

# SWAMPSCOTT PUBLIC SCHOOLS

Fiscal Year 2020

## School Committee's Recommended Budget

**July 1, 2019 – June 30, 2020**

### **School Committee Members**

Amy OConnor, Chair  
Gargi Cooper, Vice Chair  
Ted Delano  
Carin Marshall  
Suzanne Wright

Pamela R. H. Angelakis, M.A., M.Ed.

### **Superintendent of Schools**

Swampscott Public Schools  
207 Forest Street  
Swampscott, MA

**February 13, 2019**

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## **District Administrators**

Open, Director of Curriculum

Martha Raymond, Director of Student Services

Martha Sybert, School Business Administrator

Julie DeLillo, Human Resources Director

Lytania Mackey, Director of Digital Learning & Educational Technology

Garrett Baker, Operations & Maintenance Supervisor

Thomas Prentiss, Director of Facilities

Latoya Ogunbona, METCO Director

Maureen Kellett, Chartwell's Director of School Nutrition

## **School Administrators**

### **Swampscott High School**

Lawrence Murphy, Interim Principal

Dennis Kohut, Assistant Principal

Colleen Cull, Dean of Students

Kelly Farley, Director of Athletics

### **Swampscott Middle School**

Jason Calichman, Principal

Lori Sanborn, Assistant Principal

### **Clarke Elementary School**

Jennifer Hunt, Principal

### **Hadley Elementary School**

Ilana Bebchick, Principal (Kathleen Huntley, Interim Principal)

### **Stanley Elementary School**

Lois Longin, Interim Principal

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Special thank you to the Reading Public Schools for the budget book format and to Lisa Harris for the Student Art work from grades 5-8 featured throughout the budget book.

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## School Committee Message

Dear Selectmen and Finance Committee,

We are pleased to present to you the FY20 budget for the Swampscott School District. The following document reflects the budget as voted and approved unanimously by the Swampscott School Committee on February 13, 2019.

As per our mandate, the committee has worked with the Superintendent and her staff to ensure that we are using every dollar of our budget efficiently and for the optimal benefit of all of our broad range of students.

Our annual budget submission provides the district with the opportunity to re-evaluate every program and service we offer. This zero-based budgeting allows us to create efficiencies as well as identify and solve redundancies. This is one of the ways we maintain our high district standards.

We are proud of the work our three committees have accomplished together, and we look forward to continued collaboration. We are committed to a sustainable budget for the benefit of our students, employees, and the town of Swampscott.

Respectfully,

A handwritten signature in blue ink, appearing to read "Amy Olson", with a long horizontal flourish extending to the right.

Chair, School Committee

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## Superintendent's Message

Dear School Committee,

The Leadership Team and I have been working tirelessly on the development of the FY20 Budget for the last couple of months. We will continue to refine it in the coming weeks when it will become finalized. My team and I are committed to the philosophy that all the decisions we make stem from our District Strategy and our priorities within that Strategy.

The budget we will be presenting will maintain our outstanding school district and continue to strengthen the School Department's partnership with the Town Hall. The 2020 budget will:

- Increase our budget by 2%
- Sustain strong and effective programs
- Keep class sizes in a desirable range
- Reprioritize staff and funds to increase budgets in the areas of greatest need and reduce lowest priority areas

In the early years of my tenure, and with the generous support of the town, we were able to restore many programs that had previously been cut, for example, elementary band and the library/media specialists at all levels. However, there has been a shift in the development of the school department budget over the last several years. We recognized that the town's budget allocations for the school department were not sustainable and therefore, last year, we took a new approach to our school department budget. We analyzed every line item and every program and looked to areas in which we could create efficiencies. During this FY20 budget season, we have done the same.

The Board of Selectmen and Finance Committee have committed to stop the ongoing practice of using the town's free cash to fund the operating budget. As a result, for the last several years the town's budget has only increased by 1%. At the same time, the school department's budget has continued to increase by more than double that, and this year will grow by 2%.

I am grateful for the continued support by the town of the school department's budget and hope to continue creating efficiencies that support student learning and experiences while recommending a budget that is sustainable for our community.

Regards,



Pamela R. H. Angelakis, M.A., M.Ed.  
Superintendent of Schools

# District Strategy

## SWAMPSCOTT PUBLIC SCHOOLS DISTRICT STRATEGY 2016-2019

### VISION

The Swampscott Public Schools will engage all learners in a rigorous academic program, help them build positive relationships with teachers and peers, and guide them towards positive results.

### THEORY OF ACTION

We will provide a psychologically safe environment, using data as part of an aligned system of curriculum, and provide meaningful professional development that will result in best practices in the classroom.

We will provide increased student support and elevate instructional practice in all schools, ensuring that we graduate students who possess skills to succeed in a changing global society.

### PRIORITIES

#### 1 Social Emotional Well Being

Create an inclusive learning environment that provides psychological safety through personnel, resources, and support structures designed to help students and staff experience emotional balance and personal academic success.

#### 3 Curriculum & Instruction

Apply consistent standards-aligned curriculum and instruction that will incorporate higher level thinking.

#### 2 Educator Growth

Support professional development and collaboration to build educator expertise in which rigor (depth) is the focal point of effective teaching.

#### 4 Assessment & Data

Use data effectively from a variety of formal and informal assessments to promote and monitor student growth.

### TECHNOLOGY

In order to successfully meet our priorities we will improve our technology infrastructure and ensure educators have the tools they need to develop students into digitally literate learners prepared to meet the challenges and opportunities of the world of today and the future.

## Budget Drivers

The FY2020 School Committee's Recommended Budget is \$29,620,403 an increase of \$580,793 or 2.0%. The budget book provides details on the major budget drivers based on expenditure category. This proposed budget is within the recommended guidance of 2% growth. We will continue to review for efficiencies wherever possible.

The major drivers of the increase to the FY'20 budget include:

- An increase in salary expenditures to fund step and cost of living increases for collective bargaining association members and non-union employees
- An increase in special education costs, including an additional team chair and anticipated increases in special education tuitions and transportation
- Continued support for school security measures
- Improve our technology infrastructure



## Budget Process and Timeline

The budget process begins in early to mid-November, the School Business Administrator reviews current staffing lists with building Principals, Director of Student Services and the Superintendent. Enrollment projections as well as student transitions are discussed and planned for. Department and school budget requests are then submitted to the Finance Office by the end of November. Throughout November and December, the Superintendent reviews the budget requests as well as the programmatic and financial implications of these requests taken as a whole. By late December, the Superintendent determines the size and scope of the budget.

In early January, the School Committee's Recommended Budget is submitted to the School Committee for consideration. During the month of January, the Superintendent and School Business Administrator present the program budgets to the School Committee for review and deliberation. The School Committee either requests changes to the budget or adopts the budget as proposed. Once adopted by the School Committee, the budget is then delivered to the Town Administrator who, in accordance with Town Charter, must submit a balanced budget to the Finance Committee in February.

The FY20 School Committee's Recommended Budget will be presented on the following dates:

- Wednesday, January 16th (Overview, Administration, and Regular Day Cost Centers)
- Wednesday, January 23<sup>rd</sup> (Special Education, District Wide Services Cost Centers, Public Hearing, and Questions)
- Wednesday, February 13<sup>th</sup> (School Committee Questions and Vote)

When the School Committee votes in early February on the budget, it will become the School Committee Budget, which is then presented to the Town Administrator.

The Town Administrator then presents a full Town budget to the Finance Committee which is within the available revenues for the Town.

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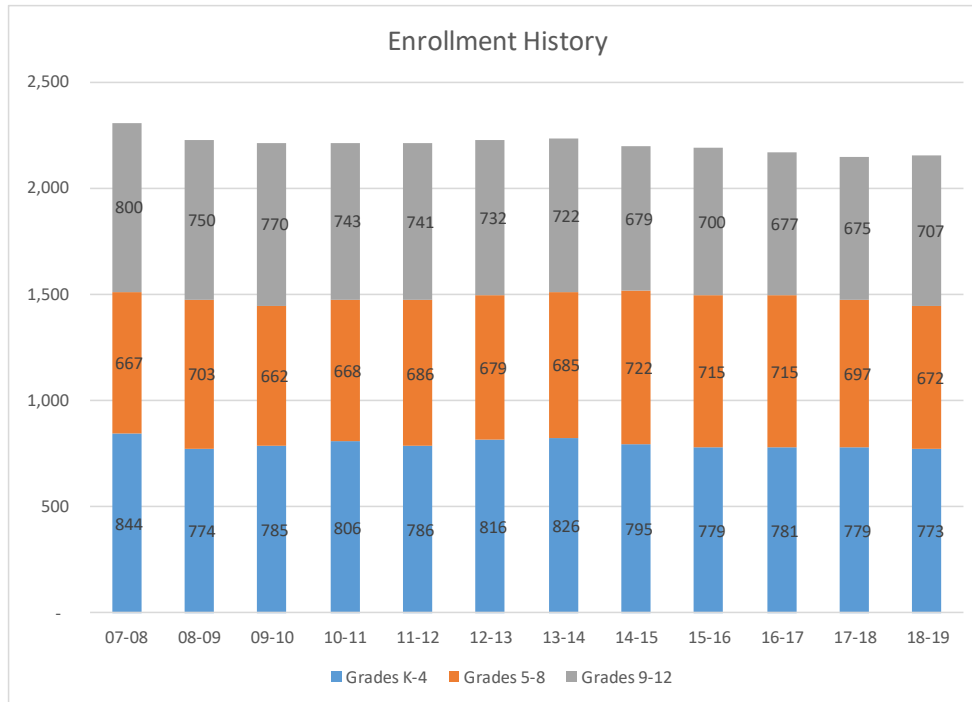
The School Committee budget will be presented in March to the Finance Committee of the Town who votes whether to refer the budget as is to Town Meeting or refer with changes. Town Meeting then has final approval authority.

By statute, Town Meeting can only vote the “bottom line” of the School Committee budget. It may vote to increase or reduce the total dollar value, but it cannot specify the line item to which the increase or decrease is to be made.

## District Enrollment and Student Demographics

School districts in Massachusetts are required to report student enrollment and demographic data to the Massachusetts Department of Elementary and Secondary Education (MA DESE) three times per year: October 1, March 1, and Year End. We use the October 1 enrollment figures to evaluate staffing needs and identify patterns when developing the budget each year.

### Swampscott Public Schools Enrollment Trends



K-12 Enrollment has been fairly consistent since peaking in FY08-09 at 2,311 students. The current K-12 enrollment is 2,152 per the Oct 1 2018 filing. While the net enrollment changes from '17-18 was an increase in five students there was some fluctuation between the middle school and high school as some larger middle school cohorts transitioned to the high school. The enrollment at the middle school decreased this year by 25 students while the high school enrollment increased by 32 students.

The Swampscott Public Schools provides special education services to eligible students ages three to twenty-two years deemed eligible through the special education team evaluation process. Eligibility is based on a determination that the child has a qualified disability that will limit the child’s ability to achieve effective progress in the regular education program without special accommodations. Instructional or other accommodations are outlined in the child’s Individual Education Program (IEP).



The figure below shows historical data reported to DESE regarding the number of students aged 6 – 21 years old with IEPs based on October 1 enrollment data. As this table indicates, the number of students receiving special education services has fluctuated over the years but has seen a steady increase in the last four years. There has been a 20.2% increase, or 59 additional students with IEP’s since 2015-16. The number of students, complexity and severity of needs contributes to the additional demands on our special education staff.

**Trend of Special Education, Students on IEP’s and OOD placements**

Academic Year	Total Enrollment	# of Students on IEP aged 6 - 21 yrs old	% of Students on IEP	# of Students Out of District
2008-09	2279	309	13.6%	29
2009-10	2256	276	12.2%	30
2010-11	2273	247	10.9%	29
2011-12	2277	242	10.6%	30
2012-13	2283	270	11.8%	26
2013-14	2293	295	12.9%	24
2014-15	2250	311	13.8%	24
2015-16	2249	292	13.0%	20
2016-17	2231	294	13.2%	26
2017-18	2207	326	14.8%	29
2018-19	2212	351	15.9%	27

The next table shows the enrollment for our high needs population, as defined by the Massachusetts DESE. What is apparent from the table below is that our English Language Learner (ELL) and economically disadvantaged populations have been steadily rising over the last several years. The number of students that meet the federal income guidelines for Economically Disadvantaged has increased by 69.6% or 133 students since FY09. We have also experienced a significant increase in our ELL population which has grown from 25 to 87 students, 248%, from FY09 to FY18.

### Enrollment Trends for Other High Needs Populations

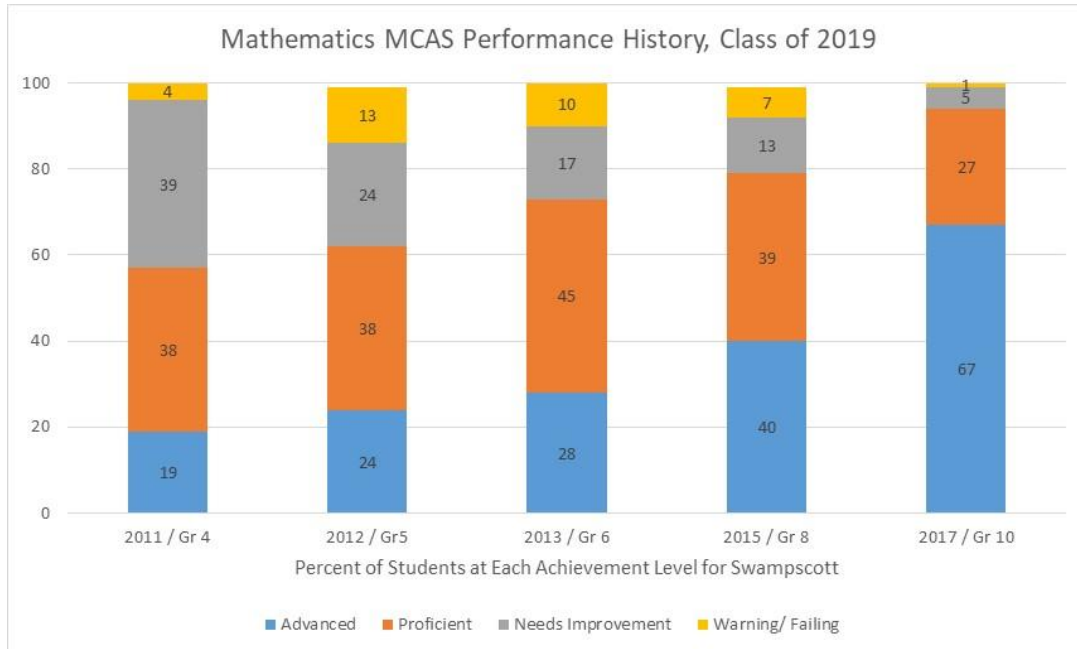
	First Language Not English		English Language Learner		Students With Disabilities		High Needs		Economically Disadvantaged	
	#	%	#	%	#	%	#	%	#	%
2008-09	113	5.0	25	1.1	341	14.8			191	8.4
2009-10	121	5.4	52	2.3	306	13.4			202	9.0
2010-11	127	5.6	58	2.6	274	11.9			260	11.4
2011-12	128	5.6	71	3.1	280	12.1			291	12.8
2012-13	138	6.0	69	3.0	303	13.1	634	27.5	348	15.2
2013-14	155	6.8	83	3.6	332	14.3	654	28.0	352	15.4
2014-15	170	7.6	73	3.2	341	15.0	621	27.3	260	11.6
2015-16	189	8.4	71	3.2	323	14.2	639	28.1	302	13.4
2016-17	225	10.1	90	4.0	329	14.6	648	28.7	315	14.1
2017-18	219	9.9	87	3.9	367	16.4	676	30.2	324	14.7

### Student Achievement

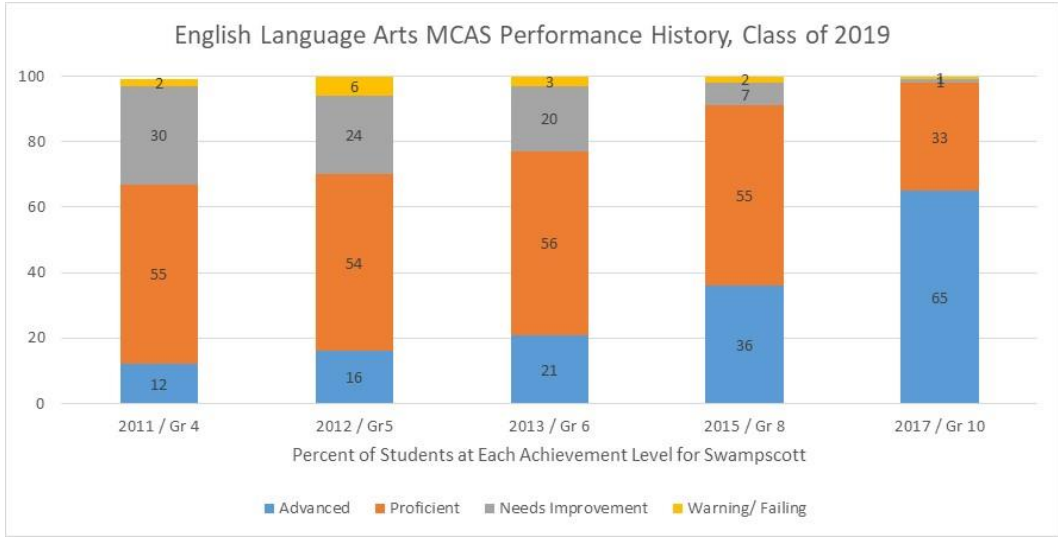
Swampscott Public Schools has a strong record of performance in academics. The Swampscott High School was nationally recognized in 2018 as a Blue Ribbon School by the U.S. Department of Education. There are a number of indicators or benchmarks that are traditionally used to measure the performance of district. These include performance on the Massachusetts Comprehensive Assessment System (MCAS), the Scholastic Aptitude Tests (SAT), American College Testing (ACT), and Advanced Placement exams.

One way to measure student success is to compare the MCAS performance over a time of a given cohort of students. The figures below show MCAS performance by the current graduating class (Class of 2019) in English Language Arts, Mathematics, and Science & Technology in Grades 4, 6, 7, 8, and 10.

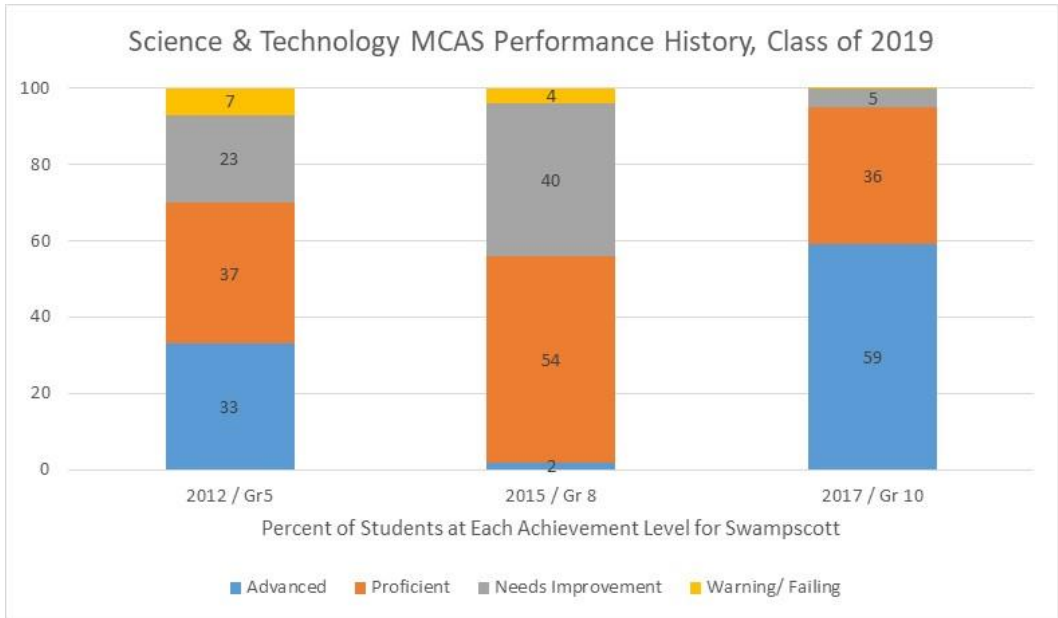
#### MCAS Math Performance Data, Class of 2019



**MCAS ELA Performance Data, Class of 2019**



**MCAS Science & Technology Performance Data, Class of 2019**





## Swampscott High School Named National Blue Ribbon School

Swampscott High School was named a 2018 National Blue Ribbon School by the U.S. Department of Education, a designation earned by only .2 percent of schools in the country.

Swampscott High is one of only 349 schools – including 62 high schools -- nationwide to be honored, and one of only three schools in Massachusetts. There are approximately 31,000 high schools and 132,000 schools overall in the U.S.

Blue Ribbon schools are honored in one of two performance categories, based on metrics including test scores, attendance and graduation: Exemplary High Performing schools and Exemplary Achievement Gap Closing schools. Swampscott was recognized in the latter category.

The subgroups of students that factor into the achievement gap include minority (19% of Swampscott students), English not as the primary language (10%), special education (16%) and economically disadvantaged (15%). This Blue Ribbon designation reflects work that has been done over the last 5 years.

Swampscott High joins a short list of area schools to have earned Blue Ribbon status in the 36 years the DOE has been presenting the award, including: Sewell-Anderson Elementary in Lynn (2015); Lynnfield High (2006); Marblehead Middle School (1994-96); Tower School in Marblehead (1989-90); and Summer Street Elementary in Lynnfield (1985-86).

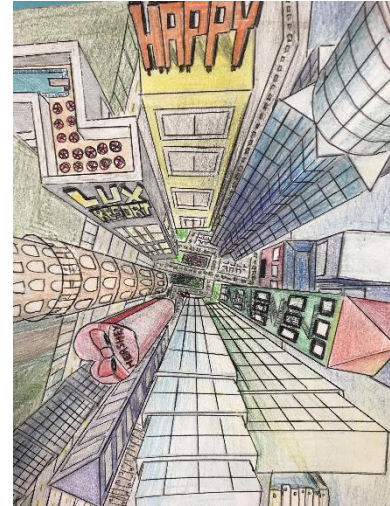


**Superintendent Angelakis, Dennis Kohut, Lytania Mackey receive the award from the U.S. Department of Education**

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## Organizational Section

Swampscott was first settled in 1629 as the eastern part (Ward One) of Lynn, and was set off and officially incorporated in 1852. A beach town north of Boston, measuring 3 square miles (7.8 km<sup>2</sup>), and abutting Salem, Marblehead and Lynn, Swampscott was an important destination for the wealthy at the beginning of the 20th century. While Revere Beach, which lies just several miles down the road, has the honor of technically being America's first public beach, Swampscott was the de facto first resort town. Lynn was the divider between the poor beach and the rich resort town. The name "Swampscott" comes from the language of a local Native American tribe, and means "red rock".



Swampscott's public school system includes three elementary schools, Hadley School, Clarke School, and Stanley School, one middle school, Swampscott Middle School, and one high school, Swampscott High School. The Machon elementary school was shut down in 2008/9, but the property remains on the district's rolls. A new building was completed in 2007 for Swampscott High School. In 2011, Swampscott considered installing a wind turbine, with the approximate height of a 30-story building on the property of the Swampscott Middle School, but ultimately rejected the project.

There are five schools in the Swampscott Public Schools: Swampscott High School (grades 9-12), Swampscott Middle School (grades 5-8), and three elementary schools (grades K-4): Clarke, Hadley and Stanley. Swampscott also has an integrated Preschool program with classrooms located at Swampscott Middle School. The table below provides Swampscott Public School Enrollment as of October 1, 2018.

*Source Wikipedia*

### Enrollment Data as of Oct 1<sup>st</sup> 2018

Enrollment as of Oct 1st	18-19
PreK	60
Clarke	213
Hadley	321
Stanley	239
Swampscott Middle	672
Swampscott High	707
<b>Total Enrollment</b>	<b>2,212</b>

Swampscott participates in the Metropolitan Council for Educational Opportunity (METCO), a voluntary desegregation program which brings approximately 54 students, grades K-12, from Boston to Swampscott. Swampscott is one of nineteen member districts of the North Shore Education Consortium. Swampscott Public Schools is able to partner with other districts in the area to provide special education as well as professional development and other services to our students and staff at a lower cost than a single district alone could secure the same services.

Swampscott Public Schools is a member of the National IPA, a cooperative purchasing group. Swampscott Public Schools utilizes the National IPA collaborative bid process and leverages COMMBUYS, the procurement system for the Commonwealth to reduce costs. This allows the district to get the best value on purchases of goods and services.

# Organization Structure

## School Committee

The Swampscott School Committee consists of five members elected by the voters of Swampscott for three-year terms. The current membership and terms of the Swampscott School Committee are as follows:

Amy OConnor, Chair, Term Expires 2019

Gargi Cooper, Vice Chair, Term Expires 2020

Ted Delano, Term Expires 2021

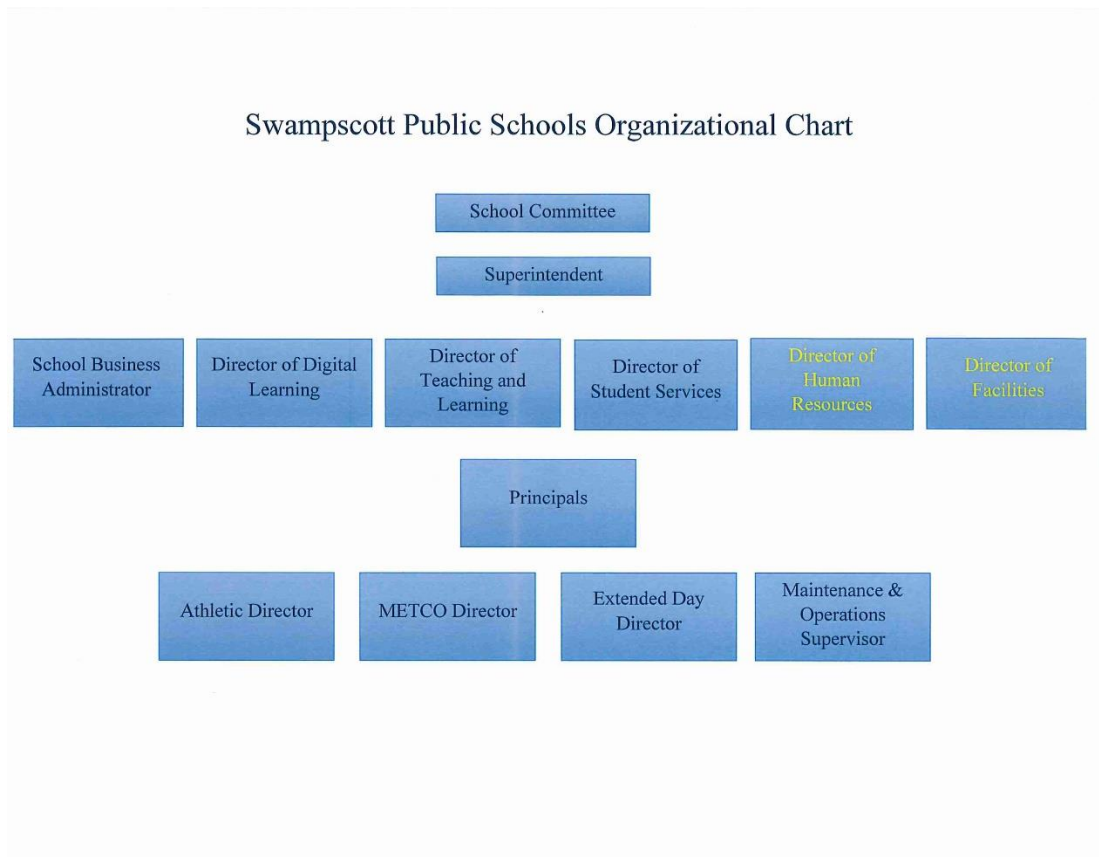
Carin Marshall, Term Expires 2019

Suzanne Wright, Term Expires 2020

Under Massachusetts General Laws, Chapter 70, the School Committee has the power to select and to terminate the Superintendent, review and approve the budget, and establish the educational goals and policies for the schools in the district consistent with the requirements of law and statewide goals and standards established by the Board of Education

## School Department

The table below details the organizational structure for the school department.



## Local Funding for Education

The School Committee and Administration are appreciative of the support that the taxpayers of Swampscott provide to the schools and are mindful of the budgetary implications on the taxpayers when developing our budget proposal. We feel a strong obligation to be transparent and accountable as to how we use the resources we are provided.

Swampscott relies heavily on local revenue sources to fund public education, most notably, local property taxes. In 1980, a ballot initiative in Massachusetts to limit the growth of local property taxes passed. This law, referred to Proposition 2 ½, went into effect in 1982. Essentially, the personal property tax may not increase more than 2.5% of the prior year's levy limit, plus new growth and any overrides or exclusions. A community may vote to allow for a Proposition 2 ½ override vote to permanently increase the tax burden. Below is a table showing the historical population, registered voters, property valuations and tax rates.

### Town and Tax Trend Data

	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018
Population	13,190	11,004	11,474	13,913	13,777
Number of Voters	7,080	7,627	8,465	9,601	10,291
Valuation of Real Estate	\$2,057,750,774	\$2,347,019,493	\$2,388,163,338	\$2,447,445,742	\$2,651,648,719
Commercial Valuation	\$120,256,551	\$124,326,233	\$125,027,888	\$123,980,284	\$140,489,144
Industrial Valuation	\$10,931,900	\$11,331,300	\$11,336,700	\$11,429,600	\$13,001,200
Valuation of Personal Property	<u>\$33,849,520</u>	<u>\$33,914,490</u>	<u>\$36,142,200</u>	<u>\$33,291,050</u>	<u>\$41,940,440</u>
Total Assessment Value	\$2,222,788,745	\$2,516,591,516	\$2,560,670,126	\$2,616,146,676	\$2,847,079,503
Residential Tax Rate per \$1,000 Valuation	\$18.70	\$17.15	\$17.33	\$17.45	\$16.00

The school department budget is the largest budget of any municipal department in the town of Swampscott. The figure below shows the breakdown of how the average tax bill for FY17 in Swampscott was spent. As you can see, the funding for the education of children in our district represented 42.4% of the average tax bill for FY17.



**FY17 Expenditures and Average Tax Bill**

	Total Expenditures		% of Total Expenditures	FY17 Average Tax Bill		% of Total Expenditures
	FY17			\$		
General Government	\$2,863,252		4.4%	\$401		4.4%
Public Safety	\$7,798,388		11.8%	\$1,093		11.8%
Education	\$27,896,247		42.4%	\$3,910		42.4%
Public Works	\$2,301,129		3.5%	\$323		3.5%
Health & Human Services	\$352,677		0.5%	\$49		0.5%
Culture & Recreation	\$769,104		1.2%	\$108		1.2%
Pension Benefits	\$10,835,360		16.5%	\$1,519		16.5%
Employee Benefits	\$7,496,742		11.4%	\$1,051		11.4%
Property and Liability Insurance	\$558,831		0.8%	\$78		0.8%
State and County Charges	\$683,482		1.0%	\$96		1.0%
Debt Service - Principal	\$3,427,797		5.2%	\$480		5.2%
Debt Service - Interest	\$829,148		1.3%	\$116		1.3%
<b>Total Expenditures</b>	<b>\$65,812,157</b>			<b>\$9,225</b>		

The current tax rate of the Town supports educational and municipal expenditures and is set by the Town Assessor’s Office, with approval by the Massachusetts Department of Revenue, on an annual basis.

In the figure below, we compare the average tax bill in Swampscott to four other communities that are often used as peers for benchmarking and comparison purposes. As you can see from the table below, over the past five years, the size of Swampscott’s tax bill has maintained a rank of 1 out of 5. With regard to the statewide ranking, that figure too has remained relatively consistent ranging from 26 to 32 over the past five years, placing Swampscott’s average tax bill among the highest 15% in the Commonwealth.

**Average Tax Bill vs Peer Communities**

Comparable Community	FY 2013			FY 2014			FY 2015			FY 2016			FY 2017		
	Average Tax Bill	Statewide Rank	Table Rank	Average Tax Bill	Statewide Rank	Table Rank	Average Tax Bill	Statewide Rank	Table Rank	Average Tax Bill	Statewide Rank	Table Rank	Average Tax Bill	Statewide Rank	Table Rank
Georgetown	\$5,116	100	5	\$5,291	98	5	\$6,080	74	5	\$6,237	76	5	\$6,523	74	5
Lynnfield	\$7,573	38	2	\$7,810	38	2	\$8,021	39	3	\$8,219	39	3	\$8,525	38	3
Marblehead	\$7,092	46	4	\$7,360	44	4	\$7,669	42	4	\$7,974	42	4	\$8,307	41	4
North Reading	\$7,257	42	3	\$7,467	41	3	\$8,022	38	2	\$8,241	38	2	\$8,565	37	2
<b>Swampscott</b>	<b>\$8,541</b>	<b>26</b>	<b>1</b>	<b>\$8,593</b>	<b>28</b>	<b>1</b>	<b>\$8,961</b>	<b>27</b>	<b>1</b>	<b>\$9,048</b>	<b>29</b>	<b>1</b>	<b>\$9,225</b>	<b>32</b>	<b>1</b>



## Per Pupil Spending

Educating children is a labor intensive enterprise. Our school district spends 80.6% of the funding it receives on the staff salaries. The remainder is spent on such items as instructional supplies, materials, and equipment; technology; out-of-district tuition and transportation; energy and utilities; and building repair and maintenance.

Each year the district files an End Of Year Report with DESE. Swampscott's average per pupil expenditure for in district students for FY17 was

\$16,422. The table below provides detail how the district allocated funds by DESE Category. As you would expect the majority of funds are spent on teacher salaries, 41.2%



### Per Pupil Spending by Category

Description	General Fund	Grants and Revolving	Total Expenditures	\$ Per Pupil	Function as % of In District Exp.
Administration	\$1,504,157	\$0	\$1,504,157	\$678	3.8%
Instructional Leadership	\$1,800,347	\$100,900	\$1,901,247	\$857	4.8%
Teachers	\$14,380,720	\$647,299	\$15,028,019	\$6,775	38.0%
Other Teaching Services	\$2,609,170	\$885,037	\$3,494,207	\$1,575	8.8%
Professional Development	\$151,671	\$47,900	\$199,571	\$90	0.5%
Instructional Materials/Equip/Tech	\$363,736	\$176,038	\$539,774	\$243	1.4%
Guidance, Counseling, Testing	\$1,079,146	\$0	\$1,079,146	\$487	2.7%
Pupil Services	\$1,255,962	\$1,000,389	\$2,256,351	\$1,017	5.7%
Operations and Maintenance	\$3,042,897	\$35,903	\$3,078,800	\$1,388	7.8%
Benefits and Fixed Charges	\$7,387,051	\$2,555	\$7,389,606	\$3,332	18.7%
<b>Total In-District Expenditures</b>	<b>\$33,574,857</b>	<b>\$2,896,021</b>	<b>\$36,470,878</b>	<b>\$16,442</b>	<b>92.3%</b>
Total Out-of-District Expenditures	\$2,251,308	\$791,493	\$3,042,801		7.7%
<b>Total Expenditures</b>	<b>\$35,826,165</b>	<b>\$3,687,514</b>	<b>\$39,513,679</b>	<b>\$17,360</b>	<b>100.0%</b>

## Trend of Per Pupil Spending by Category

Description	2015				2016				2017			
	\$ Per In-District Pupil	% Share of In-District	State Average	% Share of State	\$ Per In-District Pupil	% Share of In-District	State Average	% Share of State	\$ Per In-District Pupil	% Share of In-District	State Average	% Share of State
Administration	\$535	3.8%	\$531	3.7%	\$607	4.0%	\$548	3.7%	\$678	4.1%	\$553	3.6%
Instructional Leadership	\$894	6.3%	\$976	6.8%	\$884	5.8%	\$1,013	6.8%	\$857	5.2%	\$1,064	6.9%
Teachers	\$6,316	44.4%	\$5,619	38.9%	\$6,539	42.6%	\$5,814	38.8%	\$6,775	41.2%	\$5,989	38.7%
Other Teaching Services	\$1,348	9.5%	\$1,177	8.2%	\$1,293	8.4%	\$1,236	8.3%	\$1,575	9.6%	\$1,257	8.1%
Professional Development	\$63	0.4%	\$197	1.4%	\$58	0.4%	\$206	1.4%	\$90	0.5%	\$197	1.3%
Instructional Materials, Equip & Technology	\$144	1.0%	\$431	3.0%	\$193	1.3%	\$465	3.1%	\$243	1.5%	\$461	3.0%
Guidance, Counseling and Testing	\$403	2.8%	\$443	3.1%	\$448	2.9%	\$459	3.1%	\$487	3.0%	\$479	3.1%
Pupil Services	\$886	6.2%	\$1,430	9.9%	\$967	6.3%	\$1,495	10.0%	\$1,017	6.2%	\$1,575	10.2%
Operations and Maintenance	\$1,192	8.4%	\$1,140	7.9%	\$1,407	9.2%	\$1,125	7.5%	\$1,388	8.4%	\$1,149	7.4%
Insurance, Retirement Programs & Other	\$2,432	17.1%	\$2,491	17.3%	\$2,966	19.3%	\$2,610	17.4%	\$3,332	20.3%	\$2,733	17.7%
<b>In-District Per Pupil Expenditure</b>	<b>\$14,213</b>		<b>\$14,437</b>		<b>\$15,363</b>		<b>\$14,970</b>		<b>\$16,442</b>		<b>\$15,459</b>	
<b>Total Per Pupil Expenditures</b>	<b>\$15,095</b>		<b>\$14,941</b>		<b>\$16,171</b>		<b>\$15,488</b>		<b>\$17,360</b>		<b>\$16,015</b>	

## General Education

Overall, total enrollment has declined slightly the last few years. The fluctuation between the elementary, middle school and high school has at times been significant. Enrollment is presented in two different charts for ease of comparison.

### Enrollment Trends by School

Enrollment as of Oct 1st	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
PreK	56	52	39	56	64	56	60	54	55	58	56	60
Clarke	260	218	226	228	227	230	227	209	201	206	197	213
Hadley	242	249	254	281	274	290	299	292	285	297	286	321
Stanley	342	307	305	297	285	296	300	294	293	278	296	239
Swampscott Middle	667	703	662	668	686	679	685	722	715	715	697	672
Swampscott High	800	750	770	743	741	732	722	679	700	677	675	707
<b>Total Enrollment</b>	<b>2,367</b>	<b>2,279</b>	<b>2,256</b>	<b>2,273</b>	<b>2,277</b>	<b>2,283</b>	<b>2,293</b>	<b>2,250</b>	<b>2,249</b>	<b>2,231</b>	<b>2,207</b>	<b>2,212</b>
<b>% Change</b>		<b>-3.7%</b>	<b>-1.0%</b>	<b>0.8%</b>	<b>0.2%</b>	<b>0.3%</b>	<b>0.4%</b>	<b>-1.9%</b>	<b>0.0%</b>	<b>-0.8%</b>	<b>-1.1%</b>	<b>0.2%</b>

### Enrollment Trends by Grade Level

School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total District
2007-08	56	139	153	162	172	153	161	171	210	190	164	217	196	223	-	2,367
2008-09	52	145	139	171	157	162	145	156	192	210	186	163	206	195	-	2,279
2009-10	39	187	142	133	163	160	158	140	176	188	206	189	160	211	4	2,256
2010-11	56	158	167	171	140	170	157	163	173	175	193	196	190	161	3	2,273
2011-12	64	145	161	168	171	141	163	158	192	173	153	197	205	183	3	2,277
2012-13	56	150	146	162	183	175	143	167	182	187	172	157	198	203	2	2,283
2013-14	60	161	154	160	163	188	172	141	195	177	188	177	153	202	2	2,293
2014-15	54	148	165	158	158	165	192	171	160	199	163	184	177	155	1	2,250
2015-16	55	145	148	167	157	161	168	192	191	164	182	163	194	161	1	2,249
2016-17	58	146	154	151	169	161	152	161	205	197	153	174	162	186	2	2,231
2017-18	56	159	143	158	151	168	166	155	174	202	182	157	178	156	2	2,207
2018-19	60	155	153	148	167	150	158	167	173	174	183	186	161	176	1	2,212

## Special Education

Special education expenses present a unique challenge to school districts due to their variability and lack of predictability. Our goal is always to provide the highest quality services to students and to provide those within the district.

The figure below shows the number of students in each of the programs in the current school year. Descriptions of each program can be found in the Special Education Cost Center section of this document.

There have been a few opportunities where the district has excess capacity in a program. When this occurs we are able to enroll students from other districts and charge the sending district for tuition. These funds are deposited to a revolving fund and are used to offset the fixed costs for the program.

### Enrollment in our In District Special Education Programs

Program	PreK	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Post Grad	Total
Inclusion	24															24
Strive (Prek,Stanley)	3	2		2												7
Discovery Learning Ctr (Prek,Stanley,MS,HS)	5		3	1			1		3		1	3	1			18
Learning Academy (Hadley)		2	8	4	1	3										18
SOAR-Stanley		3	6	2	1	2										14
Lang. Based Learning Ctr (Clarke/MS)				1	2	1	4	7	1	2						18
Learning Center (Clarke/MS)					3	3	2	2	1	1						12
SAIL-MS							2	1								3
Harbor (MS and HS)								1		6	3	4	5	3		22
TASK (HS)											22	21	15	17		75
Transition Program															2	2
Resource Room Services (all schools)		7	9	15	12	18	14	22	24	25	5	3	3	1		158
Services Only		4	2	3	2		1									12
<b>Total Enrollment</b>	<b>32</b>	<b>18</b>	<b>28</b>	<b>28</b>	<b>21</b>	<b>27</b>	<b>24</b>	<b>33</b>	<b>29</b>	<b>34</b>	<b>31</b>	<b>31</b>	<b>24</b>	<b>21</b>	<b>2</b>	<b>383</b>

When we are unable to provide the necessary services for a child to be able to make effective progress, then it becomes necessary to place the child in an out of district program. In that case, the district is responsible for the tuition and transportation expense for that child. Depending upon the placement, out-of-district tuitions can range from a low of \$40,000 to a high of over \$300,000 for a private residential placement. The figure below details both the number of students ages 6 – 21 years old on IEP's and the number of students that have been placed out of district.

### Trend of Special Education, Students on IEP's and OOD Placements

Academic Year	Total Enrollment	# of Students on IEP aged 6 - 21 yrs old	% of Students on IEP	# of Students Out of District
2008-09	2279	309	13.6%	29
2009-10	2256	276	12.2%	30
2010-11	2273	247	10.9%	29
2011-12	2277	242	10.6%	30
2012-13	2283	270	11.8%	26
2013-14	2293	295	12.9%	24
2014-15	2250	311	13.8%	24
2015-16	2249	292	13.0%	20
2016-17	2231	294	13.2%	26
2017-18	2207	326	14.8%	29
2018-19	2212	351	15.9%	27

Much of the financial support that the district receives from state and federal grants and reimbursement programs (e.g. Title I, school nutrition reimbursements, or circuit breaker) is driven by enrollments of certain populations of students. These groups often need additional services beyond the general education classroom. These populations include students receiving special education services, students whose first language is not English or who have limited proficiency in English, or economically challenged students. The figures below show enrollment for these subgroups in our district.

### Enrollment Trends for Other High Needs Populations

	First Language Not English		English Language Learner		Students With Disabilities		High Needs		Economically Disadvantaged	
	#	%	#	%	#	%	#	%	#	%
2008-09	113	5.0	25	1.1	341	14.8			191	8.4
2009-10	121	5.4	52	2.3	306	13.4			202	9.0
2010-11	127	5.6	58	2.6	274	11.9			260	11.4
2011-12	128	5.6	71	3.1	280	12.1			291	12.8
2012-13	138	6.0	69	3.0	303	13.1	634	27.5	348	15.2
2013-14	155	6.8	83	3.6	332	14.3	654	28.0	352	15.4
2014-15	170	7.6	73	3.2	341	15.0	621	27.3	260	11.6
2015-16	189	8.4	71	3.2	323	14.2	639	28.1	302	13.4
2016-17	225	10.1	90	4.0	329	14.6	648	28.7	315	14.1
2017-18	219	9.9	87	3.9	367	16.4	676	30.2	324	14.7

## Financial Section

This year the School Committee’s Recommended Budget is organized into five Cost Centers, representing the high level program categories that comprise the District Budget. These include Administration, General Education, Special Education, School Facilities, and Other District Programs which includes Health Services, Athletics, Extracurricular Activities, and District-wide Technology.

The School Committee adopted the Cost Center approach for budget approval. These cost centers were established by a vote of the School Committee. In accordance with that vote, the Administration will be authorized to transfer funds within any cost center. The Administration must, however, obtain approval of the Committee to transfer funds between Cost Centers.



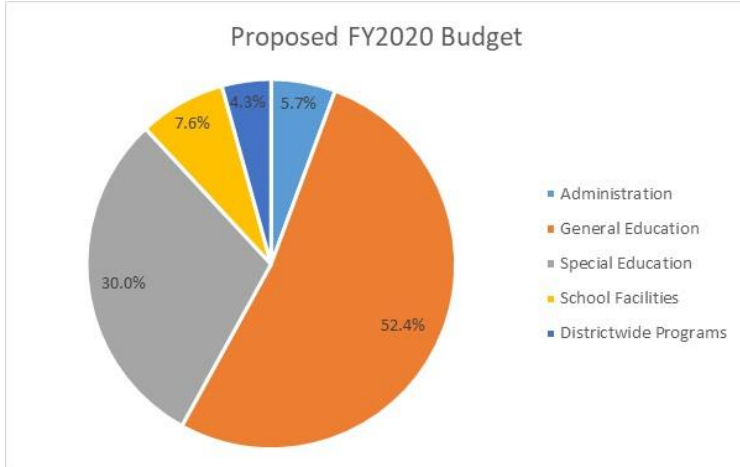
The table below shows the overall increase to the FY20 School Committee’s Recommended Budget is 2.0 % over the FY19 Adopted Budget, an increase of \$580,793. This proposed budget is within the recommended guidance of 2% growth. We will continue to review for efficiencies wherever possible.

### General Fund Expenditures by Cost Center

	Actual Expenditures FY2017	Un-Audited Expenditures FY2018	Adopted Budget FY2019	Proposed Budget FY2020	% Change
Administration	1,506,247	1,420,608	1,685,723	1,674,532	-0.7%
General Education	15,339,213	15,178,298	16,041,938	15,515,875	-3.3%
Special Education	6,963,246	8,080,894	7,808,812	8,900,095	14.0%
School Facilities	2,326,221	2,543,924	2,195,451	2,254,630	2.7%
Districtwide Programs	1,256,114	1,439,017	1,307,686	1,275,270	-2.5%
<b>Grand Total</b>	<b>27,391,040</b>	<b>28,662,742</b>	<b>29,039,610</b>	<b>29,620,403</b>	<b>2.0%</b>

The table below shows the cost centers as a percentage of the total budget. The largest cost center is General Education at 52.4% followed by Special Education at 30.0%. Administration, School Facilities and Districtwide Programs combine for 17.6%.

### Cost Centers as Percentage of Total Proposed Budget



There are requirements for expenditure data reporting. Each school district reports the following expenditures as required in the annual End-of-Year Financial Report in accordance with M.G.L. c.72, s.3.

Below is information from DESE Category regarding expenditure categories:

#### DESE Object Code Expenditures

*This section defines the category of goods or services purchased under the functional categories defined above.*

**Salaries Professional** - *The full-time, part-time and prorated portions of payments to personnel services of a professional nature rendered to an education plan. Categories included as professional are Superintendents, Principals, Supervisors, Teachers, Librarians, Counselors, Psychologists and other professional educators.*

**Salaries Secretarial and Clerical** - *Payments for a grouping of assignments to perform the activities of preparing, transferring, transcribing, systematizing or preserving communications, records and transactions, regardless of the level of skills required.*

**Salaries Other** - *Payment for a grouping of assignments regardless of level of difficulty that relate to supportive services. Included as other salaries: Custodians, Aides, Substitutes, Paraprofessional, Food Service Personnel, School Bus Drivers, Cross Walk Guards and other classified salaries not identified as professional, secretarial and clerical.*

**Contract Services** - *Payments for services rendered by personnel who are not on the payroll and are not regular employees, including all related expenses covered by the contract.*

**Supplies and Materials** - *Materials and items of an expendable nature that is consumed, worn out or deteriorated in use, loses its identity through fabrication or incorporation into a different or more complex unit or substance*

**Other Expenditures** - *Expenditures not chargeable to another object code, such as dues, subscriptions and travel for staff as well as food, coal, fuel oil, gas, steam, wood, file servers.*

There have been a number of transitions in the Business Office which has resulted in different approaches to budget development. The FY19 budget was developed carrying funds for salary increases as part of the School Committee's budget in the Administration Cost Center. The FY20 budget was developed with salary increases baked into the appropriate cost center and budget lines whenever possible. As a result in the

change in development approach there will be significant year over year changes when comparing FY19 Adopted Budget to the FY Proposed Budget.

**General Fund Expenditures by Cost Center and DESE Category**

	Actual Expenditures FY2017	Un-Audited Expenditures FY2018	Adopted Budget FY2019	Proposed Budget FY2020	% Change
<b>Administration</b>					
Professional Salaries	492,505	480,748	488,628	481,677	-1.4%
Clerical Salaries	312,991	329,351	338,740	414,524	22.4%
Other Salaries	256,548	248,211	277,253	287,686	3.8%
Contracted Services	82,045	51,773	56,000	81,000	44.6%
Supplies and Materials	30,913	40,705	64,344	60,000	-6.8%
Other Expenses	329,750	269,820	277,150	349,645	26.2%
Salaries TBD	1,494		183,608	-	-100.0%
<b>Administration Total</b>	<b>1,506,247</b>	<b>1,420,608</b>	<b>1,685,723</b>	<b>1,674,532</b>	<b>-0.7%</b>
<b>General Education</b>					
Professional Salaries	13,404,870	13,500,559	14,056,006	13,743,956	-2.2%
Clerical Salaries	494,108	461,433	449,394	456,371	1.6%
Other Salaries	913,818	695,408	951,963	685,187	-28.0%
Contracted Services	123,912	139,934	137,847	181,982	32.0%
Supplies and Materials	357,051	328,615	391,728	396,380	1.2%
Other Expenses	45,454	52,349	55,000	52,000	-5.5%
<b>General Education Total</b>	<b>15,339,213</b>	<b>15,178,298</b>	<b>16,041,938</b>	<b>15,515,875</b>	<b>-3.3%</b>
<b>Special Education</b>					
Professional Salaries	3,571,923	3,996,094	3,914,661	4,343,800	11.0%
Clerical Salaries	108,283	105,888	106,301	109,673	3.2%
Other Salaries	780,940	1,120,069	949,596	1,351,200	42.3%
Contracted Services	2,427,352	2,788,059	2,766,754	3,026,562	9.4%
Supplies and Materials	59,988	53,277	69,500	68,860	-0.9%
Other Expenses	14,760	17,507	2,000	-	-100.0%
<b>Special Education Total</b>	<b>6,963,246</b>	<b>8,080,894</b>	<b>7,808,812</b>	<b>8,900,095</b>	<b>14.0%</b>
<b>School Facilities</b>					
Other Salaries	885,826	897,259	936,198	952,883	1.8%
Contracted Services	800,418	941,460	510,000	505,000	-1.0%
Supplies and Materials	70,467	63,647	71,970	73,409	2.0%
Other Expenses	569,510	641,558	677,283	723,338	6.8%
<b>School Facilities Total</b>	<b>2,326,221</b>	<b>2,543,924</b>	<b>2,195,451</b>	<b>2,254,630</b>	<b>2.7%</b>
<b>Districtwide Programs</b>					
Professional Salaries	653,961	790,060	729,505	721,501	-1.1%
Clerical Salaries	54,927	68,877	53,775	57,819	7.5%
Other Salaries	294,812	244,435	283,006	276,088	-2.4%
Supplies and Materials	10,318	5,935	7,400	7,400	0.0%
Other Expenses	242,096	329,711	234,000	212,462	-9.2%
<b>Districtwide Programs Total</b>	<b>1,256,114</b>	<b>1,439,017</b>	<b>1,307,686</b>	<b>1,275,270</b>	<b>-2.5%</b>
<b>Grand Total</b>	<b>27,391,040</b>	<b>28,662,742</b>	<b>29,039,610</b>	<b>29,620,403</b>	<b>2.0%</b>



## Cost Center Budgets

### Administration

The Administration Cost Center Budget contains salary and expenses for the Central Office team as well as expenditures for crossing guards, non-employee insurance, and school security. The budget funds all salary and benefit obligations to employees per the collective bargaining agreements and assumes a cost of living increase for non-represented employees.

#### Administrative Cost Center

	Actual Expenditures FY2017	Un-Audited Expenditures FY2018	Adopted Budget FY2019	Proposed Budget FY2020	% Change
<b>Administration</b>					
Professional Salaries	492,505	480,748	488,628	481,677	-1.4%
Clerical Salaries	312,991	329,351	338,740	414,524	22.4%
Other Salaries	256,548	248,211	277,253	287,686	3.8%
Contracted Services	82,045	51,773	56,000	81,000	44.6%
Supplies and Materials	30,913	40,705	64,344	60,000	-6.8%
Other Expenses	329,750	269,820	277,150	349,645	26.2%
Salaries TBD	1,494		183,608	-	-100.0%
<b>Administration Total</b>	<b>1,506,247</b>	<b>1,420,608</b>	<b>1,685,723</b>	<b>1,674,532</b>	<b>-0.7%</b>

The table below details the full time equivalents, FTE's, for the central office team. The change in FTE's for the professional salaries line of .40 FTE is a correction. The School Department and Town share the Director of Human Resources. There is an additional 1.0 FTE clerical staff budgeted for FY20. There was an identified need for additional staff to assist with payroll and human resources/benefits support. There was also a .40 increase to other salaries as it was determined the Lead Nurse could not be accomplished with a stipend given the volume of work involved with reporting and other mandated compliance issues. Other salaries also includes the Tech Coordinator stipend.

#### Administrative Cost Center FTE Detail

	Adopted FTE Budget FY2019	Proposed FTE Budget FY2020	Proposed Budget FY2020
Professional Salaries	4.00	3.60	481,677
Clerical Salaries	6.20	7.20	414,524
Other Salaries	10.25	11.05	301,677

Significant changes:

1210 – The FY19 Salary increase was budgeted in line 1110 School Committee

1410 – Additional 1.0 FTE to support payroll, human resources/benefits



1430 – Budgeted additional funds as we enter into contract negotiations

4400 – Final lease payment for Apple technology

5550 – Additional crossing guard locations added

**Administrative Cost Center by DESE Function Code Detail**

Code and Description	Actual	Un-Audited	Adopted	Proposed	% Change
	Expenditures FY2017	Expenditures FY2018	Budget FY2019	Budget FY2020	
1110 School Committee	12,502	14,041	205,708	14,200	-93.1%
1210 Superintendent	349,989	360,547	384,082	402,717	4.9%
1230 Other Districtwide Admin	122,440	117,740	119,240	110,000	-7.7%
1410 Business and Finance	278,861	297,011	307,096	367,749	19.8%
1420 Human Resources and Benefits	79,843	75,006	78,750	73,035	-7.3%
1430 Legal Service for School Committee	82,045	46,273	50,000	75,000	50.0%
1450 Administrative Technology—Districtwide	5,125	3,550	4,344	4,500	3.6%
2220 Department Heads (Non-Supervisory)	12,460		13,884	13,884	0.0%
2351 Professional Development	21,349	24,104	28,000	28,000	0.0%
2357 Professional Development	22,434	24,228	21,500	21,500	0.0%
3400 Food Services	3,527		5,000	5,000	0.0%
3600 School Security	162,820	162,053	162,314	163,802	0.9%
4400 Equipment	105,841	59,615	50,000	58,000	16.0%
5100 Employer Retirement Contributions	67,100	69,942	-	70,000	0.0%
5200 Other Non-Employee Insurance	10,959	10,876	10,500	10,710	2.0%
5260 Other Non-Employee Insurance	87,270	69,464	143,500	145,685	1.5%
5550 School Crossing Guards	81,680	86,158	101,805	110,750	8.8%
<b>Total Expenditures</b>	<b>1,506,247</b>	<b>1,420,608</b>	<b>1,685,723</b>	<b>1,674,532</b>	<b>-0.7%</b>

**General Education**

The General Education Cost Center Budget contains salary and expenses associated with the general education programs grades K-12. The budget funds all salary and benefit obligations to employees per the collective bargaining agreements and assumes a cost of living increase for non-represented employees.

**General Education Cost Center**

	Actual	Un-Audited	Adopted	Proposed	% Change
	Expenditures FY2017	Expenditures FY2018	Budget FY2019	Budget FY2020	
<b>General Education</b>					
Professional Salaries	13,404,870	13,500,559	14,056,006	13,743,956	-2.2%
Clerical Salaries	494,108	461,433	449,394	456,371	1.6%
Other Salaries	913,818	695,408	951,963	685,187	-28.0%
Contracted Services	123,912	139,934	137,847	181,982	32.0%
Supplies and Materials	357,051	328,615	391,728	396,380	1.2%
Other Expenses	45,454	52,349	55,000	52,000	-5.5%
<b>General Education Total</b>	<b>15,339,213</b>	<b>15,178,298</b>	<b>16,041,938</b>	<b>15,515,875</b>	<b>-3.3%</b>

The table below details the full time equivalents, FTE's, for general education. The FY20 Budgeted FTE's includes principals, teachers and other building based staff. We analyzed every line item and every program to identify areas where we could create efficiencies. There is a reduction in FTE at the high school. We will continue to review course offerings, number of sections, class size and scheduling (full year, semester, quarter) to look for ways to improve efficiencies. FY19 included FTE count for positions that were not carried in the FY19 Budget. The FTE reduction in FY20 is 6.0 FTE at the high school. The professional salaries line includes stipends for department heads, team leaders, and student activities.

Other Salaries includes 2.0 FTE tutors that were added in FY19 that will carry into FY20. There is an additional 1.0 Tutor budgeted in FY20 to support the Swift program. Other salaries also includes the budget for daily substitute teachers.

**General Education Cost Center FTE Detail**

	<b>Adopted FTE Budget FY2019</b>	<b>Proposed FTE Budget FY2020</b>	<b>Proposed Budget FY2020</b>
Professional Salaries	174.02	165.22	13,592,313
Clerical Salaries	8.93	8.93	456,371
Other Salaries	12.17	15.26	358,383

There was a line by line review for all non-compensated expenditures. FY20 budget were established based on a review of prior actual expenditures and the need for FY20.

2330 – There seems to be some inconsistency with regard to budgeting and actual expenditures for Paraeducators. The budget development for FY20 implemented position control to better aid in tracking staff migration from one school to another.

2430 - Pallets of paper were previously budgeted and expensed in 2210. This expense will be captured at the school level as an instructional supply.

3300 – There was a significant increase in the transportation expense for our homeless and foster care student population. This is a mandated expense that is unpredictable. The budget was increase by \$45,000 in FY20.

**General Education Cost Center by DESE Function Code Detail**

Code and Description		Actual	Un-Audited	Adopted	Proposed	% Change
		Expenditures FY2017	Expenditures FY2018	Budget FY2019	Budget FY2020	
2210	Department Heads (Non-Supervisory)	1,431,429	1,396,669	1,372,216	1,379,526	0.5%
2305	Teachers, Classroom	11,652,702	11,618,726	12,280,316	11,969,751	-2.5%
2315	Team Leaders	38,768		31,220	31,220	0.0%
2325	Substitute Teachers, Short-Term	389,920	367,392	377,000	345,873	-8.3%
2330	Paraprofessionals	422,498	246,272	443,043	265,394	-40.1%
2340	Librarians and Media Center Directors	219,281	287,650	256,059	275,363	7.5%
2357	Professional Development	65,138	61,288	97,000	50,000	-48.5%
2410	Textbooks	121,946	79,886	114,000	102,500	-10.1%
2415	Other Instructional Materials (Libraries)	26,046	12,247	24,400	14,400	-41.0%
2420	Other Instructional Services	4,506	9,769	12,500	9,000	-28.0%
2430	General Classroom Supplies	107,710	189,877	154,928	198,580	28.2%
2440	Other Instructional Services	1,996	-	2,000	2,000	0.0%
2451	Instructional Technology	19,689	5,435	11,000	11,000	0.0%
2710	Guidance and Adjustment Counselors	632,753	656,368	645,589	596,467	-7.6%
2720	Testing and Assessment	4,573	-	8,900	8,900	0.0%
3300	Transportation Services	117,576	139,934	137,847	181,982	32.0%
3520	Other Student Activities	76,347	61,785	73,920	73,920	0.0%
5150	Employee Separation Costs	-	45,000	-	-	0.0%
5300	Rental Lease of Equipment	6,336	-	-	-	0.0%
<b>Total Expenditures</b>		<b>15,339,213</b>	<b>15,178,298</b>	<b>16,041,938</b>	<b>15,515,875</b>	<b>-3.3%</b>

**Special Education**

The Special Education Cost Center Budget contains salary and expenses needed to provide special education and related services to our students on Individual Education Plans (IEP). This cost center includes out of district tuition and special education transportation for both in-district and out of district students. The budget funds all salary and benefit obligations to employees per the collective bargaining agreements and assumes a cost of living increase for non-represented employees.

**Special Education Cost Center**

	Actual	Un-Audited	Adopted	Proposed	% Change
	Expenditures FY2017	Expenditures FY2018	Budget FY2019	Budget FY2020	
<b>Special Education</b>					
Professional Salaries	3,571,923	3,996,094	3,914,661	4,343,800	11.0%
Clerical Salaries	108,283	105,888	106,301	109,673	3.2%
Other Salaries	780,940	1,120,069	949,596	1,351,200	42.3%
Contracted Services	2,427,352	2,788,059	2,766,754	3,026,562	9.4%
Supplies and Materials	59,988	53,277	69,500	68,860	-0.9%
Other Expenses	14,760	17,507	2,000	-	-100.0%
<b>Special Education Total</b>	<b>6,963,246</b>	<b>8,080,894</b>	<b>7,808,812</b>	<b>8,900,095</b>	<b>14.0%</b>

The table below details the full time equivalents, FTE's, for special education. The FY20 Budgeted FTE's includes the director, team chairs, teachers and all other staff. FY19 included FTE count for positions that were not carried in the FY19 Budget. There is an additional team chair to support the PreK student population. The professional salaries line includes team leader stipends and the costs associated with running the Extended School Year program.

Other Salaries includes 2.0 FTE tutors that were added in FY19 that will carry into FY20. There is an additional 1.0 Tutor budgeted in FY20 to support the Swift program. Other salaries also includes the budget for home/hospital tutors and the costs associated with running the Extended School Year program

**Special Education Cost Center FTE Detail**

	<b>Adopted FTE Budget FY2019</b>	<b>Proposed FTE Budget FY2020</b>	<b>Proposed Budget FY2020</b>
Professional Salaries	53.30	52.80	4,278,620
Clerical Salaries	2.00	2.00	109,673
Other Salaries	42.08	45.59	1,304,200

There was a line by line review for all non-compensated expenditures. FY20 budget were established based on a review of prior actual expenditures and the need for FY20.

1430 – Increase the legal services budget for on-going legal matters

3300 – Increase budget based on known out of district transportation agreements

9100 – 9400 – Increased budget based on known and potential out of district placements. FY20 Budget assumes using \$612,500 of circuit breaker funds.

**Special Education Cost Center by DESE Function Code Detail**

DESE Function Code and Description		Actual	Un-Audited	Adopted	Proposed	% Change
		Expenditures FY2017	Expenditures FY2018	Budget FY2019	Budget FY2020	
1430	Legal Service for Special Education	9,757	53,144	18,000	30,000	66.7%
2110	Curriculum Directors (Supervisory)	248,282	256,546	244,501	251,608	2.9%
2120	Department Heads (Non-Supervisory)	-	262,252	-	-	0.0%
2310	Teachers, Classroom	2,581,657	2,657,219	2,922,505	3,042,598	4.1%
2315	Team Leaders	17,421	-	29,798	29,798	0.0%
2320	Medical/ Therapeutic Services	816,272	899,902	778,330	898,133	15.4%
2330	Paraprofessionals	760,312	1,120,069	939,596	1,341,200	42.7%
2415	Other Instructional Materials (Libraries)	5,450	32,860	40,000	40,000	0.0%
2420	Other Instructional Services	116	5,842	1,500	1,500	0.0%
2430	General Classroom Supplies	34,457	702	-	-	0.0%
2440	Other Instructional Services	22,702	-	20,000	20,000	0.0%
2451	Instructional Technology	7,984	11,935	12,000	12,360	3.0%
2800	Psychological Services	437,663	482,501	438,828	595,337	35.7%
3300	Transportation Services	544,732	473,241	504,754	706,685	40.0%
5500	Other Fixed Charges	15,568	-	8,000	12,000	50.0%
9100	Tuition to Mass. Schools	40,958	57,679	30,000	37,080	23.6%
9300	Tuition to Non-Public Schools	726,394	1,213,702	1,147,710	1,468,094	27.9%
9400	Tuition to Collaboratives	693,520	553,300	673,290	413,703	-38.6%
<b>Total Expenditures</b>		<b>6,963,246</b>	<b>8,080,894</b>	<b>7,808,812</b>	<b>8,900,095</b>	<b>14.0%</b>

Circuit Breaker is the state special education reimbursement program. Started in FY04 to provide additional state funding to districts for high-cost special education students. The threshold for eligibility is tied to four times the state average foundation budget per pupil as calculated under the chapter 70 program, with the state paying a percent of the costs above that threshold. Districts are allowed to carryforward their full award to the next fiscal year. Swampscott takes advantage of this practice which allows for budget certainty.

The table below provides detail on past and projected Circuit Breaker awards and usage.

**Circuit Breaker Trend Data**

	FY17	FY18	FY19	FY20	FY21
<i>Carry Forward Award Balance</i>	557,034	318,868	449,557	612,745	638,000
Circuit Breaker Award	553,327	660,689	758,188	638,000 *	600,000
Circuit Breaker Expense	791,493	530,000	595,000	612,745	638,000
<b>Ending Circuit Breaker Balance</b>	<b>318,868</b>	<b>449,557</b>	<b>612,745</b>	<b>638,000</b>	<b>600,000</b>

\* Estimated Circuit Breaker Award

## Special Education Programs and Services

Swampscott Public Schools offers a number of in-district programs starting with an integrated Pre School and ending with a Transition Program for Young Adults. These programs support our students on IEP's. This section includes more detailed information about each of our in-district programs.

There have been a few opportunities where the district has excess capacity in a program. When this occurs we are able to enroll students from other districts and charge the sending district for tuition. These funds are deposited to a revolving fund and are used to offset the fixed costs for the program.

### Enrollment in In-District Special Education Programs

Program	PreK	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Post Grad	Total
Inclusion	24															24
Strive (Prek,Stanley)	3	2		2												7
Discovery Learning Ctr (Prek,Stanley,MS,HS)	5		3	1			1		3		1	3	1			18
Learning Academy (Hadley)		2	8	4	1	3										18
SOAR-Stanley		3	6	2	1	2										14
Lang. Based Learning Ctr (Clarke/MS)				1	2	1	4	7	1	2						18
Learning Center (Clarke/MS)					3	3	2	2	1	1						12
SAIL-MS							2	1								3
Harbor (MS and HS)								1		6	3	4	5	3		22
TASK (HS)											22	21	15	17		75
Transition Program															2	2
Resource Room Services (all schools)		7	9	15	12	18	14	22	24	25	5	3	3	1		158
Services Only		4	2	3	2		1									12
<b>Total Enrollment</b>	<b>32</b>	<b>18</b>	<b>28</b>	<b>28</b>	<b>21</b>	<b>27</b>	<b>24</b>	<b>33</b>	<b>29</b>	<b>34</b>	<b>31</b>	<b>31</b>	<b>24</b>	<b>21</b>	<b>2</b>	<b>383</b>

### Integrated Preschool Integrated Preschool

The Integrated Preschool is designed to provide our youngest learners with an educational environment specially designed to meet the developmental needs of 3-5 year olds. Our integrated preschool program meets the needs of not only our students with disabilities, but also the learning needs of children with a typically developing profile. Our preschool program consists of six classes comprising of preschoolers with not only typically developing skills, but also a range of disabilities including developmental delays and autism spectrum disorder. Students are referred from early intervention, parents, private preschools, as well as other sources who contact us through our child find search. The integrated preschool program has two substantially separate programs and is designed to meet the needs of students who need an intensive approach to their education, including a smaller group setting and opportunities for more individualized instruction.

### The Language Based Learning Center, Grades 2-4, Clarke Elementary School

The Language Based Learning Center is a highly structured classroom for students identified with a language based learning disability. Students may also have additional disabilities which impact learning. Students receive a daily small group or individual reading tutorial and instruction in English language arts and mathematics with an emphasis on individualized programming, skill building and direct teaching using a multisensory, sequential, and systematic approach. Students in the Language Based Learning Center may receive direct services from the speech and language pathologist based on individualized needs. The Language Based Learning Center aims to provide students with an instructional program and learning

environment that supports the development of academic, organizational and self-advocacy skills while also fostering positive social and emotional development.

### **The Learning Center, Grades 2-4, Clarke Elementary School**

The Learning Center is a highly structured classroom for students who require daily direct instruction in academic skills especially in the areas of reading, writing and mathematics. Students requires a multi-sensory, systematic teaching approach with increased opportunities for experiential learning through thematic standards-based units and project-based learning. The mission of this class is to create an engaging learning experience through direct instruction and hands-on learning while weaving in needed therapies and individualized goals and objectives. The Learning Center aims to provide students with an instructional program and learning environment that supports the development of academic, organizational and self-advocacy skills while also fostering positive social and emotional development.

### **STRIVE Program, K-3, Clarke Elementary School**

The STRIVE program is a nurturing, structured setting with a high staff to child ratio that addresses each student's unique individual learning style and behavior needs, as well as their social and interpersonal skills. Students in this class are often diagnosed on the autism spectrum and have a wide range of learning challenges. The classroom emphasizes structured teaching, hands-on learning and positive behavioral supports. The curriculum is based on state core standards but allows for modifications and adaptations regarding pace, style, implementation and individualization. The program facilitates opportunities for supported inclusion in the general education setting. Many of the students receive services from the speech and language pathologist, the occupational therapist and the physical therapist. A Board Certified Behavior Analyst (BCBA) consults with the special education teacher and ABA tutors in the program. The curriculum and environment aim to stimulate enthusiasm for learning and positive self-esteem.

### **Learning Academy, K-4, Hadley Elementary School**

The Learning Academy is a therapeutic program designed to meet each student's social-emotional needs including teaching emotional regulation strategies and social skills while providing a challenging grade level curriculum in the inclusion setting or in a small group if needed. Students in this program have access to a quieter setting and a small staff to student ratio to support the development self-regulation skills and to provide behavioral interventions. Students have access to services that may include social skills groups with peers, counseling, and individual social coaching opportunities. The Learning Academy team works closely with all students' team members, such as the general education teacher, special education teacher, school psychologist, BCBA and parents, to ensure that all behavioral interventions are consistent across multiple learning settings to allow the student to access the curriculum to their fullest ability. Students are integrated into the inclusion settings with supports to generalize emotional regulation strategies into the general education setting when possible. The mission of this program is to provide students skills and strategies to self-monitor and regulate their behavior to be successful in the school community with inclusion in the general education classroom and the school community as a goal.

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### **Discovery Learning Center, Stanley Elementary School - Grades K-4**

The Discovery Learning Center services children in the elementary grades with diagnoses of autism spectrum disorder and other developmental and learning challenges. The program relies upon the principles of Applied Behavioral Analysis (ABA), which is used to help students gain skills in all areas including academics, communication, social skills and activities of daily living. A Board Certified Behavior Analyst (BCBA) consults to the program. A certified special educator, ABA tutors and Education Support Professionals (ESPs) assist in administering services throughout the school day. Each student's program is designed on an individualized basis to fit the needs of that student in accordance with his/her Individual Education Plan (IEP). The students require modifications and accommodations to the general schedule, and often behavior support plans, to be successful in school. Many of the students in the program also receive services from the speech and language pathologist, the occupational therapist and the physical therapist. The Discovery Learning Center also incorporates a focus on activities of daily living, where students learn functional life skills to advance their independence in all areas of their daily lives.

### **SOAR Inclusion Program, Stanley Elementary School - Grades K-4**

The SOAR inclusion program supports students with high-functioning autism spectrum disorder and other disabilities that impact social, emotional, and behavioral regulation. Students in this program are fully included in the general education classroom with the support of an Education Support Professional (ESP) or ABA Tutor. A special educator provides inclusion support to the program. The school psychologist and a Board Certified Behavior Analyst (BCBA) work closely with the support staff, classroom teachers, and related service providers to address each student's individual social-emotional, developmental and academic needs according to their Individual Education Plans (IEPs). Many inclusion students benefit from frequent sensory and movement breaks and support in completing academic tasks. Students are also supported in their social skills development and receive social skills training as well as on-going facilitation with peer interactions. Staff use behavior management and intervention strategies based on the principles of Applied Behavior Analysis (ABA) combined with a structured social skills curriculum. The SOAR program strives to build a classroom climate that promotes understanding and acceptance of differences, where every child feels successful and reaches his or her full potential.

### **MIDDLE SCHOOL Grades 5-8 Intermediate Discovery Center**

This program services children in the middle school grades with diagnoses of autism spectrum disorder, and other developmental or intellectual disabilities. Each student's school day is designed on an individualized basis to fit his/her unique needs. Learning takes place in one to one and small group settings throughout the school day utilizing the principles of applied behavior analysis (ABA) which is used to help students gain skills in all areas including academics, communication and social skills. Teachers focus on experiential learning, promoting competence and independence in Activities of Daily Living (ADLs), functional skills and pre-vocational skills. A Board Certified Behavioral Analyst (BCBA) oversees the program, a special education teacher, and ABA tutors with training in data collection and discrete trials help administer the services. Students participate in activities in the general education setting with support from ABA tutors throughout the school week. Students work collaboratively with peers in the Strive Program on project based learning. Related services such as speech and occupational therapies. The Learning Center is a highly structured classroom that addresses each student's unique individual learning style. Students require a multi-sensory, systematic teaching approach with increased opportunities for experiential learning through thematic standards-based units and project-based learning. The curriculum is based on state core standards but

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generously allows for modifications and adaptations regarding pace, style, implementation and individualization. The classroom provides a small, nurturing, structured setting with a high staff to child ratio. The curriculum and environment aim to stimulate enthusiasm for learning and positive self-esteem. Students in the Learning Center may receive direct services from the speech and language pathologist based on individualized needs. The speech and language pathologist also collaborates with the special education teacher in the development of reading comprehension skills and social pragmatic skills. The mission of this class is to create an engaging learning experience through direct instruction and hands-on learning while weaving in needed therapies and individualized goals and objectives. Students work collaboratively with peers in the Discovery Program on project-based learning. The Learning Center endeavors to create a school culture that promotes acceptance, patience, diversity and inclusion.

### **SAIL (Supported Academic Inclusive Learning)**

The Swampscott Middle School SAIL program provides supported academic inclusive learning to students. SAIL assists students in full-day social and academic support to specific students with autism spectrum disorder and social emotional difficulties with a focus on social pragmatics and social interactions. A special educator oversees the programming, and each classroom has full-time support personnel to provide assistance to students based on their Individualized Education Programs. Content area teacher, special educators and inclusion support staff work collaboratively to individualize instruction as needed. For students who require more personalized attention and instruction, a pull-out class may be offered. Services are offered based on an individual's needs which may include speech, occupational therapy, and facilitation in appropriate social interaction with their peers in and out of the classroom as well as social skills groups. The school psychologist consults to the program, provides skill based instruction in the area of executive functioning and social skills.

### **Resource Room Services, Middle School**

The Swampscott Middle School offers an inclusive Special Education Program where students' individual needs are considered as the program is designed. Content area teachers and special education teachers work collaboratively to co-teach classes in math and language arts. For students who require more personalized attention and instruction, a small group language arts and/or mathematics may be offered. In-class support is available to students in social studies and science. Guided study support time is offered to students for pre-teaching skills, previewing reading and further developing organizational skills. Some students may have additional services as a task block to develop executive functioning skills and increased academic support. Services are offered based on an individual's needs and may also include speech, occupational therapy, counseling and social skills. The Middle School program is designed to meet the students' academic needs in addition to considering the unique social and emotional developmental needs of middle school students. This program strives to instill confidence and independence in students to enable them to become self-sufficient learners.

### **The Language Based Learning Center, Middle School**

The Learning Center is a highly structured classroom for students identified with a language based learning disability. Students may also have additional disabilities which impact learning. Students receive a daily small group or individual reading tutorial and instruction in English language arts and mathematics with an emphasis on individualized programming, skill building and direct teaching using a multisensory, sequential, systematic approach. The use of assistive technology is integrated within the program across content areas.

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Students are pre-taught vocabulary and concepts for science and social studies in which they join the general education classroom with supports. Students in the Language Based Learning Center may receive direct services from the speech and language pathologist based on individualized needs. The speech and language pathologist also collaborates with the special education teacher in the instructional areas of oral language, written language and comprehension. Students may also receive related services from the occupational therapist or the physical therapist. The Language Based Learning Center aims to provide students with an instructional program and learning environment that supports the development of academic, organizational and self-advocacy skills while also fostering positive social and emotional development.

### **Harbor Program**

The Harbor Program provides a supportive learning community with direct case management to facilitate student progress. Students will work with staff to develop emotional regulation skills as well as manage academic expectations and pressures. A special focus is placed upon executive functioning skills. Counseling and supports will be integral parts of the program, along with close home-school communication. Harbor will also serve as a home base for students throughout the school day should they need assistance outside of their scheduled academic block. Staff will be monitoring progress of students to proactively manage obstacles before they turn into crises.

### **HIGH SCHOOL Grades 9-12 Task Management Classes Grades 9-12**

Task Management is a 5-credit course based on the resource room model of special education instruction. Each task class is made up of a small group of students on an Individualized Educational Program (IEP) with mild to moderate disabilities, and one special education teacher. During class time, students are expected to work toward their IEP goals and are offered assistance with the material from their content area classes. In addition, each student is taught study skills appropriate for each individual's learning style. The goal is to not only increase student learning and achievement, but also for each student to develop a repertoire of study skills and strategies they can use independently in high school and beyond. Swampscott High School is split into a "lower house" of freshmen and sophomores and an "upper house" of juniors and seniors. Likewise, in task management, students are assigned to task management teachers by grade level in order to address the different needs of each grade level:

- Freshmen work on the transition from middle school to the new rigors of high school by becoming more familiar with their own learning styles and learning study and organizational skills.
  - Sophomore students learn how to advocate for themselves. Within the task management class, they are given lessons on understanding their disability, dealing with test anxiety, good study habits, usage review, organization, English and Math MCAS review. Ultimately, as students, they become more accountable for their learning and responsibility within the classroom.
  - Juniors and seniors are encouraged to become more independent by becoming effective self-advocates and applying learned skills and strategies to content area work. Time is also spent on transition planning which includes completing college applications and making plans for post-secondary education.
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### **Co-teaching Classes**

The co-teaching program at Swampscott High School consists of a group of content specific and special education teachers who collaborate to teach subject-area classes together within the general education classroom. Here at SHS, co-teaching resides within four content areas: Math, Science, English, and History. Numerous studies have documented the effectiveness of the co-teaching model in increasing overall student achievement. By combining the learning strategies of special education with the rigor of a mainstream classroom, teachers are able to not only accommodate those students on an IEP, but also offer universal design to students who do not receive special education services but benefit from alternative, brain-centered approaches to content and organization within the curriculum. In addition, the presence of two certified and licensed teachers not only improves the practice of each teacher through extensive planning and collaboration, it cuts the student/teacher ratio in half, allowing for more one-on-one attention for all students.

### **Inclusion Program – 9-12**

This program was developed for students whose primary disability negatively impacts his/her social thinking abilities. Many students have diagnoses on the autism spectrum or social emotional difficulties. A key goal of this program is to support and provide assistance with social pragmatics and social interactions throughout the school day. Students are supported in the mainstream classes and in small group settings. Students also receive small group instruction for study and organizational skills as well as interpreting and developing appropriate responses to a variety of social interactions. This access to a safe supportive environment is a key component for students' success.

### **Language Based Learning Center Grades 9-12**

This program offers a Task Management class in which focuses on the following skills: time management, organizational needs, writing, self-advocacy, reading comprehension, study techniques, academic support in content-area classes, test taking strategies, and communication skills. Special and general education teachers engage in ongoing communication in order to assess progress or problems in each class. Home to school communication is also a component of Task Management. The program also offers a modified English class. The class aligns with the national English anchor standards, but is offered at a more manageable pace and follows a more explicit instructional approach and sequence of essential skills and standards. The class is a small group and employs a variety of teaching techniques in order to ensure success for each student. The class primarily focuses on the following topics: reading comprehension, detailed writing skills, using templates/graphic organizers for brainstorming and/or developing an essay, making inferences, analyzing literature, identifying symbolism, understanding imagery, using and understanding figurative language, processing complex language, understanding various literary devices, improving grammar skills, understanding parts of speech, analyzing word origins, following the writing process, developing a thesis statement, writing persuasive essays, writing expository essays, writing narrative essays, as well as developing and presenting debates on an assigned topic. Each student's program is individualized to their specific area(s) of need per their IEP goals and objectives.

### **Discovery Learning Center- Grades 9-12**

The Discovery Learning Center is a comprehensive academic and vocational program for high school students who have diverse learning styles. The Discovery Learning Center focuses on helping young adults discover and develop their individual strengths and interests with a focus on functional academics, activities

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of daily living, social skills and pre-vocational skill building. Students have supported opportunities of inclusion with their peers in high interest areas to encourage the generalization of skills. Students are provided with varying degrees of academic support, social / emotional support, and therapies depending on their individual needs. A Board Certified Behavioral Analyst (BCBA) consults to the program, and to the special education teacher, and ABA tutors for support for skill building. Specific attention and time is given to learning in the community to generalize classroom skills across all settings.

### Transition Program for Young Adults 19-22

The transition program is for young adults, ages 19 to 22, with diverse learning styles and a range of special needs. The Transition program focuses on helping young adults discover and develop their individual strengths and interests while preparing each student for an independent and fulfilling life in the community. The Transition Program curriculum focuses on functional academics, social skills, leisure skills, health and wellness, and activities of daily living that will help promote self confidence and self-esteem while promoting independence. A specific focus of the transition program is to experience vocational training and learning in the community setting.

### Harbor Program

The Harbor Program provides a supportive learning community with direct case management to facilitate student progress. Students will work with staff to develop emotional regulation skills as well as manage academic expectations and pressures. A special focus is placed upon executive functioning skills. Counseling and supports will be integral parts of the program, along with close home-school communication. Harbor will also serve as a home base for students throughout the school day should they need assistance outside of their scheduled academic block.

### School Facilities

The School Facilities Cost Center Budget contains salary and expenses needed to clean, heat and maintain our school buildings. The budget funds all salary and benefit obligations to employees per the collective bargaining agreements and assumes a cost of living increase for non-represented employees. Salaries account for 42.3% of the overall budget while other expenses (heat, utilities) account for 32.1%.

#### School Facilities Cost Center

	Actual Expenditures FY2017	Un-Audited Expenditures FY2018	Adopted Budget FY2019	Proposed Budget FY2020	% Change
<b>School Facilities</b>					
Other Salaries	885,826	897,259	936,198	952,883	1.8%
Contracted Services	800,418	941,460	510,000	505,000	-1.0%
Supplies and Materials	70,467	63,647	71,970	73,409	2.0%
Other Expenses	569,510	641,558	677,283	723,338	6.8%
<b>School Facilities Total</b>	<b>2,326,221</b>	<b>2,543,924</b>	<b>2,195,451</b>	<b>2,254,630</b>	<b>2.7%</b>

The table below details the FTE's for the school custodial and maintenance staff. Other salaries include an additional \$75,000 for overtime and summer staff.

**School Facilities Cost Center FTE Detail**

	<b>Adopted FTE Budget FY2019</b>	<b>Proposed FTE Budget FY2020</b>	<b>Proposed Budget FY2020</b>
Other Salaries	18.14	18.70	877,883

Significant changes:

4120 – There has been an increase in consumption of therm and the cost per therm will increase in FY20 by 24%, from the current cost of \$.4469 to \$.5543.

4130 – There has been an increase in Kwh usage at all buildings.

4400 – This is where the expense for the district copier lease is captured.

**School Facilities Cost Center by DESE Function Code**

<b>Code and Description</b>	<b>Actual Expenditures FY2017</b>	<b>Un-Audited Expenditures FY2018</b>	<b>Adopted Budget FY2019</b>	<b>Proposed Budget FY2020</b>	<b>% Change</b>
4110 Custodial Services	930,382	991,488	1,062,670	1,058,445	-0.4%
4120 Heating of Buildings	164,038	241,917	201,104	238,652	18.7%
4130 Utility Services	314,031	281,875	341,679	350,186	2.5%
4220 Maintenance of Buildings	775,851	469,388	455,498	472,847	3.8%
4225 Maintenance of Equipment	8,511	7,917	10,000	10,000	0.0%
4230 Maintenance of Equipment	3,600		4,500	4,500	0.0%
4300 Extraordinary Maintenance	50,478	441,491	-	-	0.0%
4400 Maintenance of Equipment	79,330	109,849	120,000	120,000	0.0%
<b>Total Expenditures</b>	<b>2,326,221</b>	<b>2,543,924</b>	<b>2,195,451</b>	<b>2,254,630</b>	<b>2.7%</b>

## Districtwide Programs

The Districtwide Cost Center Budget contains salary and expenses for Health Services, Athletics, Extra Curricular and Technology. The budget funds all salary and benefit obligations to employees per the collective bargaining agreements and assumes a cost of living increase for non-represented employees.

### Districtwide Programs Cost Center

	Actual Expenditures FY2017	Un-Audited Expenditures FY2018	Adopted Budget FY2019	Proposed Budget FY2020	% Change
<b>Districtwide Programs</b>					
Professional Salaries	653,961	790,060	729,505	721,501	-1.1%
Clerical Salaries	54,927	68,877	53,775	57,819	7.5%
Other Salaries	294,812	244,435	283,006	276,088	-2.4%
Supplies and Materials	10,318	5,935	7,400	7,400	0.0%
Other Expenses	242,096	329,711	234,000	212,462	-9.2%
<b>Districtwide Programs Total</b>	<b>1,256,114</b>	<b>1,439,017</b>	<b>1,307,686</b>	<b>1,275,270</b>	<b>-2.5%</b>

The table below details the FTE's for the districtwide programs. FY19 included FTE count for positions that were not carried in the FY19 Budget. There was a transfer of .30 FTE from High School Administration to Districtwide to create a 1.0 FTE Director of Digital Learning & Educational Technology.

### Districtwide Programs Cost Center FTE Detail

	Adopted FTE Budget FY2019	Proposed FTE Budget FY2020	Proposed Budget FY2020
Professional Salaries	10.10	9.40	721,501
Clerical Salaries	1.00	1.00	57,819

Significant changes:

1450 – slight reduction as we have a number of projects that will be funded from the Capital Budget.

**Districtwide Programs Cost Center by DESE Function Code Detail**

Code and Description	Actual	Un-Audited	Adopted	Proposed	%
	Expenditures	Expenditures	Budget	Budget	
	FY2017	FY2018	FY2019	FY2020	
1450 Administrative Technology—Districtwide	244,964	289,517	294,727	257,466	-12.6%
3200 Medical/Health Services	385,551	439,904	378,723	392,005	3.5%
3510 Athletics	435,270	436,228	402,236	413,338	2.8%
3520 Other Student Activities	6,401	23,469	22,000	22,160	0.7%
4400 Equipment	-	27,314	-	-	0.0%
4450 Technology Maintenance	161,489	222,585	210,000	190,302	-9.4%
5500 Other Fixed Charges	22,439	-	-	-	0.0%
<b>Total Expenditures</b>	<b>1,256,114</b>	<b>1,439,017</b>	<b>1,307,686</b>	<b>1,275,270</b>	<b>-2.5%</b>

Swampscott Public Schools considers athletics an integral part of the educational experience. Athletics provides opportunities that will help students develop physically, mentally and emotionally. We view the competition of athletics as a healthy educational and psychological activity because it challenges each student to excel, helps each student discover their physical limits, and requires students to work cooperatively as members of a team. The principles of good sportsmanship and enjoyment of competition take precedence at all times and enhance the educational value of contests.

The tables below detail participation in the 30 athletic programs offered at the high school. We will continue to review program offerings and the athletic fee structure to assure programs are viable and sustainable.

**Participation in High School Athletic Programs**

FALL	SY17-18 2017	SY18-19 2018
Girls Volleyball	53	32
Girls Soccer	42	46
Boys Soccer	44	43
Golf	19	19
Football	44	46
Field Hockey	27	30
Boys Cross Country	20	22
Girls Cross Country	16	24
Cheering	17	25
<b>Total</b>	<b>282</b>	<b>287</b>

WINTER	SY17-18 2017	SY18-19 2018
Girls Basketball	40	41
Boys Basketball	43	42
Girls Indoor Track	56	31
Boys Indoor Track	70	66
Co-Ed Swimming & Diving	38	47
Girls Alpine Skiing	12	12
Boys Alpine Skiing	8	4
Girls Ice Hockey	3	3
Boys Ice Hockey	24	22
Cheer - Basketball	9	12
Gymnastics - Cooperative	4	7
Wrestling - Cooperative	9	10
<b>Total</b>	<b>316</b>	<b>297</b>

SPRING	SY18-19 2018	SY18-19 2019
Girls Lacrosse	36	
Boys Lacrosse	23	
Girls Outdoor Track	52	
Boys Outdoor Track	74	
Co-Ed Sailing	20	
Girls Tennis	27	
Boys Tennis	13	
Softball	34	
Baseball	58	
<b>Total</b>	<b>337</b>	<b>0</b>

The table below details participation in the athletic programs offered at the Middle School level. We will continue to review program offerings and the athletic fee structure to assure programs are viable and sustainable.

**Participation in Middle School Athletics**

FALL	SY17-18 2017	SY18-19 2018
Co-Ed Cross Country	120	96
Field Hockey	24	29
<b>Total</b>	<b>144</b>	<b>125</b>

WINTER	SY17-18 2017	SY18-19 2018
Girls Basketball	20	16
Boys Basketball	13	12
Boys Ice Hockey	20	23
<b>Total</b>	<b>53</b>	<b>51</b>

SPRING	SY17-18 2018	SY18-19 2019
Girls Outdoor Track	40	
Boys Outdoor Track	45	
<b>Total</b>	<b>85</b>	<b>0</b>

## Revolving Funds

The district maintains approximately twenty special revenue revolving funds that were created and maintained in accordance with the states municipal finance laws as well as the Department of Revenue and Department of Elementary and Secondary Education (DESE) regulations.

Revolving Funds are established to dedicate specific sources of revenue from fees or charges to pay expenditures associated with providing the services for which the payment was made. Massachusetts General Law governs the fund balances, expenditures, and any required reporting.

The School Committee will submit a warrant requesting Town Meeting approve the establishment of a Non-Resident Tuition Revolving fund. This will allow for current tuition revenue collected to be deposited and used to offset the cost of in-district programs.

### School Department Revolving Funds

Fund #	Revolving Fund	Balance 6/30/2016	FY17		Balance 6/30/2017	Net Gain/ (Loss)	FY18		Balance 6/30/2018	Net Gain/ (Loss)	FY19		Balance 12/31/2018
			Revenues	Direct Expenses			Revenues	Direct Expenses			Revenues	Direct Expenses	
500	School Rental	(0)	35,632	(35,632)	0	0	60,176	(39,105)	21,071	21,071	17,973	(7,469)	31,575
501	School Lunch	54,083	598,156	(568,913)	83,327	29,243	581,858	(542,694)	122,491	39,164	198,403	(169,827)	151,067
502	School Athletics	3,723	240,308	(243,888)	142	(3,580)	313,266	(308,533)	4,875	4,733	203,731	(115,643)	92,963
503	Drivers Education	24,410	53,436	(52,692)	25,155	744	52,644	(53,702)	24,097	(1,058)	17,037	(23,863)	17,271
504	Custodial Detail	-	-	-	-	-	-	-	0	-	-	-	0
505	Early Chld - Summer Prg	9,279	1,200	(1,675)	8,804	(475)	4,650	(880)	12,574	3,770	600	(5,935)	7,238
506	PreK Tuition	211,957	239,979	(443,109)	8,827	(203,130)	99,582	(92,912)	15,497	6,670	38,640	(78,879)	(24,742)
507	Extended Day	55,740	531,746	(564,841)	22,645	(33,095)	533,832	(517,684)	38,793	16,148	171,939	(227,412)	(16,679)
508	Gift - Swift/Harbor	23	4,044	-	4,067	4,044	-	(787)	3,280	(787)	-	-	3,280
511	Drama Club	5,112	5,788	(7,949)	2,951	(2,161)	5,954	(7,478)	1,427	(1,524)	1,450	-	2,877
512	SHS Drama	(3,276)	29,214	(24,946)	993	4,268	30,038	(23,042)	7,988	6,995	6,631	(14,952)	(333)
514	Summer Drama	5,257	10,754	(11,860)	4,151	(1,106)	10,907	(7,853)	7,206	3,054	4,069	(7,337)	3,937
515	Gelfand Donations	262,168	-	(252,483)	9,686	(252,483)	120,000	(74,913)	54,773	45,087	0	0	54,773
516	Ath & Extra Curr Donations	4,992	6,055	(8,021)	3,026	(1,966)	13,664	(7,907)	8,783	5,757	1,505	(4,255)	6,034
517	Curr & Prof Dev Donations	20,425	6,253	(11,110)	15,569	(4,857)	1,000	-	16,569	1,000	-	(4,115)	12,454
518	Transportation	3,092	3,910	(6,972)	30	(3,062)	75	-	105	75	3,000	0	3,105
519	Summer Camp	3,390	-	(1,700)	1,690	(1,700)	32	(1,255)	467	(1,223)	-	-	467
520	STEM Grant	7,494	19,502	(19,404)	7,592	98	-	-	7,592	0	-	-	7,592
521	HS Outdoor Classroom	271	-	(271)	-	(271)	-	-	0	0	-	-	0
522	Id's & Lanyards	910	555	0	1,465	555	440	(415)	1,490	25	230	-	1,720
523	ECLC Grant	-	-	-	-	-	25,000	-	25,000	25,000	-	(14,170)	10,830
550	Donations	473	-	-	473	0	-	-	473	0	-	0	473
		<b>669,523</b>	<b>1,786,533</b>	<b>(2,255,464)</b>	<b>200,592</b>	<b>(468,931)</b>	<b>1,853,117</b>	<b>(1,679,159)</b>	<b>374,550</b>	<b>173,958</b>	<b>665,207</b>	<b>(673,856)</b>	<b>365,901</b>

The District utilizes a few revolving funds to support some operational costs. More detail is provided on these specific funds.

The Athletic revolving fund helps support the cost of programing. It is the School Committee's goal to have the cost of athletic programs shared equally by the revolving fund and operating fund. As a result, is was necessary to increase the Athletic User Fee for FY20 for both the Middle School and High School programs.

The table below provides an historical account of the Athletic fund.



**Athletic Revolving Fund**

	Actual FY17	Actual FY18	Budget FY19	Budget FY20
Operating Expenses	\$435,270	\$436,228	\$402,236	\$413,338
Revolving Fund Exp	\$243,888	\$308,533	\$320,000	\$336,662
<b>Total Cost of Program</b>	<b>\$679,158</b>	<b>\$744,761</b>	<b>\$722,236</b>	<b>\$750,000</b>
Fee Revenue	\$205,655	\$275,259	\$282,000	\$326,775
Other Revenue	\$34,653	\$38,007	\$38,000	\$35,000
<b>Revenue Generated</b>	<b>\$240,308</b>	<b>\$313,266</b>	<b>\$320,000</b>	<b>\$361,775</b>
<b>% of Cost supported by Revenue</b>	<b>35.4%</b>	<b>42.1%</b>	<b>44.3%</b>	<b>48.2%</b>

School Building Rental Fund helps support the cost of heating and utilities. Revenue is generated through rental of our facilities to outside organizations and businesses. FY19 began with a surplus balance of \$21,071. As of February 1, 2019 billing was down 50% (\$10,000) from prior year at this time. Further review of the rental process and rate structure is needed at this time.

**School Rental Revolving Fund**

	Actual FY17	Actual FY18	Budget FY19	<i>Actual</i> <i>FY19</i>	Budget FY20
Rental Income	\$26,587	\$50,345	\$25,700	<i>\$10,017</i>	\$30,000
Parking Fee	\$9,045	\$9,831	\$9,300	<i>\$9,300</i>	\$9,300
<b>Revenue Generated</b>	<b>\$35,632</b>	<b>\$60,176</b>	<b>\$35,000</b>	<b><i>\$19,317</i></b>	<b>\$39,300</b>
Other Expenses	\$1,077	\$4,105	\$0	<i>\$3,469</i>	\$0
Custodial Staff	\$0	\$0	\$0		\$0
Heat/Utilities Support	\$34,555	\$35,000	\$35,000	<i>\$4,000</i>	\$35,000
<b>Total Expenses</b>	<b>\$35,632</b>	<b>\$39,105</b>	<b>\$35,000</b>	<b><i>\$7,469</i></b>	<b>\$35,000</b>

The Extended Day Program operates in our three elementary schools and middle school. The fund helps support the cost of heating and utilities. Revenue is generated through program fees. FY19 began with a surplus balance of \$38,793. The Extended Day Program has increased competition in FY19 as the YMCA opened a facility near Hadley Elementary School. We will continue to monitor revenue and expenses for this fund.

**Extended Day Revolving Fund**

	<b>Actual FY17</b>	<b>Actual FY18</b>	<b>Budget FY19</b>	<b>Actual FY19</b>	<b>Budget FY20</b>
Extended Day Fees	\$531,746	\$533,832	\$530,000	\$210,576	\$540,000
Other Fees	\$0	\$0	\$0	\$0	\$0
<b>Revenue Generated</b>	<b>\$531,746</b>	<b>\$533,832</b>	<b>\$530,000</b>	<b>\$210,576</b>	<b>\$540,000</b>
Other Expenses	\$36,433	\$54,907	\$50,000	\$26,101	\$50,000
Program Staff	\$323,408	\$315,277	\$325,000	\$167,573	\$345,000
Heat/Utilities Support	\$205,000	\$147,500	\$100,000	\$5,500	\$100,000
<b>Total Expenses</b>	<b>\$564,841</b>	<b>\$517,684</b>	<b>\$475,000</b>	<b>\$199,174</b>	<b>\$495,000</b>

The district operates an integrated Preschool Program located at the middle school. The funds generated by the program offset a portion of the staff salaries. Revenue is generated through tuition fees. FY19 began with a surplus balance of \$15,497. The School Committee voted for a modest increase of tuition rates for FY20.

**Preschool Revolving Fund**

	<b>Actual FY17</b>	<b>Actual FY18</b>	<b>Budget FY19</b>	<b>Actual FY19</b>	<b>Budget FY20</b>
PreSchool Fees	\$137,372	\$99,582	\$100,000	\$47,078	\$105,000
Non-Resident Tuition	\$102,607	\$0	\$225,000	\$97,177	\$225,000
<b>Revenue Generated</b>	<b>\$239,979</b>	<b>\$99,582</b>	<b>\$325,000</b>	<b>\$144,255</b>	<b>\$330,000</b>
Bank Fees	\$0	\$4,089	\$0	\$4,726	\$0
Teacher Salaries	\$217,691	\$71,202	\$305,968	\$0	\$171,101
Aide Salaries	\$176,609	\$65,702		\$74,880	\$124,651
Heat/Utilities Support	\$0	\$0	\$0	\$0	\$0
<b>Total Expenses</b>	<b>\$394,300</b>	<b>\$140,993</b>	<b>\$305,968</b>	<b>\$79,606</b>	<b>\$295,752</b>

## Grants

The district receives financial support from a number of federal and state grants and reimbursement programs including; Title I, Title IIA, IDEA and Circuit Breaker. The grant awards are for the most part driven by enrollment of certain populations of students.

### Historical Grant Award

Source	Description	FY17 Award	FY18 Award	FY19 Award	FY20 Projected Award	Change Yr/Yr
Federal	Title I (305)	\$158,911	\$159,351	\$183,487	\$183,487	\$0
Federal	Title IIA (140)	\$31,415	\$43,394	\$46,723	\$46,723	\$0
Federal	Title IVa (309)	\$0	\$4,007	\$11,525	\$0	(\$11,525)
Federal	IDEA (240)	\$529,693	\$531,374	\$532,695	\$532,695	\$0
Federal	Early Childhood (262)	\$18,327	\$17,480	\$17,930	\$17,930	\$0
Federal	Special Ed. Prog Improv. (274)	\$17,640	\$0	\$0	\$0	\$0
Federal	Special Ed. Prog Improv. EC (298)	\$1,400	\$0	\$0	\$0	\$0
State	METCO (317)	\$417,158	\$369,698	\$403,569	\$403,569	\$0
State	Circuit Breaker	\$553,327	\$660,689	\$758,188	\$638,000	(\$120,188)
Private	Essex County Learning Community (ECLC)	\$0	\$0	\$25,000	\$25,000	\$0
<b>Total Grant Support</b>		<b>\$1,727,871</b>	<b>\$1,785,993</b>	<b>\$1,979,117</b>	<b>\$1,847,404</b>	<b>(\$131,713)</b>