



WAYLAND PUBLIC SCHOOLS

**Meeting with Finance Committee
December 11, 2017**

+ Meeting Goals

- Provide an explanation of School Department Staffing Budget for Finance Committee and Community.
- Offer a Readily Accessible Resource for Finance Committee.
- Gain a Better Understanding of Finance Committee's FY 2019 Budget Guidelines.

+ Agenda

- Review Long-Range Planning and System-Wide Goals.
- Review Wayland Public Schools Staffing:
 - Employment Contracts
 - General and Special Education/English Learners (EL) Staffing
 - Resource Reallocation
 - Budget Risks Taken
 - Funded and Unfunded Needs
- Summary of Budget Goal and Development Process.
- Comparative Peer Data.
- Q&A and Discussion.
- Discuss FY 2019 Finance Committee Guidelines.

+ Long-Rang Planning

On request of the Finance Committee, in FY 2015 the School Committee conducted a Summit with the Wayland community to discuss key topics of importance which shapes system-wide goals and the development of budgets. They included:

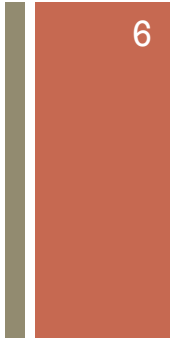
- Raising the Bar – A discussion about personalizing learning and, in particular, serving the needs of students "in the middle."
- Enhancing the Curriculum – A discussion about areas where there has been an expressed wish for new or expanded curricula, such as world languages in the elementary school or more writing instruction.
- Promoting Health and Wellness – A discussion about aspects of school programming that promote social/emotional learning and reflection on healthy relationships.
- Employing Technology – A discussion about the use of instructional technology at all levels and its future potential.
- Exploring Early Childhood Education – A discussion about early childhood programs and full day kindergarten.



System-Wide Goals

- **Using Data Wisely** - To strengthen the achievement of each learner through ongoing access to and use of data so that resources (funding, staffing, and time) are allocated efficiently, accurately and effectively.
- **Nurturing Early Childhood Development** - To nurture early childhood development by fostering community structures and support services to meet the growing social, emotional, and educational needs of the children and families in Wayland.
- **Infusing Technology and Design** - To infuse technology and design throughout the curriculum with an emphasis on students building the skills they need to solve real world problems as they create, model and learn.
- **Training Global Citizens** - To train students to be productive global citizens of their country, nation and world able to demonstrate requisite skills, which include civility and cultural proficiency.
- **Elevating Achievement** - To utilize existing systems of structured support and engagement in combination with new initiatives to elevate the academic achievement of all students.
- **Deepening Wellness Skills and Insights** - To deepen and strengthen students' wellness education by employing a systemic approach to curriculum, instruction, extra-curricular activities, school culture and safety.

+ Employment Contracts – Overview



Employment Contracts:

- Impact of recent shifts in contractual agreements.
- Restrictions on and implications for changing contracts.
- Projected cost of FY 2019 contractual agreements.



Employment Contracts – Projected FY 2019 Contract Costs

Projected FY 2019 Personnel Contract Costs:

Salary Increases, Step Changes	\$ 963,000
Degree Changes	115,000
Net Retirement Savings	(184,000)
Longevity Stipends	<u>12,000</u>

Total Projected Personnel Contract Cost	\$ 906,000
Percentage Increase over FY 2018 Budget	2.3%
Projected Enrollment Driven and Mandated Staff	\$ 286,200
Percentage Increase over FY 2018 Budget	.7%
Total Contractual Costs plus Enrollment/Mandated Staff	\$1,192,200
Total Percentage Increase over FY 2018 Budget	3.0%

+ Employment Contracts – WTA FTE's Per Lane and Step (FY 17 Data)

	12 Step							15 Step							Totals	
	Bachelor's	B+15	Master's	M+30	M+60	M+75	Doctorate	NB	NB +15	NM	N M+30	N M+60	N M+75	N D		
1																
2								3	1	3.85	0.4					8.25
3										0.5						0.5
4								3.8	1	3	3.6			0.4		11.8
5										5.8	1					6.8
6			3							1	1			0.6		5.6
7			4							0.8						4.8
8			2	1	1					1	1	1.5				7.5
9			2.5							1	1.6					5.1
10	1.2	1		2						1						5.2
11			2	2						2	1	0.8				7.8
12			34.5	52.55	51	21.9	12.3			1			1			174.25
13										1						1
14										2	1					3
15										5.8	0.35		1			7.15
Grand Total	1.2	1	48	57.55	52	21.9	12.3	6.8	2	29.75	10.95	2.3	2	1		248.75



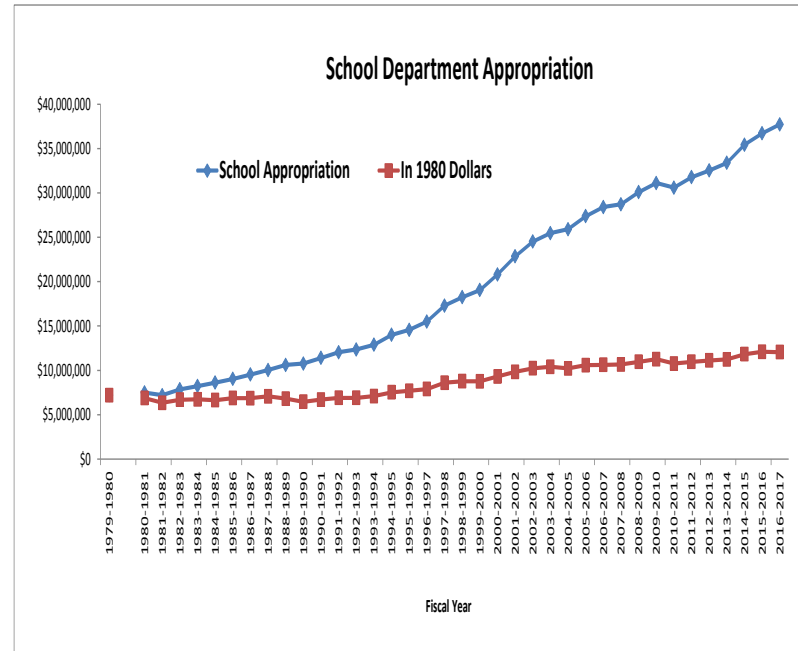
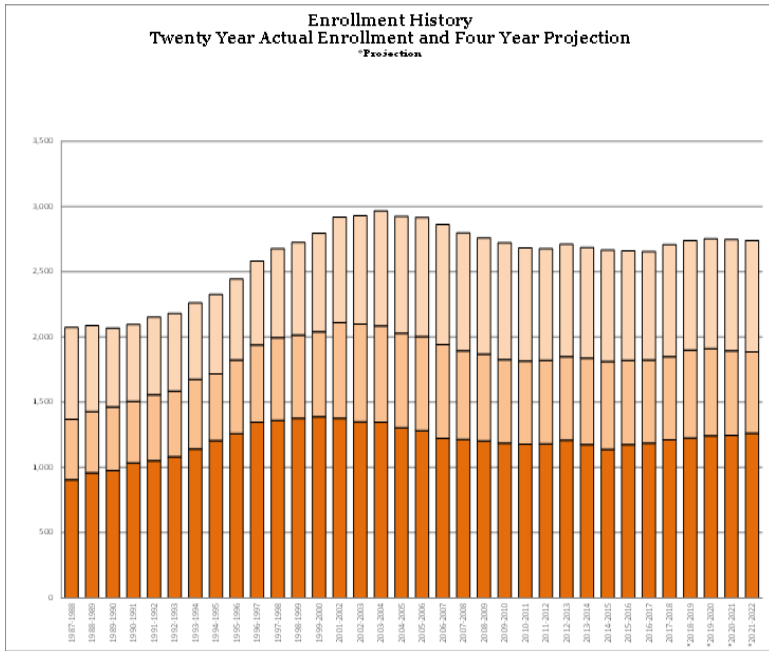
General & Special Education/EL - Overview

General and Special Education/English Learners (EL) Staff is Driven by Student Enrollment and Student Demographics:

- Enrollment changes over time.
- Student demographic changes over time.
- Impact of student enrollment and demographics on staffing.
- Savings yield from building in-district special education program capacity.
- Special Education/EL State regulations change over time.

Note: Legal Special Education mandates require the school district to provide free and appropriate education in the least restrictive environment.

+ General and Special Education/EL - Student Enrollment K-12

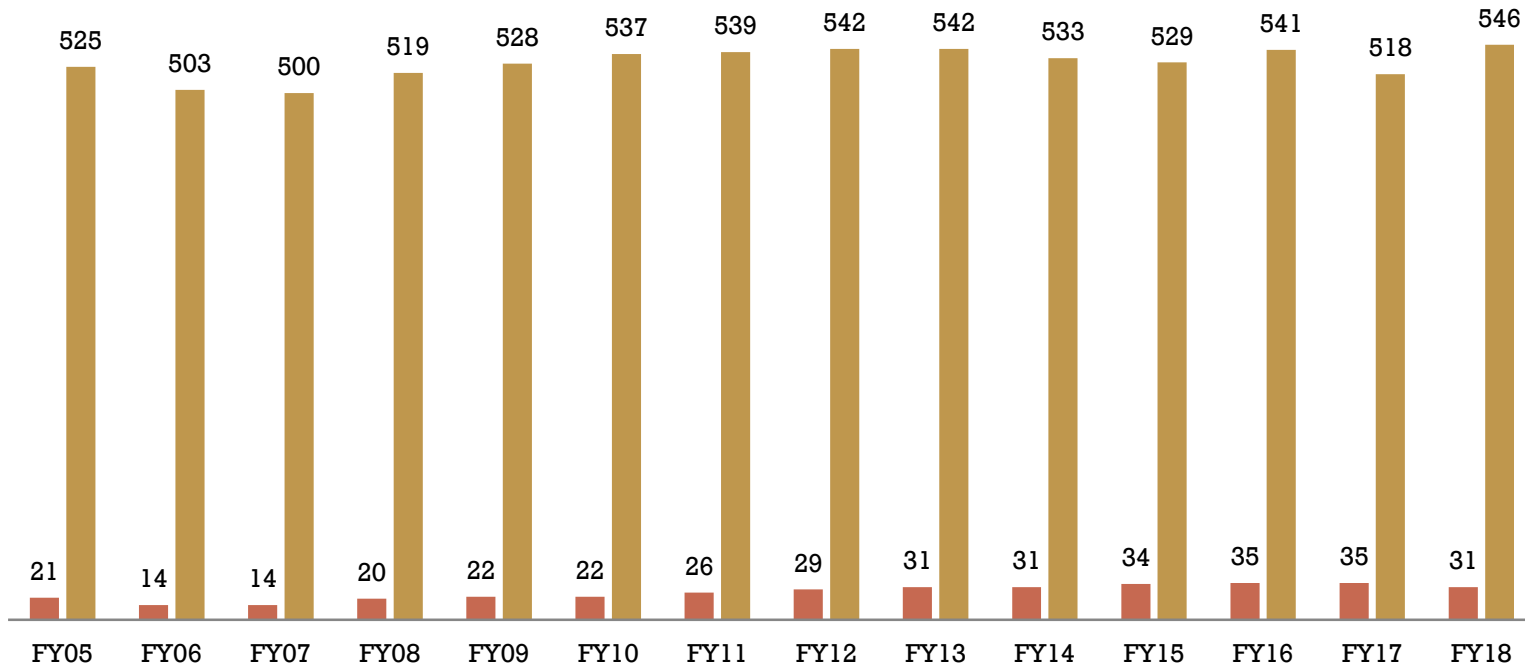




General and Special Education/EL-Special Education Enrollment

Special Education Student Enrollment

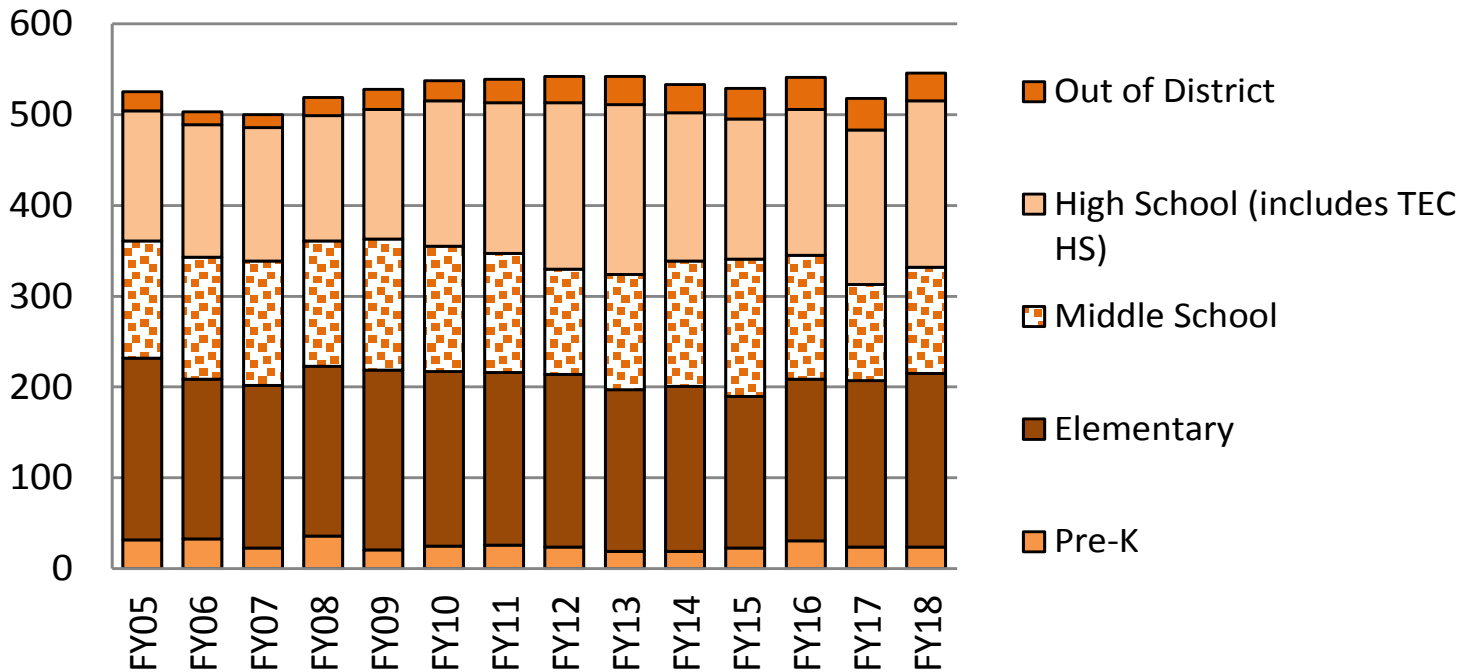
■ Total Out of District Population ■ Total SPED Population





General and Special Education/EL- Special Education Enrollment

Special Education Population Totals FY 2005 to FY 2018

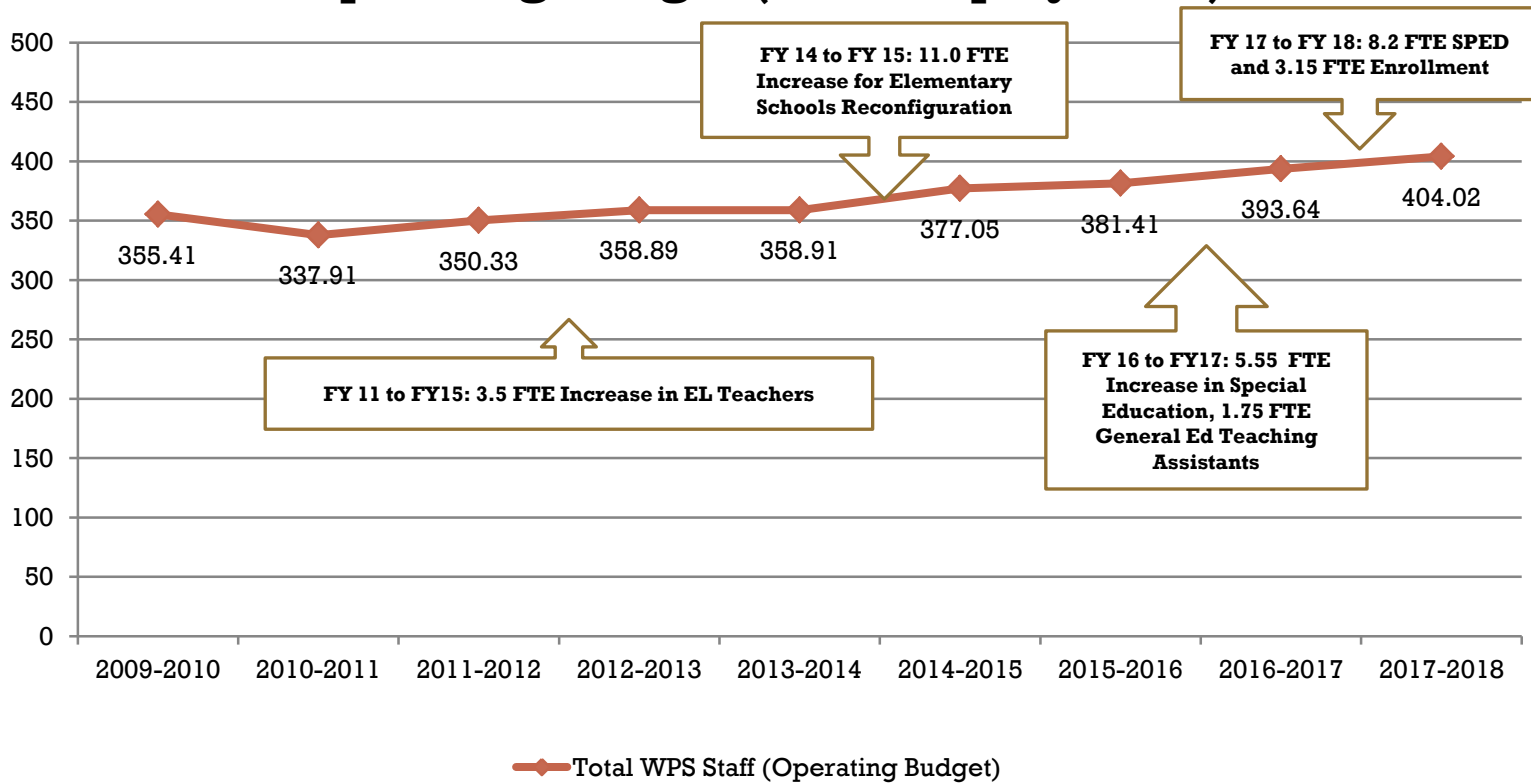


+ General and Special Education/EL – EL Proficiency Levels and State Guidelines

	FY14	FY15	FY16	FY17	FY 18	
Entering	4	4	8	4	4	Foundational: (Entering/Beginning/Developing) 2-3 blocks/day (45 min each)
Beginning	5	3	2	5	15	
Developing	12	15	18	15	31	
Expanding	5	11	19	28	40	Transitional: (Developing/Expanding/Bridging) 1 block/day (45 min each)
Bridging	3	5	10	8	8	
Reaching/Monitoring	3	5	7	15	12	Reaching/ Monitoring:
Totals	32	43	64	75	110	Supports as needed and progress monitored

+ General and Special Education/EL – Impact of Enrollment on Staffing

Total Wayland Public Schools Staff Operating Budget (Staff Deployment)



# Students	2,721	2,682	2,675	2,710	2,684	2,665	2,659	2,655	2,707
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General and Special Education/EL - Official October 1 In District K-12 Student Enrollment

**WAYLAND PUBLIC SCHOOLS
ACTUAL ENROLLMENT from FY 2008 - 2018**

ENROLLMENT PROJECTIONS for FY19, FY20, FY21 and FY22 Using 3 Year Cohort Survival

	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY19	FY19		FY19	FY19	FY20		FY21		FY22	
Oct. 1 Birth year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	5 Yr CSR	4 Yr CSR	3 Yr CSR	3 Yr CSR	2 Yr CSR	1 Yr CSR	3 Yr CSR	3 Yr CSR	3 Yr CSR	3 Yr CSR	3 Yr CSR	3 Yr CSR
Births	143	131	124	105	129	112	94	105	99	112	124			Internal	NESDEC			Internal	NESDEC	Internal	NESDEC	Internal	NESDEC
K	174	178	160	168	179	190	161	165	171	184	208	207	206	208	202	209	204	171	207	161	214	182	204
Grade 1	206	192	205	169	179	190	190	176	184	183	196	222	222	226	225	222	222	225	219	185	224	174	232
Grade 2	202	203	204	221	176	185	194	207	178	191	190	204	204	202	202	203	203	233	232	232	225	190	231
Grade 3	193	204	208	204	220	192	191	198	221	184	185	197	195	194	194	190	184	207	207	238	237	237	230
Grade 4	230	199	211	209	212	228	202	199	214	227	195	194	195	195	195	193	196	205	205	218	219	251	250
Grade 5	208	227	198	208	214	223	236	194	207	217	236	200	198	201	201	200	203	201	201	211	211	225	226
Grade 6	208	210	225	197	209	219	223	234	193	208	221	237	236	237	237	239	240	202	202	203	202	213	212
Grade 7	248	207	208	225	196	218	218	220	233	198	209	223	221	223	223	224	222	239	239	204	204	204	204
Grade 8	224	248	206	212	234	203	222	218	218	232	208	212	211	212	212	214	220	225	226	242	242	206	207
Grade 9	232	222	232	202	212	233	202	218	206	214	234	205	204	204	204	207	210	207	207	221	221	237	237
Grade 10	221	229	218	226	199	206	234	196	215	205	210	230	231	231	231	230	230	201	201	205	204	218	218
Grade 11	222	223	229	214	227	205	208	233	193	220	202	211	210	210	210	211	207	231	230	201	201	204	204
Grade 12	228	217	217	227	218	218	203	207	226	192	213	198	199	197	197	198	196	205	205	225	225	196	197
Total	2,796	2,759	2,721	2,682	2,675	2,710	2,684	2,665	2,659	2,655	2,707	2,740	2,733	2,740	2,733	2,742	2,735	2,752	2,781	2,745	2,829	2,739	2,852
Delta	-64	-37	-38	-39	-7	35	-26	-19	-6	-4	52	33	26	33	26	35	28	12	48	-7	48	-7	23
% Growth	-2.3%	-1.3%	-1.4%	-1.5%	-0.3%	1.3%	-1.0%	-0.7%	-0.2%	-0.1%	1.9%	1.2%	1.0%	1.2%	1.0%	1.3%	1.1%	0.4%	1.8%	-0.3%	1.7%	-0.2%	0.8%
Totals																							
K-5	1,213	1,203	1,186	1,179	1,180	1,208	1,174	1,139	1,175	1,186	1,210	1,223	1,220	1,226	1,219	1,218	1,212	1,242	1,271	1,246	1,330	1,261	1,373
6-8	680	665	639	634	639	640	663	672	644	638	638	672	669	672	672	677	682	667	667	649	648	623	623
9-12	903	891	896	869	856	862	847	854	840	831	859	844	844	842	842	847	842	843	843	851	851	855	856

*Due to rounding of CSR, sums may reflect +/- 1.

+ General and Special Education/EL- Student Enrollment Impact on Staffing

- **Enrollment projections impact staffing – FY 18 to FY 19:**
 - Kindergarten – enrollment same, level staffing
 - Grade 1 at LO FY 18 to FY 19 – one new section required
 - Grade 5 at LO FY 18 to FY 19 – one existing section eliminated
- **Grade level and cohort enrollment “bubbles” impact staffing – FY 19 enrollment growth at middle school is projected to increase from 639 to 672 students, a net increase of 33 new students will result in enrollment-driven staffing.**
- **Residential development impacts staffing - enrollment growth forecasted from School Street 72 units 24% = about 17 students anticipated from Rivers Edge 188 units 12% = about 23 students which will may result in enrollment-driven staffing depending on grade levels.**
- **Move-ins impact staffing – unanticipated enrollment growth for FY 18 required new K and grade 5 classrooms to be added after budget was appropriated. An unanticipated increase in enrollment of 31 students overall beyond projected enrollment was realized in FY 18.**
- **Timing of move-ins and identification of student needs impact staffing - since October 1, twelve new students have moved-in increasing class size. Unanticipated enrollment in FY 18 overall has shifted some class sizes to and beyond targets. New enrollment may bring requirements for additional services.**
- **Demographic shifts in student needs –EL service needs have grown 46% in the last year.**



General and Special Education/EL-Class Size and Classroom Capacity

2017-2018
HAPPY HOLLOW ACTUAL ENROLLMENT

Happy Hollow	Projected	1-Oct	Boston	Non Resident Staff	Actual v. Projected	Target	Target vs. Actual
Kindergarten	19	20			1	20	0
	19	20			1	20	0
	20	19			-1	20	1
	58	59	0	1	1	60	1
Grade 1	21	20			-1	20	0
	21	21			0	20	-1
	21	21			0	20	-1
	63	62	2	0	-1	60	-2
Note: 4 new Grade 1 students enrolled in Happy Hollow since October 1, resulting in each classroom over target by two students							
Grade 2	20	21			1	23	2
	20	21			1	23	2
	21	20			-1	23	3
	61	62	3	0	1	69	7
Grade 3	23	23			0	23	0
	23	22			-1	23	1
	23	23			0	23	0
	69	68	5	2	-1	69	1
Grade 4	20	21			1	25	4
	21	20			-1	25	5
	21	21			0	25	4
	62	62	4	2	0	75	13
Grade 5	24	25			1	25	0
	24	24			0	25	1
	25	25			0	25	0
	73	74	5	4	1	75	1
Combined Total	386	387	19	9	1	408	21

+ General and Special Education/EL-Savings Yield from In-District Programs

FY 2018 Impact of Offering Six In-District Programs, Serving 54 Students and Building Internal Capacity:

■ Total Cost Out-District	
Estimated Average Tuition (\$62K) and Transportation	\$4,266,000
■ Total Cost In-District	
36.3 FTE = 9.0 Teachers, 24.5 Teaching Assistants	
2.0 Adjustment Counselors, .8 BCBA, Benefits	<u>\$2,079,649</u>
■ Total Savings Yield	\$2,186,351

+ Resource Reallocation – FY 2018 Staff and Funding

- In FY 2018, unanticipated enrollment growth and student needs required reallocation of resources after budget was appropriated:
 - Increased FY 2017 SPED tuition prepay to cover \$123,000 staffing costs driven by new enrollment in K and Grade 5.
 - Consolidated and shifted funds from SPED teaching assistants budget to implement co-teaching model and retain students in-district.
 - Increased elementary sections without adding specialists' time, Music K-12 DH teaching at elementary level.
 - Grouped students with similar abilities.
 - Shared staff, such as reading specialists, across elementary schools.
 - Expanded elementary school buffer zones.

+ Resource Reallocation – Decreased Grant Allocations

- Also in FY 2018, Circuit Breaker reimbursements and grant allocations decreased:
 - Circuit Breaker Reimbursement Rate decreased from 73% to 65%.
 - Special Education Entitlement Grant decreased from FY 2017 \$594,011 to FY 2018 \$579,757.
 - Special Education Professional Development Grant was eliminated in FY 2018.

+ Budget Risks Taken

- Increase use of Circuit Breaker Reimbursement for SPED Services in FY 2019 by budgeting to minimum balance of \$250,000 for unanticipated needs, down from average 5 year balance of \$370,000
- Assume savings anticipated from staff exchange by reducing recommended budget by \$150,000 .

+ Funded and Unfunded Needs

- FY 2018 Funded Needs that Resulted in Increased Staffing:
 - MWS Writing Center 1.0 FTE
 - WHS Connect Program .40 FTE
 - Night Custodian Supervisor 1.0 FTE

- FY 2018 Unfunded Needs that Would Have Resulted in Increased Staffing:
 - CH/HH Assistant Principal .10 FTE + .40 FTE = .50 FTE
 - WHS Academic Center Teaching Assistant 1.0 FTE

+ Summary of Budget Goal and Development Process- School Committee's Budget Goal

To fully support the academic and social/emotional growth of our students, while respecting the fiscal restraints facing Wayland residents and needs of other Town departments.

+ Summary of Budget Goal and Development Process - Current Budget Process

1. Receive and understand the Finance Committee's guideline.
2. Develop enrollment forecasts and project class sizes and students' service needs based on official October 1 enrollment.
3. Review required staffing for General and Special Education and redeploy resources where possible.
4. Meet with each Building Principal and Department Head, Administrative Council and Central Administration over several meetings.
5. Conduct several community and committee outreach meetings and cable broadcasts, including with the Finance Committee.
6. Review the Superintendent's Recommended Budget and conduct series of Budget Workshops, conduct Budget Hearing and Forum.
7. Arrive at School Committee's Recommended Budget by discussing and debating merits of budget components and their impact on students.

+ Comparative Peer Data- Demographic Profile of Peer Communities

Community	FY16 Average Single Family Tax Bill (1)		FY16 Per Pupil Expenditure (2)		FY16 Student Teacher Ratio (2)		FY16 PARCC ELA CPI (2)		FY16 PARCC Math CPI (2)		FY16 Combined SAT (2)	
	Amount	Rank	Amount	Rank	Ratio	Rank	Score*	Rank	Score	Rank	Score**	Rank
Acton-Boxborough	\$ 9,681.50	11	\$ 14,745.00	13	15.3 : 1	13	94.9	*	93.1	*	1863	2
Bedford	\$ 9,103.00	13	\$ 18,120.00	8	11.5 : 1	4	92.8	6	89.2	6	1688	10
Carlisle	\$ 13,588.00	6	\$ 19,709.00	4	11.3 : 1	3	96.9	1	97.0	1	1856	4
Concord	\$ 13,490.00	7	\$ 18,857.00	6	12.9 : 1	7	95.8	2	94.3	2	1856	-
Dover	\$ 14,149.00	4	\$ 23,233.00	2	13.4 : 1	9	94.4	*	95.3	*	1860	3
Lexington	\$ 12,955.00	8	\$ 18,003.00	9	12.1 : 1	5	96.1	*	95.0	*	1875	1
Lincoln	\$ 15,033.00	3	\$ 21,799.00	3	10.4 : 1	1	91.7	*	86.2	*	1759	8
Needham	\$ 9,587.00	12	\$ 16,547.00	11	14.3 : 1	12	95.0	*	92.9	*	1727	9
Sherborn	\$ 15,104.00	2	\$ 19,135.00	5	12.9 : 1	7	94.4	*	95.0	*	1860	-
Sudbury	\$ 12,082.00	9	\$ 15,259.00	12	13.8 : 1	11	95.8	2	92.7	5	1759	-
Wayland	\$ 11,730.00	10	\$ 17,426.00	10	12.8 : 1	6	94.0	5	92.8	4	1807	7
Wellesley	\$ 13,971.00	5	\$ 18,636.00	7	13.7 : 1	10	96.0	*	92.3	*	1813	6
Weston	\$ 18,762.00	1	\$ 23,899.00	1	11.2 : 1	2	95.5	4	93.8	3	1834	5

Key:

(1) Source: Commonwealth of MA Department of Revenue Website. Acton-Boxborough rate takes an average of Acton and Boxborough bills.

(2) Source: Commonwealth of MA Department of Education Website. Blended per pupil expenditures for regional high schools:

Concord-Carlisle=\$21,506, Dover-Sherborn=\$18,999, Lincoln-Sudbury=\$19,282

* = A-B, Dover, Lexington, Lincoln, Needham, Sherborn & Wellesley MCAS data as those districts did not take PARCC in 2016

** = SAT scores reported for Concord-Carlisle, Dover-Sherborn and Lincoln-Sudbury regional high schools

+ Q&A and Discussion

THANK YOU