

AMESBURY PUBLIC SCHOOLS

Amesbury School Committee Voted FY14 Budget
April 2, 2013

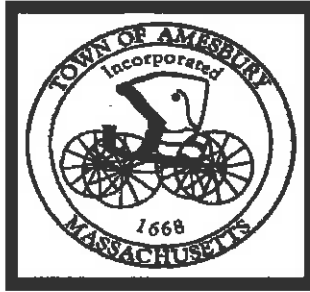
*FY 2014
Operating
Budget*

Amesbury Public Schools

5 Highland Street

Amesbury, MA 01913

www.amesburyma.gov



School Committee Members

Honorable Mayor Thatcher Kezer III, Chairperson

Debra LaValley, Vice Chairperson

Stanley Schwartz

Gale Hanshaw

Bonnie Schultz

Thomas McGee

Peter Hoyt

Dr. Michele Robinson

Superintendent of Schools

April 2nd, 2013

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District Administration

Deirdre Farrell, Assistant Superintendent

Lyn Griffin, Director of Assessment and Accountability

Kevin Pierce, Director of Student Services

Principals

Donna Georges, Amesbury Academy

Roy Hamond, Amesbury High School

Mike Curry, Amesbury Middle School

Walter Helliesen, Amesbury Elementary School

M. Lou Charette, Cashman Elementary School

Administrative Staff

John Dubuc, MIS Director

Martine Fabre, Network Manager

Assistant Principals

Glen Gearin, AD for Athletics, Asst. Principal at Amesbury High School

Elizabeth McAndrews, Asst. Principal at Amesbury High School

Kathy Randall, Interim Asst. Principal at Amesbury Middle School

Steven O'Connor, Asst. Principal at Amesbury Middle School

**Amesbury Public Schools
Office of the Superintendent**



Dear City Councilors,

It is with great pleasure that our team present to you the School Committee voted FY 14 budget for Amesbury Public Schools. This budget recognizes the financial limitations facing our city as well as addresses the growing needs of our students and school community. It reflects contractual obligations, projected expenses such as health insurance premiums and significant increases in special education and state and federal mandates. It identifies spending reductions and the streamlining of resources to support our budget priorities and added requirements.

Again, we balance a budget severely impacted by economic realities that challenge our commitment, belief, and ability to achieve our district mission and goals. We have adapted to funding shortages by reducing classroom teachers, support staff, counselors, media, health care professionals, program assistants, supplies, textbooks, printing, capital projects, athletics, transportation, special education and administrative costs. We are working to sustain current programs and staffing, but the challenge is greater than ever before because of the addition of mandates and requirements which have created added tension to an already strained system.



You will see that there are many needs and priorities that are essential to teaching and learning that are not reflected in this budget. A priority list was identified by staff and schools' parent councils, and recommended by the administrative team that included increases in professional and clerical staff, programming, technology and facility improvements. This serves as a reminder that we continue to sacrifice future investments in our children because of obstacles to our economy.

Despite the challenges we will continue to build upon our many successes while embracing new opportunities to raise the level of student learning in our schools. In fact our students are already demonstrating high levels of achievement; receiving instruction by highly qualified professionals who care deeply about their success. Our schools, faculty and students are award winning, high performing, community orientated and committed to ensuring continued excellence in all of their endeavors.

This year's budget development, made amid a year of transition, continued with the collaborative work of a committed team and results in a shared understanding of our aspirations for our schools. It is clear

we are a community that truly values its children and is committed to working to ensure continued support for their success.

Our budget preparation is founded on the understanding that all district resources must be managed in a way that supports the District's mission and vision for the future. This includes supporting a vision of excellence in teaching and learning while seeking out innovative and effective approaches to achieving financial accountability and sustainability. Our attention is on what is happening in classrooms every day and making instructional practice everyone's work. The research is clear; teacher quality is the most critical factor that affects student learning in school. We continue to look ahead to engaging students in 21st Century learning through vital innovations in the delivery of instruction while concerning ourselves with the mental and emotional health of all children. Aligning our practices with the high educational values of our community will help to ensure that we maintain an educational system focused on meeting the diverse and complex needs of our children while also preparing them for success in a global society.

As you review the FY14 budget it is helpful to keep in mind the requests over the years that have shaped the current budget:

FY10 – The school district requested zero new dollars, and was below level funded at \$24,933,496

FY11 – The school district requested zero new dollars, and was below level funded at \$24,933,496

FY12 – The school district requested \$1,299,282 and was below level funded at \$900,000 to increase the total budget to \$25,833,496

FY13 – Due to significant savings in health insurance premiums the school district was able to request and receive \$600,000 to increase the total budget to \$26,433,496

We are continuing with the work required for the development of the FY14 budget. Ongoing input from the community is critical as we work to frame the future delivery of services for our students. The community's high educational expectations and values will help to ensure that we maintain an excellent instructional program and continue to put students' educational needs first. Thanks to the efforts of our staff and parents and the steadfast support of the community, APS continues to stand as a major keystone committed to investing in the future of our community's greatest asset – our children.

Respectfully Submitted,

Dr. Michele Robinson
Superintendent

Introduction: Amesbury Public Schools Operating Budget for FY 2014

The fiscal year 2014 operating budget presented by the Superintendent of Schools is \$28,319,615. This amount represents an increase of \$1,886,119 or 7.14% from the Fiscal Year 2013 adopted budget of \$28,319,615. Creating and managing the fiscal year 2014 budget was especially with having to handle the various challenges facing our public schools. These challenges and the input to the education program have been communicated to the community throughout the budget process. The PowerPoint presentation made at the School Committee FY14 Public Budget Hearing is included which identifies these challenges as well what has been incorporated into the FY14 School Committee Voted Budget.

Mission

The Amesbury School District is ***unconditionally committed to every child***, ensuring that all students experience success through the development of attitudes and skills necessary for lifelong learning by providing the highest quality staff, meaningful learning experiences, and a vitally involved community

Revenue

A majority of the funding for schools comes from local appropriations, which is the appropriation from the city, which includes Chapter 70 Education Aid from the state. Other revenue in FY14 to offset specific expense areas include:

- School Choice Revenue - \$300,000
- South Hampton Tuition – \$197,000
- Transportation Fees - \$110,153
- Pre-School Tuition - \$80,000
- Cable Franchise Fee - \$31,990
- Rental Revolving – \$10,000
- Grant Offsets - \$393,308

The decrease in South Hampton revenues is due to 8 students graduating in FY13 and an anticipated enrollment in FY14 of 4 tuition students. The decrease in School Choice tuition revenue is due to School Choice students graduating in FY13 and since School Choice is closed for FY14, no new School Choice enrollment is anticipated.

Federal and State grants

Federal and State grants have been level funded for FY14 from FY13 with the exception of the Kindergarten Enhancement Grant. In FY13, Amesbury Public Schools was awarded additional funds for the Kindergarten Full Day Program. We do not anticipate receiving the additional funds in FY14.

Additionally we are concerned with the Federal Budget Sequestration, which is the legal procedure in which automatic federal spending cuts are enacted. Since we have level funded all federal funding in FY14, any Sequestration related budget reductions will impact our education program for FY14.

<u>Federal Grants</u>	<u>2013</u>	<u>2014 Estimated</u>	<u>\$ Increase / Decrease</u>
<i>Teacher Quality</i>	\$78,103	\$78,103	\$0.00
<i>Enhanced Ed.Through Tech.</i>	\$0.00	\$0.00	\$0.00
<i>Sped 94-142 Allocation</i>	\$614,981	\$614,981	\$0.00
<i>ARRA IDEA Stimulus</i>	\$0.00	\$0.00	\$0.00
<i>Sped Program Improvement/EC</i>	\$20,824	\$20,824	\$0.00
<i>Title V(Formerly TitleVI)</i>	\$0.00	\$0.00	\$0.00
<i>Title I Distribution</i>	\$241,772	\$241,772	\$0.00
<i>ARRA Title I Stimulus</i>	\$0.00	\$0.00	\$0.00
<i>Title 1-School Support</i>	\$0.00	\$0.00	\$0.00
<i>Drug Free Schools-Dist</i>	\$0.00	\$0.00	\$0.00
<i>Emergency Recovery (CH.70 Cut)</i>	\$0.00	\$0.00	\$0.00
<i>Race to the Top</i>	\$55,931	\$55,931	\$0.00
<i>Verticle SIF Implementation</i>	\$0.00	\$0.00	\$0.00
<i>Education Jobs Act</i>	\$0.00	\$0.00	\$0.00
<i>ARRA Stabilization</i>	\$0.00	\$0.00	\$0.00
<i>Subtotal Federal Grants</i>	<u>\$1,011,611</u>	<u>\$1,011,611</u>	<u>\$0.00</u>
<u>State Grants</u>			
<i>Essential School Health</i>	\$49,200	\$49,200	\$0.00
<i>Academic Support Services</i>	\$6,950	\$6,950	\$0.00
<i>Kindergarten Enhancement Program</i>	\$80,260	\$56,260	-\$24,010
<i>Early Childhood</i>	\$19,832	\$19,832	\$0.00
<i>Summer Academic Support</i>	\$3,750	\$3,750	\$0.00
<i>Subtotal State Grants</i>	<u>\$159,992</u>	<u>\$135,992</u>	<u>-\$24,010</u>
Total Grant By Year	\$1,168,167.00	\$1,147,603	-\$.018

School Committee Voted FY14 Amesbury Public Schools Budget


The PowerPoint Presentation made to the Community at the April 2nd 2013 School Committee Meeting is included for your information. It presentation identifies the following:

- Student Demographic Information
- Our Challenges in serving our student population
- Prioritized FY14 Budget Requests included in School Committee Vote FY14 Budget
- Prioritized Requests not included in School Committee Vote FY14 Budget
- Requests not included for FY14 Budget consideration

Additionally, three pie charts are presented to you that represent increase areas as follows:


- Total Increase Breakdown – breaks down the \$1.88 million increase into specific cost centers
- Total Salary Breakdown – breaks down the \$1.229 million salary increase into specific reasons
- Cost Center Increase – breaks down the increase in costs centers, comparing FY14 to FY13

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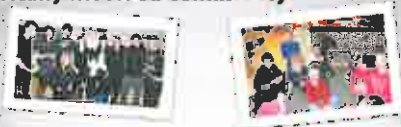



**Amesbury Public
Schools**

**FY 14 Voted Budget
School Committee Meeting
April 2, 2013**



The Amesbury School District is unconditionally committed to every child, ensuring that all students experience success through the development of attitudes and skills necessary for lifelong learning by providing the highest quality staff, meaningful learning experiences, and a vitally involved community

Our Mission Statement

By June of 2014, 100 percent of teachers will be working collaboratively to align and utilize curriculum and authentic and meaningful assessment data to be used to inform and improve instruction

Utilizing data, by June of 2014 100 percent of students will be provided equitable access to the curriculum through the use of varied instructional strategies with refined and explicitly stated learning goals in order for all students to realize five percent growth in overall achievement

District Goals

Closing the achievement gap for all students

Special Education Student Population
 Low income – Title I
 Early Literacy Needs
 English Language Learners (ELL)
 Department Children and Family Services Placed Students
 Behavioral / Emotional

Our Challenge

Special Education Students

518 In District Special Education Students including

- 47 Students with Autism
- 99 Students with Developmental Delays
- 68 Students with Communication Disabilities
- 86 Students with Learning Disabilities

Our Challenge

Special Education Students cont.

Out of District
 - Programming for students that we cannot service in district
 - currently over 50 students are placed Out of District

Our Challenge

Low Income Students

Title I

- Focus to achieve reading "at grade level" in grades K-4
- Funding Based on Federal Free and Reduced Lunch income levels
 - 26% at AES
 - 26% at CES
 - 28% at AMS

Our Challenge

Children Living in Low Income:

	Aurora	Newburyport	Triton	State
Low-income	24.0%	9.6%	19.4%	35.2%
Free Lunch	18.4%	6.1%	15.4%	30.4%
Reduced Lunch	5.6%	1.5%	4.0%	4.8%

Low Income Area Comparison

Early Literacy Needs

Reading Interventions

- Needed to support primary students with literacy skills and the ability to read at grade level
- Fewer students have the pre-school experience

Our Challenge

English Language Learners (ELL)

Students whose primary language is not English

- Growing population in Amesbury—19 ELL students at elementary—6 are transitioning to middle school next year, 6 at AHS
- Current Languages are Spanish, Russian, Arabic, Chinese, Greek, Pushto, Korean, and Bengali
- Mandated by State to provide services

Our Challenge

Department of Child and Family Services (DCF)

Growing number of students placed during the school year

- Impacts students readiness to learn
- Student needs are typically social and emotional

Our Challenge

Highly Qualified Teachers

- Provide on-going, quality, research-based classroom instruction with ongoing professional development

Curriculum – what we teach
 Pedagogy – how we teach
 Assessment – how to measure growth
 Data analysis – understanding measurement
 Intervention strategies – what to do to support gaps in learning

- Develop a rigorous and relevant curriculum aligned with the Common Core Standards



Our Teachers

**Prioritized Requests Included in FY14
Proposed Budget**

- Additional 1.0 Grade 3 - AES
- Additional .1 Art, .1 Music- AES
- Spec. Ed. Self Contained Teacher - CES
- English Language Learner .5 - AMS
- In-School Suspension 1.0 - AMS
- Special Education Teacher 1.0 - AHS
- Band Teacher .8 - AHS

Our Challenge

**Prioritized Requests Included in FY14
Proposed Budget**

- Out of District Spec Ed Facilitator - District
- Strategic Planning - School Committee

Our Challenge

FY14 Proposed Budget Does **Not Include
Proposals from Administrators**

- Additional K Paraprofessional- AES
- Literacy Paraprofessional - CES
- K classroom teacher from .8 to 1.0 - CES
- Spec Ed Language Based Program - AMS
- 4 to 6 FTE Teachers - AHS
- 2 FTE Paraprofessionals - AHS

Our Challenge

FY14 Proposed Budget Does Not Include Consideration for:

- Technology Replacement
- Infrastructure Improvements
- Capital Improvements
- Additional Support Staff
- Reduction of Fees

Our Challenge

Process to Meet FY14 Funding "Gap"

April/May/June

- Continue to monitor Local Funding from City of Amesbury
- Continue to monitor State and Federal Grant(s) and Circuit Breaker Funding
- Administration meets to prepare budget reductions in \$250k increments and the impact to educational programming

Our Challenge

For more information, please visit us at



www.amesburypublicschools.org

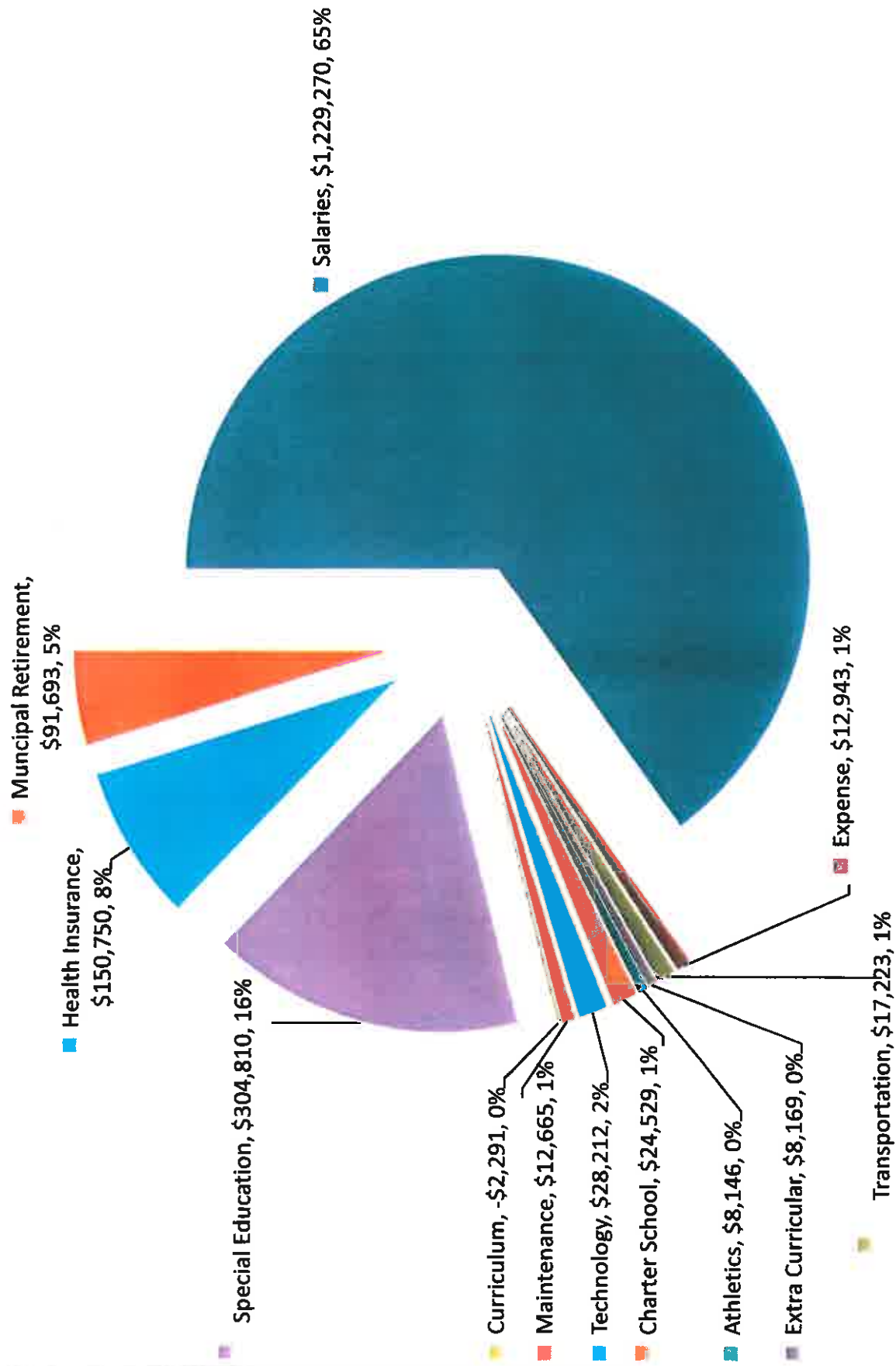


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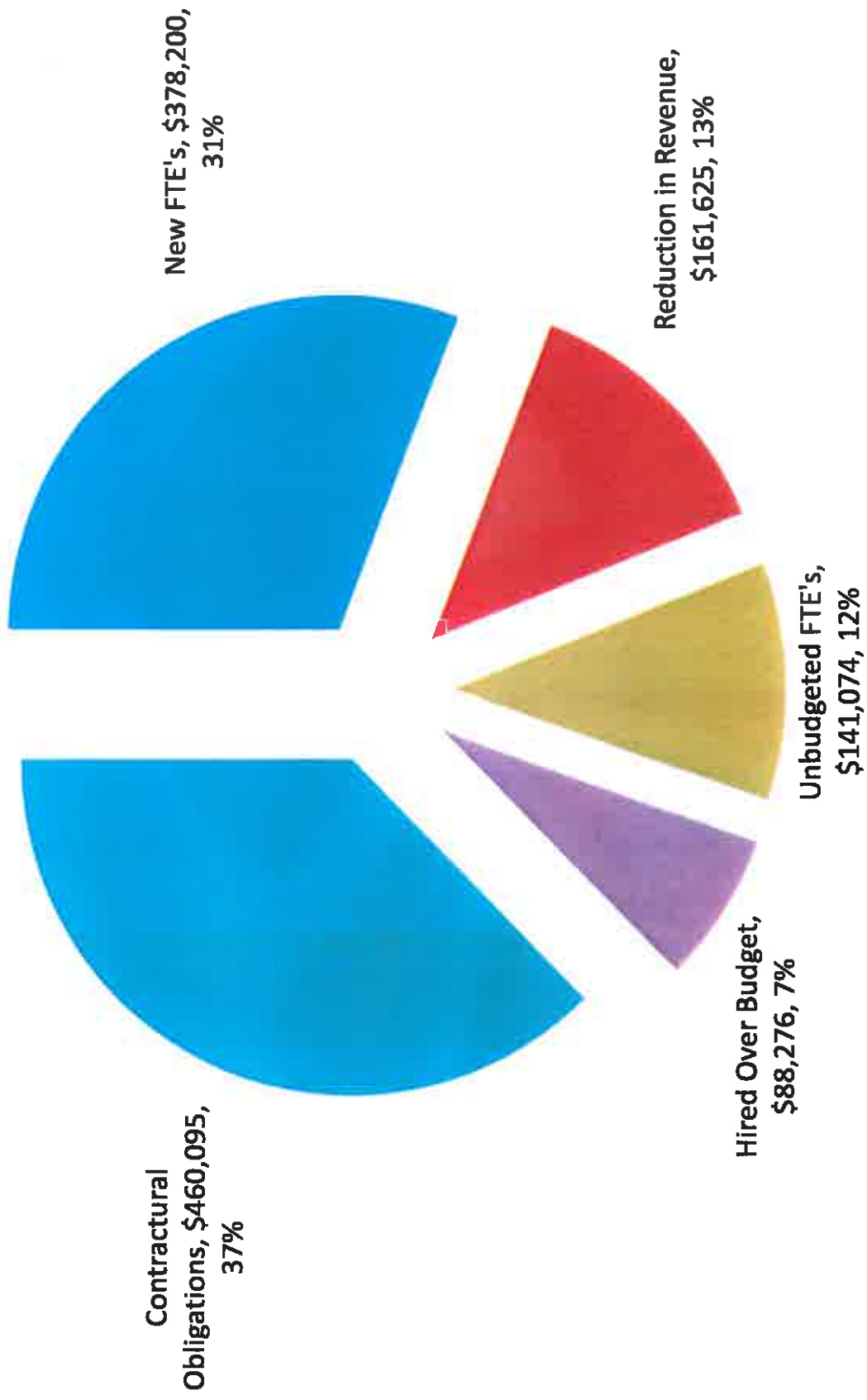
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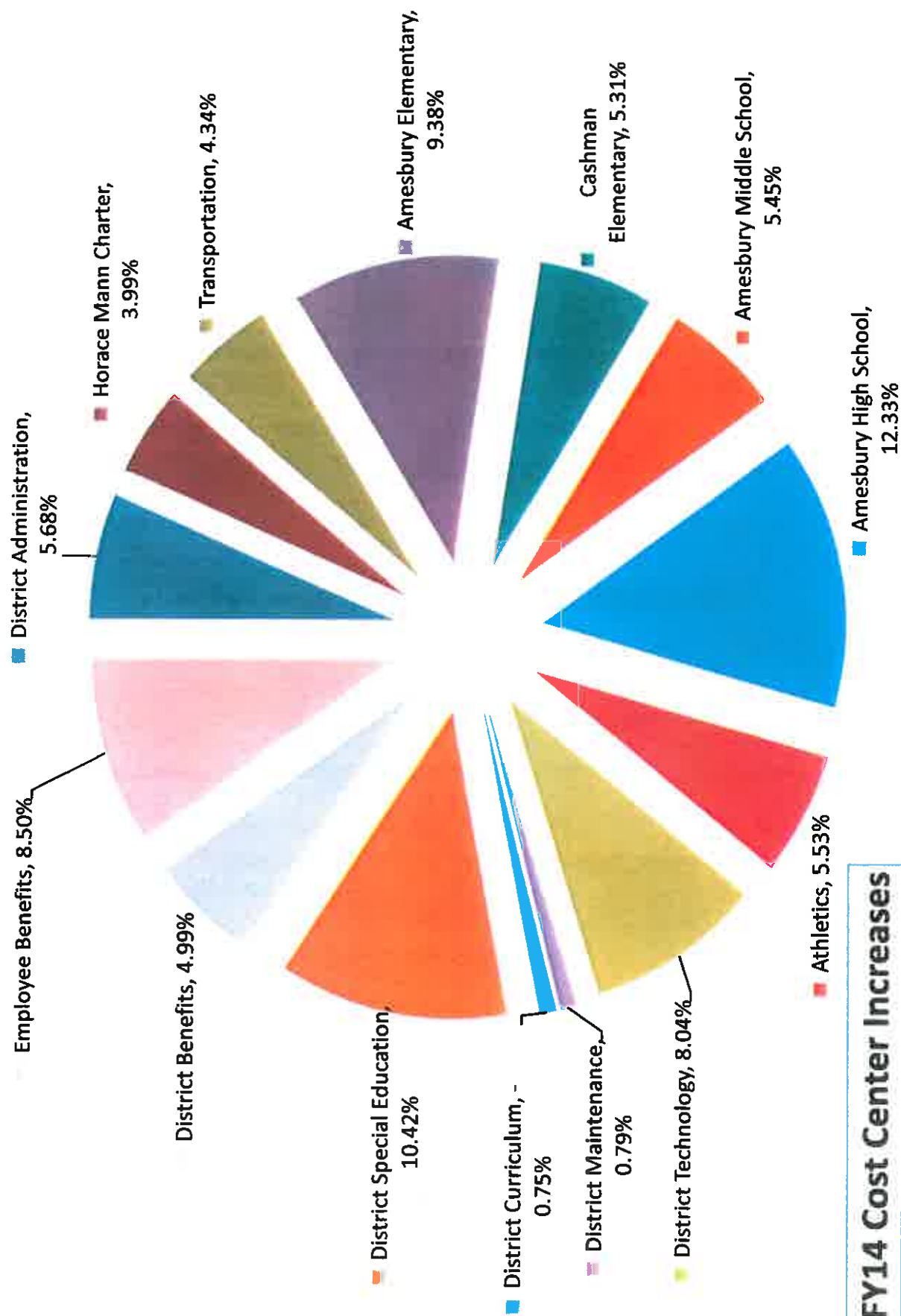
Amesbury Public Schools



FY14 Total Increase Breakdown



Total Salary Breakdown - \$1,229,270



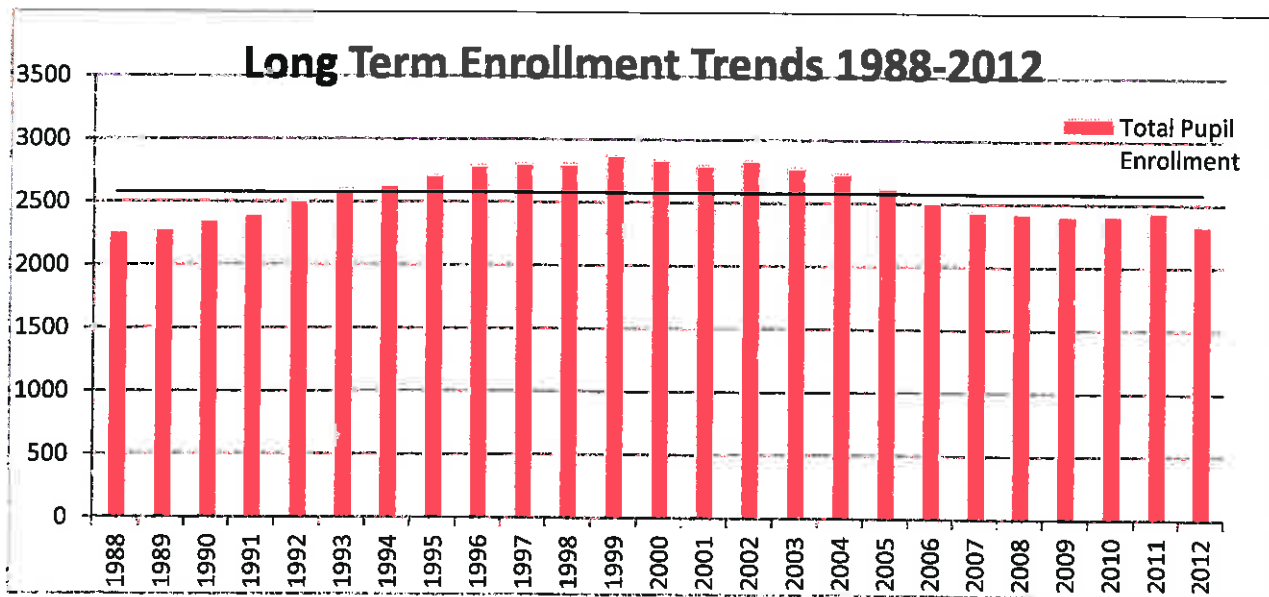
FY14 Cost Center Increases

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Enrollment Trends

As depicted in the graph below, Amesbury Public Schools Pre K through Grade 12 enrollment has declined from a high point in 1999 of 2,868 students to a current year enrollment of 2339 in FY13. Additional ten year enrollment trend is as follows:

- FY2005 2613 Students
- FY2006 2503 Students
- FY2007 2433 Students
- FY2008 2426 Students
- FY2009 2409 Students
- FY2010 2411 Students
- FY2011 2443 Students
- FY2012 2333 Students
- FY2013 2339 Students



October 1 Enrollment

The Official enrollment, October 1 enrollment by school and grade is as follows:

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AMESBURY PUBLIC SCHOOLS

10/1/12

AMESBURY ELEMENTARY SCHOOL			CASHMAN ELEMENTARY SCHOOL				
Teacher	Grade	Students	Teacher	Grade	Students		
M. Dower	PK	17/13	A. Bettencourt	PK	9/13		
M. Uhlarik	PK	5	F. Emerson	PK	15/15		
M. Curry	K	18	K. Bissell	K	18		
S. Gonthier	K	19	J. Dodier	K	18		
S. Nash	K	19	C. O'Neill	K	20		
D. Naughton	K	21	S. Kelleher	K	17		
L. Casali	1	21	S. Marshall	K	17		
P. Fitzgerald	1	21	P. Bradley	1	19		
S. Holt	1	21	K. Scholtz	1	21		
B. Reese	1	20	M. Stellmach	1	20		
L. Morris	2	22	D. Whitney	1	21		
Ellen Elliott	2	20	J. Kermelewicz	1	20		
N. Sullivan	2	22	V. Fitzpatrick	2	23		
S. Pelletier	2	22	M. Laufer	2	23		
S. Morin	3	23	A. LaValley	2	21		
P. Mooers	3	23	D. Vachon	2	21		
Gagnon/Harney	3	23	C. Lovett	3	22		
C. Chabot	4	27	K. Flynn	3	23		
C. Berry	4	25	A. Mitchell	3	23		
A. Gibbas	4	25	K. Iworsky	3	23		
Total AES		427	K. Shafer	3	19		
			E. Peterson	4	24		
			B. Cavalier	4	25		
			C. Leary	4	24		
			K. Gilbert	4	24		
AMESBURY MIDDLE SCHOOL			Total CES		538		
	Grade						
Teacher		Students					
			E. Bissaillon	7	23		
E. Burrell	5	23	J. Becotte	7	25		
K. Brannelly	5	24	S. Bragg	7	18		
D. Bent	5	22	Dore	7	21		
J. Lyman	5	20	C. Hill	7	20		
K. Fitzgerald	5	20	J. Ghezzi	7	22		
C. Wall	5	24	A. MacAulay	7	20		
B. MacKenzie	5	25	B. Wallack	7	21		
T. Costello	5	21	T. Ebinger	8	21		
B. Smith	6	25	M. Wesolowski	8	25		
G. Regis	6	23	P. Flaherty	8	20	Elfiki	9
A. Marsh	6	22	H. Abramson	8	25	Edic	0
M. Rinaldi	6	22	B. Hopkins	8	27	McNabb	0
S. Fijalkowski	6	22	B. Jones	8	23	Total	9
M. Hoehn	6	21	K. Hanley	8	23		
K. Randall	6	26	J. Costello	8	24		
G. Cooney	6	24					
			Total AMS		731		
AMESBURY HIGH SCHOOL							
Class of 2013		160					
Class of 2014		161					
Class of 2015		142					
Class of 2016		180					
			GRAND TOTAL		2339		
Total AHS		643					

How do we compare to the state in spending?

Below is the Total Expenditure Per Pupil chart for Amesbury Public School compared to the State Per Pupil Average published by the Department of Elementary and Secondary Education (DESE). This chart and other statistical information can be found on the DESE website under School Finance (www.doe.mass.edu).

Description	Per Pupil <u>Amesbury</u>	Per Pupil <u>State</u>
Administration	\$318.97	\$471.89
Instructional Leadership	\$663.58	\$851.32
Classroom and Specialist Teachers	\$4,319.56	\$5,120.64
Other Teaching Services	\$953.01	\$1,030.32
Professional Development	\$397.88	\$236.44
Instructional Materials, Equipment and Technology	\$301.34	\$377.74
Guidance, Counseling and Testing	\$270.26	\$386.24
Pupil Services	\$1,061.07	\$1,262.31
Operations and Maintenance	\$957.26	\$1,040.05
Insurance, Retirement Programs and Other	\$2,416.25	\$2,369.37
Expenditures Within the District	\$11,659	\$13,146
Expenditures Outside the District	\$24,607.71	\$21,399.45
TOTAL EXPENDITURES PER PUPIL	\$12,531.48	\$13,656.24

APPENDIX A: State and Federal Mandates

This section of the budget is an explanation of the many mandates the state and federal government requires of the schools without providing an appropriate amount of funding. In 2011 – 2012 this list was a collaboration of MASBO and MASC and published on their listserv.

Mandates and Funding:

General Overview of the General Regulatory Requirements with Cost Implications

The largest legislated program to fund public education, known commonly as the Chapter 70 funding system, does not cover in full the cost of mandates inherent in the law and regulations. The system remains essentially as it was at the start of the Education Reform program in 1993. The reimbursement formula has been modified somewhat and annual funding has increased significantly, but school districts have for many years had to budget for expenses that outstrip both the rate of inflation and the state's ability to grow state aid to education faster than the cost-of-living for schools.

In addition to funding shortages, some of the mandates that districts must address are:

- *Time and Learning standards that required some districts to expand time spent on classroom instruction.**
- *Curriculum frameworks that have been established in seven areas, requiring new and expanded areas of educational activity.**
- *Implementing, adhering to, or complying with any one of the 15 assessment, accountability and accreditation systems that were created by Education Reform or imposed by the Department of Elementary and Secondary Education or the US Department of Education, including No Child Left Behind. Superintendents have estimated that the growth of compliance mandates has expanded ten-fold and one estimate is that every educator in a public school spends as much as 160 hours per year on pure compliance requirements that are not classroom instruction or preparation for teaching.**
- *The Department of Education has produced a list of 106 reporting requirements (the checklist) that are required of superintendents each year.**
- *Federal regulatory compliance is an added burden as districts fulfill obligations to No Child Left Behind and the Individuals with Disabilities Education Act.**

Superintendents, school committee members and school business officers have compiled a partial list of mandates that are listed below:

Regular Education

Provide free and equal (and appropriate) education to all students from kindergarten through grade 12. We believe that Chapter 70 is underfunded by about \$1.6 billion that would be required to provide necessary and mandated services.

Special education

Districts must provide education to special education students from age 3 to age 22. This must be done in the least restrictive environment.

The cost of providing assessments, evaluations, and specialized instructional services exceeds the funding provided by federal and state sources. In addition, non-instructional services within the review and appeal processes such as arbitration, mediation, and hearings result in extraordinary costs to the district. The personnel, administrative, and technology costs inherent in the delivery of appropriate services are exorbitant. Individual Education Plans dictate where a student must go to school, requiring outplacements and special education transportation.

Special education Transportation

Currently, about \$165 million in mandated but unreimbursed transportation costs are incurred by school districts for students in special education programs.

504 Services For Physically Disabled Students

School districts are required to provide students with disabilities with accommodations that will assist in their learning according to federal law. This may include any disability that is not covered by special education. Teachers must accommodate all needs written into a student's 504 plan. State and local options are constrained.

Transportation to School for the General Student Population

Districts are required to provide transportation to all students in grades K through 6 who live two miles or more from the school. Regional districts receive transportation reimbursement for about 85% of these costs, but municipal school district aid was eliminated during lean budget years and has not been restored.

Administrative Mandates with Cost Implications

In addition to the 15 systems identified above, other mandates with cost implications include:

*Criminal records checks for all staff having unsupervised contact with students and other school employees.

*Emergency evacuation plans add training time, signs, posters and other means of alerting.

*Title I Requirements for costs associated with delivery of services and the reporting and documentation requirements often exceed funding.

*Crisis Prevention Intervention (CPI) training requires that the district provide training for instructors who then instruct a majority of staff members in techniques to de-escalate student crises. Associated costs are incurred to hire substitutes for classes whose teachers are required to participate in training.

*Pre-school requirements Districts must ensure that they provide integrated (ratio of regular and special education) settings for all students in accordance with the regulations of Early Education and Care. The requirements for assessment, evaluation, and provision of services are costly.

McKinney-Vento and Costs Associated with Homeless and Transient Students

This component of No Child Left Behind requires that schools accept any homeless student who wishes to attend the public school. In addition, McKinney-Vento requires the school district to transport any homeless students living in town to the schools in their old home district. There is no reimbursement for any of these services.

Services to English Language Learners

Provides required ELL services to all students who are not fluent in English. Specially certified teachers must provide this service. There are educational materials and testing costs associated with the ELL services that are provided.

*All classroom teachers who service ELL students in their classrooms must have ten hours of training each year until they fulfill a requirement of 50 hours of training.

*All communications that need to be sent to the homes of all students (not just ELL) whose parents do not speak English as their first language must be translated into their native languages.

*ELL training is required even when only one (1) student in the district is an ELL student.

*Districts are required to provide Sheltered English Immersion services for students whose first language is not English. Districts are responsible for developing procedural manuals, forms, parent outreach, interpreters, and translation of documents. Districts are also required to provide Sheltered English Immersion training in Categories 1, 2, 3, and 4 for all staff who work with English Language Learners. All levels and types of services as provided for English-speaking students must be provided for ELL students in their primary language. Every student whose first language is not English is required to be assessed, to determine language

proficiency upon registration and admission to the public school; stages of language acquisition need to be determined in order to identify the level of services required for each student. Students must also be supported by staff members in order for them to participate in Massachusetts English Language Acquisition Oral (MELA-O) and Massachusetts English Proficiency Assessment (MEPA) in reading and writing as well as the MCAS assessments.

Home Schooling

The district must monitor and document all home-schooled students. This includes identifying families and reviewing detailed home schooling plans for compliance with state guidelines. Though school districts are required to provide this oversight there are no funding or reporting requirements to or from the state.

MCAS Testing

MCAS testing is required annually in grades 3 through 10. Students must pass the grade 10 testing in math and English in order to graduate from high school. All students must be proficient in English/Math by 2014, requiring needed extra help and extra time on task to meet this goal. District must continually upgrade the curriculum to keep up with the testing.

*Districts must provide special tutoring for students who do not do well in the testing and must track and contact non-graduates if they fail MCAS. This requires guidance time and mailings.

*The costs for instructional time and funds associated with the preparation for, documentation for, administration of, and reporting about the multiple assessments in grades 3-10 are difficult to quantify.

Curriculum

Frameworks. Districts revise and create new curricula to conform to the state curriculum frameworks and demands for timely update as the revises and updates frameworks on a regular basis. This work must be done after school and during the summer. Instruction hours must provide at minimum 990/900 hours of instructional time.

Individual Student Success Plans. Districts are required to deploy administrative, teaching, secretarial, guidance, and technology staff and resources (including but not limited to intervention programs in ELA and Math) to ensure that students receive additional support services that address individual student needs as a result of statewide assessment mandates (MCAS). Instructional support and resources such as texts, workbooks, and online instruction are examples of areas that require increases in expenditures.

Curriculum Requirements. The Massachusetts Curriculum Frameworks require that districts provide additional instructional staff (e.g. health teachers and guidance staff) to ensure that all curriculum areas are addressed. The periodic review and alignment of every curriculum area

requires substantial investment in time (including committee review, curriculum development, printing and dissemination of curricula) and resources (texts, consumable items, and online access).

Residency

Residency waivers and concerns arising from private entities such as sports boarding facilities within district boundaries and the implications of the McKinney-Vento Homeless Act impact district budgets (also see above). Sports boarding camps attract players from various towns, states and countries. Local districts are required to educate said students without regard to tuition payments because residency statutes state that if a student is not at such a facility solely for the purpose of education, they are allowed to attend at no cost to the student.

*Residency also becomes an issue when a residential special education institution is located in a Massachusetts community. Students admitted to that institution sometimes attract the family, or a guardian member of the family, to relocate to the community for purposes of being closer to the resident student. This includes formerly out of state as well as in-state residency shifts and families with multiple residents. Such shifts determine assignment of costs to the host resident community.

*While there is local control on the admission to kindergarten there is a great deal of differentiation of starting age. Under choice students may be entered into a district at an earlier age and then require placement at the resident school district.

Vocational Education

School districts allow students to attend out-of-district vocational schools when programs are not offered in the regional district to which the local district belongs. Unlike the Charter School Reimbursement, there is no apparent reimbursement for vocational placement, though the vocational student, like the charter student, is counted in the Foundation Budget of the sending district. In addition, school districts are required to transport these secondary students to the schools of their choice. There is only partial (up to 50%) reimbursement for vocational education transportation.

School Choice

This program requires all school districts to admit students from other districts in the state unless the host school district takes action to restrict or prohibit accepting non-resident students from other Massachusetts school districts.

*Admitted choice students siblings are thereafter entitled to enrollment in the school also, even when there is little or no space for new local students to enroll. Districts losing students to choice have no control over the students who choose to leave and are charged for the cost of those students as assessments on the Cherry sheet.

*With declining enrollments and constraints on local funds, it is expected that this free-market-choice of school districts will expand causing a drain on resources from more vulnerable school districts. This will have an affect on the capacity to address issues for low-income school districts often having the neediest students.

Staffing

Professional Development - with the enactment of Education Reform, all teachers and other professional staff must be re-certified every five years.

Highly Qualified Staff this requirement is a mandate that ensures employment of and reporting on highly qualified staff members and requires a substantial investment of time and money at all school levels. In many cases, there is insufficient guidance for districts that enables administrators to assist teachers and professional staff to meet the requirements established by DESE. (For example, appropriate licensure and completion of a designated number of courses is required for teaching assignments for which licensure may not exist at this time.)

Foster Care & State Wards

Districts are required to educate students who have been placed by the state in foster care and state ward settings. If a student has special needs, the town is responsible for that students education, even if the student is enrolled in a day or residential school that is not in town.

*Districts are also responsible for the transportation for the student. However, the local district is only responsible for regular day/vocational education of these pupils. When that student requires special education, which cost can be billed back to the district from which the student came.

Grant Percentages of Federal Grant Funds to Private Schools

School districts are required to give a percentage of grants funded under the No Child Left Behind Act to all private schools whether or not our students attend the schools. The percentage is based on total school and district populations. The district must provide reading services from its Title I grant to all schools within the state that our students attend if the schools meet certain criteria.

SIMS & EPIMS

The state requires that each district have software in place that will allow districts to report data on all students and staff in a format that is compatible with the state databases. This process has been very time-consuming and costly to districts for training and updates.

With EPIMS, the labor and technology costs of providing the information to DESE are significant. Many hours are required to collect and verify information, upload it to DESE, and

continually review to ensure accuracy. Administrative costs are incurred to complete the Teacher Quality Improvement Plan (TQIP) and update information. In addition, significant time is consumed by communicating with teachers and administrators to ensure validity of reporting.

With respect to SIMS, it must be recognized the reporting requirements consume significant secretarial hours and require extensive technology fund investment in terms of hardware (administrative computers) and reporting systems (student software programs). There are multiple reports required during the course of the school year.

Reporting & Auditing

The school district must provide timely reports to the state throughout the year. There is a financial end-of-year report that takes a great deal of time to prepare. An outside auditing firm must audit this report each year.

Student Activity Accounts

In a town it is required that these funds be kept in accounts under control of the Town Treasurer. The funds are deposited in an agency fund. Each school has a checkbook that allows the school to keep a small amount of cash to pay bills as needed. The checking accounts are reimbursed through a system that requires them to complete a form for reimbursement and attach the documentation. This is sent to the Business Office for verification and then sent to the Treasurers Office. These accounts must have a minimum of an internal audit yearly and an audit from an outside firm every three years. The town auditors perform a yearly audit on these accounts. Although this allows for more accountability, it adds a great deal of time to the workload of existing staff to monitor and process the transactions.

Unexpended Education Funds

Massachusetts local school districts are required, unlike as in many other states, to return, at the termination of each fiscal year, unexpended/unencumbered funds to the municipality general fund. This requirement is counter to stimulating incentives for school districts to find creative ways to generate savings throughout the fiscal year. Municipalities often conclude that funds, which are returned at the end of the fiscal year, is misinterpreted as evidence that the school district did not really need said funds. School districts are not permitted to establish rainy day funds.

Technology

Each year, the district must have a technology plan. An annual report must be sent to the state indicating how the district is using technology to teach, how much is being spent and what the district plans to spend in the future. There are technology benchmarks that must be met by students at each grade and all students must meet state-defined technology proficiency by the

end of grade 8. The development of technology plans (incorporating professional, administrative, and community personnel), the recommended student to technology (computer) ratio, and the ratio of technology personnel recommended for districts, directly affect school budget development.

Building Maintenance

Districts have a requirement to spend a minimum amount to maintain buildings and are required to pay union scale otherwise known as prevailing wage, on projects for repairs and maintenance when done by an outside contractor. This mandate results in higher costs for many skilled trade services.

The following is a list of annual inspections and tests required by the state for maintenance of buildings:

- *boiler inspections;
- *air tank inspections;
- *fire alarm tests;
- *fire suppression tests (kitchens);
- *fire extinguisher tests;
- *elevator & chair lift inspections;
- *under-ground tank inspections/replacements,
- *drainage back-flow controls,
- *stage rigging inspections;
- *Integrated Pest Management Plans (use of pesticides) including community notifications;
- *fire sprinkler tests; and
- *Asbestos inspections.

APPENDIX B: AMESBURY SCHOOL COMMITTEE GOALS

2012-2013

Goal 1

- To implement the educator evaluation tool.

Description

1. To support teacher and leaders' professional practice to impact student achievement.
2. To communicate to the Amesbury community the significance of the "new" teacher evaluation tool
3. Link student achievement and evaluation to our long term budget policy goals.

Focus Area

1. As a Race to the top district, full implementation of the educator evaluation is required. The committee will need to communicate to the community the progression of the evaluation tool.
2. Strategic use of resources to support implementation
3. 21st Century communication tools and methods
4. Engage with a variety of community organizations

Sponsor

1. Amesbury School Committee
2. District leadership and superintendent

Measurement

1. Responsive budget

2. Communication reports during school committee meetings
3. Submission of reports to the DESE
4. Active involvement in community organizations and/or events

Source

1. Community feedback
2. School Councils
3. District leadership

Milestones

1. School Committee updates during communication reports
2. Superintendent and principal coffees
3. Updated information on school district website and APS TV

Evidence

1. School Committee minutes
2. DESE and end of year progress reports

Dependencies

1. Budget, school district personnel and community engagement

Goal 2

- To conduct an efficiency study and respond accordingly

Description

1. To explore the structure of the administrative management team and functions

2. Determine the effectiveness of current restructuring
3. Co-ordinate functions with the city when appropriate
4. Strategize for new strategic implementation
5. To engage the Amesbury community at large through a variety of communication tools

Focus Area

1. Strategically plan to better manage resources and impact student achievement.

Sponsor

1. Amesbury School Committee
2. Superintendent
3. Mayor

Measurement

1. Communicate findings
2. Timeline for developing new strategic plan

Source

1. Community, administration and school committee

Milestones

1. Contracting with outside resources as needed
2. School committee and city leadership collaboration
3. Timeline created

Evidence

1. Progress reports
2. Timeline established
3. Organizational chart

Dependencies

1. Budget, time and resources
2. Community support

Goal 3

- To address the capital improvement needs of the existing facilities

Description

1. Continue to work with MSBA for approval of renovation of the Amesbury Elementary School
2. To secure timely and adequate financial support to meet the critical needs of our school facilities
3. Review of the maintenance facility on Market Street with the mayor and public buildings and infrastructure ad hoc

Focus Area

1. Re-certify the SOI (Statement of Interest) for the Amesbury Elementary School
2. Identify energy efficiencies of all school facilities
3. Prioritize the capital needs report with updated financial needs

Sponsor

1. Amesbury School Committee, administration and mayor

Measurement

1. MSBA approval
2. Timeline of Amesbury master plan with capital improvement plan
3. Cost savings

Source

1. Mayor, City of Amesbury, School Committee, and administration

Milestones

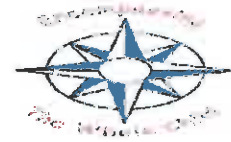
1. Continue the process of planning AES future
2. Report of energy cost savings and continue to identify ways to be energy efficient
3. To secure school committee positions on the city councils' public building and infrastructure ad hoc committee

Evidence Required

1. Twice a year report of the status of the buildings
2. Positions secured

Dependencies

1. Budget, Community and City Council support, MSBA approval, City master plan



APPENDIX C: Amesbury Academy MOU

Memorandum of Understanding

This memorandum of understanding ("MOU") is made between the AMESBURY ACADEMY CHARTER PUBLIC SCHOOL ("SCHOOL"), by its Board of Trustees ("BOARD OF TRUSTEES"), and the Amesbury School District ("DISTRICT"), by the School Committee ("SCHOOL COMMITTEE") of the CITY of Amesbury ("CITY"). The purpose of this memorandum is to confirm the relationship between the school, as a Horace Mann Charter School, and the District and the powers and duties of the School and the District relative to the operation and funding of the school for the Fiscal Year 2012. ("FY2012")

1. Communication

- 1.1 The Chair of the Board of Trustees and the Chair of the School Committee shall communicate directly on all business matters of governance, finance, and policy.
- 1.2 The Director of the School and the Superintendent of the District shall communicate directly on the daily operations of the school regarding matters such as emergencies, facilities, and transportation.
- 1.3 If the district receives a complaint concerning any claimed violation of the state charter school law by the School, it shall refer the complaint to the Board of Trustees and advise the complainant of the right to present the complaint to the Board of Trustees and, if dissatisfied with the response of the Board of Trustees, to the Massachusetts Department of Elementary and Secondary Education ("DESE").
- 1.4 The School shall annually report to the School Committee on the School's accomplishments in coordinating the School's academic programs and curriculum with the District's Goals and Guiding Principles.
- 1.5 The School shall provide the School Committee with copies of its annual report to the DESE.

- 1.6 The School shall provide copies of monthly Board of Trustees meeting minutes and financial statements to the School Committee as they are regularly presented to the Board of Trustees.
- 1.7 The School shall provide notice of openings on its Board of Trustees to the School Committee and shall conduct any search for new Board members pursuant to the bylaws adopted by the Board of Trustees, which may include advertisement of those openings on the public access television.
2. Budget
 - 2.1 The School shall prepare an annual budget in accordance with the terms of its charter and bylaws.
 - 2.2 The District shall notify the School by March 1 of each year of the School's estimated allocation of funds for the next fiscal year. The School shall submit its annual budget to the School Committee by June 1 of each year.
3. Allocation of Funds to School and Spending Plan for School
 - 3.1 The School Committee shall disburse \$_81,212_ to the School for FY2012 and shall make that allocation available in three payments, payable to the School Sept 1st, January 1st and April 1st of each fiscal year. This payment schedule can change on request by the Director and approval from the Superintendent. The School Committee will also budget the Salaries of the School's employees each year in the annual budget process.
 - 3.2 The allocation funding for the School set forth in Section 3.1 is subject to the City Council's approval of the Districts FY2012 Budget Request.
 - 3.3 By September 1st, the Director shall present a spending plan for the School's allocation to the Superintendent.
 - 3.4 If a waiver of a collective bargaining agreement is approved for the School (pursuant to the terms of the memorandum of agreement between the School Committee and the AFT Amesbury appended to the School's charter application), the School shall fund all costs arising out of the waiver.
 - 3.5 If the Superintendent finds it necessary to limit the expenditures for the District due to unanticipated, unbudgeted expenses, the District may also proportionately reduce the FY2012 total allocation to the School.
4. Fiscal Management
 - 4.1 The School shall maintain its own ledger system, and will be responsible for reporting expenses through the District's allocation, fundraising activities, grants, gifts, and any other source of income.

- 4.2 The School employee's payroll will be processed through the District. The School agrees to give timely information to the payroll office, and follow District procedures for payroll.
- 4.3 The School's allocation shall be available for the school to expend without further approval by the Superintendent or School Committee.
- 4.4 The School may request assistance in purchasing from the District's business office, and may from time to time, offer invitations to bid in an effort to leverage the purchasing power of both the School and District. The School is required to have a purchasing agent.
- 4.5 Any unexpended amount from the allocation may be carried forward to the next fiscal year by the School.
- 5. Fiscal Responsibility for Operation and Maintenance of School
 - 5.1 The District shall be responsible for the following costs associated with the School during FY2012:
 - 5.2 Rental of Space, which is funded in the allocation transferred from the District to the School in three payments.
 - 5.3 Operations Costs, including Attendance Services, mandated transportation costs, network services and assistance from the District's computer technicians, food services, payroll, Medicaid employment costs, and will share a cost of employee benefits with the School. Below this explanation is how these services will be accounted for FY2012:
 - Attendance Officer: Salary of employee multiplied by 2%
 - Transportation Costs: Actual costs of employees, vans, gas
 - Network Services: Salary of Employee multiplied by 2%
 - Computer Technician: Salary of Employee multiplied by 2%
 - Food Services: Estimated Costs to the district multiplied by 2%
 - Payroll: Salary of Employee multiplied by 2%, and actual costs for processing from ADP
 - Medicaid Costs: Any School employee hired after 1986, Salaries multiplied by 1.45%
 - Employee Benefits: The School is responsible for the first \$27,500 in health insurance benefits.
 - These services will be provided in-kind, and will not be deducted from the allocation to the School.

- 5.4 Central Office Costs, which include time and effort of the Superintendent, Business Administrator, Director of Pupil Services, and Curriculum Director. Each of these costs will be the actual FY2012 Salary of each employee multiplied by 2%.
- 5.5 The School shall be responsible for all other costs pertaining to the operation and maintenance of the School during FY2012.
6. Facility
- 6.1 The District will approve any potential location before the School enters into a lease.
7. Employees
- 7.1 The School Committee shall be the employer of personnel assigned to the School for purposes of collective bargaining.
- 7.2 The Director may hire and dismiss teaching, paraprofessional, and other staff assigned exclusively to the School, subject to review by the Board of Trustees and the Superintendent. The Superintendent shall not reasonably withhold approval. Staff may not be hired by the School without appropriation in the annual budget process, or without availability of grant funding through the state or federal government. Hiring staff from private donations is discouraged, as the funding source is not reliable.
- 7.3 For Employees of the School covered by a collective bargaining agreement, the provisions of that agreement shall apply to the extent specified in the School's charter.
- 7.4 The Board of Trustees shall set the salary of the Director.
- 7.5 Only the Superintendent may dismiss the Director of the School, but any dismissal shall be based on a recommendation of the Board of Trustees.
- 7.6 The School may hire personnel not covered by the collective bargaining agreement, and the Director may negotiate the salary and benefits of those employees. The Board of Trustees will vote to approve such hires.
8. Evaluation of Employees
- 8.1 The Board of Trustees will evaluate the performance of the Director annually, and will share an executive summary of this evaluation with the School Committee.
- 8.2 The Director will evaluate staff according to the collective bargaining agreement, procedures specified by the state under Massachusetts General Laws ("MGL") and Massachusetts DESE policies and standards.

9. Curriculum and Assessment

9.1 The School is responsible for administering all state-mandated assessments.

9.2 The Director is invited to be a member of the district's Leadership Team, to the administrative retreat, and to collaboratively work on all District curriculum standards.

9.3 The School is required to disseminate innovative practices and curriculum to the District and School Committee on an annual basis. The Superintendent and Director shall work each year to establish a specific date.

9.4 The School's curriculum shall be subject to approval by the Board of Trustees and shall be aligned with the Massachusetts Frameworks and is encouraged to also be aligned to the District's Curriculum.

10. Effective Date and Duration

10.1 This memorandum of understanding ("MOU") takes effect July 1 2011, and shall continue in effect until terminated. Each year, the MOU shall be updated by the Director and Superintendent to reflect current fiscal years and dates. Either party may terminate this agreement by giving the other party written notice of its election by April 1st of any year, in which case the MOU is terminated as of June 30th of the same year.

Signature _____

Printed Name _____

Date _____

President, Amesbury Academy Charter Public
School

Signature _____

Printed Name _____

Date _____

Chair, Amesbury School Committee

Appendix D: Schedule 19 Agreement between City and Schools

AGREEMENT

In accordance with GRCMR 10-04, the Town of Amesbury and the School Committee do hereby agree on the methodology of reporting the following municipal expenditures on Schedules 1 and 19 of the Department of Education (DOE) End of Year Pupil and Financial Report:

Schedule 1

Finance and Admin Services (1400)

Determined by multiplying the K-12 student enrollment by the allocation rate published by DOE.

Maint of School Grounds (4210)

Determined at 15% of total Snow and Ice Removal for Town.

Ins. Retired School Employees (5250)

Actual

Other Non-Employee Ins. (5260)

Determined by dividing the total property value of schools as compared to the town and applying that factor to the total liability insurance for the School District portion.

Long Term Debt Retire (8100)

Actual (Principal)

Long Term Debt Service (8200)

Actual (Interest)

Regional School Assess (9500)

Actual

For the Town of Amesbury



Mayor

For the Amesbury School Committee



Vice Chairperson, School Committee

Schedule 19

General Admin Services (1000)

Maint of School Grounds (4210)

Determined by FY current budget.

Ins. Retired School Employees (5250)

Determined by 3 year trend

Other Non-Employee Ins. (5260)

Long Term Debt Retire (8100)

Actual (Principal)

Long Term Debt Service (8200)

Actual (Interest)

Regional School Assess (9500)

Actual

Date 11/20/07

Date 11/20/07

Appendix E: Amesbury Community Television

Memorandum of Understanding

This memorandum of understanding ("MOU") is made between the AMESBURY PUBLIC SCHOOLS ("SCHOOL"), by its SUPERINTENDENT, and AMESBURY COMMUNITY TELEVISION ("ACT"), by the AMESBURY COMMUNITY TELEVISION BOARD OF DIRECTORS ("BOARD"). The purpose of this memorandum is to confirm the relationship between the SCHOOL, and the BOARD, and the powers and duties relative to the operation and funding of the SCHOOL for the Fiscal Year 2012. ("FY2012")

1. Communication

- 1.1 The Chair of the BOARD and the Superintendent of SCHOOL shall communicate directly on all business matters of governance, finance, and policy.
- 1.2 The Executive Director of Amesbury Community Television and the Superintendent of Schools or Designee shall communicate directly on the daily operations of the school regarding matters such as emergencies, facilities, and transportation.
- 1.3 If the SCHOOL receives a complaint concerning any claimed violation of law or policy, it shall refer the complaint to the BOARD.
- 1.4 The SCHOOL, through the position of A/V Technician shall annually report to the BOARD on the School's accomplishments in coordinating the School's Audio/Visual programs and curriculum.
- 1.5 The SCHOOL, through the position of A/V Technician shall provide an accounting each year of the funds that are spent from the distribution from the BOARD.

2. Allocation of Funds to School and Spending Plan for School

- 2.1 The BOARD shall disburse One-Third (1/3) of Comcast revenues to the SCHOOL for FY2012 and shall make that allocation available in four quarterly payments, payable to the School within 15 days of receipt of the revenue from Comcast. This payment schedule can change on request by the Executive Director and approval from the Superintendent.
- 2.2 The allocation funding for the School set forth in Section 2.1 is subject to the BOARD receiving funds from Comcast.

2.3 The SCHOOL shall spend these funds to promote and continue the Audio/Visual program, and to continue to fund the position of Audio/Visual technician. Currently, and for the past 4 fiscal years, 50% of the salary of the A/V Technician has been covered by Comcast revenues.

3. Effective Date and Duration

3.1 This memorandum of understanding ("MOU") takes effect July 1 2011, and shall continue in effect until terminated. Each year, the MOU shall be updated by the BOARD and SCHOOL to reflect current fiscal years and dates. Either party may terminate this agreement by giving the other party written notice of its election by April 1 of any year, in which case the MOU is terminated as of June 30th of the same year.

Signature _____

Printed Name _____

Date _____

President, Amesbury Community Television

Signature _____

Printed Name _____

Date _____

Superintendent, Amesbury Public Schools

Appendix F: FY14 Line Item Budget Detail

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