



READING PUBLIC SCHOOLS
SCHOOL COMMITTEE BUDGET
FISCAL YEAR 2010

FEBRUARY 2009

SCHOOL BUDGET
FOR THE FISCAL YEAR

July 1, 2009 – June 30, 2010

Reading Public Schools
Reading, MA 01867

1.0 Introduction

1.1 Mission Statement

The Reading Public Schools strives to ensure that all students will have common, challenging, meaningful, learning experiences in the academics, health and wellness, the arts, community service, co-curricular activities, and athletics. We will lead and manage our school community to reflect the values and culture of the Reading Community, and guide and support our students to develop the appropriate skills, strategies, creativity, and knowledge necessary to be productive, informed, independent citizens in a global society.

1.2 Vision Statement

It is the vision of the Reading Public Schools to continue fulfilling the promise of our mission and, in so doing, to be a model of educational excellence in preparing students for the 21st century. Thus, as we go on with our journey of continual improvement and look forward to the coming years, this is the school district that we envision for our children and that we shall faithfully endeavor to give to them . . .

Curriculum, Instruction, Technology, and Assessment...

Our district shall have a pre-K through 12 curriculum that is aligned, well articulated, and based upon the essential standards and skills that our students need to be productive, informed, independent, contributing citizens in a democratic society. This research-based curriculum will be challenging for all students and focus on depth of learning, rather than breadth of coverage. Each grade level will have specific, age-appropriate, 21st century skills integrated into the curriculum, which will include: *creativity and innovation skills, critical thinking and problem solving skills, communication and collaboration skills, information literacy, media literacy, and technological literacy*. In addition, our curriculum will use real-world problems to afford students the opportunity to develop essential life and career skills, such as *flexibility and adaptability, initiative, self-direction, productivity and accountability, cross-cultural skills, social skills, life-long learning, leadership and responsibility, and personal wellness*. Students will have opportunities to engage in activities aimed at fostering a life-long love of reading and literature. Civics and global awareness will also be interwoven throughout our schools' curriculum, allowing students to develop an understanding of their own roles as members of local, state, national, and global societies.

Instruction in all classes will be tailored to the diverse needs of students and focus on high levels of student engagement in the learning process. Teachers will use a variety of research-based instructional methods, such as flexible grouping, hands-on inquiry-based learning, and differentiated instruction to make each lesson both engaging and challenging. In addition, technology will be thoroughly integrated as a tool for teaching and learning, allowing students to access and assess an ever-expanding volume of knowledge and giving them the opportunities to expand their boundaries of learning beyond the walls of the classroom. In this way, students at every grade level will be acquiring the technology skills necessary for the 21st century, and they will be given opportunities to connect, collaborate, and network with others. For instance, students and teachers will use blogs, podcasts, wikis, video production, and future applications to create assignments that are connected to meaningful, real-world issues. All schools will be completely wireless, and all students (beginning in grade 6) will use personal technology devices, electronic portfolios, and district email addresses. Students will use technology as a tool for critical learning, communication, and collaboration—both inside and outside the classroom. Staff will use technology for instruction, communication, grading, and collaboration; and our school leaders and administrative staff will utilize technology to manage the financial, human resource, and facilities departments.

Data from both formal and informal assessments shall drive the instructional practices in our district. To gauge what students truly know, can do, and understand, a comprehensive system of student assessment

will be used to afford students the opportunity to demonstrate what they have learned through such means as formative and summative assessments, online assessments, project-based assignments, and culminating exhibitions. Technology will also be used to track student progress, and the district and schools will use standards-based evaluations, such as the New England Association of Schools and Colleges accreditation process and the Blue Ribbon Schools of Excellence Blueprint for Success to ensure continual reflection and improvement toward the highest standards of teaching, learning, and leadership.

Leadership, Personnel, and Learning Environment...

District and school leaders shall be student-centered, collaborative, and steadfastly committed to the mission and vision of the Reading Public Schools. The School Committee, together with district and school leaders, shall provide the necessary resources and support to accomplish our vision. District finances will be sufficient to properly fund school and district improvement efforts consistent with the vision. District and school leaders shall manage the district in a fiscally-responsible manner, keeping the community continually informed of financial needs. In addition, the district will continue to identify and secure alternative sources of funding to augment local financing. With this culture of teamwork to accomplish goals, we will demonstrate our commitment to shared leadership and collaboration with all members of our school community.

The faculty and staff will be diverse and team-oriented, and will work collaboratively to promote the mission, vision, and goals of the Reading Public Schools. All personnel will be highly-skilled, student-centered, motivated, lifelong learners. We shall have a comprehensive human resource management system which emphasizes thoughtful hiring practices and encourages diversity, support for new teachers, meaningful professional development, and an evaluation process which fosters continuous professional growth. As a result, a culture will exist where all school district personnel have the opportunity to feel supported, valued, and report high levels of job satisfaction.

In our district, it shall also be of paramount importance that all members of our learning community feel safe and free from bullying, harassment and discrimination. Diversity shall be embraced and mutual caring, respect, and empathy will be present throughout the community. Each student's educational experience will be personalized by members of the school who will know the student well, who will understand the student's abilities and challenges, and who will assist the student in achieving both personal growth and academic success. Before-school programs, after-school programs, community education, online courses, and summer enrichment academies will provide for our students engaging opportunities to expand their learning. It will be clearly understood and valued by all that learning occurs beyond the walls of the classroom.

The district's school buildings shall always be well maintained, clean, comfortable, and safe environments for learning. In addition, the buildings will be energy efficient. Each individual's commitment to energy and resource conservation will be strikingly evident. Our school buildings will be equipped to provide a 21st century learning environment for our students, and they will also be well-utilized centers of community activities.

Families and Community...

Education will truly be the shared responsibility of both the schools and the community, with families playing active roles in the schools and being full partners in ensuring the success of their children. Respectful communication between the home and school will be welcomed, encouraged, and expected. Together, we shall all share the importance of holding students to high standards and expectations for both their academic achievement and their social and emotional development.

In the interest of the entire Reading community, the school district and town government shall work cooperatively and collaboratively. To stay current in financial and educational policy issues, the school district will also maintain open lines of communication with both elected officials and educational leaders at the local, state, and national levels. In addition, the school district will maintain active

partnerships with businesses, universities, and civic organizations.

As educators and members of our community, we believe that implementing this vision is our ethical responsibility to the children of the Town of Reading. And in so doing, we shall truly be fulfilling the promise of our mission.

2.0 Summary

2.1 Superintendent's Introductory Message

Where basic skills once sufficed for low-level jobs, those positions are scarce today. Employers now are seeking expertise in higher order skills such as complex communication, collaboration, problem-solving and information literacy.

In other words, today's employers want employees who can think on their feet, solve problems creatively, use technology to complete their work and work well in teams.

The problem is that those skills are not, and have never been, the focus in traditional public education. Shifting our focus to embed the delivery and acquisition of those skills into teaching and learning for students of all ages will require a shift in what we teach, how we teach it, the tools we use and how we train, recruit, nurture and retain our teachers and school leaders. According to Harvard Professor Richard Murnane, the overarching challenge for all educators today is to rethink not what they teach, but "how they empower students to use that information."¹

School Reform in the New Millennium: *Preparing All Children for 21st Century Success*
Recommendations from the Massachusetts Board of Elementary and Secondary Education's Task Force on 21st Century Skills

The Mission and Vision of the Reading Public Schools are aligned with the recommendations of the report cited above. Over five years ago the Reading Public Schools set out on a journey, a journey towards excellence. Consistent with the Reading School Committee Policy "The annual budget is the financial expression of the educational mission and program of the school department,"² each of the past five years the Reading School Committee has approved an annual school department budget that has supported school improvements targeted at bringing us closer to achieving our vision.

This budget is quite different. The global economic crisis has not spared our community of Reading. All state and local revenue sources are down save one, local real estate taxes. Our elected officials predict declines in state revenues coming from the capital gains taxes, income taxes, sales taxes, and lottery receipts. Town officials predict a decline in local excise tax revenue. Weighing all this, the Reading School Committee, Reading Board of Selectmen and Reading Finance Committee, held a Financial Forum on November 24, 2008 where it was decided that all town departments build their FY10 Budgets based on the same funding received in their FY09 Budget. Given this decision, the Reading Public Schools administration set out to do just that, build a level funded budget for the FY10 school year.

Given known increases in employee contractual salaries and contracted services, maintaining level funding from the FY09 to FY10 requires a significant reduction in school department expenditures. Despite this restriction, the school administration's primary priority as the FY10 Budget was developed

¹ *The New Division of Labor: How Computers Are Changing the Way We Work* (Princeton University Press and Russell Sage Foundation, 2004), by Richard Murnane and Frank Levy

² Reading School Committee Policy, File:DB, Annual Budget, Adopted by the Reading School Committee on September 28, 2006

remained consistent with the Reading School Committee Budget Planning Policy. This policy states, "The first priority in the development of an annual budget will be the educational welfare of the children in our schools."³

Over the span of many weeks, the school administrators met frequently to discuss the FY10 Budget. In keeping with the School Committee Policies, the best interest of the students guided our deliberations. The administrators discussed in length various funding reductions and their impacts on teaching and learning. The goal was to develop a level funded budget which minimizes the negative impact on teaching and learning and, to the best it can, remains consistent with the Mission and Vision of the Reading Public Schools.

As part of this process, the Chair of the School Committee and the Superintendent of Schools held faculty/staff meetings at each school to review the state of the budget and the FY10 Budget process as well as to provide a venue for receiving feedback. In addition, a meeting was held with the Budget Parents to review the same information.

As stated above, in each of the past five years, the annual school department budgets have included school improvements consistent with the District's Mission and Vision as well as the District Improvement Plan. These improvements included:

- Maintaining reasonable class sizes throughout the district
- Expanding Advanced Placement and elective offerings at RMHS
- Building a solid technology infrastructure including hardware and software to enhance teaching and learning
- Engaging educators district-wide in high quality professional development
- Implementing new curricula consistent with the Mission and Vision of the Reading Public Schools
- Maintaining and improving our school facilities

In stark contrast, the FY10 Budget reflects a reduction in staffing and a significant reduction in professional development, curriculum development/purchases, and instructional technology, as well as a moderate reduction in instructional materials/supplies and building maintenance.

Staffing Reductions	FTE
Teachers	5.0
Paraeducators	13.2
Facilities Assistant Director	1.0

	FY09 Budget	FY10 Budget	\$ Reduction	% Reduction
Curriculum Development/Purchases	\$206,400	\$74,000	\$132,400	64%
Professional Development	\$194,160	\$62,700	\$131,460	68%
Instructional Technology	\$157,900	\$55,750	\$102,150	65%

Despite these reductions, the good work that has been accomplished over the past five years will allow us to maintain a modicum of momentum in FY10. However, in order to accomplish this it will require increases in user fees and increases in the use of revolving fund revenues. Moreover, it will mean changes in how we do things in the future. We must assess each of our actions in light of reduced

³ Reading School Committee Policy, File:DBD, Budget Planning, Adopted by the Reading School Committee on September 28, 2006

funding and change accordingly. This will require from every member of our school community heightened flexibility, increased collaboration, deeper understanding of the challenges presented and "big picture" thinking.

Our commitment to our Mission and Vision will be challenged in these tough economic times. A retreat to the education of yesteryear will be raised as a solution. We must respond to that challenge. We are preparing our students for their futures and not our pasts. They are the ones inheriting the results of our actions. We must stay true to the Mission and Vision of our district if we are to arm our students with the skills and knowledge necessary to see us through to more prosperous times.

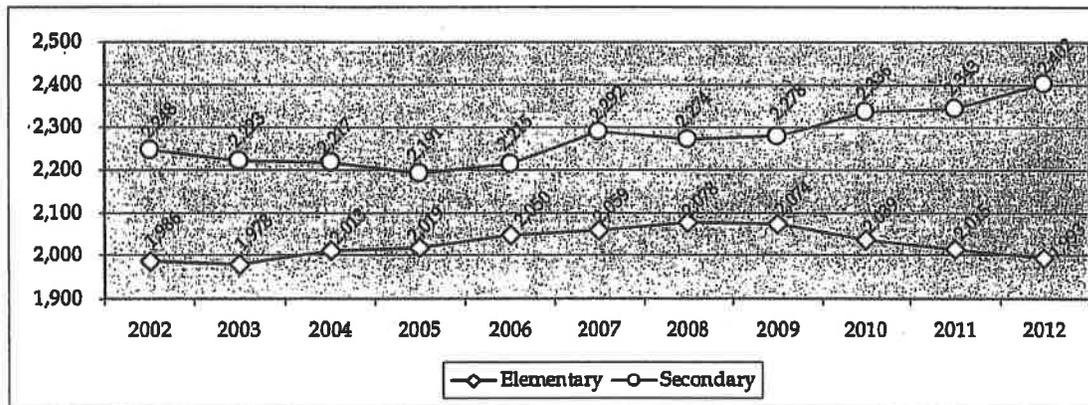
The following sections of this budget narrative will give you more detailed information regarding the overall FY10 Budget, each cost center within the budget and the implications of a level funded FY10 Budget.

2.2 District Enrollment History & Projection

The enrollment data for kindergarten through grade 12 for the years 2002 through 2008 are based on the district's student information system (SIMS) submission to the Massachusetts Department of Elementary and Secondary Education as of October 1 of each school year. The enrollment projections for October 1 of 2009 through 2012 are based on the report prepared by the New England School Development Council (NESDEC) but adjusted to reflect the underestimated enrollment projections historically presented in the NESDEC report.

As of Oct. 1,	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Kindergarten	321	300	337	282	325	324	324	293	323	274	307
Grade 1	336	361	332	369	316	345	343	354	315	347	294
Grade 2	354	345	341	328	375	318	358	344	356	317	349
Grade 3	310	351	345	343	328	388	318	362	347	354	320
Grade 4	308	312	349	346	353	335	393	327	368	354	366
Grade 5	357	309	309	351	353	349	342	394	330	369	357
Elementary Total	1,986	1,978	2,013	2,019	2,050	2,059	2,078	2,074	2,039	2,015	1,993
Percentage Change		-0.4%	1.8%	0.3%	1.5%	0.4%	0.9%	-0.2%	-1.7%	-1.2%	-1.1%
Grade 6	344	348	315	312	355	348	343	343	391	328	368
Grade 7	362	336	350	313	320	364	347	351	348	397	333
Grade 8	320	360	340	344	317	321	362	352	351	348	397
Middle Total	1,026	1,044	1,005	969	992	1,033	1,052	1,046	1,090	1,073	1,098
Percentage Change		1.8%	-3.7%	-3.6%	2.4%	4.1%	1.8%	-0.6%	4.2%	-1.6%	2.3%
Grade 9	303	277	329	315	315	305	292	337	326	325	322
Grade 10	325	298	272	327	314	319	304	287	338	327	326
Grade 11	292	329	308	281	331	323	319	307	292	343	332
Grade 12	302	275	303	299	263	312	307	301	290	275	324
High Total	1,222	1,179	1,212	1,222	1,223	1,259	1,222	1,232	1,246	1,270	1,304
Percentage Change		-3.5%	2.8%	0.8%	0.1%	2.9%	-2.9%	0.8%	1.1%	1.9%	2.7%
District Total	4,234	4,201	4,230	4,210	4,265	4,351	4,352	4,352	4,375	4,358	4,395
Percentage Change		-0.8%	0.7%	-0.5%	1.3%	2.0%	0.0%	0.0%	0.5%	-0.4%	0.8%

Reading Public Schools Enrollment Trend



2.3 District Staffing Profile

Staffing by F.T.E. (1) By DOE Function	2005-06	2006-07	2007-08	2008-09	2009-10	+ / (-)
1000 District Leadership						
Administrators	3.33	3.33	3.33	3.33	3.33	-
Administrative Support Staff	5.60	5.60	5.60	5.50	5.50	-
2100 Districtwide Academic Leadership						
Pupil Services Administrators	2.50	2.50	2.50	2.00	2.00	-
Administrative Support Staff	3.00	3.00	3.00	3.00	3.00	-
2200 School Building Leadership						
Principals & Assistant Principals	12.00	12.00	12.00	12.00	12.00	-
Academic Department Heads	2.70	2.70	2.70	2.70	2.70	-
Clerical Support Staff	11.50	11.50	11.50	11.50	11.50	-
2250 Building Technology	1.50	1.50	1.50	1.70	1.70	-
2300 Instruction						
Instructional Specialists	1.00	1.00	1.00	1.00	1.00	-
Classroom Teachers, Regular Education	250.20	250.20	253.60	256.20	251.20	(5.00)
Classroom Teachers, Special Education	7.40	8.00	8.00	9.60	9.60	-
Specialists, Regular Education	7.00	7.00	7.00	8.00	8.00	-
Specialists, Special Education	24.10	24.40	28.80	31.70	31.70	-
Therapeutic Services	13.00	13.00	13.40	14.00	14.00	-
Library/Media Specialists	7.90	7.90	7.90	7.90	7.90	-
ELL Instructors	1.80	1.80	1.80	1.60	1.60	-
Paraeducators, Regular Education	33.10	31.00	32.20	34.90	27.40	(7.50)
Paraeducators, Special Education	72.90	78.90	86.00	80.00	74.30	(5.70)
2700 Guidance, Counseling and Testing						
Guidance Department Head	0.40	0.40	0.40	0.40	0.40	-
Guidance Counselors	4.60	4.60	4.60	4.60	4.60	-
Clerical Support	1.00	1.00	1.00	1.00	1.00	-
2800 Psychological Services	10.00	10.00	10.00	10.60	10.60	-
3200 School Health Services						
Nursing Director	1.00	1.00	1.00	1.00	1.00	-
School Nurses	8.00	8.00	8.00	8.00	8.00	-
Clerical Support	0.50	0.50	0.50	0.50	0.50	-
3400 Food Services (2)						
Director	1.00	1.00	1.00	1.00	1.00	-
Clerical Support	1.00	1.00	1.00	1.00	1.00	-
Cafeteria Managers	8.00	8.00	8.00	8.00	8.00	-
Cafeteria Workers						
Food Service Delivery	1.00	1.00	1.00	1.00	1.00	-
3510 Athletics						
Director	0.70	0.70	0.70	0.70	0.70	-
Clerical Support	0.50	0.50	0.50	0.50	0.50	
3520 Extracurricular Activities						
Coordinator	0.30	0.30	0.30	0.30	0.30	-
4100 School Building Maintenance						
Directors & Managers	2.00	3.00	3.00	3.00	2.00	(1.00)
Maintenance Staff	4.00	3.00	3.00	3.00	3.00	-
Custodians	22.00	21.00	20.00	20.00	20.00	-
4400 Networking & Telecommunications	0.67	0.67	0.67	0.67	0.67	-
4500 Technology Maintenance	2.5	2.5	2.5	3.5	3.5	-
District Total	529.70	533.50	549.00	555.40	536.20	(19.20)

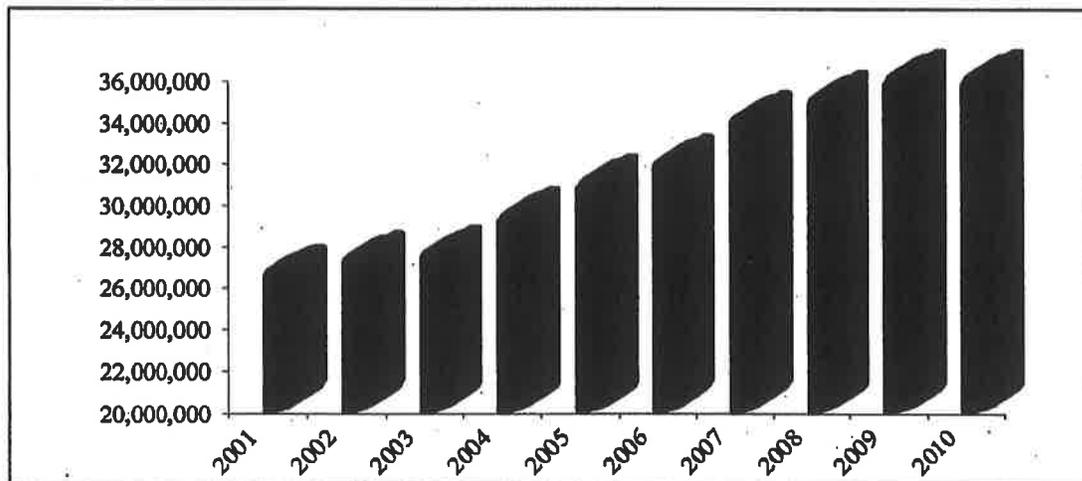
(1) F.T.E.= Full Time Equivalent (varies from 35 - 40 hours depending upon staff)

(2) Food Service staff salaries are charged directly to revolving fund, not general fund

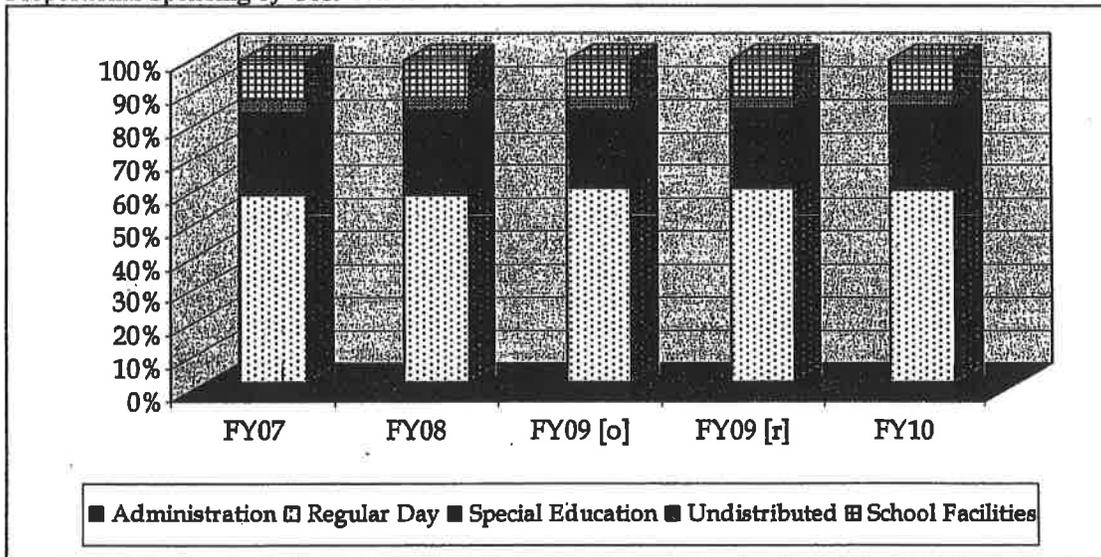
2.4 General Fund Expense Summary

Cost Center Summary	Actual	Actual	Adopted	Revised	Proposed	% CHG
	Expended 2006-07	Expended 2007-08	Budget 2008-09	Budget 2008-09	Budget 2009-10	
Administration	835,952	914,704	860,096	875,096	839,775	-4.0%
Regular Day	19,223,015	19,714,757	21,102,301	21,212,301	21,160,894	-0.2%
Special Education	8,531,045	9,005,446	8,582,014	8,552,014	9,203,387	7.6%
Undistributed	1,248,439	1,328,366	1,454,353	1,359,353	1,142,552	-15.9%
Subtotal	29,838,451	30,963,273	31,998,764	31,998,764	32,346,608	1.1%
School Building Maintenance	3,968,064	3,856,352	3,872,406	3,872,406	3,649,639	-5.8%
Total	33,806,515	34,819,625	35,871,170	35,871,170	35,996,247	0.3%
Accommodated Costs:						
Special Education Tuition	4,227,401	4,369,192	4,261,481	4,261,481	4,349,648	2.1%
Special Ed Transportation	943,211	856,043	928,825	928,825	915,000	-1.5%
Less Current Yr Circuit Breaker	(1,208,704)	(973,600)	(1,500,000)	(1,500,000)	(1,397,800)	-6.8%
Less Prior Yr Circuit Breaker	-	(290,500)	(350,000)	(350,000)	-	-100.0%
Heating of Buildings	864,706	700,954	962,317	844,667	788,870	-6.6%
Utilities	700,345	734,691	788,714	906,364	895,696	-1.2%
Total Accommodated Costs	5,526,959	5,396,780	5,091,337	5,091,337	5,551,414	9.0%
Total Schools Less Accommodated	28,279,556	29,422,845	30,779,833	30,779,833	30,444,833	-1.1%
Total Salaries	24,153,726	25,185,129	26,830,914	26,945,314	27,112,860	0.6%
Total Non-Accommodated Expenses	4,125,830	4,237,716	3,948,919	3,834,519	3,331,973	-13.1%
Total Salaries & Non-Accommodated	28,279,556	29,422,845	30,779,833	30,779,833	30,444,833	-1.1%

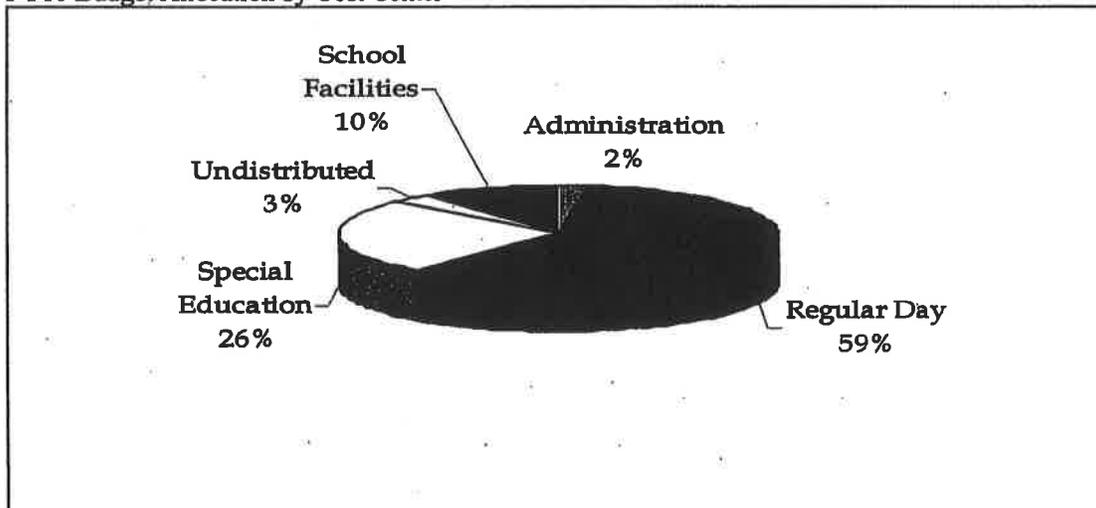
Historical Spending Levels



Proportional Spending by Cost Center



FY10 Budget Allocation by Cost Center



Net School Spending

The Commonwealth's school finance statute, Chapter 70 of the General Laws, establishes an annual "net school spending" requirement for each Massachusetts school district. The Department of Education is required to review and analyze the information submitted annually in each school district's End-of-Year Pupil and Financial Report to determine whether minimum local contributions and net school spending requirements for the prior and current years have been met. Failure to comply with this requirement may result in non-approval of a municipality's tax rate, enforcement action by the Attorney General, or loss of state aid. A more detailed explanation regarding the calculation of required net school spending can be found in Appendix D.

Net school spending represents those general fund expenditures that are "reimbursed" by Chapter 70 Funds. Net school spending by School Committee includes almost all budgeted expenditures including administration, regular day, special education, facilities, and undistributed. The most notable exclusions are transportation (both regular day and special education) as well as capital fund expenditures. Net school spending by the Town includes a portion of the administrative costs allocated to the school department for such things as accounting, finance, school crossing guards, trash removal, snow removal, employee health insurance, and property and casualty insurance.

Historical Trends in Net School Spending

	FY07	FY08	FY09	FY10
	<u>Actual</u>	<u>Actual</u>	<u>Budget</u>	<u>Projected</u>
Required Net School Spending	31,463,026	33,194,639	35,385,849	37,509,000
NSS Spending by School Committee	32,408,386	33,483,658	34,820,146	34,615,679
NSS Spending by Town	6,015,415	6,220,736	6,567,612	6,731,802
Expenditure in Excess of Req'd NSS	6,960,775	6,509,775	6,001,909	3,838,481

Historically, Reading has exceeded its required net school spending amount by 20% to 25%. As the table above indicates, with the anticipated level funding of the budget, given the projected net school spending requirement for FY10, the district will be significantly closer to the required net school spending level and will exceed it by only 10%. If the FY10 budget were to be reduced further or if FY11 budgets were to be level funded or reduced, we would anticipate that for the first time ever, Reading would be spending at or slight below its required net school spending level.

Historical Trends in School-Related State and Federal Funding

	FY07	FY08	FY09	FY09	FY10	% Chg
<u>State & Federal Revenue</u>	<u>Actual</u>	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>	<u>Projected</u>	
Chapter 70 Aid (1)	7,119,890	8,041,967	8,444,065	9,264,215	9,264,215	0.0%
MSBA Construction Aid (2)	1,396,897	1,396,897	1,396,897	-	-	
Circuit Breaker (3)	1,498,199	1,588,421	1,758,210	1,758,210	1,397,800	-20.5%
Federal Grants	1,474,132	1,511,059	1,695,661	1,695,661	1,695,661	0.0%
State Grants	376,507	407,954	365,400	365,400	365,400	0.0%
Subtotal	11,865,625	12,946,298	13,660,233	13,083,486	12,723,076	-2.8%

(1) **Chapter 70 Aid:** The amount of local aid the municipality will receive from the Commonwealth to finance its public schools for the fiscal year under M.G.L. c. 70 and applicable state budget provisions and appropriations.

(2) **MSBA Construction Aid:** Annual payments made by the state to support the town's long term borrowing for school construction projects. In FY08, the Town Finance Director negotiated with MSBA for a one-time payment ending the state's obligation and allowing the Town to refinance its remaining school construction debt at a savings of approximately \$150,000 per year.

(3) **Circuit Breaker:** This is a state reimbursement grant whereby the school department is reimbursed for a portion of the cost of special education services rendered to specific students who meet the criteria for reimbursement. The formula for reimbursement is as follows: The grant reimburses for a percentage of the costs above four times the average statewide per pupil cost (this amount currently is a bit over \$35,000). The percentage of reimbursement above that amount over the past few years has been 75%; we anticipate this being reduced to 60% for FY10. It should be noted that transportation is not reimbursable through the Circuit Breaker reimbursement grant program.

3.0 Cost Center Budgets

3.1 Administration

3.1.1 Budget Commentary

The general administration cost center includes the following functional areas:

- Superintendent
- Assistant Superintendent
- Business & Finance
- Human Resources
- Data and Information Management

Superintendent: The Superintendent's office, with the assistance of the high school administration and the facilities department, was successful in bringing the last of three major school construction projects to close out. While a very small number of punch list items are being completed by the District's Facilities Department, the High School project is, for all intents and purposes, complete. With the final chapters of the district's major school construction and renovation coming to a close, the Superintendent launched a new effort – the development of a Vision Statement for the Reading Public Schools. This effort consisted of a comprehensive, far-reaching, collaboration between the Reading School Committee, District Administrators, Staff, Students, and the Reading Community. This Vision Statement, which will define and direct the District for several years to come, is included in the Introduction to this document. One of the foremost challenges for the Superintendent's office in the next year will be in finding innovative ways to ensure that the district is able to continue the programs and initiatives necessary to achieve our Vision and Mission despite constrained financial resources. The Superintendent's office will continue to work diligently in advocating for the needs of the district at the federal and state level, promote school-business partnerships, seek public and private grant funding sources and work with other Massachusetts districts to collaborate in meaningful ways to maximize cooperative opportunities to enhance efficiencies and stretch our dollars as far as possible.

Assistant Superintendent: The Assistant Superintendent's office continues to work diligently toward reaching the high standards for teaching and learning set forth in the District's Mission, Vision and Improvement Plan (see Appendix A). The requirements of the No Child Left Behind Act and the resulting state regulations continue to have a significant impact in the operations of the Assistant Superintendent's office. Despite these challenges, the Assistant Superintendent's office has made significant strides in curriculum mapping, developing power or essential standards for each curriculum area, aligning curriculum vertically and horizontally; establishing curriculum standards and methods of assessment that go beyond state requirements in working toward student achievement of 21st century skills and knowledge; and enhancing the professional growth of instructional staff through targeted professional development, instructional coaching, mentoring, and meaningful staff evaluation tools. In addition, the Assistant Superintendent's office has provided critical assistance to building administrators in securing, implementing, and integrating instructional technology into the District's classrooms. This office plays a key role in obtaining and allocating state and federal grant funding including Title I, METCO, and the Federal Emergency Planning Grant. In the upcoming year, this office will confront the financial challenges by looking to obtain additional grant funding, utilizing in-house resources to continue providing quality professional development to staff, and working with other Massachusetts districts to identify opportunities for collaboration in such areas as professional development, technology integration, delivery of instruction, expanded learning, and curriculum purchasing.

Business & Finance: During the current fiscal year, the Business & Finance office played a key role in the implementation of the MUNIS system. The new financial tools currently being utilized include a

true requisition, purchase order, invoice entry and cash receipts entry system allowing for real time transaction processing and accounting. The MUNIS suite also includes a budget entry and salary projection module that has been employed to develop the current Fiscal Year 2010 budget. While the MUNIS tools provide a vast improvement with respect to the real time access to and availability of financial information, the amount of data entry, processing, and approval has increased dramatically. This is also true with respect to the requirements of payroll processing tasks that are the responsibility of the business office. Below is a summary of the number of transactions processed in just the first six months of the current fiscal year:

- 2,500 requisitions entered, reviewed, and approved
- 2,400 purchase orders converted, reviewed, and approved
- 3,500 invoices entered, reviewed, and approved
- 8,200 cash receipts entered, reviewed, and approved
- 216 payroll batches entered, reviewed, and approved

In the upcoming year, the Business & Finance office will work to continue to refine the operation of the MUNIS system, investigate and promote the use of its reporting capabilities, document and distribute changes to financial processes and procedures resulting from its implementation, and provide training to end-users to continue to expand the use of its key features and capabilities.

Human Resources: During the current fiscal year, the Human Resources office played a key role in the implementation of the MUNIS system as well. Human Resources staff was instrumental in the set-up of and conversion to the new MUNIS payroll system. First paychecks were issued from the MUNIS system as of the first pay period of the new fiscal year. The challenge continues as the "live" testing of the system reveals enhancements that are continuously being made and on-going training is provided to end-users. In just the first six months of the fiscal year, the Human Resource department processed and approved over 3,000 individual personnel actions in the MUNIS system. In the upcoming year, the Human Resources department will work to continue to refine the operation of the MUNIS system, investigate and promote the use of its reporting capabilities, document and distribute changes to personnel processes and procedures resulting from its implementation, and provide training to end-users to continue to expand the use of its key features and capabilities.

Over the past four years, turnover among the teaching staff has been a consistent but challenging 10% due in part to retirement of veteran staff (retirements have accounted for about one-half to one-third of the turnover). The district has hired between 32 and 38 teachers in each of the past three years. The hiring process was enhanced last year by the introduction of the web-based applicant tracking system, SchoolSpring.com. While decreasing the level of effort required for sorting and filing of paper applications, the use of this nationwide job posting system has increased the reach of our advertising thereby increasing the number of phone and email inquiries that we receive for each job posting. In the upcoming year, the Human Resources department will expand the use of SchoolSpring to include the posting and advertising of all instructional positions including both teachers and paraeducators.

The Human Resources department will continue, with the assistance of the data management tools of MUNIS, to manage information necessary to ensure compliance with state and federal agencies and regulations including the following the No Child Left Behind Act, the federal Family and Medical Leave Act, the Fair Labor Standards Act, and Massachusetts DESE regulations pertaining to Educator Licensure.

Data and Information Management: Central Office currently employs one full-time administrative assistant to fulfill all of the central data and information management. This function has gradually expanded from a 0.6 position to a full-time position within the last two years although there has been a net decrease in the number of full-time equivalent administrative support positions in Central Office.

The increase in responsibilities for this function has been met by restructuring responsibilities among the existing staff. The primary responsibilities include the data management and reporting required by both the Student Information Management system (SIMS) and the Educator Personnel Information Management System (EPIMS) of the Massachusetts Department of Elementary and Secondary Education (DESE). The SIMS data must be reported three times per year and the EPIMS data is currently reported once per year (although it has been reported that the DESE is intending to expand this requirement to at least two times per year in the near future). In addition, this person also handles the data management tasks required for the Connect-Ed system; processes CORI inquiries for all staff (permanent and temporary), volunteers, and vendors; and collects and tracks transportation fees and kindergarten tuition receipts.

By far the most significant challenge facing Central Office is the administrative support staffing constraints. The increase in responsibilities for Central Office staff as a result of the implementation of MUNIS, the substantial shift in personnel and payroll processing responsibilities from Town Hall staff to Central Office staff, and the increasing data reporting requirements from state and federal agencies have over-burdened current resources. While the present workload requires a minimum increase of 0.5 FTE in administrative support resources, the current budgetary constraints prevent this from being addressed in the next fiscal year. Central Office will, instead, look to find ways to streamline processes and maximize efficiency to provide as close to the same level of service that has been provided in the past to staff and the school community.

The FY10 District Administration Budget presented below reflects a 4.0% decrease in funding. Salaries for all non-union Administrators and administrative support staff reflect a 2.25% increase over FY09 actual salary amounts which are the lowest contractual increases that any of district's union staff will receive in the next fiscal year. Where percentage changes deviate from this 2.25%, FY09 actual amounts are above or below FY09 budgeted.

Increases in contract services are driven primarily by increases in the cost of telephone and wireless communications. The number of telephone lines and wireless devices has not changed; however, utility rates are higher than were anticipated during the FY09 budget process. Also, the addition of data plans to wireless services in the past year to accommodate wireless email communication has escalated costs moderately.

Reductions to supplies and materials are significant. These reductions will be addressed through a district-wide effort to reduce and re-use resources wherever possible. This includes a reduction in the use of paper by mandating double-sided copying and making documents available electronically rather than via paper copies whenever possible (including the distribution of this FY10 Budget document via email to the majority of its intended recipients). It also includes a district-wide effort to reduce the number and use of ink-jet printers, and drive print jobs to photocopiers rather than desktop printers as the per copy costs are significantly lower.

Reductions to other expenses are also significant. Advertising, recruiting, and employee physical costs are reduced to reflect the lack of anticipated new hires for the upcoming year. Professional development expenditures are eliminated entirely. Dues and memberships are funded at a minimal level and include funds for the Massachusetts Association of School Committees, a membership for the Superintendent and Assistant Superintendent to the Massachusetts Association of School Superintendents, and the membership of the Director of Human Resources and Finance to the Massachusetts Association of School Business Officials as these memberships are considered critical to the district's advocacy and collaboration efforts.

3.1.2 FY10 District Administration Budget

District Administration		Actual	Actual	Adopted	Revised	Proposed	% CHG
		Expended 2006-07	Expended 2007-08	Budget 2008-09	Budget 2008-09	Budget 2009-10	
10	Professional Salaries	358,671	400,319	405,924	422,924	434,754	2.8%
20	Clerical Salaries	222,676	230,969	243,858	246,258	251,179	2.0%
	Budget Offset			(20,000)	(20,000)	(20,000)	0.0%
30	Other Salaries	1,285	1,631	1,400	1,400	1,720	22.9%
	Subtotal - Salaries	582,632	632,919	631,182	650,582	667,653	2.6%
40	Contract Services						
	Grant Writing	31,766	27,206	24,180	14,180	14,180	0.0%
	Auditing	8,000	8,000	10,000	10,000	9,000	-10.0%
	Legal	4,241	16,270	10,000	6,000	4,800	-20.0%
	Computer	1,627	-	-	-	-	0.0%
	Telephone	71,588	65,758	61,400	61,400	65,966	7.4%
	Wireless	7,200	9,919	10,000	10,000	11,400	14.0%
	Subtotal - Contract Services	124,422	127,153	115,580	101,580	105,346	3.7%
50	Supplies & Materials						
	Office Supplies	12,328	9,922	9,500	9,500	9,500	0.0%
	Security Supplies	-	-	1,500	16,500	-	-100.0%
	Other Supplies	-	-	-	-	-	0.0%
	Subtotal - Supplies & Materials	12,328	9,922	11,000	26,000	9,500	-63.5%
60	Other Expenses						
	Photocopier Leases	6,283	18,440	16,320	14,320	10,774	-24.8%
	Advertising	22,536	17,470	19,000	17,000	12,800	-24.7%
	Recruiting	3,641	9,389	7,302	7,302	7,000	-4.1%
	Employee Physicals	15,368	16,354	18,360	18,360	13,360	-27.2%
	Printing	2,123	1,271	2,751	2,751	500	-81.8%
	Professional Development	30,791	43,121	16,100	16,100	-	-100.0%
	Postage	7,958	4,360	5,345	5,345	4,152	-22.3%
	Awards	2,153	497	1,000	500	-	-100.0%
	Mileage Reimbursement	273	3,209	949	949	-	-100.0%
	Dues & Memberships	16,594	20,309	15,207	14,307	8,690	-39.3%
	Equipment & Furnishings	8,850	10,290	-	-	-	0.0%
	Subtotal - Other Expenses	116,570	144,710	102,334	96,934	57,276	-40.9%
	Administration - Total	835,952	914,704	860,096	875,096	839,775	-4.0%

3.1.3 District Administration Staffing Profile

Staffing by F.T.E. (1) By DOE Function	2005-06	2006-07	2007-08	2008-09	2009-10	+ / (-)
1000 District Leadership						
Administrators	3.33	3.33	3.33	3.33	3.33	-
Administrative Support Staff	5.60	5.60	5.60	5.50	5.50	-

3.2 Regular Day

3.2.1 Budget Commentary

This budget summary will examine what programs and initiatives are currently being funded in the FY09 District Curriculum, Professional Development, Assessment, and Technology budgets, as well as, the programs that will be funded in the FY10 proposed budget. This summary will also reflect the impact of the current budget spending moratorium on these areas.

Our goal over the past four years has been to use previous year funding to begin to pilot new programs, provide training, and purchase materials and technology hardware for the next school year. A combination of this year's (FY09) spending moratorium on professional development, curriculum, instruction, assessment, and technology, combined with significant reductions in these areas in the FY10 budget will slow down our progress in these areas for the 2009-10 and 2010-11 school years.

Curriculum

Elementary

In science, a combination of grants, FY08, and FY09 funding has allowed for the implementation of several new programs this year. At the elementary level, teachers in Grades 3, 4, and 5 have been piloting some of the Museum of Science *Engineering is Elementary* units to complement our weather, force and motion, and sound units. This begins to address a gap in our elementary science curriculum to integrate more of the engineering strand of the Massachusetts Science and Engineering Frameworks. The current plan is to fully implement these units during the 2009-10 school year in Grades 3, 4, and 5. Since the majority of the funding for these materials and training is coming from a grant, it is anticipated that implementation will occur on schedule. However, what will not be funded during the 2009-10 school year are additional units for light and magnetism in Grade 5 and additional piloting of engineering units. These are concepts that are currently not addressed in our elementary science curriculum, but are in the Grades 3-5 Massachusetts Science and Engineering Curriculum Frameworks.

Under the leadership of our English Language Arts Instructional Specialist, Deb Kwiatek, several initiatives are occurring in English Language Arts. We are in our first full year of implementation of the Lexia online reading program for students who are struggling readers. This program is currently being implemented in grades K-8 with plans to implement the program in grades 9-12. FY08 funding provided non-fiction reading materials in Grades 3, 4, and 5 to address a gap in our ELA curriculum. We are currently piloting the *Worldly Wise* vocabulary program in grades 4 and 5 at one elementary school. Vocabulary proficiency is one of the areas that we are strengthening in our ELA curriculum. Unfortunately, we will most likely not be able to fully implement this program during the 2009-10 school year. In addition, we are currently implementing the John Collins Writing portfolio program in Grades 3-5. It is uncertain at this time if we will be able to fund the portfolio review during the 2009-10 school year. We also will not be able to fund any significant changes to our K-5 English Language Arts program, which has not been revised since 2000.

This year is our second year of implementation of our upgraded *Everyday Mathematics* program in Grades K-6. This upgraded program provides more open response questions, additional ancillary hands-on ancillary materials and additional technology integration than the previous program.

In social studies, we reorganized some units in grades K-2 to better align with the Massachusetts Social Studies Curriculum Frameworks and avoid any redundancy in certain content areas. Materials were funded in the FY08 budget for implementation of these reorganizations. In addition, teacher materials were purchased in Grade 5 for the implementation of *History Alive* activities to incorporate more hands-on, inquiry based lessons.

With the support of PTO, grant funding, and district funding, our Open Circle training has continued this year. Unfortunately, we will not be able to allocate district funding next year for any training of new elementary teachers. This will result in an inconsistency of the use of this program across grade levels in the district.

Understanding Disabilities reorganized and updated some of their curriculum units this year to provide more concentrated experiences for students across all grade levels. Unfortunately, the FY10 budget does not have any funding allocated to this program. We are working with Understanding Disabilities to seek outside funding sources to maintain this outstanding program.

Middle Schools

In science, Grade 6 teachers will be implementing a new floating and sinking unit during the 2009-10 school year. This unit was previously taught in Grade 5; however, it no longer is part of the grades 3-5 Science and Engineering Curriculum Frameworks. We will be using existing materials from the Grade 5 STC kits to supplement this unit. What will not get funded in the FY10 budget is any changes to our science curriculum, which was last revised in 1996. This is one curriculum area that has seen very few changes in instructional materials over the last several years and is due for a revision.

Over the last three years, our middle school mathematics program has been revised and upgraded to challenge all students and provide additional opportunities for those students who are ready to be accelerated. In addition to the upgrade of the Grade 6 *Everyday Mathematics* program, we now offer an Algebra 1 course in Grade 7, and a Virtual High School Algebra 2 Course in Grade 8, for those students who are ready for more challenging math courses. These courses give students the opportunity to take additional math and Advanced Placement courses in high school. We are also looking to expand our Virtual High School course offerings at the middle school level to give students more elective opportunities. Currently, 26 students are enrolled in the VHS Algebra 2 class. It is anticipated that Virtual High School will continue to be funded in the FY10 budget.

Under the leadership of our ELA Instructional Specialist, Deb Kwiatek, we are currently piloting the *Wordly Wise* Vocabulary program and implementing guided reading with all Grade 6 students to address gaps in our ELA curriculum. It is anticipated that we will be able to continue funding these changes in the FY10 budget. In addition, we are currently implementing the John Collins Writing portfolio program in Grades 6 and 7. It is uncertain at this time if we will be able to fund the portfolio review during the 2009-10 school year.

This is our first year of implementation of the World History curriculum in Grade 8. This change was made to align our Grade 8-11 History Curriculum with the Massachusetts Social Studies Frameworks. Curriculum materials and training were funded in the FY08 and FY09 budgets for this curriculum implementation. No additional curriculum materials will be needed in the FY10 budget for this program.

High School

In science, there have been several curriculum changes over the last two years that have been funded out of the FY08 and FY09 budgets. Each of these changes has required both material purchases and curriculum development time. During the 2007-08 school year, we began implementation of biology for all Grade 9 students and elimination of the Introduction to Physics and Chemistry Course that had been taught at Grade 9 for several years. Subsequently, during the current school year, we began implementation of chemistry for all Grade 10 students and during the 2009-10 school year we plan on implementing additional Physics courses for Grade 11 students. This implementation will require the purchase of additional instructional materials and curriculum development time which is scheduled to be funded in the FY10 budget. These changes are a result of both changes in the Science MCAS graduation requirements, as well as, providing opportunities for more students to take the three core science subjects

at the high school level.

In addition to the above changes, they FY08 and FY09 budgets have provided training and curriculum materials for additional science courses that are currently being implemented, including Computer Aided Design I, Computer Aided Design II, AP Biology and AP Chemistry. There are no additional courses being funded out of the FY10 budget.

In mathematics, funding has been provided in the FY08 and FY09 budgets for training and materials for three AP Courses that are currently being offered at RMHS including: AB Calculus, BC Calculus, and Statistics. In addition, new textbooks were purchased this year for Algebra II, which align with the VHS Algebra II textbooks that were purchased at the middle school level. No additional materials will be funded in mathematics in the FY10 budget.

In social studies, this is the first year of implementation of the new Grade 11 integrated United States and World History Course. Over the past two years funding has been provided for curriculum materials and curriculum development time for the implementation of the Grade 10 and 11 integrated programs. In addition, funding was provided for new AP History curriculum materials. No additional materials will be funded in the FY10 budget.

In the fine Arts, training was provided to offer two new AP Art courses this year. No additional training or materials will be funded in this area in the FY10 budget.

This is the second year of implementation of Virtual High School at Reading Memorial High School. We currently have over 50 high school students enrolled in Virtual High School classes and we will continue to fund this program in the FY10 budget.

Professional Development

Over the last two years, we have been funding the following professional development activities out of the FY08 and FY09 budgets, as well as through state and federal grants. Several of the activities listed below will not occur during the 2009-10 school year. Our goal over the past few years has been to begin to rely more on in house training utilizing our own staff. For the 2009-10 school year, almost all of our professional development activities funded in the FY10 budget will be conducted by our own staff. Although there will still be a cost associated with this type of training, it will be more cost effective and increase the leadership capacity of our teachers and administrators.

Professional Development Activities (2007-08 and 2008-09 School Years)

Professional Development Activity	Type of Trainer
K-6 Guided Reading	ELA Instructional Specialist
K-2 Foundations and Literacy Centers	ELA Instructional Specialist
American History Content and Skills	Teaching of American History Grant
<i>Engineering is Elementary</i>	In house Staff
SMART Board Training	Outside Workshops
SMART Board Train the Trainers	Outside Workshop
Expanding the Boundaries of Teaching and Learning	In house Staff
Graduate Course	
April Staff Sharing Conference	In house Staff and Outside Presenters
Junior Great Books	Outside Consultants
Primary Source Workshops	Outside Consultants
Northeast Consortium Workshops	Out of District Workshops
Leadership Cohort	Out of District and In District Presenters
John Collins Writing Program Training	Outside Consultant
LINKS Training	In house Staff
Mass CUE Conference	Outside Workshop
Differentiated Instruction Graduate Course	Outside Consultant

Project Based Learning Graduate Course	Outside Consultant
District Committee Meetings	In house Staff
Formative Assessment Development	Outside Consultant
Blue Ribbon Schools of Excellence Conference	Outside Workshop
CAD Training	Outside Workshop
AP Course Teacher Training	Outside Workshop
November Learning Conference	Outside Workshop
National School Reform Conference	Outside Workshop
Teacher Induction Program	In house Staff

Technology

Over the last three years, we have made significant changes in our technology hardware, software, and infrastructure, which have been funded with FY08, FY09, building projects, capital plan, Reading Technology Education Foundation and PTO funds. Listed below are some of the upgrades and purchases that have been made to our technology infrastructure, hardware, and software.

Hardware and Infrastructure

- SMART Boards in 90% of the Classrooms in the District
- 3 Wireless Computer Carts at the middle school level
- 2.5 Wireless Computer Carts at the elementary school level
- Wide Area Network
- Replacement of Several Type C computers at Elementary and Middle Schools
- Upgraded switches and servers at each school
- 2 Apple iPod Carts
- Scanners and Printers
- Copier upgrades to allow network printing to copiers from classrooms
- CAD Computers at High School
- Graphic Arts Lab at High School
- MIDI Lab at Middle and High School
- Language Lab at High School
- Student to Computer Ratio (Type A/B Computers) of 4.21:1
- At least 60% Wireless Connectivity in every school
- 2 Senteo Interactive Response Systems
- Laptops for Special Education Programs

Management and Curriculum Software

- Lexia Reading Program (K-12)
- Destiny Library Automation System (K-12)
- Open Office (K-12: Open Source Software-No cost)
- Connect Ed Community Notification System (PreK-12)
- Edline (PreK-12)
- Administrators Plus and SNAP Student Management (PreK-12)
- Antivirus Protection (PreK-12)
- Internet Filtering (PreK-12)
- MUNIS Financial/HR Management (PreK-12)
- Virtual High School (8-12)
- SchoolSpring Recruiting & Applicant Tracking (PreK-12)
- Test Wiz (3-12)
- Discovery Education United Streaming (PreK-12)
- SYAM Energy Management Software for Computers (PreK-12)
- Scantron Online Testing (6-8 Mathematics)

- SchoolDude Facility Scheduling, Work Order, and Preventive Maintenance System (PreK-12)

We will continue to fund the management and curriculum software out of the FY10 budget. However, the FY10 budget will not include funding for any additional technology hardware and software purchases, and there will be minimal funding allocated for technology maintenance and replacement.

Grants

As of January, 2009 we anticipate the following grant funding for the 2009-10 school year. The grants listed are based on the assumption that we will receive level funding from the funding sources for FY10. Although there is a reduction in FY10 funding for grant writer services, we will continue to pursue grant opportunities that will be a good match for our vision and mission.

- Title I (Killam and Parker only)-Will fund 1.5 teaching positions, supplemental education services, school choice transportation, and professional development.
- Title IIA, IID-Will fund professional development opportunities
- Title IV-Will fund Life Skill Training Curriculum for Elementary and High School
- METCO Racial Imbalance-Will fund transportation, staffing, and diversity programs associated with METCO program
- Emergency Preparedness-Will fund training and administration of the implementation of the school district safety and emergency preparedness plans.
- STEM Pipeline-Will fund the materials and professional development to help implement the Grades 3-5 *Engineering is Elementary* Science Units.

Please note that the Teaching of American History Grant ends during the 2008-09 school year. We anticipate that we will be applying for a new grant next year.

Initiatives for 2009-10 School Year

Although, as of the printing of this document, there has been a moratorium placed upon FY09 curriculum, professional development and technology spending and a significant reduction in FY10 funding, several initiatives will continue to move forward for the 2009-10 school year. These initiatives will use a combination of in-house staff and alternative funding sources to help offset reductions in funding. The time allocated in our school calendar for professional development and in-service training will become even more valuable as other resources shrink. As we enter the 2009-10 school year, our mission and vision will continue to be to develop a school district that prepares our students for a 21st Century Global Society.

- Continued implementation of *Engineering is Elementary* Science Curriculum and Grade 6 Floating and Sinking Unit
- Continue literacy training in Grades K-6 by the ELA Instructional Specialist
- Using district in-service time to create opportunities for staff to share best practices with each other
- Continue to refine curriculum maps and develop essential learning standards for all subjects in Grades K-12
- Develop common formative assessments in grades K-12
- Develop project based learning experiences in grades 9-12
- Develop a new standards based elementary report card
- Examine current homework policies
- Continue to provide in-house graduate level courses such as *Expanding the Boundaries of Teaching and Learning*
- Continue to support the Reading based administrative certification program offered by the Northeast Consortium for Staff Development

- Support the advisory program proposed by the high school
- Create an in-house cadre of SMART Board Trainers to offer SMART Board workshops and user groups to share lesson plans and best practices
- Redesign the remedial component of middle school and high school summer school to address the needs of those students who are struggling academically
- Develop a district wide parent volunteer training program and create opportunities for parents to volunteer in our schools
- Examine our before and after school programs
- Reexamine the K-2 learning experience for our students with the growing emphasis on literacy and mathematics
- Continue to train personnel for successful implementation of the district safety and emergency plans
- Improve upon the use of existing assessment data
- Continue to support the *First Lego League* robotics program at the elementary level
- Continue to improve upon current initiatives including the April Staff Sharing Day, Reading Enrichment Academy, Fine Arts Festival, Teacher Assessment Process and District Committees

The FY10 Regular Day Budget shown below calls for an overall 0.7% decrease in funding. Salary increases for Administrators are budgeted at 2.25% which is the lowest contractual increase that any of the district's union staff will receive in the next fiscal year. All other salary projections are based on the actual increase from FY09 actual salaries based on collective bargaining agreements. Where the percentage change deviates from contractual increases, the difference results from the FY09 actual salary amount being greater or less than FY09 budgeted. For example, actual principal salaries are higher than the amount budgeted and actual clerical salaries are lower.

With respect to building technology support, in FY09, it was assumed that the two middle school and high school technology specialists would be required to spend a portion of their time in district-wide technology support, resulting in a portion of their salaries being budgeted to the District-wide Technology Budget rather than the Regular Day Budget. In fact, given current technology resources, these individuals have been able to concentrate their efforts at the building level and will continue to do so in FY10 resulting in a reallocation of their salary.

Administrator dues and memberships have been substantially reduced from prior funding levels. It is instructive to note that in prior years, this funding has been attributed to the district administration budget but, beginning last year, is more appropriately categorized here in the Regular Day Budget.

Professional salaries (teachers, specialists, and stipends) are projected to increase 1.8% in FY10. While the contractual increase with step increases would be higher than the contractual 2.5% increase, the reduction of 5 FTE teachers and the assumed retirement of several additional staff keep the projected increase to its projected rate of increase. The large increase shown for technology integration specialists was discussed in the paragraph above. The increase in reading specialists results in large part from the addition of a 0.5 FTE position at the Killam Elementary School in FY09 to address additional needs at that school; this position will remain in FY10. Similarly, the increase in school psychologists in FY09 results from the addition of a 1.0 FTE position at the High School which is 0.5 more than what was originally budgeted. Restructuring within the special education department and the use of grant funding permitted this additional staffing in FY09. This position will be fully funded within the FY10 Regular Day operating budget. Fluctuations in the various stipend line items is attributable to a more accurate allocation between grade level, district, and extra-curricular stipends resulting from a comprehensive position analysis completed during the MUNIS payroll conversion process. Finally, the budget offset for Kindergarten tuition has also been increased as a result of the current healthy position of that revolving fund (see Section 4.0 of this document) and the projection for continuation of enrollment levels at or near current levels.

Other salaries include the district's English Language Learner instructors, regular day paraeducators, and long term teacher substitutes. The current English Language Learner salaries are slightly higher than originally budgeted in FY09 leading to the higher than anticipated FY10 increase. The decrease in paraeducator salaries is due to the reduction of a decrease of approximately 260 hours of weekly support across the district (equivalent to 7.5 FTE positions). The assumption for the amount projected for long term substitutes is based on the number of long term leaves (generally maternity which includes 40 days of paid leave) over the past few years which has fluctuated between 15 and 25; an average of twenty leaves was used in the FY10 projection.

The decrease in contract services results from the elimination of funding for the Understanding Disabilities Program discussed elsewhere above as well as an anticipated reduction in the need for substitutes for teachers attending professional development out of district, also discussed above. The increase in transportation reflects the contractual rate of increase.

The most dramatic decreases in the FY10 Regular Day Budget, as discussed above, are in instructional supplies and materials, curriculum materials, professional development, and technology. Funding for supplies and materials in FY10 is cut by \$100,000 returning the district to a level of funding from FY2003. Funding for district curriculum, professional development, and technology initiatives is reduced by an average of just over 65%. The decrease in photocopier lease amounts resulted from a buyout of prior lease agreements to take advantage of current offerings through statewide contracts.

3.2.2 FY10 Regular Day Budget

Regular Day	Actual Expended 2006-07	Actual Expended 2007-08	Adopted Budget 2008-09	Revised Budget 2008-09	Proposed Budget 2009-10	% CHG
Building Administration						
10 Professional Salaries						
Principal/ Assistant Principal	1,133,674	1,161,595	1,182,440	1,182,440	1,247,480	5.5%
Academic Department Heads	47,234	49,997	49,910	49,910	48,287	-3.3%
Building Technology Support	103,884	40,382	88,203	93,203	106,753	14.5%
20 Clerical Support	400,463	414,232	421,602	421,602	419,623	-0.5%
Subtotal - Salaries	1,685,255	1,666,206	1,742,155	1,747,155	1,822,143	4.3%
50 Supplies & Materials	26,622	32,526	27,015	27,115	26,535	-2.1%
60 Other Expenses						
Dues & Memberships			21,000	21,000	8,900	-57.6%
Office/ Computer Equipment	16,092	10,072	12,251	12,251	8,100	-33.9%
Graduation Expenses	4,943	4,631	6,347	6,347	6,005	-5.4%
Admin. Software Licenses	21,415	28,000	31,000	40,012	58,000	45.0%
Subtotal - Other Expenses	42,450	42,703	70,598	79,610	81,005	1.8%
Instruction						
10 Professional Salaries						
Instructional Specialist	76,364	79,731	78,280	78,280	78,989	0.9%
Regular Education Teachers	13,696,161	14,695,829	15,202,732	15,202,732	15,377,987	1.2%
Tech. Integration Specialists	45,123	66,290	-	90,000	107,783	19.8%
Reading Specialists	424,438	401,448	470,845	470,845	536,884	14.0%
Library/Media Specialists	417,646	461,593	486,208	486,208	517,424	6.4%
Guidance Counselors	266,230	283,650	291,671	291,671	281,252	-3.6%
School Psychologists	538,327	560,900	597,053	627,053	743,523	18.6%
High School Stipends	51,939	59,642	59,862	59,862	33,900	-43.4%
Middle School Stipends	18,000	22,816	23,341	23,341	37,723	61.6%
Elementary Stipends	9,000	9,203	9,085	9,085	9,310	2.5%
District Stipends	27,540	39,331	33,200	33,200	39,353	18.5%
Teacher Mentor Stipends	32,000	43,000	60,000	60,000	28,350	-52.8%
Budget Offsets						
METCO Grant	(140,000)	(137,412)	(125,000)	(125,000)	(125,000)	0.0%
Kindergarten Tuition	(195,000)	(325,000)	(400,000)	(400,000)	(475,000)	18.8%
Subtotal - Professional Salaries	15,267,768	16,261,020	16,787,277	16,907,277	17,192,478	1.7%
30 Other Salaries						
ELL Instructors	30,654	38,406	37,057	37,057	38,498	3.9%
Paraeducators	532,827	565,044	663,373	663,373	623,674	-6.0%
Long Term Substitutes			80,000	80,000	80,000	0.0%
Subtotal - Other Salaries	563,481		780,430	780,430	742,172	-4.9%
40 Contract Services						
Daily Substitute Teachers	217,908	205,488	299,514	299,514	262,824	-12.2%
Other Instructional Services		20,000	20,000	20,000	-	-100.0%
Regular Day Transportation	57,879	65,470	70,000	70,000	71,750	2.5%
Subtotal - Contract Services	275,787	290,958	389,514	389,514	334,574	-14.1%

FY10 Regular Day Budget (continued)

Regular Day	Actual Expended 2006-07	Actual Expended 2007-08	Adopted Budget 2008-09	Revised Budget 2008-09	Proposed Budget 2009-10	% CHG
50 Supplies & Materials						
Professional Development	4,974	17,238	19,156	19,156	14,195	-25.9%
Textbooks & Related Materials	422,566	242,395	373,950	355,652	226,602	-36.3%
Instructional Equipment	34,727	68,203	67,845	47,845	64,238	34.3%
Instructional Supplies	211,013	258,210	190,907	190,587	247,260	29.7%
Library Materials	40,790	22,848	22,650	22,650	17,110	-24.5%
Instructional Technology	74,459	46,480	49,865	48,822	32,054	-34.3%
Library Technology	8,105	7,056	10,961	10,591	23,800	124.7%
Instructional Software	3,615	112,425	26,328	23,070	22,750	-1.4%
Guidance, Testing, & Psychology	13,338	7,075	10,996	10,996	10,996	0.0%
Subtotal - Supplies & Materials	813,587	781,930	772,658	729,369	659,005	-9.6%
60 Other Expenses						
Tuition Reimbursement	74,766	68,466	75,000	75,000	75,000	0.0%
Professional Development	135,949	148,333	155,160	175,160	59,800	-65.9%
Equipment Leases (Photocopiers)	151,475	120,185	132,594	131,181	92,182	-29.7%
Technology Purchases	148,210	278,849	155,700	155,700	57,700	-62.9%
Testing & Assessment Expenses	35,490	21,731	12,500	12,500	18,000	44.0%
Other Expenses	2,175	1,850	1,700	2,290	300	-86.9%
Subtotal - Other Expenses	548,065	639,414	532,654	551,831	302,982	-45.1%
Total - Regular Day	19,223,015	19,714,757	21,102,301	21,212,301	21,160,894	-0.2%

The table below illustrates the allocation of FY10 budgeted funds for instructional materials and supplies by subject area.

2009-10 Proposed Budget - Supplies & Materials By Subject Area						
	Text/Mats	Equipment	Supplies	Technology	Total	% (1)
Fine/Performing/Industrial Arts	2,250	8,113	21,150	2,800	34,313	6.2%
English Language Arts	66,290	200	10,450	-	76,940	13.9%
Foreign Language	7,320	1,700	5,500	2,150	16,670	3.0%
Library	17,110			12,800	29,910	5.4%
Math	61,450	1,400	8,400	2,754	74,004	13.3%
Physical Education	-	3,450	1,000		4,450	0.8%
Reading	22,894		7,250		30,144	5.4%
Science	36,493	4,500	16,400	2,800	60,193	10.8%
Social Studies	12,304		4,500	1,800	18,604	3.4%
Interdepartmental	11,952	16,700	57,100		85,752	15.5%
Teacher Resources	2,350		28,096		30,446	5.5%
Other Consumables	3,300		42,414		45,714	8.2%
Other Durables		28,175		19,550	47,725	8.6%

(1) The % reflects the percentage of FY10 funding spent in each subject area, not the percent increase over prior year funding.

3.2.3 Regular Education Staffing Profile

Staffing by F.T.E. (1)						
By DOE Function	2005-06	2006-07	2007-08	2008-09	2009-10	+ / (-)
2200 School Building Leadership						
Principals & Assistant Principals	12.00	12.00	12.00	12.00	12.00	-
Academic Department Heads	2.70	2.70	2.70	2.70	2.70	-
Clerical Support Staff	11.50	11.50	11.50	11.50	11.50	-
2250 Building Technology	1.50	1.50	1.50	1.70	1.70	-
2300 Instruction						
Instructional Specialists	1.00	1.00	1.00	1.00	1.00	-
Classroom Teachers, Regular Education	250.20	250.20	253.60	256.20	251.20	(5.00)
Specialists, Regular Education	7.00	7.00	7.00	8.00	8.00	-
Library/Media Specialists	7.90	7.90	7.90	7.90	7.90	-
ELL Instructors	1.80	1.80	1.80	1.60	1.60	-
Paraeducators, Regular Education	33.10	31.00	32.20	34.90	27.40	(7.50)
2700 Guidance, Counseling and Testing						
Guidance Department Head	0.40	0.40	0.40	0.40	0.40	-
Guidance Counselors	4.60	4.60	4.60	4.60	4.60	-
Clerical Support	1.00	1.00	1.00	1.00	1.00	-
2800 Psychological Services	10.00	10.00	10.00	10.60	10.60	-
District Total	344.70	342.60	347.20	354.10	341.60	(12.50)

(1) F.T.E.= Full Time Equivalent (varies from 35 - 40 hours depending upon staff)

3.3 Special Education

3.3.1 Budget Commentary

The goal of the Pupil Services Office continues to be to provide excellent programming within the district. The bulk of the special education budget funds tuition and transportation to out of district schools. In accordance with the Individuals with Disabilities Education Act (IDEA) we strive to provide programming for our students to be educated in the least restrictive setting while making effective progress. We will continue to be responsive to student needs by developing new programs and improving existing programs within the district.

Toward that end, the FY09 special education budget was driven by program improvements and professional development. Three new special education programs as well as improvements to existing programs allowed us to provide appropriate services for eight students who otherwise would have required out of district placement. In addition, six students returned to in-district programs from public separate or private separate day programs. These students are able to benefit from being educated along with typical peers and have achieved success both socially and academically.

Programs and learning centers have been enhanced through the purchase of laptops for special education staff and related service providers to enhance productivity and efficiency, and SMART Boards for two of the substantially separate programs. In addition, software such as Edmark Reading, Kurzweil, Intellitools, and scoring software was purchased to enable staff to better provide services and to meet the specific needs of students with disabilities.

Professional development funds in the local budget and entitlement grants have allowed us to provide much needed training in the areas of assessment, technology, inclusion, special education law, and reading instruction, specifically, decoding, comprehension, and fluency. Wilson Reading System training, Special Education legal seminars, and other more specific trainings are provided out of the district, however, Project Read Written Expression, Lindamood Phoneme Sequencing, Positive Behavior Supports, inclusion training, technology support, and assessment training were provided in-district through outside consultants and Reading Public Schools staff. Through grant funding School Psychologists will be afforded the opportunity to attend the National School Psychologists' Conference in Boston in March of 2009.

Several staff members were added for FY09 including special education teachers to staff new programs and learning center teachers to provide equity in services from school to school. Part of this cost was offset by consolidation in central office staffing and elimination of paraeducator positions.

For FY10, reductions will be made in the number of paraeducators across the district. We are confident that that the impact of these reductions will be minimized through utilization of more efficient models of support and additional inclusion training. The contractor line item is reduced as a result of hiring a physical therapist in house for more effective and efficient services. The related services salary line item increases accordingly.

Our success in bringing students back to in-district programs along with students anticipated to graduate or age out of public or private separate day or residential programs has resulted in a projected increase of less than 1% for FY10 tuition costs. Similarly, transportation costs are predicted to decrease slightly for FY10. Predicted reductions in state funding of circuit breaker, however, will negatively impact the tuition budget overall. Since 2005, the state has provided reimbursement for qualifying special education expenses at the rate of 75%; in FY10, this percentage is projected to decrease to 60%. Furthermore, for the past two fiscal years, we have been able to carry forward circuit breaker balances in our Special Education Reimbursement Special Revenue Fund. While we currently have a balance in this

fund of approximately \$500,000, we are bracing for an anticipated reduction in FY09 due to the current state fiscal crisis which could cause the state to withhold its FY09 fourth quarter payment amounting to a cut of just under \$450,000. Should this reduction not happen in FY09, the FY10 budget could be amended accordingly. However, this will not be known until late January 2009 at the earliest.

Local budget professional development funds will be reduced in FY10 impacting our efforts to continue staff training in specialized methodologies such as Wilson Reading. During the last two years speech and language pathologists and school psychologists were afforded the opportunity to attend national conferences. Such conferences are not anticipated to be made available during FY10.

The FY10 budget shows an increase in equipment required for in-district students with vision or hearing impairments. Several students will transition from a grade level where instruction takes place primarily in one classroom to a grade level where several classrooms will be utilized necessitating physical accommodations to several rooms.

For the 2009-2010 school year the Pupil Services Department will continue to strive to provide excellent services in a cost effective manner by exploring additional program options, utilizing talent within special education staff for professional development, tuitioning-in students from other districts where appropriate, and investigating sharing of resources with other districts.

3.3.2 Special Education Enrollment Data and Trends

<u>Academic Year</u>	<u>Total Enrollment</u>	<u># of students with disabilities</u>	<u>% of students with disabilities</u>	<u># of students placed out of district</u>
2004-05	4230	672	15.89%	65
2005-06	4210	694	16.48%	73
2006-07	4265	707	16.58%	67
2007-08	4351	753	17.31%	73
2008-09	4352	727	16.70%	63

3.3.3 FY10 Special Education Budget

Special Education	Actual Expended 2006-07	Actual Expended 2007-08	Adopted Budget 2008-09	Revised Budget 2008-09	Proposed Budget 2009-10	% CHG
10 Professional Salaries						
Directors/ Assistant Directors	225,695	226,460	235,266	235,266	209,876	-10.8%
Program Supervisor (1)	77,423	66,941	76,750	76,750	-	-100.0%
Special Education Teachers	1,639,479	1,838,681	2,144,819	2,114,819	2,301,107	8.8%
Therapeutic/Medical	686,387	840,396	888,485	888,485	990,803	11.5%
Extended Year Salaries	73,139	79,976	50,000	50,000	82,000	64.0%
Budget Offsets						
Special Education Tuitions	(35,000)	(67,000)	(85,000)	(85,000)	(120,000)	41.2%
RISE Tuitions	(50,000)	(60,000)	(137,500)	(137,500)	(157,500)	14.5%
Subtotal - Professional Salaries	2,617,123	2,925,454	3,172,820	3,142,820	3,306,286	5.2%
20 Clerical Salaries	111,123	96,180	128,795	128,795	130,310	1.2%
30 Other Salaries						
Paraeducators	1,428,937	1,594,405	1,507,605	1,507,605	1,500,158	-0.5%
Extended Year Salaries	8,745	34,742	18,000	18,000	30,000	66.7%
Subtotal - Other Salaries	1,437,682	1,629,147	1,525,605	1,525,605	1,530,158	0.3%
40 Contract Services						
Legal	43,718	29,103	51,000	51,000	51,000	0.0%
Tutoring	22,729	22,813	4,080	4,080	4,080	0.0%
Consultations	33,018		50,000	50,000	40,000	-20.0%
Therapeutic Services	106,936	97,065	110,150	110,150	77,000	-30.1%
Substitute Teachers	1,815	1,911	7,347	7,347	15,847	115.7%
Testing		8,605	4,000	4,000	4,000	0.0%
Psychological Evaluations	7,936	43,804	6,200	6,200	6,000	-3.2%
Transportation	890,078	816,052	880,825	880,825	870,000	-1.2%
Subtotal - Contract Services	1,106,230	1,019,353	1,113,602	1,113,602	1,067,927	-4.1%
50 Supplies & Materials						
Office Supplies	9,280	6,039	13,064	13,064	8,080	-38.2%
Therapy Supplies	16,951	27,555	20,000	20,000	7,000	-65.0%
Teaching Supplies	16,230	22,082	14,000	14,000	12,800	-8.6%
Psychology/Testing Supplies	2,000	18,062	4,000	4,000	4,000	0.0%
	44,461	73,738	51,064	51,064	31,880	-37.6%

(1) The Program Supervisor position was eliminated in FY09 and the funding re-allocated to special education teacher salaries for expanded programs discussed above. In addition, restructuring allowed for the creation of two district special education team chairs; currently both positions are funded through federal grants.

FY10 Special Education Budget (continued)

Special Education	Actual	Actual	Adopted	Revised	Proposed	%
	Expended	Expended	Budget	Budget	Budget	
	2006-07	2007-08	2008-09	2008-09	2009-10	CHG
60 Other Expenses						
Office Equipment	14,098	10,327	10,000	10,000	7,978	-20.2%
Software Licenses	-	-	-	-	13,500	
Postage	3,000	2,342	2,447	2,447	5,000	104.3%
Mileage Reimbursement	4,728	5,402	2,000	2,000	7,200	260.0%
Dues & Memberships	1,549	350	2,000	2,000	100	-95.0%
Professional Development	17,670	14,853	12,000	12,000	2,000	-83.3%
Adaptive Equipment	31,037	18,607	20,000	20,000	44,000	120.0%
Adaptive Technologies	31,037	12,405	30,000	30,000	20,000	-33.3%
Parent Trans. Reimbursement	53,133	39,991	48,000	48,000	45,000	-6.3%
Medicaid Billing	34,477	36,705	36,700	36,700	24,700	-32.7%
Collaborative Dues	5,000	15,500	15,500	15,500	15,500	0.0%
Tuition to Other Districts	-	-	27,000	27,000	-	-100.0%
Tuition, Out of State	196,330	198,680	-	-	104,921	
Tuition, In State	3,058,994	3,048,912	3,037,587	3,037,587	3,077,888	1.3%
Tuition, Public Collaboratives	972,077	1,121,600	1,196,894	1,196,894	1,166,838	-2.5%
Budget Offsets						
Circuit Breaker (2)	(1,208,704)	(973,600)	(1,500,000)	(1,500,000)	(1,397,800)	-6.8%
CB Carryforward (3)		(290,500)	(350,000)	(350,000)	-	-100.0%
	<u>3,214,426</u>	<u>3,261,574</u>	<u>2,590,128</u>	<u>2,590,128</u>	<u>3,136,826</u>	<u>21.1%</u>
Special Education Total	<u>8,531,045</u>	<u>9,005,446</u>	<u>8,582,014</u>	<u>8,552,014</u>	<u>9,203,387</u>	<u>7.6%</u>

(2) As noted in the summary above, the reduction in Circuit Breaker funding assumes the state reduces the reimbursement rate in FY10 from 75% to 60%.

(3) As noted in the summary above, the elimination in Circuit Breaker Carryforward assumes that the state does not issue its fourth quarter payment thereby effectively eliminating any anticipated end of year balance in this Special Revenue Fund.

3.3.4 Special Education Staffing Profile

Staffing by F.T.E. (1)	2005-06	2006-07	2007-08	2008-09	2009-10	+ / (-)
By DOE Function						
2100 Districtwide Academic Leadership						
Pupil Services Administrators	2.50	2.50	2.50	2.00	2.00	-
Administrative Support Staff	3.00	3.00	3.00	3.00	3.00	-
2300 Instruction						
Classroom Teachers, Special Education	7.40	8.00	8.00	9.60	9.60	-
Specialists, Special Education	24.10	24.40	28.80	31.70	31.70	-
Therapeutic Services	13.00	13.00	13.40	14.00	14.00	-
Paraeducators, Special Education	72.90	78.90	86.00	80.00	74.30	(5.70)
District Total	122.90	129.80	141.70	140.30	134.60	(5.70)

(1) F.T.E. = Full Time Equivalent (varies from 35 - 40 hours depending upon staff)

3.4 Other / Undistributed

This cost center consists of the following functional areas:

- Medical / Health Services
- Athletics
- Extracurricular Activities
- District Networking & Technology Maintenance

Budget summaries for each functional area are provided below with each department's budget.

3.4.1 FY10 Medical / Health Services Budget

The Medical / Health Services budget funds salaries and expenses related to servicing the medical needs of the district's students. Currently, each building maintains a full time school nurse and the department is supervised on a daily basis by the Director of Nurses who also acts as the High School nurse. The district also contracts with a physician with whom the medical staff consults as needed and who provides medical examination services to student athletes and others as required. The responsibilities of the nursing staff have grown significantly over the past several years as a result of the increase in medical accommodations required for students as well as the increasing prevalence of food and digestive allergies⁴.

School nurse staffing levels will remain unchanged in Fiscal Year 2010. While the FY10 budget shows a decrease in salaries from FY09 budgeted, this is because the FY09 budgeted amount is higher than actual since the budget was developed prior to contract negotiation and settlement. The same is true of clerical salaries. Presently, this department is supported by 0.5 FTE clerical staff. Other salaries represent nurse substitutes which, despite showing a decrease from a slightly overstated FY09 budget amount, show a 30% increase over FY08 actual amounts. This is due to an increase in the daily nurse substitute rate from \$60 to \$75 per day to allow the district to be more competitive with neighboring districts which pay anywhere between \$75 and \$100 per day on average.

As with other cost centers, funding for professional development has been eliminated entirely and the contract with the current school physician will allow for level funding. With respect to supplies and materials, an effort will be made to conserve and minimize the amount of paper and other office supplies required. Of some concern with respect to medical supplies is the increasing need for epi-pens for students with allergies (see footnote). To address this need, we will look to collaborative purchasing opportunities with other districts for these and other medical supplies.

Prior year purchases of office, computer, and medical equipment should allow the department to operate without additional purchases in the upcoming year. Overall, funding in this budget for FY10 will decrease 5.1%.

⁴ According to the Centers for Disease Control and Prevention's National Center for Health Statistics, from 1997 to 2007, the prevalence of reported food allergy increased 18% among children under age 18 years. Furthermore, approximately 3.9% of children under the age of 18 years were reported to have a food or digestive allergy in 2007.

FY10 Medical / Health Services Budget

Undistributed / Other	Actual Expended 2006-07	Actual Expended 2007-08	Adopted Budget 2008-09	Revised Budget 2008-09	Proposed Budget 2009-10	% CHG
Medical/Health Services						
10 Professional Salaries	306,623	327,634	416,680	416,680	399,483	-4.1%
20 Clerical Salaries	13,497	14,080	15,393	15,393	14,401	-6.4%
30 Other Salaries	1,320	2,640	5,000	5,000	3,500	-30.0%
Subtotal - Salaries	321,440	344,354	437,073	437,073	417,384	-4.5%
40 Contract Services						
Professional Development	1,316	1,671	1,300	1,300	-	-100.0%
School Physician	7,569	7,859	8,200	8,200	8,200	0.0%
Subtotal - Contract Services	8,885	9,530	9,500	9,500	8,200	-13.7%
50 Supplies & Materials						
Office Supplies	1,633	974	1,687	1,687	1,145	-32.1%
Medical Supplies	5,649	5,026	5,258	5,258	5,000	-4.9%
Subtotal - Supplies & Materials	7,282	6,000	6,945	6,945	6,145	-11.5%
60 Other Expenses						
Mileage Reimbursement	595	355	500	500	-	-100.0%
Computer Equipment	1,158	894	1,500	1,500	-	-100.0%
Medical Equipment	13,731	3,765	2,000	2,000	2,800	40.0%
Office Equipment			500	500	-	-100.0%
Subtotal - Other Expenses	15,484	5,014	4,500	4,500	2,800	-37.8%
Total Medical / Health Services	353,091	364,898	458,018	458,018	434,529	-5.1%

3.4.2 FY10 Athletics Budget

The Athletics Program at Reading Memorial High School continues to be one of the most well-respected, well-managed, and well-coached programs in the state. Year after year, our athletes, coaches, teams, and program leaders win not only team championships but awards for sportsmanship, individual achievement, and program leadership. While the operating budget has always funded a substantial portion of the program, the program is also supported by very strong and active parent and community organizations. While many other districts, when faced with budget constraints, reduce or eliminate funding for athletics, the Reading Public Schools believes this is an important program that must be continued. To that end, the administration recommends combining modest cost reductions with revenue enhancement to allow for continued funding in FY10.

The FY10 budget makes no reduction to the number of sport teams and staffing levels for the department remain unchanged, despite the apparent decrease from FY09 budgeted levels which are slightly higher than actual levels as they were developed prior to final contract negotiations and settlement. There is an anticipated decrease in the need for custodial detail due to a decrease in the number of home games in FY10, particularly football games where additional custodial detail is generally required.

The budget offset represents the revenue generated through user fees and gate receipts. The current per sport fee charged to student athletes is \$85 dollars with an annual cap of \$220 per athlete and \$440 per family. The proposed increase in the offset will be generated through an increase of the current user fee. Below are the results of a recent user fee survey showing that Reading's fees are less than most of our neighboring districts. Excluding the four communities that currently do not charge a user fee, Reading currently has the lowest per sport user fee. With the proposed increase to \$175 per athlete per sport, Reading will still be lower than all of the communities listed for the first sport for each athlete and will be lower than 8 of the 10 area communities for second and third sports. You will note that the communities who do not have user fees are those with significantly larger commercial tax bases than the Town of Reading.

District	User Fee		Maximum	
			Per Family	Per Student
Andover	\$250	<i>per year</i>	\$500	
Belmont	\$300	<i>per participant</i>	\$600	
Burlington	0			
Lexington	\$300	<i>per athlete per sport</i>	\$600	
Lynnfield	\$200	<i>per student per year</i>	\$425	
Melrose	\$225/\$150/\$10	<i>per athlete per sport</i>	\$700	
No. Andover	\$300/\$175	<i>per athlete per sport</i>	\$775	
No. Reading	\$400/\$100	<i>per athlete per sport</i>	\$1,100	
Reading (current)	\$85	<i>per athlete per sport</i>	\$440	\$220
Reading (proposed)	\$175	<i>per athlete per sport</i>	\$750	\$450
Stoneham	\$300	<i>per athlete per sport</i>		
Tewksbury	\$150	<i>per student</i>		
Wakefield	\$260	<i>per athlete</i>	\$800	\$600
Watertown	0			
Wilmington	0			
Winchester	\$290	<i>per athlete per sport</i>	\$950	
Woburn	0			

Furthermore, the data below show the extent to which the operating budget is currently subsidizing the athletics program. This data indicates that current user fees and gate receipts cover a little over 50% of

the salary cost of the athletics program. When equipment, rental, and transportation costs are included, current receipts cover just about 15% of the total program cost.

<u>Sport / Activity</u>	<u>User Fees</u>	<u>Gate Receipts</u>	<u>Coach Salaries</u>	<u>Difference</u>
Basketball, Boys	1,190		8,732	(7,542)
Basketball, Girls	2,205		8,732	(6,527)
Cheerleading	1,955		4,749	(2,794)
Cross Country	4,165		8,732	(4,567)
Field Hockey	3,655		8,732	(5,077)
Football	5,375	28,983	26,064	8,294
Golf	850		4,535	(3,685)
Gymnastics, Girls	170		5,034	(4,864)
Hockey, Boys	3,655		8,732	(5,077)
Hockey, Girls	1,530		8,732	(7,202)
Soccer, Boys	4,335		8,732	(4,397)
Soccer, Girls	2,550		8,732	(6,182)
Swimming, Boys	1,530		5,034	(3,504)
Swimming, Girls	1,700		8,732	(7,032)
Volleyball	3,060		8,732	(5,672)
Winter Track, Boys	7,140		8,732	(1,592)
Winter Track, Girls	6,120		8,732	(2,612)
Wrestling	2,545		8,732	(6,187)
Other User Fees	1,430	2,244	-	3,674
	<u>55,160</u>	<u>31,227</u>	<u>158,932</u>	<u>(76,219)</u>

The requested increase in user fees and the corresponding increase in the budget offset will result in projected receipts covering closer to 30% of the total program cost.

Contract services include repairing and refurbishing athletic equipment; maintaining the High School artificial turf fields; renting facilities for several sports such as hockey, swimming, and gymnastics; transporting athletes to and from athletic events; paying athletic officials; and hiring crowd monitors (predominantly police detail for football games). While there is some variation from FY09 budget levels, the FY10 projections are reflective of actual historic trends.

Supplies, materials and other expenses will be substantially curtailed in light of budget constraints. We will attempt to manage funding decreases by working with other districts to take advantage of collaborative purchasing opportunities wherever possible.

FY10 Athletics Budget

Undistributed / Other	Actual Expended 2006-07	Actual Expended 2007-08	Adopted Budget 2008-09	Revised Budget 2008-09	Proposed Budget 2009-10	% CHG
Athletics						
10 Professional Salaries	64,143	66,756	68,094	68,094	72,313	6.2%
20 Clerical Salaries	16,750	17,562	18,593	18,593	17,400	-6.4%
30 Other Salaries						
Athletic Coaches	309,117	310,163	347,128	347,128	314,842	-9.3%
Athletic Event Detail	7,429	4,605	6,000	6,000	5,000	-16.7%
Budget Offset	(60,000)	(50,000)	(110,000)	(110,000)	(220,000)	100.0%
Subtotal - Salaries	337,439	349,086	329,815	329,815	189,555	-42.5%
40 Contract Services						
Equipment Repair	7,507	10,595	10,000	10,000	10,000	0.0%
Field Maintenance	5,792	5,756	4,500	4,500	5,700	26.7%
Athletic Facility Rentals	42,482	46,660	42,500	42,500	47,000	10.6%
Athletic Transportation	75,991	72,980	78,535	78,535	74,000	-5.8%
Officials	51,883	54,470	50,000	50,000	55,000	10.0%
Crowd Monitors	3,021	4,316	5,000	5,000	5,000	0.0%
Subtotal - Contract Services	186,676	194,777	190,535	190,535	196,700	3.2%
50 Supplies, Materials, and Other Expenses						
Office Supplies	1,000	1,072	2,000	2,000	1,000	-50.0%
Field Supplies	3,000	-	2,000	2,000	1,000	-50.0%
Trainer Supplies	3,000	2,003	4,000	4,000	2,500	-37.5%
Team Supplies	5,000	3,143	4,000	4,000	3,500	-12.5%
Uniforms	2,667	4,145	2,000	2,000	3,500	75.0%
Conferences/Workshops	351	-	-	-	-	
Awards	1,526	2,029	3,000	3,000	2,500	-16.7%
Equipment	21,884	9,467	20,200	20,200	13,200	-34.7%
Travel	1,874	1,005	-	-	-	
Dues & Memberships	2,290	3,186	2,000	2,000	2,000	0.0%
Subtotal - Supplies & Materials	42,592	26,050	39,200	39,200	29,200	-25.5%
Total Athletics	566,707	569,913	559,550	559,550	415,455	-25.8%

3.4.3 FY10 Extracurricular Budget

Salary amounts attributable to this area of the budget include the 0.3 FTE extracurricular activities coordinator (the remaining 0.7 FTE as the Athletics Director) as well as stipends for the three seasons of high school drama productions and the operations of the high school fitness center. While the FY10 budgeted amount is lower than FY09 budgeted, it is reflective of historical trends. The budget offset represents revenue that is generated from user fees and ticket sales. In addition, we are proposing to include a user fee for students that do not participate in athletics but utilize the high school fitness center during after-school hours. This fee will help to offset the wages paid to the fitness center coordinator and the staff that monitors the center after school.

With respect to funding of contract services, supplies, materials, and other expenses, minimum funding has been provided in FY10 based on historical spending. It is anticipated that these programs will continue to rely on the generosity of groups such as the Band Parent Organization, Parents Supporting Student Theater and the Parent Teacher Organization to fund any additional purchases beyond the minimum needs of the program.

Undistributed / Other	Actual Expended 2006-07	Actual Expended 2007-08	Adopted Budget 2008-09	Revised Budget 2008-09	Proposed Budget 2009-10	% CHG
Extracurricular						
10 Professional Salaries						
Student Activities Coordinator	27,505	28,610	29,169	29,169	30,991	6.2%
HS X-Curr Stipends	40,227	41,495	62,570	62,570	44,467	-28.9%
Budget Offset	(10,000)		(20,000)	(20,000)	(36,000)	80.0%
Subtotal - Salaries	57,732	70,105	71,739	71,739	39,458	-45.0%
40 Contract Services						
Equipment Repair Services	-	-	550	550	-	-100.0%
Equipment Rental	-	-	1,200	1,200	-	-100.0%
Facility Rental	242	-	520	520	-	-100.0%
Training Fees	4,161	4,105	1,100	1,100	3,000	172.7%
Transportation	9,239	8,490	8,000	8,000	8,500	6.3%
Subtotal - Contract Services	13,642	12,595	11,370	11,370	11,500	1.1%
50 Supplies & Materials						
Office Supplies	1,479	2,510	539	539	-	-100.0%
Drama/Music Supplies	1,933	300	2,100	2,100	-	-100.0%
Subtotal - Supplies & Materials	3,412	2,810	2,639	2,639	-	-100.0%
60 Other Expenses						
Event Entry Fees	1,106	986	1,200	1,200	1,000	-16.7%
Dues & Memberships	200		150	150	-	-100.0%
Drama/Music Royalties	2,167	2,334	3,000	3,000	2,400	-20.0%
Equipment	2,907	1,566	1,200	1,200	1,000	-16.7%
Subtotal - Other Expenses	6,380	4,886	5,550	5,550	4,400	-20.7%
Total Extracurricular	81,166	90,396	91,298	91,298	55,358	-39.4%

3.4.4 District Networking & Technology Maintenance Budget

Professional salaries show a decline due to a refined allocation of staffing which was discussed in the Regular Day section of this document. As mentioned above, these individuals are able to dedicate all of their time to technology integration needs at the building level. Therefore, in the revised FY09 budget, their salaries have been shifted back to the regular day building budgets. The additional FY09 amount represents district-wide summer work required to install and set up new technology purchases. Funding for FY10 for building technology support represents one 0.2 FTE district-wide position. The apparent increase for the Network Administrator salary over FY09 levels results from the fact that the actual FY09 salary is slightly higher than budgeted as a result of the adjustment made to reflect the salary study performed in FY08.

While software purchases are significantly lower in FY10, the software licensing fees increase in next year's budget. This is due to the fact that while purchases were made in prior years, there are annual licensing and support fees required for several of these software programs such as Connect-Ed and the software that was purchased to allow central monitoring and shutdown of all district computers. Telephone repair costs, while higher than FY09 budgeted, are more reflective of prior year actual levels. This is due to the fact that our newer phone systems are somewhat more complex and require routine maintenance and re-programming.

Undistributed / Other	Actual Expended 2006-07	Actual Expended 2007-08	Adopted Budget 2008-09	Revised Budget 2008-09	Proposed Budget 2009-10	% CHG
District Technology						
10 Professional Salaries						
Network Administrator	65,001	74,939	51,500	51,500	55,678	8.1%
Building Technology Support	15,229	50,950	123,096	28,096	14,212	-49.4%
30 Other Salaries						
Computer Technicians	55,388	86,739	132,391	132,391	133,390	0.8%
Subtotal - Salaries	135,618	212,628	306,987	211,987	203,280	-4.1%
40 Contract Services						
Internet Service Provider		727	-	-	1,440	
Software Licensing & Support	23,004	17,500	15,500	15,500	18,500	19.4%
Computer Consulting		7,950	-	-	-	
Subtotal - Contract Services	23,004	26,177	15,500	15,500	19,940	28.6%
50 Supplies & Materials						
	5,377	5,439	8,000	8,000	8,000	0.0%
60 Other Expenses						
Software Purchases	20,362	30,000	15,000	15,000	2,005	-86.6%
Computer Equipment	16,773	14,999	-	-	-	
Telephone Repairs	10,500	9,454	5,000	5,000	8,985	79.7%
Network Equipment	23,263	7,901	-	-	-	
Network Maintenance	17,955	2,000	3,000	3,000	3,000	0.0%
Subtotal - Other Expenses	88,853	64,354	23,000	23,000	13,990	-39.2%
Total - District Technology	247,475	303,159	345,487	250,487	237,210	-5.3%

3.5 School Building Maintenance

3.5.1 Budget Commentary

The School's Facilities Department is responsible for maintaining fifteen buildings representing one million square feet of space and including eight school buildings and seven town buildings. Our facilities department has a very high ratio of square footage maintained per employee. Despite this, principals and town administrators report that the condition of our buildings have never been better. This would not be possible without the strong leadership of the current management team. However, given the fiscal constraints that we face, the FY10 budget proposes the elimination of one of the three facilities management positions. While this will present a challenge to the department, it is our hope that the implementation of the Energy Savings Performance Contract will result in a reduction in equipment repair, an area of primary responsibility for the eliminated position.

The need for custodial substitutes and overtime is anticipated to remain at current levels as vacation and sick leave coverage remain relatively constant over the next year. The projected funding assumes similar needs with respect to snow and ice removal as prior years. Furthermore, some overtime may be required during the construction phase of the performance contracting as work done during the school year will be performed after school hours and may necessitate custodial coverage beyond existing staffing levels.

The budget offset reflects revenues collected from school building rental fees charged to outside users of school buildings including Reading Recreation which currently pays \$25,000 per year for use of our facilities. Use of our school buildings by the Recreation Department accounts for nearly 60% of total afternoon, evening, and weekend use but just a little over 20% of revenues generated from building rental. In FY09, a new rental fee schedule was developed which created a tiered structure that charges more to non-Reading and for-profit groups than to Reading and non-profit groups. It is anticipated that the building audits to be performed during the winter-spring of 2009 will provide comprehensive building energy and utility consumption data that will enable us to verify if our current rental rates are adequate. Should we find they are inadequate, a proposed fee increase may be warranted.

Under contract services, the decrease in cleaning services reflects a negotiated price decrease in the current contract which is due to expire at the conclusion of FY10. Likewise, the decrease in projected funding for inspection, testing, and preventive maintenance is due in part to decreases in negotiated contract rates for the various inspectional service providers. All testing and inspection activity required by local, state, and federal regulation is funded. More of the preventative maintenance, such as filter changes on air handling equipment, will be done by in-house staff. Where possible without compromising the operations of equipment, the frequency of preventive maintenance activities will be decreased from three or four times per year to two or three times per year.

Expenditures for supplies and equipment are anticipated to remain relatively unchanged based on historic levels. There is, however, a reduction to building repairs and extraordinary (unanticipated) repairs. It is important to note that actual expenditures for extraordinary repairs in FY07 and FY08 include work that was funded through the capital plan which is reported in this line per requirements of the Massachusetts DESE. For FY09, this represents an additional \$300,000 in funding. In FY10, the capital funding request, excluding projects likely to be addressed through performance contracting, will be approximately \$150,000. Furthermore, with the implementation of the Energy Savings Performance Contract, the newer equipment to be installed is likely to reduce the expenditures required on repairs, particularly unanticipated repairs, in FY10 as well as subsequent years.

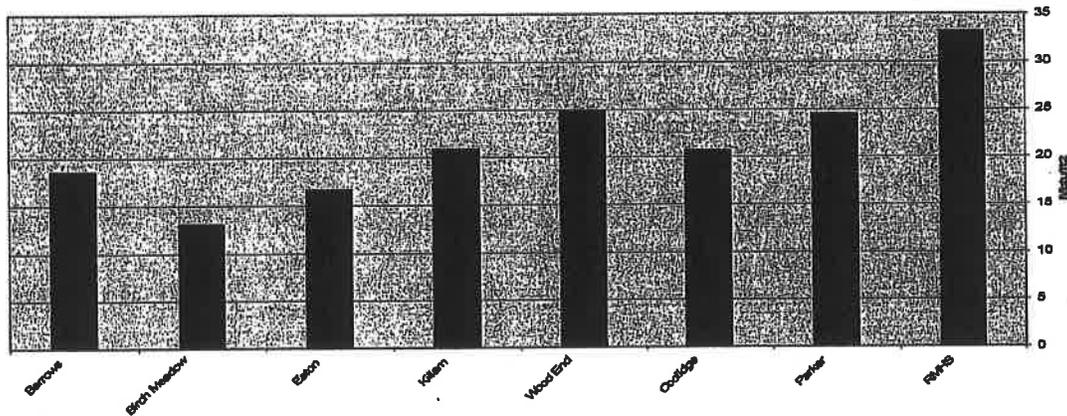
With respect to energy and utilities, the total budget is projected to decrease by 3.8%. As the budget table indicates, we experienced a significant decrease in natural gas expenditures in FY08. This was due in part to a warmer than average winter but also due in part to conservation measures that were employed

during the heating season. The original FY09 budget was based on the seven year average and is probably more reflective of a worst case scenario for the heating season. Although we have experienced only one month of the heating season so far, we have revised our estimate of the funding required for FY09 for natural gas due to a lower negotiated contract price and the continued use of conservation measures. We hope to continue this trend in FY10 and hope to experience some savings during the construction phase of the performance contract.

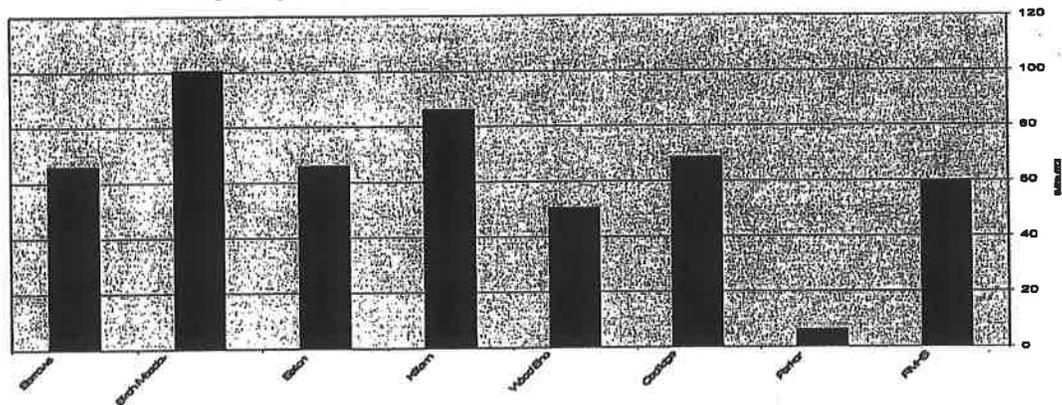
In contrast, the projected funding required for electricity has been revised upward from the original FY09 projection. Unfortunately, the full impact of the escalation in the fuel charges included in the electric rate was not fully anticipated. Additionally, while Reading Municipal Light did implement a school rate, the rate is still approximately 5% higher than anticipated and includes a new energy conservation charge. As a result, savings anticipated in natural gas have been shifted to electricity to offset the corresponding increase. The FY10 budget anticipates level funding requirement for electricity. This is based on the assumption that the base rate will not increase dramatically, that fuel prices will remain low thereby minimizing the increase to the fuel charge, and that any corresponding rate increases will be offset by some of the construction savings that may result through Energy Savings Performance Contracting implementation in FY10.

The original FY09 water/sewer/stormwater budget appears to be slightly overstated as the increase in water rates was not as high as anticipated. The FY10 budget has been reduced as any rate increase is likely to be offset by conservation measures that have been introduced and additional measures that may be implemented through performance contracting.

Electricity Consumption per Square Foot



Natural Gas Consumption per Square Foot



3.5.2 FY10 School Building Maintenance Budget

School Building Maintenance	Actual	Actual	Adopted	Revised	Proposed	%
	Expended	Expended	Budget	Budget	Budget	
	2006-07	2007-08	2008-09	2008-09	2009-10	CHG
10 Professional Salaries	182,523	198,156	207,000	207,000	147,506	-28.7%
20 Clerical Salaries	34,114	33,796	36,673	36,673	37,018	0.9%
30 Other Salaries						
Custodians	712,341	733,136	774,679	774,679	782,385	1.0%
Custodial Substitutes	61,125	61,149	60,000	60,000	60,000	0.0%
Custodial Overtime	89,270	84,359	97,837	97,837	98,000	0.2%
Maintenance Staff	136,128	141,585	146,402	146,402	148,854	1.7%
Maintenance Overtime	6,550	3,477	6,432	6,432	6,500	1.1%
Budget Offset	(50,000)	(45,000)	(105,000)	(105,000)	(135,000)	28.6%
Subtotal - Salaries	1,172,051	1,210,658	1,224,023	1,224,023	1,145,263	-6.4%
40 Contract Services						
Cleaning Services	204,617	225,186	240,958	240,958	234,290	-2.8%
Inspections/Testing/PM	121,401	130,767	137,772	137,772	122,913	-10.8%
Subtotal - Contract Services	326,018	355,953	378,730	378,730	357,203	-5.7%
50 Supplies & Materials						
Custodial Supplies	64,874	82,145	61,860	61,860	61,360	-0.8%
Office Supplies	4,266	3,767	4,000	4,000	3,225	-19.4%
Maintenance Supplies	15,474	2,794	-	-	3,000	
Subtotal - Supplies & Materials	84,614	88,706	65,860	65,860	67,585	2.6%
60 Other Expenses						
Uniforms	6,281	7,577	8,200	8,200	8,200	0.0%
Software Licensing & Support	2,986	4,976	-	-	4,500	
Custodial Equipment	8,969	19,187	-	-	-	
Gasoline	8,001	10,089	10,000	10,000	10,000	0.0%
Office Equipment	2,633	842	500	500	1,522	204.4%
Maintenance Equipment	42,759	33,117	5,000	5,000	4,000	-20.0%
Professional Development	3,604	1,918	1,000	1,000	-	-100.0%
Security Equipment	3,395	5,000	3,000	3,000	-	-100.0%
Mileage Reimbursement	8,258	7,904	8,662	8,662	7,500	-13.4%
Building Repairs	358,984	364,600	300,000	300,000	269,800	-10.1%
Extraordinary Repairs	374,460	310,180	116,400	116,400	89,500	-23.1%
Natural Gas	864,706	700,954	962,317	844,667	788,870	-6.6%
Electricity	577,924	658,196	676,914	794,564	795,472	0.1%
Water/Sewer/Stormwater	122,421	76,495	111,800	111,800	100,224	-10.4%
Subtotal - Other Expenses	2,385,381	2,201,035	2,203,793	2,203,793	2,079,588	-5.6%
Total - School Building Maintenance	3,968,064	3,856,352	3,872,406	3,872,406	3,649,639	-5.8%

3.5.3 School Building Maintenance Staffing Profile

Staffing by F.T.E. (1) By DOE Function	2005-06	2006-07	2007-08	2008-09	2009-10	+ / (-)
4100 School Building Maintenance						
Directors & Managers	2.00	3.00	3.00	3.00	2.00	(1.00)
Maintenance Staff	4.00	3.00	3.00	3.00	3.00	-
Custodians	22.00	21.00	20.00	20.00	20.00	-
(1) F.T.E. = Full Time Equivalent (varies from 35 - 40 hours depending upon staff)						

3.5.4 School Building Capital Plan – Five Year Summary

	FY08	FY09	FY10	FY11	FY12	FY13	FY14	5-Year Total
Schools - Equipment	20,000	-	50,000	100,000	150,000	220,000	200,000	720,000
Technology - Instructional Equipment	-	-	50,000	100,000	150,000	200,000	200,000	700,000
Vehicles	20,000	-	-	-	-	20,000	-	20,000
Buildings - Schools	220,000	315,000	431,000	307,400	35,000	44,000	404,000	1,221,400
HVAC/Energy Mgmt Systems	25,000	-	88,000	25,000	-	-	30,000	143,000
Windows & Doors	20,000	-	54,000	54,000	-	-	-	108,000
ADA Compliance	30,000	-	-	-	-	-	-	-
Ceilings	-	15,000	25,000	25,000	-	-	-	50,000
Classroom Furniture	20,000	30,000	20,000	-	-	-	-	20,000
Compressors	-	-	-	10,000	-	-	-	10,000
Electrical Systems	10,000	35,000	60,000	35,000	-	-	-	95,000
Fire Alarms	-	-	60,000	-	-	-	-	60,000
Generators	20,000	-	-	-	-	-	-	-
Cafeteria Equip. & Furniture	-	-	-	34,400	-	-	-	34,400
Plumbing	-	-	-	-	-	-	-	-
Carpet/Flooring	-	55,000	74,000	109,000	35,000	44,000	54,000	316,000
Roofing	95,000	70,000	-	-	-	-	320,000	320,000
Security System	-	30,000	30,000	15,000	-	-	-	45,000
Fire Suppression System	-	-	-	-	-	-	-	-
Technology Infrastructure	-	60,000	-	-	-	-	-	-
Water Heater	-	-	20,000	-	-	-	-	20,000
Other	-	20,000	-	-	-	-	-	-

3.6 Town Building Maintenance

3.6.1 Budgetary Commentary

Salaries: Custodial salary increases are reflective of negotiated increases. The rather dramatic increase in overtime results from the addition of Sunday operating hours for the Reading Public Library which requires additional custodial support that was not budgeted in FY09 since the Facilities Department was not aware of the proposal to increase hours of operation at the time the FY09 budget was prepared.

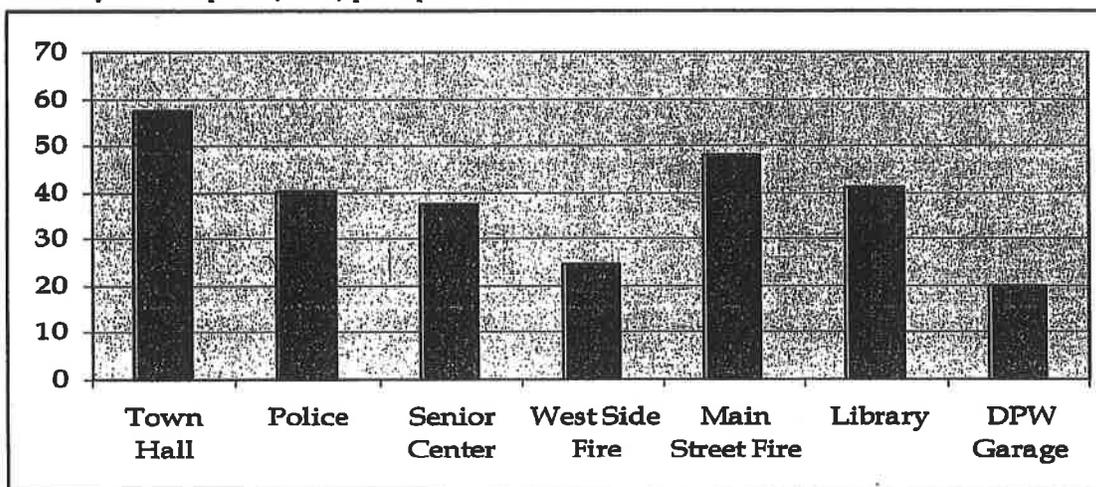
Contract Services: The decrease in cleaning services represents the price in the negotiated contract and some minor adjustments to cleaning schedules. The decrease in inspections, testing, and preventive maintenance results from recently negotiated contracts as well as a decrease in the frequency for those activities that do not compromise the operation of building systems and the use of in-house labor to perform some of the preventive maintenance tasks.

Other Expenses: The FY10 natural gas budget has been increased from FY09 levels to adjust for the fact that FY09 may be slightly under budgeted based on FY08 actual. While the school buildings have shown some improvement with respect to energy efficiency, the town buildings have lagged in that area. Conservation measures have been implemented where possible. In addition, a lower negotiated price and some potential construction savings that are anticipated as part of the implementation of Energy Savings Performance Contracting should provide for some measure of savings from FY08 actual levels.

Electricity consumption in town buildings continues to pose a challenge. The buildings which are least efficient with respect to consumption per square foot include the Town Hall, Main Street Fire Station, the Public Library, and the Police Station. The graph below indicates the relative efficiencies of these buildings. Increases in consumption at some of these buildings are related to either the addition of air conditioning for certain spaces, additional computers, and/or the increase in operating hours. In addition, the electricity rates charged by RMLD have increased; this includes not only an increase to the base rate but a higher fuel charge and an additional energy conservation charge.

The FY10 increase to the water, sewer, and stormwater budget results from an anticipated increase in rates rather than usage.

Electricity Consumption (Mbtu) per Square Foot



3.6.2 FY10 Town Building Maintenance Budget

Town Building Maintenance	Actual	Actual	Adopted	Proposed	% CHG
	Expended 2006-07	Expended 2007-08	Budget 2008-09	Budget 2009-10	
Salaries					
Custodial Salaries	159,297	115,781	118,417	120,889	2.1%
Custodial Overtime		41,800	33,730	37,730	11.9%
Subtotal - Salaries	159,297	157,581	152,147	158,619	4.3%
Contract Services					
Cleaning Services	40,373	52,477	56,100	54,990	-2.0%
Inspection/Testing/PM	46,077	44,953	42,660	40,070	-6.1%
Subtotal - Contract Services	86,450	97,430	98,760	95,060	-3.7%
Supplies & Materials	11,872	10,360	15,000	13,930	-7.1%
Other Expenses					
Heating of Buildings	144,430	150,870	144,430	147,798	2.3%
Electricity	137,911	168,597	158,448	183,031	15.5%
Water/Sewer/Stormwater	11,182	13,944	14,500	15,936	9.9%
Building Repairs	161,841	168,765	66,952	63,585	-5.0%
Extraordinary Repairs	89,108	100,242	58,739	31,017	-47.2%
Mileage Reimbursement	-	1,121	-	-	
Subtotal - Other Expenses	544,472	603,539	443,069	441,367	-0.4%
Total - Town Building Maintenance	802,091	868,909	708,976	708,976	0.0%

3.6.3 Town Building Capital Plan – Five Year Summary

	FY-2009	FY-2010	FY-2011	FY-2012	FY-2013	FY-2014	5-Year Total
Buildings - Municipal	280,000	325,000	717,500	230,000	265,000	280,000	1,817,500
Electrical Systems	-	-	-	-	-	-	-
HVAC/Energy Mgmt Systems	45,000	110,000	152,500	65,000	35,000	-	362,500
Windows & Doors	105,000	70,000	80,000	75,000	30,000	30,000	285,000
ADA Compliance	-	-	-	-	-	-	-
Ceiling	20,000	20,000	-	-	-	-	20,000
Furniture	-	-	-	-	-	-	-
Compressor	-	-	-	-	-	-	-
Fire Alarm	-	-	-	15,000	-	-	15,000
Generator	-	55,000	-	30,000	-	-	85,000
Kitchen/Cafeteria	30,000	-	-	-	-	-	-
Plumbing	-	-	-	-	-	-	-
Capet/Flooring	40,000	-	-	35,000	-	-	35,000
Roofing	25,000	-	150,000	-	200,000	250,000	600,000
Security System	-	-	-	-	-	-	-
Fire Suppression System	-	-	-	-	-	-	-
Technology Infrastructure	-	-	-	-	-	-	-
Water Heater	-	20,000	35,000	10,000	-	-	65,000
Other	15,000	50,000	300,000	-	-	-	350,000

4.0 Grants & Revolving Fund Balances

The table below illustrates the revenues, expenses and changes in Special Revenue Fund balances between July 1, 2007 and June 30, 2008. The net increase to special revenue fund balances from July 1, 2007 to June 30, 2008 was \$404,253.

	Balance 1-Jul-07 \$	Revenues			Expenditures \$	Balance 30-Jun-08 \$
		Inter- governmental \$	Charges for Services \$	Donations And Other		
Federal grants:						
Title I	—	120,819	—	—	120,819	—
SPED P. L. 94-142	—	963,430	—	—	965,234	(1,804)
SPED Early childhood	—	17,554	—	—	17,554	—
SPED professional development	—	25,919	198	—	26,073	44
Title V	—	2,627	—	—	2,627	—
Phys Ed (PBP) Grant	3,352	48,713	—	—	42,830	9,235
Safe & Drug Free Schools (SFDS)	—	11,785	—	—	11,655	130
Project Lifeskills (EOPS)	1,618	—	—	—	1,490	128
Title IIA - Teacher Quality	2,177	69,835	—	—	72,013	(1)
Title IID - Enhanced Ed Technology	—	2,368	—	—	2,368	—
U.S. History Grant	(3,798)	848,084	—	—	844,286	1
State grants:						
Racial imbalance	—	349,400	13,655	—	362,983	72
Circuit breaker	289,495	1,588,421	—	—	1,265,360	612,556
Academic Support	—	10,000	—	—	10,059	(59)
Gifted & Talented	—	31,000	—	—	31,001	(1)
Special Education Prog Review	—	4,500	—	—	4,500	—
Other grants:						
Donald A. Burns Foundation	9,736	—	—	—	1,251	8,485
BC/BS Jump Up & Go Grant	2,801	1,000	—	—	436	3,365
Revolving funds:						
Lunch program	39,857	127,269	956,699	—	1,074,560	49,265
Athletic events	115,367	—	128,882	5,000	212,901	36,348
Adult education	22,985	—	127,521	—	77,307	73,199
Summer school tuition	33,890	—	33,256	—	18,233	48,913
RISE pre-school	102,142	—	114,446	720	72,141	145,167
Use of property	121,652	—	117,850	—	139,465	100,037
Drama activities	(507)	—	112,477	—	83,009	28,961
Drama activities (Coolidge)	13,412	—	13,482	—	9,405	17,489
Drama activities (Parker)	9,273	—	20,600	—	22,160	7,713
After School (Parker)	7,713	—	15,935	—	17,303	6,345
Donations - elementary science	1,916	—	—	1,650	—	3,566
Eaton Clocktower Donations	27,544	—	—	15,874	30,000	13,418
HS Field Lighting Donations	25,301	—	—	155,050	180,351	—
Wood End Playground Donations	11,999	—	—	2,606	13,906	699
Vernal pool	2,562	—	—	—	—	2,562
Tuition - special needs program	149,854	—	77,159	—	67,125	159,888
All-day kindergarten	331,875	—	458,757	—	389,883	400,749
	\$	\$	\$	\$	\$	\$
Total all funds	1,322,217	4,222,724	2,190,917	180,900	6,190,288	1,726,470

The advantageous position of our special revenue fund balances allows for an increase in offsets to our FY10 budget of \$286,000 including athletic and extracurricular user fees, gate receipts and ticket sales; building rental revenue; pre-school and special education tuition receipts; and kindergarten tuition receipts. The analysis below outlines the assumptions upon which the increased budget offsets were based.

	FY09	Balance	Balance	Add'l Net	Projected	Projected	Projected	Projected
	Offset	1-Jul-08	30-Nov-08	Revenue	Balance	FY10 Net	FY10	Balance
<u>Revenue Fund</u>				<u>Projected</u>	<u>30-Jun-09</u>	<u>Revenue</u>	<u>Offsets</u>	<u>30-Jun-10</u>
Extracurricular	(20,000)	28,961	105,875	-	60,875	58,814	(36,000)	83,689
Athletics (1)	(110,000)	36,348	107,521	60,000	77,521	217,764	(220,000)	75,285
Use of School Property	(105,000)	100,037	159,102	40,000	124,102	77,850	(135,000)	66,952
RISE Tuition	(137,500)	145,167	189,764	40,000	144,784	72,570	(157,500)	59,834
Special Ed Tuition	(85,000)	159,888	159,881	70,000	144,881	37,159	(120,000)	62,040
Kindergarten Tuition	(400,000)	400,749	605,527	160,000	365,527	380,000	(475,000)	270,527
Summer School Tuition	(20,000)	48,913	59,605	5,000	44,605	16,800	(20,000)	41,405
	(877,500)	920,063	1,387,275	375,000	962,275	860,957	(1,163,500)	659,732
(1) Due to increase in fees					Increase over FY09 offsets	286,000		

The table below shows the number of FTE positions and the salary amounts currently funded through federal and state grants and district Special Revenue Funds. The same level of grant funding is assumed for FY10. Due to staff retirements and other internal changes, the number of FTE positions funded through grants and revolving funds is expected to remain unchanged in FY10.

<u>Grant / Revolving Fund</u>	<u>FTE</u> <u>Funded</u>	<u>FY09 Salary</u> <u>Funded</u>	<u>Position(s) Supported</u>
Early Childhood	0.4	15,800	Pre-school Teacher
Emergency Preparedness	0.1	12,800	Program Coordinator
METCO	1.0	50,952	Program Director
PL 94-142	16.4	878,352	Special Education Team Chairs (3) Special Education Teachers (13.4)
Teaching of American History	1.0	79,568	Program Director
Title I	1.5	74,275	Middle School Teacher (1.0) Elementary Reading Specialist (0.5)
School Food Services	27.5	564,693	Director (1.0) Clerical Staff (1.0) Cafeteria Managers (8.0) Food Service Driver (1.0) Cafeteria Workers (16.5)
Adult Education	0.2	10,000	Program Coordinator
Total Supported	48.1	1,686,440	