.2 million
 - **FY07 transportation state aid = \$0**
FY03 transportation state aid = \$300,000
 - **FY07 cost of regular transportation = \$1.4 million**
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Decrease in State Aid



Actions to Reduce Costs

- **Energy conservation (\$93,000 projected savings)**
 - **School employee medical co-pay increase (\$144,000)**
 - **Staffing reduction of 9.1 FTEs in SPED and elementary level (\$282,000)**
 - **Development of new in-district SPED program**
 - **Supply and equipment budgets frozen**
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Revenue Supporting the General Fund Budget

- 1. Fees**
 - 2. Revolving Fund Programs**
 - 3. State and Federal Revenues**
 - 4. Gifts and Private Grants**
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1. Fees

Parent paid fees of **\$700,000** supplements the general fund budget:

- AHS Parking
- Bus Fees
- Athletic – user fee
- Athletic – gate receipts and rental
- Food Service – utilities

Note: Stipends for the high school clubs are restored in this budget; stipends for after school activities for middle school students were removed from the General Fund budget three years ago and remained unrestored.

Fees – Impact on Our Students and Families

- **AHS Parking - \$100**
 - **Bus Fees (\geq Gr. 7)– Individual - \$300 (\$260 early pay); Family cap \$600**
 - **Athletics – Student/Sport - \$250; Family Cap - \$500**
 - **After School Activity Fees (middle school) - \$75**
 - **All Day Kindergarten - \$4,350 (\$4,100 early pay)**
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Fees – Comparisons to 280 other MA Districts

	Andover	Lowest	Highest	Number Districts Higher Than Andover
Athletic Fee	\$250 Individual \$500 Family	\$0 - \$25	\$194 -\$700	6
Bus Fee	\$300 Individual \$600 Maximum	\$0 - \$69	\$370-\$700	2
After School Activity Fee	\$75	\$0 - \$25	\$100 (higher when music lessons are included)	5
AHS Parking	\$100	\$10	\$360	9
All Day Kindergarten	\$4,350 (\$4,100 for early pay)	\$0 - \$1,600		0

2. Revolving Fund Programs

Three partially or fully funded programs:

- **All-Day Kindergarten**
- **Preschool**
- **Food Service**

These budgets total \$2.1 million

Core Budget Funding Sources

1. GENERAL FUND

Salaries	43,492,973	
Expenses	12,178,115	
Total General Fund Budget	55,671,088	93.60%

2. FEE REVENUE

AHS Parking - AHS Expenses	35,000	
Bus Fee - Transportation	320,000	
Athletics - User Fees	200,000	
Athletics - Gate Receipts/Rental	100,000	
Food Service (Utilities)	50,000	
Total Fee Support	705,000	1.20%

3. STATE AND FEDERAL REVENUE

Circuit Breaker (SPED Out of District)	1,397,462	
Special Education Grant	1,293,541	
Title One Grant	234,346	
Teacher Quality	120,339	
Early Childhood - Special Education	26,208	
Program Improvement - Special Educ.	15,000	
Education Technology	8,414	
Innovative Programs	8,044	
	3,103,354	5.20%

GENERAL FUND PLUS SUPPORTING REVENUE	59,479,442	100%
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Special Education

Each Massachusetts school district is responsible for implementing the state and federal regulations as they provide for their disabled students. Therefore, Andover's programs, and many other communities, have some of the following characteristics:

1. **Full continuum of services** from minimal intervention (e.g. speech therapy one time/week) to intensive programs (e.g. day and residential treatment).
 2. Services to meet the **needs of a broad student population** from the mildly learning disabled to the severely impaired and multi-handicapped.
 3. Services to begin at the **preschool level (age 3)** and extend through graduation or **transition to the work force or adult services (age 22)**.
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Special Education

Characteristics (cont.):

4. Members of the **special education staff** include: special education teachers and instructional assistants; speech and language therapists; occupational and physical therapists; school adjustment counselors; school psychologists; hearing and vision consultants; etc.
5. Recent **trends** show an increase in the number of students identified with impairments on the **autism spectrum**, students with **medical and health related concerns**, and students experiencing serious **psychiatric and mental health issues**; in addition, the number of children identified at the **preschool** level continues to rise.
6. To the extent possible, special education students are **included in the general education** programs and opportunities **in their neighborhood school**.
7. The **goal** of special education is to provide students with the necessary strategies and skills so that they are able to **function as independent and contributing member of their school and community**.

Special Education Eligibility – State Regulation

The Team shall **establish whether a student has a disability(ies)** as defined in 603 CMR. 28.02(6), **determine the type(s)** of disability(ies) and shall ensure that **the student's inability to progress is a result of the disability(ies)** and not a result of an inability to meet the school discipline code, limited English proficiency, social maladjustment, or lack of instruction in reading or math.

Special education students must **require specialized instruction:** a substantially **modified curriculum** (i.e. significant changes to content, methodology and/or assessment) as **designed by a certified special education teacher or specialist**. The instruction must be “reasonably designed to produce educational benefit”.

Special Education Eligibility

Special Education is not for:

- **students who struggle academically or need extra help**
 - **students who work at a slower pace**
 - **students who have intellectual ability in the low average range**
 - **students who have a relative weakness**
 - **teachers who need extra support**
 - **parents seeking accommodations for the MCAS or the SAT's**
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Special Education Eligibility

The first step in determining if a student is eligible for special education is for the Team to decide whether a student has a disability. The disability categories are as follows:

- Autism
 - Developmental Delay
 - Intellectual Impairment
 - Sensory Impairment- Hearing
 - Sensory Impairment- Vision
 - Sensory Impairment- Deaf-Blind
 - Neurological Impairment
 - Emotional Impairment
 - Communication Impairment
 - Physical Impairment
 - Health Impairment
 - Specific Learning Disability
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Special Education Eligibility

Members of the Team include: the student's parents, the classroom teacher(s), the school administrator, special education teacher(s) and related specialists (speech, occupational therapy, physical therapy, etc.).

The determination of a disability cannot be made on the basis of one test result nor on the recommendation of one member of the Team. A broad view of the student's functioning in school must be considered and the Team must be able to reach consensus. The determination of the presence of a disability is a serious decision and must be arrived at after careful deliberation. The decision conveys a powerful message that impacts the course and expectations for that student's educational experience.

Special Education Eligibility

Students who are eligible for special education have an **Individual Education Program (IEP)**. It is a **legal contract** between the Andover Public Schools and the student's parents. All staffs who work with a special needs student are required to know the details of the student's IEP and to implement the accommodations and the modifications that are described in the plan.

Andover has an **affirmative responsibility** to find and identify special education students. They are **protected** from discrimination **under civil rights legislation**.

Andover v. State Percent SPED Enrollment

School Year	Total SPED Enrollment	Total Enrollment	% SPED	MA DOE State Avg.
FY06	927	6,063	15.3	
FY05	918	6,007	15.2	15.92
FY04	897	6,001	14.9	15.57
FY03	779	6,048	12.8	15.15

- Andover data as per October 1st
- MA average as per MA Students with Disabilities Annual Report 2004 -2005

FY06 SPED Enrollment Profile

School/Program Type	General Population	SPED	%
Bancroft	475	67	14.1%
High Plain	543	78	14.4%
Sanborn	342	32	9.3%
Shawsheen	179	32	17.9%
South	548	64	11.7%
West Elementary	666	100	15.0%
Elementary Total	2,753	373	13.5%
DMS	560	91	16.2%
WMS	510	92	18.0%
WHMS	373	54	14.5%
Middle School Total	1,443	237	16.4%
AHS	1,784	234	13.1%
High School Total	1,784	234	13.1%
In District Total	5,980	844	14.1%
Out of District	83	83	
Andover Public Schools Total	6,063	927	15.3%
Other SPED			
Preschool: Shawsheen		31	
Preschool: By Appointment		37	
Preschool: Private SPED		2	
Private Schools		19	
Total SPED		1,016	

Special Education: Student Population

	FY03	FY04	FY05	3 Year Change
Elementary	367	363	373	+ 6
Middle School	211	231	237	+ 26
High School	244	244	234	- 10
Out of District	75	80	83	+ 8
Total Preschool	65	68	70	+ 5
Private School	12	12	19	+ 7
Total SpEd	974	998	1,016	+ 42

Numbers reflect student count on October 1st.

SPED % of Budget Andover v. State Average

Source: DOE Data

	FY01	FY02	FY03	FY04	FY05
Andover Avg. Per Dept. of Education	18.10%	19.00%	20.10%	22.00%	tbd
State Avg. Per Dept. of Education	17.20%	17.40%	17.70%	18.70%	tbd

http://finance1.doe.mass.edu/SchFin/sped/sped_exp_budget.aspx

Andover vs. 16 Peers – SPED Per Pupil \$

FY04 DATA		MASS DEPT OF ED.	
Per Pupil Expenditure - \$ per student			
Community (16 Comparables)	Regular Day	Special Education	Total
Andover	7,131	14,821	8,901
Acton*	6,693	13,808	7,989
Arlington	6,779	14,949	7,828
Belmont	6,762	13,487	7,816
Billerica	6,447	10,759	7,433
Braintree	6,615	14,256	7,895
Brookline	9,019	19,626	11,107
Burlington	8,683	17,482	9,763
Chelmsford	6,250	12,671	7,196
Lexington	7,684	14,790	8,797
Natick	7,501	13,628	8,737
Needham	7,511	18,394	9,004
Newton	9,065	20,517	11,431
No Andover	6,280	17,616	7,849
Norwood	7,019	11,850	8,004
Wellesley	7,967	18,074	9,802
Winchester	7,174	15,238	8,819
Average (w/o Andover)	7,341	15,447	8,717
Andover as % of average	97.1%	96.0%	102.1%

* Acton data is a weighted average of Acton and Acton Boxborough regional district.

Per Pupil Expenditure 2004 State

	Regular Day PPE	SpEd PPE	Total PPE
ANDOVER	7,131	14,821	8,901
State Average	7,009	14,354	8,591
Andover as % of state average	101.7	103.3	103.6

High School Class Size – A Major Concern

FY03 & prior upper limit = 25 Students

FY04 & present = 29 Students

<u>Subject</u>	<u>Total Sections</u>	<u>Sections > 25</u>
English	89	24 (27%)
Math	98	44 (45%)
Social Studies	80	43 (54%)
World Language	69	28 (41%)

- SCIENCE** (limit of twenty-four because of lab lessons): Nineteen (17%) of 111 sections are in excess of twenty-four.
- ART** (limit of twenty): Every section (42) is above twenty; half are at twenty-four.
- HEALTH**: Of 39 sections, 25 (64%) are at twenty-six or greater. Twelve sections (31%) are at the maximum of twenty-nine.
- PHYSICAL EDUCATION**: Of 61 sections, 56 (92%) are greater than twenty-five students; 43 (70%) are at twenty-nine or greater.

Why Not An “Available Funds” Budget?

Since FY03 we have made substantial reductions.

High School:

Teaching Positions eliminated in FY04

- 4 Applied technology teachers
- 1 Foreign language teachers
- 2 Art teachers
- 1 and ½ PE teachers
- 1 Health teacher
- 1 Language arts teacher
- 2 Assistants

Reduction of three administrative positions

Reductions in textbook replacements

1 custodian

- In 2004 the DOE determined that the AHS cuts were out of compliance with the time on learning requirement, so we reinstated some teaching positions. The other reductions remain. Class sizes are now well above mid-point of policy

Why Not An “Available Funds” Budget?(Cont.)

□ Middle schools:

- Reduced guidance counselors from two to one at each school (Elimination of one position)

These positions were eliminated:

- 1 Librarian (reduced from 1.0 to .1)
- 1 Foreign Language teacher
- 1 Health teacher
- 7 I-A teachers (music, technology)
- Cut supply budgets by more than half

Note: We could not reduce course offerings, such as foreign language courses, without failing to meet time on learning. This year the librarian position and Health teacher positions were restored. All other reductions are still in place.

Why Not An “Available Funds” Budget?(Cont.)

Elementary schools

We eliminated these positions to maintain class size:

- All health teachers
- Half the PE teachers
- 1 Music teacher
- 5 Educational Assistants
- 2 Assistant Principals
- All Webmasters
- All Team Leaders
- 3 Custodians

- Cut supply budgets by nearly half

**Note: the health teachers were restored this year;
all other reductions are still in place**

Why Not An “Available Funds” Budget? (Cont.)

- In Central Office:
 - Reduced PE Coordinator to halftime
 - Reduced Health Coordinator to halftime
 - Eliminated Arts Coordinator position
 - Reduced Assistant SPED Director position
 - Reduced custodian to halftime
 - Reduced the professional development budget by \$195,000 (since FY03)
 - Cut back the textbook purchases by \$505,000 (since FY03)

Note: Except for some restoration in funding for textbook purchases, the reductions above have remained.

Most Prior Reductions Are Still In Effect. Additional Cut Options Are Very Limited.

OPTIONS TO CLOSE THE \$2.2 MILLION GAP

- \$ 760,000 rebuilding request in the FY07 Budget**
- \$ 375,000 in FY2006 Budget for rebuilding (which included restorations of the elementary health program, middle school music and foreign language, and high school coaching and administrative assistance)**
- \$ 1,065,000 by cutting approximately 24 elementary classroom teachers***

***Reducing by 24 teachers would raise the average class size in grades 1-6 by 5.7 students in our elementary schools.**

Five Year Plan: Rebuilding in FY07

In this first year of the plan:

- There are no requests for advancing.**
- Most requests are for restoration of services.**
- Some are to maintain level services.**

Rebuilding FY07 Budget: Year One of Five Year Plan

- Total Cost = \$758,623**

Objective: Improve student achievement across the curriculum with a focus in three areas:

- Academic Program**
 - Health and Safety**
 - Schoolhouse Administrative Staffing**
-

Academic Program

Elementary

- ❑ PE instruction for 4th and 5th grades
- ❑ Special Education support
- ❑ Instrumental Music for 3rd grade
- ❑ Learning Specialist time

Middle School

- ❑ Foreign Language (DMS)
- ❑ Team teacher or guidance (WMS)
- ❑ SPED instructional support at all three schools

High School

- ❑ Social Studies instruction
- ❑ Music instruction
- ❑ Spanish language instruction

FTEs 8.68

\$415,500

Health and Safety

Elementary

- Adjustment Counselor
- Nurse
- Custodian

FTEs 3.7

\$216,123

Middle School

- Guidance Counselor (or Team teacher) WMS

High School

- Social Worker
- Full Funding for after school clubs

Schoolhouse Administrative Staffing

Elementary

- Team
- Leaders

FTEs 1

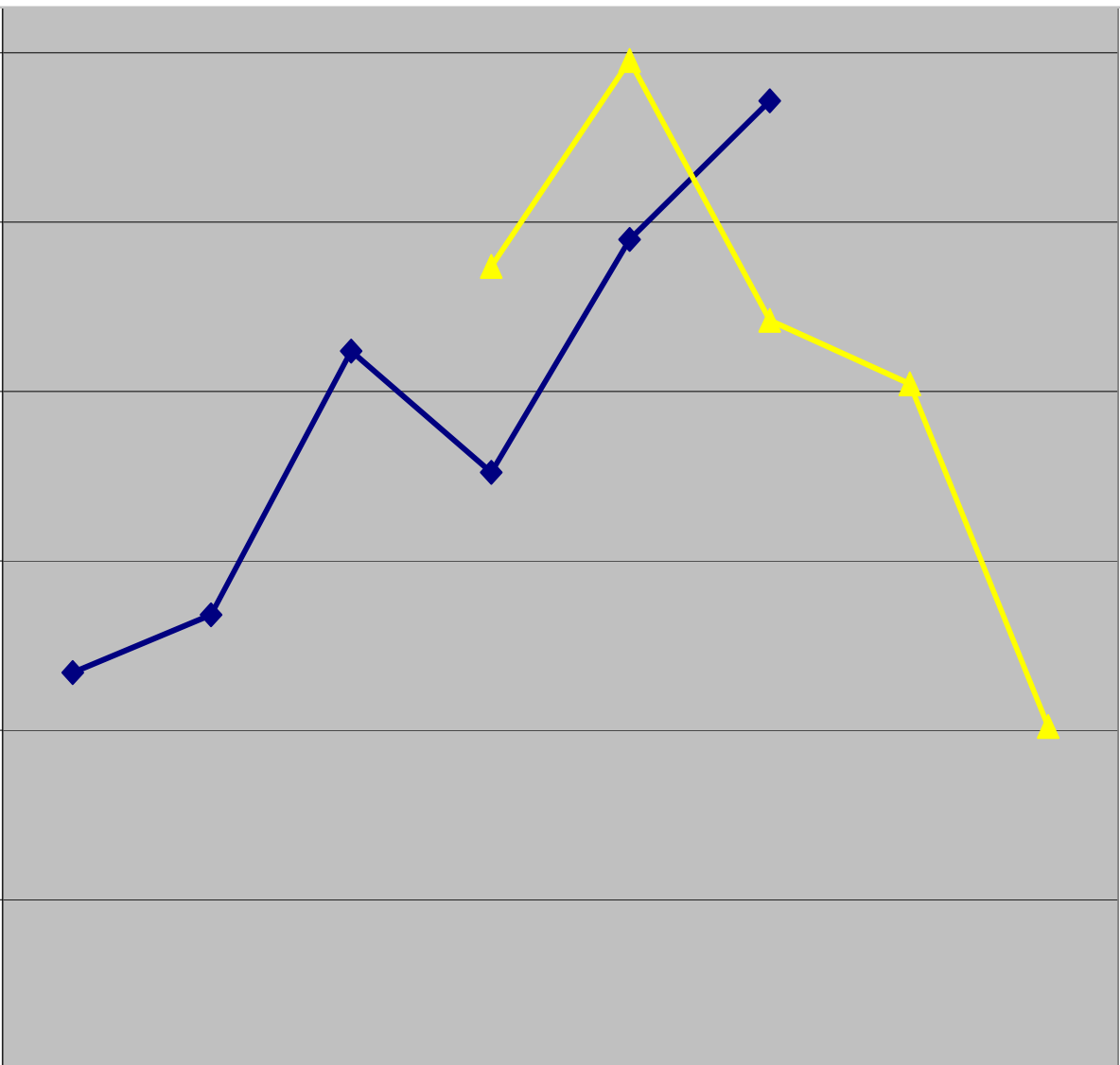
\$127,000

Middle School

High School

- Assistant
Principal

6050
6000
5950
5900
5850
5800
5750



◆ Actual
■
▲ Projected

	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08
◆ Actual	5867	5884	5962	5926	5995	6036		
■								
▲ Projected				5987	6048	5971	5952	5851

Andover Public Schools – Enrollment History

		Total Elem		Total Middle		High School		Total
Oct 1997		2816		1408		1404		5628
Oct 1998		2826		1394		1478		5698
Oct 1999		2792		1436		1557		5785
Oct 2000		2766		1472		1628		5866
Oct 2001		2732		1526		1626		5884
Oct 2002		2757		1526		1680		5963
Oct 2003		2716		1471		1739		5926
Oct 2004		2793		1451		1751		5995
Oct 2005		2809		1443		1784		6036
TOTAL CHANGE		-7		+35		+380		+408

FY06 Actions To Improve Budget Efficiency

□ Student Achievement:

- Balanced Literacy Training, through Release Days (8)
– provided 20 hours of training for 137 teachers for equivalent training cost of \$82,200**
 - MCAS analysis work has resulted in improved scores in the proficient and advanced areas in all subjects for 4th, 8th and 10th testing**
 - Value Added Assessment training will provide real time data for individual students**
-

FY06 Actions To Improve Budget Efficiency

□ Educator Quality

- Merrimack Valley Recruitment Fair (which attracted 700 potential candidates cut costs in classified ads**
 - Improved induction and mentoring programs retains educators (saving on cost of letting an educator go and finding a replacement)**
 - New T.I.L.E. program with Salem State produces in-house replacements for retiring administrators**
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FY06 Actions To Improve Budget Efficiency

- Educator Quality

- Proactive Wellness Initiatives:

- Improved employee health care consumer habits through educational programs (We've done programs at new teacher orientations, and for our Assistants)
 - Mail order prescriptions
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FY06 Actions To Improve Budget Efficiency

- Educator Quality

On the Drawing Board:

- Development of Intranet for:

- On-line application files

- Curriculum Councils (On-line depository of their work, replacing binders of paper for each member)

- Absentee Reports

FY06 Actions To Improve Budget Efficiency

Finances and Budget

- Revised/expanded monthly School Committee financials
 - Commitment to effective communication (boards, officials)
 - New budget presentation format
 - Easier to read document
 - Detailed data assumptions (turnover; consolidations)
 - More information from new tables and footnotes
 - Expanded non-general fund budget data
 - Multi-year history for revolving funds
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Five Year Plan for Rebuilding and Advancing (2008-2011)

Academic Program:

To prepare our students for the daunting challenges that they will face we need to strengthen our curricular program at all three levels:

- **STEM courses (Science, Technology, Engineering and Mathematics)**
 - **Scale up and replicate the Technology/Engineering Lab at WMS**
 - **Scale up and replicate the Expeditionary Learning Program at WHMS**
 - **Make more robust and more expansive our offerings at the high school**
-

Five Year Plan for Rebuilding and Advancing (2008-2011)

Academic Program:

- Increase Foreign Language offerings at all levels
 - Sustain and increase Communications courses at High School (Broadcast News, TV Production, Reel Life film course, Newspaper publishing)
 - Expand and increase Arts courses at all levels
 - Provide professional development to educators
 - Provide adequate supply and equipment budgets at all schools
-

Five Year Plan for Rebuilding and Advancing (2008-2011)

Health and Safety:

To provide for growing health and safety needs, we must have additional support:

- **Guidance Counselors**
 - **School Adjustment Counselors**
 - **Psychologist support**
 - **Custodians**
-

Five Year Plan for Rebuilding and Advancing (2008-2011)

Schoolhouse Administrative Staffing:

To provide support to Principals, whose workloads have increased every year, with staff reductions and new teachers replacing retirees:

- **Assistant Principal at the High School**
- **Liaison Aides at the High School**
- **Full-time Assistant Principals at South and High Plain**
- **Half-time Assistant Principals at Bancroft, Sanborn and Shawsheen**

Note: The Five Year plan calls for the elimination of all fees by 2011.

SUMMARY – FY07 BUDGET

- **Maintains current service level**
 - **Includes cost controls and reductions**
 - **Protects families from fee increases**
 - **Continues sound management of Special Education**
 - **Avoids further retreat from class size policies**
 - **Averts major program impact of an available funds budget**
 - **Proposes 5-yr rebuilding plan in continued pursuit of excellence**
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- **Supports student achievement and staff quality**