



SUPERINTENDENT'S FY21 BUDGET PROPOSAL

Bedford Public Schools

December 17, 2019

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SUPERINTENDENT'S FY21 BUDGET PROPOSAL

INTRODUCTION

The FY21 Superintendent's Budget provides the resources needed to maintain the high standards, educator talent and quality programs that the community has come to expect for all of the district's students, while at the same time striving to meet the Finance Committee's (FinCom) 3.5% guideline.

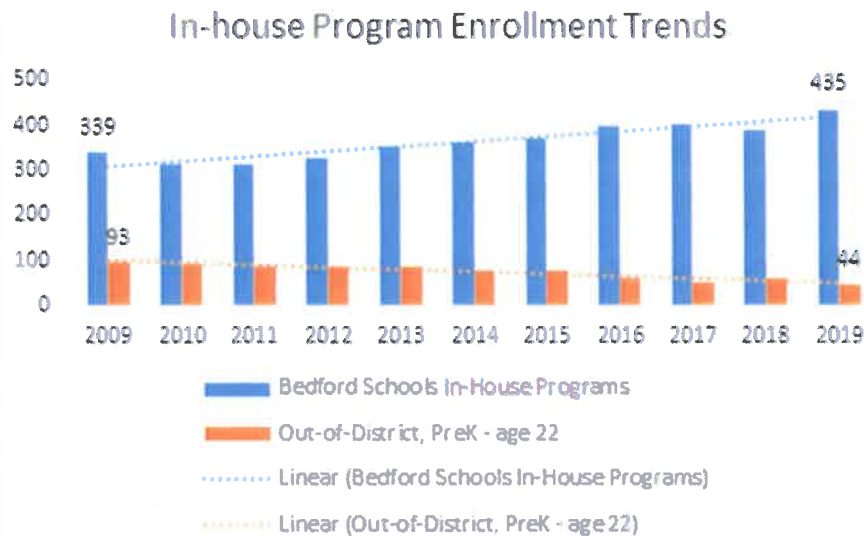
With a projected enrollment increase of approximately 44 students (1.7%) next year, increasing acuity of need among our emotionally struggling students, and a flattening out of, and actual rise in, our out-of-district costs, the Superintendent's FY21 Maintenance of Effort budget, at 3.5%, equals FinCom guideline without any additions to the budget. The requested additions, would add 1.1% to the guideline.

FY20 Adjusted Budget	FY21 Maintenance of Effort	FY21 MOE \$ Change	FY21 MOE % Change	FY21 Expansion Request	FY21 Expansion %	FY21 Total Budget Request	FY21 TOTAL \$ Change	FY21 TOTAL % Change
\$ 41,844,365	\$43,309,460	\$ 1,465,095	3.5%	\$ 461,557	1.1%	\$ 43,771,017	\$ 1,926,652	4.6%

10,000 Ft. to Superintendent's Budget Request: The above Maintenance of Effort 3.5% figure represents a 0.7% decrease from the 4.2% Maintenance of Effort 10,000-foot view budget projection presented at the November 5, 2019 School Committee and November 9, 2019 Finance Committee meetings. This decrease derives from an expected \$183,439 in state aid for special education transportation, a part of the \$1.5 billion Student Opportunity Act, a first and a result of considerable lobbying. The state has indicated that 25% of IEP required special education transportation is eligible for reimbursement, subject to appropriation. The budget offset assumption is based on 20% of budgeted special education transportation costs. The FY21 budget assumes as well as an aggressive application of our Circuit Breaker funds (\$1,462,500), to offset Out of District (OOD) expenses. The change from the 6.9% total projected budget to the 4.5% increase is a result of distinguishing only including "need to haves" and "should haves" while postponing, "need to haves but can wait a year" and "want to haves" till next year or future years.

Context - Special Education Cost Avoidance and Savings: During the past 12 years, with the exception of one or two years, our out-of-district placements (OOD) have declined from 93 in 2009 to 44 in 2019, or 211%. For FY21, we are projecting a cost avoidance of \$ 2,257,419 which represents a ~5.39% increase over the FY20 approved budget. *Please see detailed charts in the Supplemental Materials section on special education enrollment trends and cost avoidance.* Were we not to provide these in-district programs, our out-of-district numbers would approximate 147 students and out maintenance of effort budget would come in at ~9.39%. So our investments in in-district programming continues to have a significantly positive budgetary impact. These reductions are a result of our successful creation of in-district programs. As you will see in the following budget request, the majority

of FTEs and associated costs in our Expansion Budget derives from our need to further develop these programs in order to appropriately serve these students and to retain them, where appropriate, in district.



However, the direct year-to-year cost savings that derived from bringing students placed out-of-district into the district and consequently brought down our maintenance of effort budget during most of the past ten years is, as predicted, bottoming out, since there is a limit to the kinds of disabilities we can service in house.

Maintenance of Effort* Budget Growth and Special Education: Nowhere is this more evident than in this year’s maintenance of effort budget* where salaries and operating budget expenses will rise by 3.5% and 10.2% respectively, while our out of district (OOD) costs are projected to rise by \$852,875 or 24% increase, and a \$538,537 or 18% increase after Circuit Breaker, despite the number of outplaced students decreasing from 57 to 44 this year, and projected to decrease to 42 in FY21. This is due to a combination of factors: the rising cost of tuition (a 10% average) and the changing needs of our students. For example, the replacement of one out-of-district Collaborative day program tuition with a residential placement yields an approximate cost increase of between \$208,000 to \$295,000. *See Supplemental Materials for additional data regarding the tuition increases for private placements and the costs associated with the changing needs of our individual students.*

	FY19 ACTUAL	FY20 BUDGET (APPROVED)	FY20 BUDGET (REVISED)	FY21 BUDGET PROJECTED	Difference FY21 BUDGET TO FY20 APPROVED
Tuition Costs					
Type of Placement					
Day Placements	52	39	38	33	
Residential Placements	5	5	8	9	
Total Students Placed	57	44	46	42	-2
Average Cost per Student	\$72,824	\$79,323	\$86,233	\$103,407	

Schools	Type	# Days	FY20 Tuition Cost	LABBB Program	Tuition Rate
Amego	Day	237	\$121,717.14	Fox Hill Elementary	\$50,140.00
Arlington	Day	198	\$72,868.90	Francis Wyman	\$59,282.00
Carroll	Day	180	\$52,000.00	Chenery Middle	\$59,281.20
CASE Davis	Day	180	\$86,991.00	Arlington High	\$59,281.95
CASE Colebrook	Day	180	\$60,307.00	Bedford High	\$59,281.20
Cotting	Day	180	\$80,442.64	Burlington Career Directions	\$52,549.20
FARR Academy	Day	180	\$90,693.97		
Grove School	Residential	365	\$144,000.03		
Higashi	Residential	365	\$231,463.32		
Ironwood	Residential	365	\$124,800.00		
Judge Rotenberg	Residential	365	\$270,556.06		
Learning Prep	Day	180	\$55,726.46		
Lighthouse	Day	180	\$87,317.41		
May, Randolph	Day	235	\$119,064.30		
Melmark	Residential	365	\$275,604.75		
NECC	Day	226	\$122,098.57		
NECC	Residential	365	\$354,244.05		
Perkins	Day	180	\$67,063.49		
Riverview	Residential	244	\$85,162.01		
The Guild, Concord	Residential	365	\$266,043.09		
Valley Collab. Tyngs.	Day	180	\$65,970.00		

OOD Cost Increases

Our OOD cost increases began this year in FY20, as our initial Maintenance of Effort OOD costs were ~\$200,000 higher than FY19, and then during the year, as our absolute numbers rose from 44 to 46, and our residential numbers increased by 3 FTE. While tuition credits enabled us to offset most of this year's increased cost, increased tuition costs are embedded in the Maintenance of Effort budget moving forward as tuition credits are budgeted lower in FY21, at \$75,000. This then is expected to be further impacted despite the reduced absolute OOD

numbers, by an additional residential placement and an average 10% tuition hike by our private placements. See the Supplemental Materials section for actual tuition costs, student FTE changes within and between years, and Circuit Breaker allocations and usage.

Multi-year Look Ahead for Tuition: As you reflect upon this year's budget request, it will be important to keep in mind that this year will not be an anomaly but very possibly the first of multiple years to come where reduced out-of-district costs will no longer reduce the maintenance of effort budget to a level equal to or below a 3.5% guideline. Additionally, out-of-district costs, despite maintaining relatively flat FTEs, will be highly variable depending upon the actual students' needs, and will likely put significant pressure on the operating budget.

* The Maintenance of Effort budget, which comprises 99 % of the Operating Budget, includes all "fixed costs": contractual obligations such as salaries and leases; that portion of the supplies and equipment budget that equals last year's allocations adjusted for inflation or elevated charges; out of district special education costs; and regular and special education transportation. The Maintenance of Effort budget, which contains a contractually agreed upon cost of living increase, excludes any new positions, but includes position reductions where appropriate.

BY MAJOR EXPENSE	FY20 Adjusted Budget	FY21 Maintenance of Effort	FY21 MOE \$ Change	FY21 MOE % Change	FY21 Expansion Request	FY21 Expansion %	FY21 Total Budget Request	FY21 TOTAL \$ Change	FY21 TOTAL % Change
SALARIES (Steps, Lanes, COLA)	\$ 34,817,362	\$35,633,323	\$ 815,962	2.3%	\$392,835	1.1%	\$ 36,026,158	\$ 1,208,797	3.5%
OPERATING EXPENSES	\$ 2,420,854	\$ 2,544,844	\$ 123,990	5.1%	\$ 68,722	2.8%	\$ 2,613,566	\$ 192,712	8.0%
SPEC ED - OUT OF DIST TUITION	\$ 2,686,365	\$ 3,216,328	\$ 529,963	19.7%	\$ -		\$ 3,216,328	\$ 529,963	19.7%
REGULAR TRANSPORTATION	\$ 1,127,607	\$ 1,181,210	\$ 53,603	4.8%	\$ -		\$ 1,181,210	\$ 53,603	4.8%
SPEC ED TRANSPORTATION	\$ 792,178	\$ 733,754	\$ (58,423)	-7.4%	\$ -		\$ 733,754	\$ (58,423)	-7.4%
TOTAL	\$ 41,844,365	\$43,309,460	\$1,465,095	3.5%	\$461,557	1.1%	\$ 43,771,017	\$ 1,926,652	4.6%

Highlighted in the table above are the two major budget drivers embedded in the Maintenance of Effort budget, OOD and regular education cost increases. Together, they exceed our needed expansion request by \$122,009 in large measure because we have reduced our overall salary line increase to 3.6% (Maintenance of Effort and Expansion) over FY20.

Expansion Request: After making 2.4% worth of reductions from our original needs assessment, this year's expansion request comes in at \$461,557, or 1.1%. This is \$12,640 lower than last year's \$460,386 expansion request, which represented 1.1% of the FY20 total budget. And this year's request is \$30,493 lower than the FY19 expansion of \$478,249, which represented 1.2% of the total FY19 budget.

Three Budget Options: This year's OOD cost impact on the maintenance of effort budget confronts the district/school committee with four budget options:

- 1) Put forward a budget with a 4.5% increase (3.5% Maintenance of Effort and 1.1% Expansion)
- 2) Request that FinCom carve out \$450,000 for Out of District placement costs to bring our Maintenance of Effort budget to \$42,844,760 or 2.5%, which is the average of what it has been over the past five years, and add \$447,746 in expansion, approximately 1.1%, also the average that we have put forward during these years. There is a history of authorization by Finance Committee for a reserve fund transfer due to highly variable, unpredictable and mandated excessive tuition costs.
- 3) Put forward a budget that meets guideline without a carve out, and implement \$450,000 worth of reductions and/or eliminations in staff and programs.

Option 1: 4.6% Increase

FY20 Adjusted Budget	FY21 Maintenance of Effort	FY21 MOE \$ Change	FY21 MOE % Change	FY21 Expansion Request	FY21 Expansion %	FY21 Total Budget Request	FY21 TOTAL \$ Change	FY21 TOTAL % Change
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Option 2: 3.53% Increase with \$450,000 Tuition expense Carve-out/Reserve Fund Transfer

FY20 Adjusted Budget	FY21 Maintenance of Effort	FY21 MOE \$ Change	FY21 MOE % Change	FY21 Expansion Request	FY21 Expansion %	FY21 Total Budget Request	FY21 TOTAL \$ Change	FY21 TOTAL % Change
\$ 41,844,365	\$42,859,460	\$1,015,095	2.43%	\$ 461,557	1.1%	\$ 43,321,017	\$ 1,476,652	3.53%

If Finance Committee elects to carve out \$450,000 of the \$529,963, or 19.7%, special education tuition Maintenance of Effort increase, the resulting MOE budget, at \$42,859,460, would be 2.43% higher than the FY20 approved budget, and with a 1.1% expansion, the total budget request would be \$43,321,017 or 3.53% over the FY20.

While appreciating that the Finance Committee recognizes how the community's changing population, in number and character, continues to have a particularly direct impact on the school budget, we also recognize that it strives for parity when considering all of the town departments' operating budgets.

Because our outplaced students' needs, unlike all of the students whom we have brought or kept in-district, have very high that cannot be met by in-district programs, and because the costs are so variable, these tuition costs are presently beyond our control. Accordingly, we think that asking FinCom to carve out a portion of those costs is a legitimate request.

Please be assured that amount is manageable: we are using a much greater portion of Circuit Breaker in this budget than we have in recent years, but we are wary of fully depleting that reserve, again because of the variability of OOD costs, including how they can change dramatically during the year. There are neighboring districts that work similarly on an annual basis. Arlington, e.g., gives the school district a 3.5% operating budget increase and a 6.0 special education increase. Burlington gives a 3.5% operating budget increase and the town assumes complete fiscal responsibility for OOD costs.

Finally, in our efforts to conserve costs and meet the FinCom guideline during the past five years, we have established an average percentage relationship between the final Maintenance of Effort budget and the Expansion budget. This can be seen in the tables below.

Operating Budget	Approved FY18	% Chg	Approved FY19	% Chg	Approved FY20	% Chg	Proposed FY21	% Chg	Proposed FY21 with Carveout	% Chg
Prior Year Operating Budget	\$37,710,703		\$39,061,561		\$40,428,716		\$41,844,365		\$41,844,365	
Annual Budget Increase (\$)	\$ 1,350,858	3.58%	\$ 1,367,155	3.5%	\$ 1,415,649	3.50%	\$ 1,476,652	3.53%	\$ 1,476,652	3.53%
Amount for MOE	\$ 837,178	2.22%	\$ 890,604	2.28%	\$ 954,118	2.36%	\$ 1,465,095	3.50%	\$ 1,015,095	2.40%
Amount for Expansion	\$ 513,680	1.36%	\$ 476,551	1.2%	\$ 461,531	1.14%	\$ 461,557	1.10%	\$ 461,557	1.10%
Total MOE and Expansion	\$39,061,561		\$40,428,716		\$41,844,365		\$43,771,017	4.6%	\$43,321,017	3.53%
Funding Gap	\$ -		\$ -		\$ -		\$ (450,000)		\$ 0	

During the previous four years, we have maintained an average Maintenance of Effort percentage increase over the previous year of 2.33%. Additionally, we have maintained an Expansion Budget average increase of 1.21% in order to address enrollment growth, social emotional needs, facility maintenance, and special education programming improvements needed to serve students appropriately and keep them in district. With the OOD carve-out, we would be at 2.4% Maintenance of Effort and 1.1% Expansion, maintaining this Maintenance of Effort/Expansion budget relationship and meeting the FinCom 3.5% guideline.

BUDGET OVERVIEW

Whether School Committee and Finance Committee support the 4.6% budget increase or the 3.53% increase with partial OOD carve-out, the expansion request stays constant at 1.1%.

COMMUNITY EXPECTATIONS/DISTRICT GUIDELINES

Again in FY21 budget is designed to provide the resources needed for our schools to continue to meet community expectations for their children's learning. These expectations embody the values of the Bedford School Committee as expressed in its policies and support for programs that aim at maintaining and continually improving the quality of education for all students. These expectations include:

- High performing schools that nurture intellectual curiosity, creative expression, independent thinking and skillful problem solving rooted in a rich array of knowledge
- A supportive, safe and caring school culture that promotes an appreciation of diversity
- Intellectually engaging and challenging learning experiences for all
- Comprehensive, well-articulated curriculum
- Robust music, arts, wellness and STEM courses for all students
- Ample athletic and extracurricular opportunities for all students
- College and Career Readiness for all
- A commitment to educational equity, integration and closing achievement gaps
- Measurable and clearly identified learning outcomes
- Cost-conscious planning that respects the community's fiscal conditions

KEY BUDGET DRIVERS

Again for the FY21 budget development, district and school leaders have reviewed all budget accounts and made necessary adjustments ongoing programmatic needs. All salaries have been adjusted for steps, lanes and cost of living assumptions.

The FY21 budget drivers (expense increases beyond 3.5%), within the MOE budget, include:

- Out of District Special Education (19.7%)
- Regular Transportation (4.8%) due to contractual rates.
- Operating Expenses (5.1%) – all program supplies were reduced or level-funded. Operating budget expense beyond 3.5% consist of contract cost increases and required budget adjustments.

The following FY21 budget drivers led the district to request 1.1% additional funding for expansion. These budget drivers relate specifically to student needs:

- Enrollment
- In-District Special Education
- Social Emotional Support Services
- Program Improvements Personnel and Resources
- Maintenance (Learning Environment)

EXPANSION OVERVIEW

CATEGORY	COST	% INCREASE
PERSONNEL	\$392,835	85%
NON-PERSONNEL	\$68,722	15%

PERSONNEL INCREASES OVERVIEW BY CATEGORY

CATEGORY	COST	FTE
REGULAR EDUCATION	\$154,153	3.0
SPECIAL EDUCATION	\$262,876	6.5
FACILITIES	\$44,527	0.5
TOTAL	\$461,557	10.0

PERSONNEL INCREASES OVERVIEW BY DRIVER

SCHOOL	POSITION	FTE	SCHOOLS \$	BENEFITS TOWN \$
DRIVER I: ENROLLMENT				
LANE: Grade 3	Teaching Assistant	1.0	\$26,686	\$8,005
DRIVER II: SPECIAL EDUCATION				

DAVIS: SAIL Inclusive	Special Education Teacher	1.0	\$82,296	\$24,689
DAVIS: SAIL Inclusive	Behavior Tech TA	3.0	\$86,059	\$25,817
JGMS: SAIL Inclusive	BCBA	.5	\$41,148	\$12,344
JGMS: SAIL Inclusive	Behavior Tech TA	2.0	\$53,373	\$16,012
DRIVER III: SOCIAL EMOTIONAL SUPPORT				
BHS	School Counselor	1.0	\$65,376	\$19,612
JGMS	Counselor Team Leader	Stipend	\$4,301	N/A
DRIVER IV: SUPPORTING ALL STUDENTS				
DAVIS	Reading Interventionist	.2	\$12,819	N/A
DAVIS	Math Teaching Assistant	.5	\$13,343	N/A
DAVIS	Above Instruction supported by Title I Grant		-\$26,162	
DRIVER V1: PROGRAM IMPROVEMENTS: PERSONNEL				
BHS	JV Hockey Coach	Stipend	\$4,657	N/A
DAVIS AND LANE	Additional AP Days	4 Each	\$4,366	N/A
DRIVER VI: MAINTENANCE				
ALL SCHOOLS	Contracted Services		\$20,000	N/A
DAVIS/FLOATER	Custodian	.5	\$24,527	\$7,358
TOTAL		10.0	\$461,557	

EXPANSION RATIONALE BY DRIVER

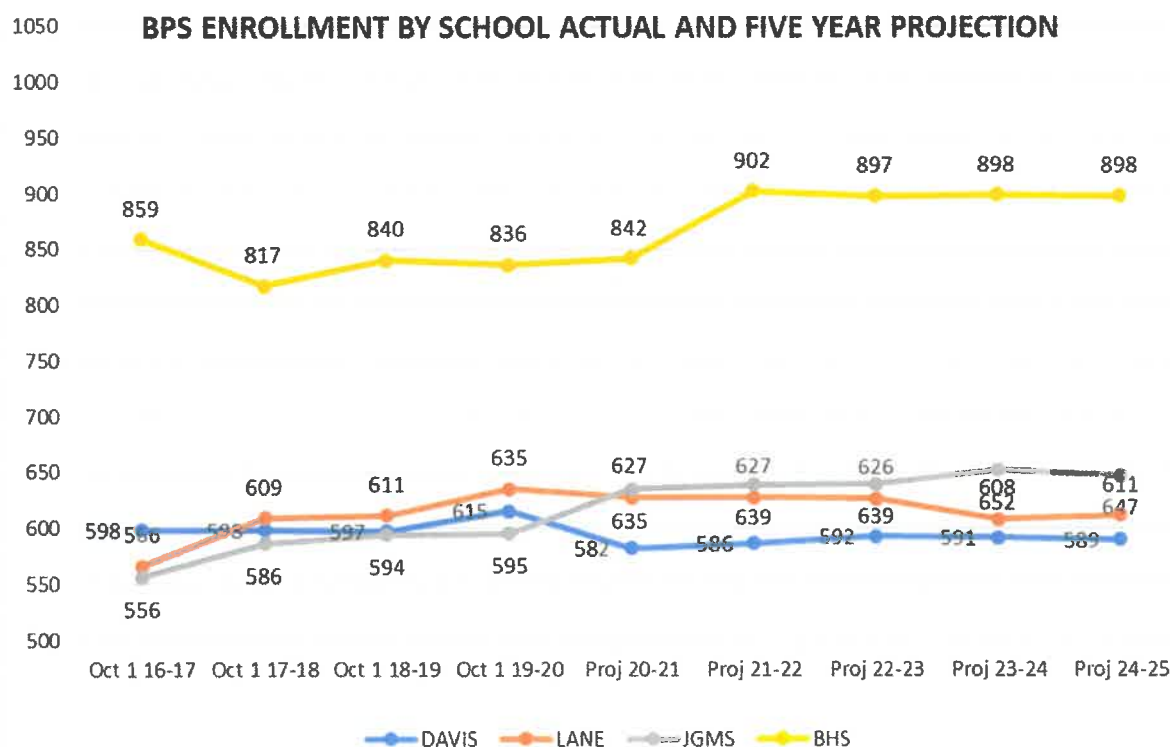
SCHOOL	POSITION	FTE	COST TO SCHOOLS	BENEFITS COST TO TOWN
DRIVER I: ENROLLMENT				
LANE: Grade 3	Teaching Assistant	1.0	\$26,686	\$8,005

2020-21 (FY21) ENROLLMENT CHANGES

FY21 enrollment at the four schools is projected to increase by 44 total students beyond this year's 2,682 students. There are 15 fewer projected students for Davis, an increase of 16 students projected for Lane. There is growth of 41 students planned for at JGMS with level enrollment at the high school, an increase of 2 students. Growth at the secondary level is projected to continue over the next five years, focused at

the high school. A larger than anticipated kindergarten class at Davis, should that occur, would change the long-range projection outlook.

School	Actual FY19	Actual FY20	Projected FY20	Projection Variance FY20	Projected FY21	Projected Enrollment Change in FY21
Davis	602	597	612	-15	582	-15
Lane	611	611	633	-22	627	16
TOTAL ELEMENTARY	1,213	1,208	1,245	-37	1,209	1
John Glenn Middle School	567	594	595	-1	635	41
Bedford High School	838	840	842	-2	842	2
TOTAL SECONDARY	1,405	1,434	1,437	-3	1,477	43
TOTAL K-12	2,618	2,642	2,682	-40	2,686	44
Preschool at Davis	38	52	38	0	52	0
TOTAL PREK-12	2,656	2,694	2,682		2,738	44



These enrollment increases, both in the aggregate and with regard to special populations or significant grade to grade shifts at the high school require the addition of the following staff:

LANE SCHOOL: ENROLLMENT-DRIVEN 1.0 FTE THIRD GRADE TEACHING ASSISTANT IN LIEU OF 3rd GRADE TEACHER

If 2nd to 3rd grade enrollment stays constant next year, as it has the past two years, all 9 classes will be at the guideline maximum of 24 students, with one class over at 25. If we gain a few students this will push several students over the maximum guideline. Respecting these guidelines is particularly important given the increasing complexity of our student population and the disruptive behaviors, often trauma induced, that we are seeing across the Commonwealth. We are confident that for next year, the addition of a 1.0 regular education teaching assistant to support large class sizes, in lieu of adding a 10th 3rd grade teacher, will appropriately support teaching and learning. While not the ideal solution, it is an acceptable solution given the constraints on this year's budget.

PROJECTED 2020-21	Davis Target Class Size			Lane Target Class Size			TOTAL
	Kindergarten Range 18 - 20	Grade 1 Range 20- 22	Grade 2 Range 20 - 22	Grade 3 Range 22 - 24	Grade 4 Range 22 - 24	Grade 5 Range 22 - 24	
Enrollment	191	193	199	220	199	208	1,210
# Classrooms	10	9	10	9	9	9	56
Avg. Class size	19.1	21.4	19.9	24.4	22.1	23.1	21.6

Please note that FinCom's thoughtful suggestion that we move a 2nd grade teacher to 3rd grade is no longer viable given the correction to the 2nd grade guideline. Please see Appendix for and explanation and supporting data.

DRIVER II: SPECIAL EDUCATION

DRIVER II: SPECIAL EDUCATION				
SCHOOL	POSITION	FTE	COST TO SCHOOLS	BENEFITS COST TO TOWN
DAVIS: To support SAIL Inclusive	Special Education Teacher	1.0	\$82,296	\$24,689
DAVIS: To support SAIL Inclusive	Behavior Tech TA	3.0	\$86,059	\$25,817
JGMS: To support SAIL Inclusive	BCBA	.5	\$41,148	\$12,344
JGMS: To support SAIL Inclusive	Behavior Tech TA	2.0	\$53,373	\$16,012
TOTAL		6.5	\$262,876	\$78,916

DAVIS SCHOOL SAIL

The Bedford Public Schools' SAIL Program, which currently serves 61 students with autism (ASD), is divided into two service delivery models: SAIL Sub-separate and SAIL Inclusion. While there is some fluidity between these models, they exist to accommodate the range of needs of our students. SAIL Intensive, which is a sub-separate program for our most challenged student; and SAIL Inclusive, which is for more moderately involved students who can learn in regular classrooms with appropriate supports. Despite having 9 ASD diagnosed students (K-2) and 4 (Pre-K) who are currently included in regular co-taught classrooms at Davis, Davis is the only school without a SAIL Inclusion program.

Without the support of a SAIL Inclusion program, these students have required a greater amount of time and attention than the special education teachers in the co-taught classes can give without impacting the time and attention that students with other disabilities require. In this year's budget, we added teaching assistant support to address this tension, but our own evaluation and that of NECC* has determined that this support is insufficient. This budget is designed to support the addition of a SAIL Inclusion program at Davis, to meet this need and complement the existing SAIL Sub-separate program that will share the same home base space. With one special education teacher, and three behavior tech teaching assistants (one at each grade), next year's ASD students will be placed in non-co taught, regular education classrooms with appropriate support.

This also supports a NECC encouraged modification in the service delivery model, which involves shifting the 1:1 or 1:2 "teaching assistant to student" ratio from the sub-separate to the inclusion program, where the challenges of regular education integration require greater support, and where discrete trials in the sub-separate program are balanced by socially important group work.

*NECC (New England Center for Children) which we use for consulting and program review, administers ASD programs in many districts.

Special Education Student Enrollment (Ten Years)											
Schools	Oct 2019	Oct 2018	Oct 2017	Oct 2016	Oct 2015	Oct 2014	Oct 2013	Oct 2012	Oct 2011	Oct 2010	Oct 2009
BHS	118	118	131	128	123	113	102	112	109	101	95
JGMS	103	92	104	98	97	96	107	93	88	92	101
Lane	114	110	103	103	87	88	83	72	66	75	93
Davis	77	55	52	55	49	50	50	38	44	43	44
Integrated Preschool	23	16	15	17	15	14	13	14	8	5	6
Bedford Schools In-House Programs	435	391	405	401	371	361	355	329	315	316	339
% of Total Special Education Enrollment	90%	86%	87%	84%	80%	79%	79%	78%	76%	75%	76%
OOD (pre-k - age 22)	44	57	49	60	77	77	87	84	87	92	93
Percentage of Total Sped	9%	13%	10%	13%	17%	17%	19%	20%	21%	22%	21%
Total Special Education Students	483	456	468	478	465	459	452	424	414	422	447
Total K-12 Enrollment	2,634	2,661	2,625	2,606	2,536	2,522	2,536	2,503	2,443	2,383	2,414

JGMS SAIL

It appears that we will not need a SAIL sub-separate program at JGMS for another year. However, with 9 students with ASD matriculating to 6th grade next year to join the SAIL Inclusive program, JGMS will need a .5 BCBA and 2 additional Behavior Tech Teaching Assistants (BTTAs) in addition to the 3 BTTAs who will be accompanying them from Lane.

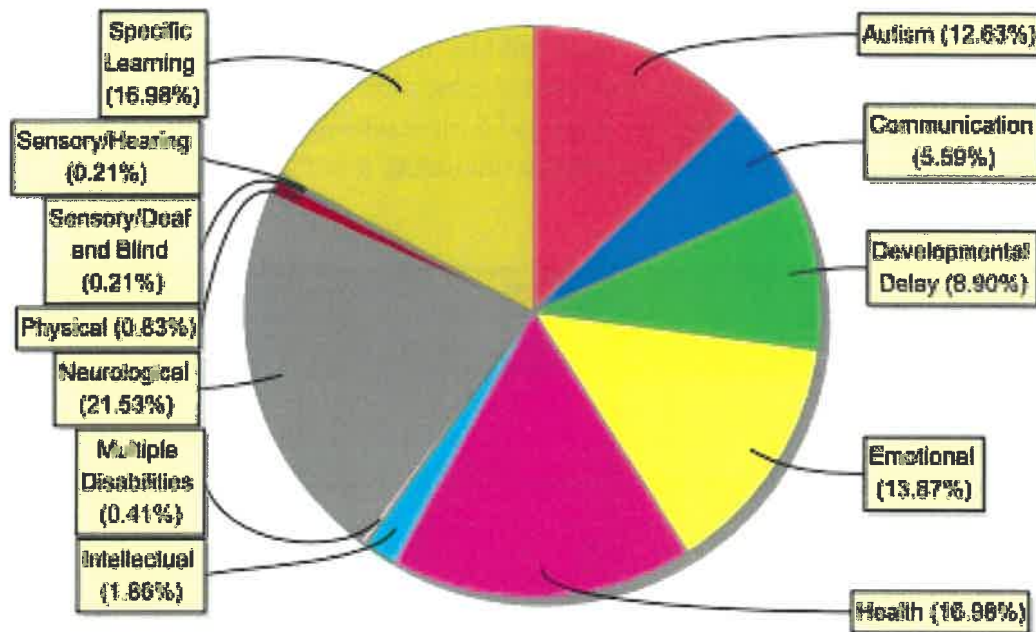


Chart Summary			
Data Set	SPED Disability	Number	Percent
	Autism	61	12.63%
	Communication	27	5.59%
	Developmental Delay	43	8.90%
	Emotional	67	13.87%
	Health	52	10.96%
	Intellectual	9	1.86%
	Multiple Disabilities	2	0.41%
	Neurological	104	21.53%
	Physical	4	0.83%
	Sensory/Deaf and Blind	1	0.21%
	Sensory/Hearing	1	0.21%
	Specific Learning	52	10.96%
	Totals	483	100.00%

PROJECTED NEEDS. As we look to FY22, when our SAIL Sub-separate students will reach the middle school, we will need to add a district-wide BCBA, a special education teacher, and several teaching assistants.

DRIVER III: SOCIAL EMOTIONAL SUPPORT

SCHOOL	POSITION	FTE	COST TO SCHOOLS	BENEFITS TO COST TOWN
BHS	School Counselor	.4 Lighthouse .6 Counselor	\$65,376	\$19,612

Every year, our staff is seeing more and more trauma, mental health issues, and social emotional challenges among our regular education and special education students. This year alone, from the opening of school to the 1st of December, we have had 6 mental health, and 5 medical/concussion-based hospitalizations, and 33 safety checks for suicidality (including 3 in the elementary grades).

School Year	Total Students	Mental Health	Medical and Concussions
Sept 2019-Dec 2020	11	6	5
2018-2019	33	11	19
2017-2018	38	14	20
2016-2017	31	11	9
2015-2016	32	10	20
2014-2015	25	11	14
2013-2014	25	6	19

By adding a 1.0 BHS counselor, the present .6 Lighthouse Program adjustment counselor will move to 1.0 and be able to serve this high needs population full-time, and the regular school counseling FTE will become 5.0. This will bring the counselors average caseload down from ~201 to ~180, which is a little below the 187 average of 22 local communities. See Supplemental Materials section for additional information. This should put us in a good position as our total high school numbers rise from 842 to 905 in 2022-2023, and it should provide us with an opportunity to hire a counselor of color, which is very important to our ability to serve all students.

As indicated by our Director of Counseling, “One in five U.S. adolescents, ages 13-18, have or will have a serious mental health condition. 50% of all lifetime mental health cases are diagnosed by age 14 and 75% by age 24. Twelve percent of youth between the ages of 12 and 17 say they have experienced one major depressive episode in the past year, according to the U.S. Department of Health & Human Services. See Addendum 1 for Bedford YRBS trend data. For students who miss school for mental

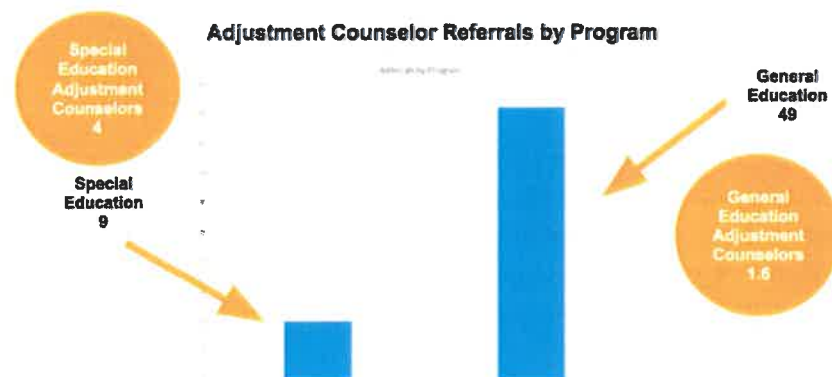


health illness, school re-entry can be overwhelming, fraught with problems including depression, anxiety, and fear of social rejection. They also disproportionately struggle, attempt suicide, abuse alcohol and drugs, and function poorly at home, in the classroom,

and function poorly at home, in the classroom, and among friends. They are at high risk for academic failure and their families are often in crisis, as well. *The challenge of recovery while managing typical adolescent social and academic pressures can lead to a high rate of psychiatric crisis relapse.*

Bridge for Resilient Youth in Transition (BRYT), is an innovative school bridge program that equips schools to provide short-term intervention, improve student outcomes, and report getting 85% or more of students back to their regular academic schedule. There are 137 like programs in MA public schools - see Addendum 4 for “like” program data. The Lighthouse Program (Bedford Public Schools’ BRYT Program) provides mental health clinical support and academic coordination for students’ post-hospitalization and/or extended medical absences (mental health and medical). *This is arguably one of the highest need populations at BHS (detailed statistics below).*

There is an urgency to develop a broader continuum of general education services and to increase general education counseling staff, including the Lighthouse Program. Lighthouse was operationalized FY14. We continue to see an increase in students with anxiety, suicidal ideation and major depressive disorder and due to staff constraints the Lighthouse Program is struggling to effectively support these emotionally fragile students. In some cases, it has been necessary to expedite special



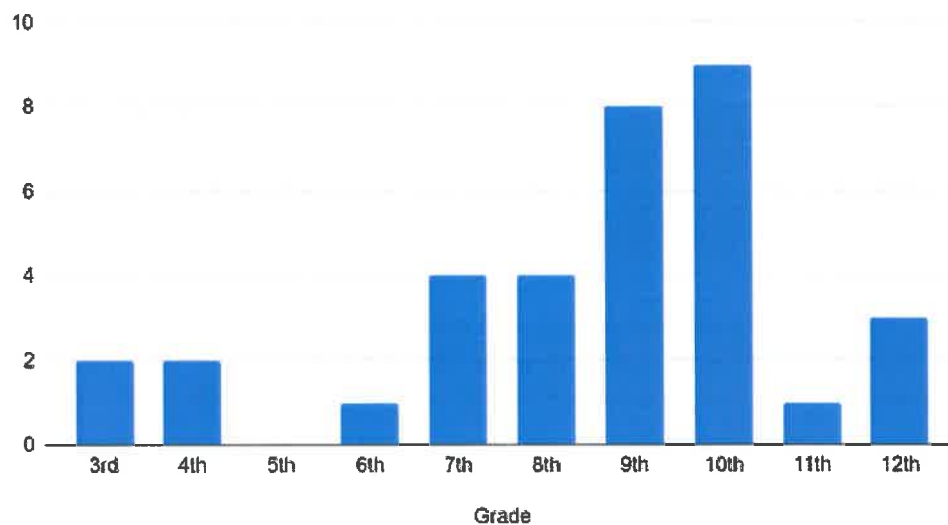
*This data only includes referrals through counseling and not those determined in special education evaluation meetings.

education referrals. As our special education programs are strained, we are more likely to see an increase in Out of District referrals hence the need to bolster both general education and special education programming. See adjustment counselor referrals FY19 below.

In a continuum of services

transition. FY19 8 students were referred to special education from Lighthouse. All 8 were found eligible for special education. **FY20 there are 12 students in Bridge; 6 (50%) are former Lighthouse students.** “

Suicide Ideation by Grade Sept 2019-Dec 2019



DRIVER IV: SUPPORTING ALL STUDENTS

SCHOOL	POSITION	FTE	COST SCHOOLS TO	BENEFIT COSTS TO TOWN
DAVIS	Reading Interventionist	.2	\$12,819	N/A
DAVIS	Math Interventionist TA	.5	\$13,343	\$4,002
DAVIS	Title I Offset		(\$26,162)	
TOTAL		.7	\$0.0	\$4,002

The Bedford Public Schools’ strategic objective to support all students and close equity gaps requires us to analyze student achievement data, provide our teachers with appropriate professional development, and ensure adequate staffing and programming to realize our mission. To address these needs, we are looking to move a contract services-funded .2 Reading Interventionist into the Operating Budget as .2 Title I grant-funded, and add a .5 Math teaching assistant to support math instruction, both at Davis School. No cost to the Operating Budget.

DRIVER V: PROGRAM NEEDS AND IMPROVEMENTS: PERSONNEL

SCHOOL	POSITION	FTE	COST TO SCHOOLS	BENEFIT COSTS TO TOWN
BHS	JV Hockey Coach	Stipend	\$4,657	N/A
DAVIS/ LANE	Additional Assistant Principal Summer Days	4 Days Each	\$4,366	N/A
JGMS	Guidance CC	Stipend	\$4,301	
TOTAL			\$13,324	N/A

JV Hockey. With approximately 40 eligible and interested hockey players expected at the high school next year (not including 8th graders who have been eligible based upon MIAA waivers), the numbers support the creation of a JV team, which has been strongly advocated for by parents who understandably want their children to be able to play. While there are other sports programs that we are looking to introduce, e.g., crew, JV hockey at present has the largest number of interested student-athletes.

Guidance CC. Presently, Guidance is the only department not represented at the JGMS leadership table, because it is also the only department without a stipend-funded “lead” (curriculum coordinator). Given the degree to which social and emotional issues impact academics, not having that voice represented in administrative decisions has become a real hindrance to integrated planning, and JGMS is the only school without such representation.

Assistant Principals. While the JGMS assistant principal is a 12-month position, and the two high school assistant principals are 11 month positions, the two elementary school assistant principals are only 10-month positions with a certain number of days added for summer work. As the populations have grown and the complexity of our students has increased, the principals have too little summer assistance and opportunities for critically needed planning with their assistant principals. While we want to increase their summer days by at least 10 days each, we are starting incrementally due to budget constraints.

DRIVER VI: MAINTENANCE

SCHOOL	POSITION	FTE	COST TO SCHOOLS	BENEFIT COSTS TO TOWN
DAVIS/FLOATER	Custodian	.5	\$24,527	\$7,358
TOTAL		.5	\$24,527	\$7,358

With a 1.0 request due to the significant expansion of square footage at Davis, and the need to continue to decrease overtime, we are overdue for additional custodial FTE. Given budget constraints, we are advocating for a .5 this year, and will need to minimally add the second .5 next year, as JGMS and BHS come online. We are tremendously proud of the cleanliness that our dedicated custodial staff ensures in order to maintain the kind of learning and working environments that we have come to count on, and which visitors invariably comment upon when touring our schools.

NON-PERSONNEL NEEDS AND IMPROVEMENTS: RESOURCES AND CONTRACT SERVICES

SCHOOL	POSITION	FTE	COST TO SCHOOLS	BENEFIT COSTS TO TOWN
SYSTEM	Maintenance	Contract Services	\$20,000	N/A
SYSTEM	Technology	Software	\$10,800	N/A
SYSTEM	Orton Gillingham	Professional Development	\$26,700	N/A
BHS	JV Hockey	Bus/Ice Rental	\$12,380	N/A
BHS	JV Hockey Refs	Contract Services	\$992	N/A
TOTAL			\$70,872	

Maintenance. With added classrooms and offices at all four schools, next year's HVAC upkeep demands will increase. As well, having converted the traditional HVAC systems in those spaces to VRF (variant refrigerant flow) combined with heat pumps and energy recovery units.

Technology. We need a Districtwide Service contract for Cisco to support VOIP phones and Veem and some additional software.

Professional Development. Historically, our reading specialists have delivered the Orton Gillingham instruction that our most struggling readers need across the various grade levels. We are shifting our model of delivery to the Special Education department, since it is typically an IEP required service of specialized instruction. This will free up our reading teachers to provide the support and interventions so needed by our struggling readers in regular education. Having trained our elementary special educators by the end of this year, using existing PD funds (\$17,500), next year's cost will increase considerably (\$37,500) to train all secondary school special educators. Accordingly, we are requesting \$27,500 in next year's budget and will find the rest in the PD budget.

FY21 EXPANSION REQUESTS SUMMARY TABLE

LOCATION	Expense Category	ACCOUNT	PROJECT DESCRIPTION	FY21 EXPANSION REQUEST	FY21 Expansion FTE	FY21 EXPANSION REQUEST \$
DAVIS SCHOOL	Salary	2200 10 1 4	Administration	4 Summer Days for Assistant Principal	n/a	\$2,227
DAVIS SCHOOL	Salary	2200 20 1 4	Administration	Charge to Preschool Revolving Account	0.3	\$0
DAVIS SCHOOL	Salary	2300 10 38 4	Reading	Reading Teacher (supported by the Title I Grant)	0.2	\$12,819
DAVIS SCHOOL	Salary	2300 10 55 4	Spec Ed Instruction	SAIL Inclusion Teacher - add this component for full program plementation	1.0	\$82,296
DAVIS SCHOOL	Salary	2300 20 54 4	Spec Ed Tas	Teaching Assistant/BTA - SAIL program	3.0	\$86,059
DAVIS SCHOOL	Salary	2300 20 33 4	Mathematics	Mathematics Teaching Assistant (supported by the Title I Grant)	0.5	\$13,343
DAVIS SCHOOL	Salary	2300 20 33 4	Mathematics	Title I Grant Anticipated Grant Funding Availability		-\$26,162
DAVIS SCHOOL	Non-Salary	4200 40 32 4	Maintenance Facilities	Additional Contracted Maintenance Services to maintain increased square footage		\$4,000
LANE SCHOOL	Salary	2200 10 1 5	Administration	4 Summer Days for Assistant Principal	n/a	\$2,183
LANE SCHOOL	Salary	2300 10 41 5	Elementary Salaries	Grade 3 Teaching Assistant, for additional support due to enrollment	1.0	\$26,686
LANE SCHOOL	Non-Salary	4200 40 32 5	Maintenance Facilities	Additional Contracted Maintenance Services to maintain increased square footage		\$4,000
MIDDLE SCHOOL	Salary	2300 10 55 2	Spec Ed Instruction	SAIL Program Sub-separate and Inclusion Teacher / BCBA Teacher	0.5	\$41,148
MIDDLE SCHOOL	Salary	2300 20 54 2	Spec Ed Tas	Teaching Assistant/BTA - SAIL program	2.0	\$53,373
MIDDLE SCHOOL	Salary	2700 11 20 2	Guidance	Stipend for Guidance Team Lead		\$4,301
MIDDLE SCHOOL	Non-Salary	2300 80 36 2	Physical Education	Reduced due to FFE funding in Capital Budget		-\$5,000
MIDDLE SCHOOL	Non-Salary	2400 50 16 2	Foreign Language	Continued one-year subscription for online version of the Spanish textbook (Descubre, used in Spanish 1, 2, 3, 4) and all the ancillary materials including an interactive platform for student work.		\$2,850
MIDDLE SCHOOL	Non-Salary	4200 40 32 2	Maintenance Facilities	Additional Contracted Maintenance Services to maintain increased square footage		\$6,000
HIGH SCHOOL	Salary	2700 11 20 1	Guidance	.4 FTE Lighthouse and .6 FTE Counselor	1.0	\$65,376
HIGH SCHOOL	Salary	3510 10 5 1	Girl's Athletics	JV Hockey Coach		\$4,657
HIGH SCHOOL	Non-Salary	3510 40 4 1	Boy's Athletics	JV Hockey Ice Rental (\$9,900); JV Hockey Transportation (\$2,480)		\$12,380
HIGH SCHOOL	Non-Salary	3510 40 5 1	Girl's Athletics	JV Hockey Officials		\$992
HIGH SCHOOL	Non-Salary	4200 40 32 1	Maintenance Facilities	Additional Contracted Maintenance Services to maintain increased square footage		\$6,000
SYSTEM WDE	Salary	2300 40 10 9	Information Technology	Districtwide Service contract for Cisco to support VOIP phones and Veem		\$10,800
SYSTEM WDE	Salary	4100 21 10 9	Custodial	Davis/Floater Custodian, for increased Sq footage	0.5	\$24,527
SYSTEM WDE	Non-Salary	2300 64 27 9	Instruction	Full implementation of Orton Gillingham Training in K-8 including content training and 10 structured observations to enable special ed teachers to provide instruction to students on IEPs with reading goals and optimize multi-tiered systems of support to develop all readers.		\$26,700
Grand Total					10.0	\$461,557

BUDGET ADD ALTERNATIVES FOR FY22

- Additional buses for Davis School – Data has been collected this fall in order to evaluate morning drop-off times and afternoon bus arrival time, loading time, departure time, route length. There is no request to increase the fleet in FY21 but the district is monitoring capacity closely.

COST OF OPTION 3: 3.5% GUIDELINE WITHOUT \$450,000 OOD CARVE-OUT

OPTION A

Eliminate the entire expansion request. Impacts would include, for example:

- Inability to adequately support SAIL students at DAVIS
- Inability to adequately support SAIL students at JGMS
- Without support, SAIL students will not make effective academic and social progress
- Understaffing will result in disruptive behaviors taking longer and occurring more frequently, to the detriment of the dysregulated child and the rest of the classroom
- 3rd Grade classes over guideline without support will make it more difficult to attend to the complexity of academic and emotional needs and address behaviors.
- BHS Counseling staff, already struggling with emotional overload due to the acuity of their student's needs, the suicide that tragically impacted the whole school, and intense psychiatric presentations this year, will go unsupported.

OPTION B

Take a look at the entire budget to make alternative cuts: e.g., athletics, class size-impacting teacher reductions, needed professional development, etc.

SUPPLEMENTAL MATERIALS - FY21 BUDGET BY THE NUMBERS

GUIDELINES/MANDATES

Required Time & Learning	BHS		990 hours	
	JGMS		900 hours	
	Elementary		900 hours	
Class Size	School	Grade	Guideline	Max
	BHS	Level 3	18	20
		Level 4/5 – 25	22	25
	JGMS	6-8	23	24/25
	Elementary	K	18	20
		1-2	20	22
		3-5	22	25
Graduation Requirements BHS – 124 credits	Math – 4 years (20 credits) English – 4 years (20 credits) Science – 3 years (15 credits) Social Studies – 3 years (15 credits) FLA – 2 years (10 credits) Art (2.5 credits) Music/Theater (2.5 credits) Occ. Ed (2.5 credits) Physical Ed – 4 years (10 credits) Additional (26.5 credits)			
Well rounded balanced education	Art, Music, Instrumental, Physical Education, Foreign Language, Technology Ed, Library program		<ul style="list-style-type: none">● Instrumental starts in grade 3● French and Spanish start in grade 3● Coding starts in Kindergarten● Robotics starts in grade 6	
Curriculum	<ul style="list-style-type: none">● Massachusetts Frameworks Includes Common Core● Bedford Higher Order Learning			
Instruction	<ul style="list-style-type: none">● Mind’s on / student-centered● Small Groups, Differentiated, Project-based			
School Year	180 Days			
Kindergarten	Full Day/Five Days			
Integrated Pre-School	Special Ed/Regular Ed			
Standardized Assessment	MCAS			

English Language Learners (ELL)	<p>Hours of instruction guidelines are in the in process of changing. However, the current recommended minutes of service are:</p> <ul style="list-style-type: none"> ● Level 1.0-2.9 for two 45 minutes blocks of direct ESL instruction/day ● Newcomers up to a full day; 3.0-5.5 for one 45 ESL block per day ● Pre-school now requires ESL consultation
McKinney Vento	Homeless students are provided access to their home school during any period of displacement by the M.G.L provision know as McKinney-Vento, including transportation to school. There is a reimbursement available to districts for a percentage of costs occurred (typically around 40-50%). The number of homeless students have decreased significantly in 2018-19 and 2019-20.
Revolving Funds	District guidelines govern balances retained in these accounts. See additional information in the Supplemental Materials section of the document.
Activity Fees	Bedford has remained committed to keeping extracurricular activities available to all students, at no charge. This policy has ensured equitable access to extracurricular activities in all schools.
Technology Integration	Technology extends and deepens learning (research, networking, creative expression, coding, programming, robotics and design) in Bedford Public Schools. Interactive whiteboards, laptops, desktops, iPads and Chrome Books are available throughout the district. One to one iPads are in use at the high school.
RETELL	All teachers earn Sheltered English Immersion (SEI) endorsements to their licensure by earning state required professional training certification.
Restraint Training	A core group of teachers and administrators are required to have training in all schools, and to maintain training according to state guidelines.
Suicide Prevention Training	The Signs of Suicide (SOS) program is implemented by the Counseling Department in grades 6-12.
Anti-bullying Training and Programs	All teachers and administrators receive annual training on policies relating to bullying and anti-bullying programs in grades K-12.
New Educator Evaluation	All instructional staff and administrators are evaluated according to state and local requirements. New educators receive additional evaluation, mentoring, training and guidance.
Coordinated Program Review	MA DESE conducts this periodic extensive review of practices, documentation and data: special education, civil rights. The most recent review was completed during the 2018-19 school year.

FUTURE ENROLLMENT CHANGES

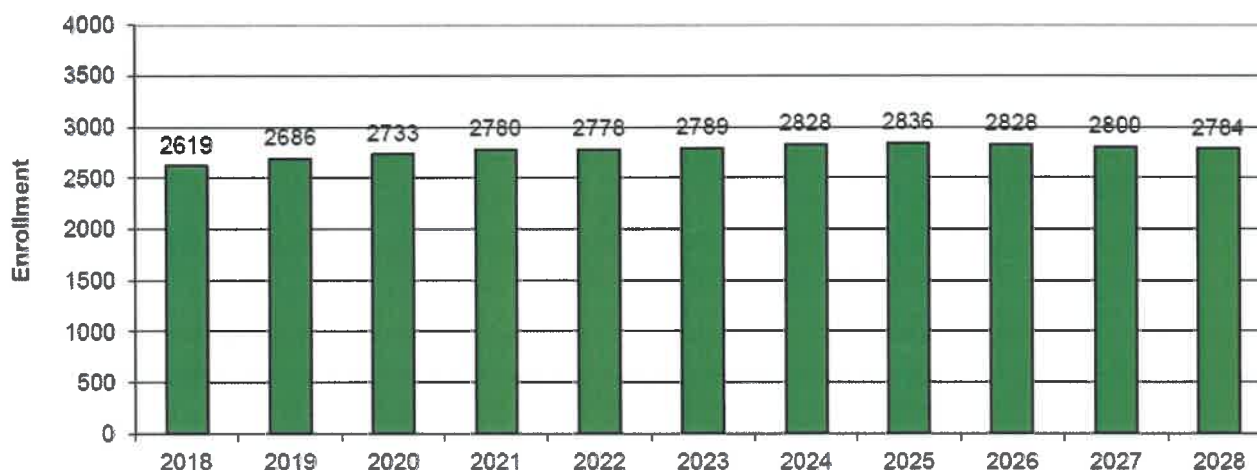
Five-year enrollment projections (draft below) show a total overall increase of 68 students by 2024-25. Enrollment at the elementary level is stabilizing while growth continues at the secondary level. The high school is projected have the most enrollment growth in the next five years. Enrollment projections are currently in draft form until the annual review with NESDEC is completed (expected soon).

School	Oct 16-17	Oct 17-18	Oct 18-19	Oct 19-20	Proj 20-21	Proj 21-22	Proj 22-23	Proj 23-24	Proj 24-25
DAVIS	598	598	597	615	582	586	592	591	589
LANE	566	609	611	635	627	627	626	608	611
JGMS	556	586	594	595	635	639	639	652	647
BHS	859	817	840	836	842	902	897	898	898
Sub TOTAL	2,579	2,610	2,642	2,681	2,686	2,754	2,755	2,749	2,745
PreK	30	42	52	52	52	52	52	52	52
TOTAL	2,609	2,652	2,694	2,733	2,738	2,806	2,807	2,801	2,797

The following projections were done by NESDEC and are higher than internal projections because they do not reflect lower than projected kindergarten enrollment at Davis. Kindergarten projections are both the most difficult to correctly project and the most impactful on long-range projections.



K-12 To 2028 Based On Data Through School Year 2018-19



CLASS SIZE DATA

Davis, 2019-2020

Pre-K	average 12.25			K	average 18			1st G	average 22				2nd G	average 22		
Room	#	IEP	Reg	Room	#	M	F	Room	#	M	F		Room	#	M	F
1	11	5	6	1	17	10	7	1	22	13	9		1	22	9	13
2	14	8	6	2	18	11	7	2	22	12	10		2	22	9	13
3	12	6	6	3	18	9	9	3	22	13	9		3	21	9	12
4	12	5	7	4	18	11	7	4	22	13	9		4	21	10	11
				5	19	11	8	5	23	14	9		5	22	10	12
				6	19	11	8	6	22	13	9		6	21	9	12
				7	19	10	9	7	21	13	8		7	22	10	12
Related Services				8	19	11	8	8	23	13	10		8	22	9	13
5				9	18	12	6	9	21	13	8		9	22	9	13
				10	18	11	7						10	22	10	12

Lane, 2019-2020

Grade 3	Male	Female	Total	Grade 4	Male	Female	Total	Grade 5	Male	Female	Total	SAIL			
1	11	12	23	1	12	11	23	1	12	12	24	Class	Male	Female	Total
2	11	12	23	2	11	12	23	2	11	13	24	1	7	0	7
3	9	11	20	3	11	10	21	3	11	14	25	2	4	0	4
4	10	12	22	4	11	9	20	4	12	11	23		11	0	11
5	11	12	23	5	10	12	22	5	10	13	23				
6	12	9	21	6	12	10	22	6	12	12	24				
7	9	11	20	7	14	11	25	7	11	12	23				
8	10	11	21	8	10	11	21	8	9	12	21				
9	12	9	21	9	10	12	22	9	12	9	21				
	95	99	194		101	98	199		100	108	208				

Elementary Class Size 2019-2020

ACTUAL 2019-20	Davis Target Class Size			Lane Target Class Size			TOTAL
	Kindergarten Range 18 - 20	Grade 1 Range 20- 22	Grade 2 Range 20 - 22	Grade 3 Range 22 - 24	Grade 4 Range 22 - 24	Grade 5 Range 22 - 24	
Enrollment	183	197	217	197	202	213	1,209
# Classrooms	10	9	10	9	9	9	56
Avg Class size	18.3	21.9	21.7	21.9	22.4	23.7	21.6

Elementary Class Size Projections

PROJECTED 2020-21	Davis Target Class Size			Lane Target Class Size			TOTAL
	Kindergarten Range 18 - 20	Grade 1 Range 20- 22	Grade 2 Range 20 - 22	Grade 3 Range 22 - 24	Grade 4 Range 22 - 24	Grade 5 Range 22 - 24	
Enrollment	191	193	199	220	199	208	1,210
# Classrooms	10	9	10	9	9	9	56
Avg Class size	19.1	21.4	19.9	24.4	22.1	23.1	21.6

John Glenn Middle School (FY20 and FY21)

Class Size Average	2019-2020	Projected 2020-2021
Core Subjects	18.85	20.97
Specials	See Below	See Below

BHS CLASS SIZES AND PROJECTIONS: FY20 and FY21 (840 and 842) Are the Same

	All	Tier I	Tier II & III
Sections	448	367	81
Overlays	217	149	68
Average Class Size	16	18.08	6.123

JGMS

Classes ≤ 10

- 3 classes at or under 10/ 1 core subject
- 31 classes at or over 25/ 4 core subjects

Classes ≥ 25

- 12 classes at 25 max/ 4 core subjects
- 3 classes at 26
- 4 classes at 27
- 1 class at 28
- 2 classes at 29
- 4 classes at 30

BHS

Honor, High Honors, AP classes ≥ 25

- 11 core subjects
- 6 elective majors
- 12 elective minors
- 13 at 25
- 10 at 26
- 5 at 27
- 1 at 28

JGMS Art, Music, Technology, PE/Health Projections for Next Year

Course Title	2019-2020 Average	2020-2021 Average w. Projected Enrollment Increase
6th PE	25.125	26.37
6th Health	17.45	19.18
6th Art	19.2	21.1
6th Technology	17.8	19.18
6th Music	22.6	30.14*
7th PE	23	22.7
7th Health	15.9	20.5*
7th Art	22.7	22.77
7th Technology	24.875	22.7
7th Performing Arts	19.625	25.6*
8th PE	20.1	23.6
8th Health	19.125	21.3
8th Art	21.625	26.6*
8th Technology	21.125	26.6*

SPECIAL EDUCATION STATISTICS

The following chart shows ten year trends of in-district and out-of-district special education students. Students with disabilities are included in the Bedford Public Schools at increasing numbers in the past five years:

Special Education Student Enrollment (Ten Years)											
Schools	Oct 2019	Oct 2018	Oct 2017	Oct 2016	Oct 2015	Oct 2014	Oct 2013	Oct 2012	Oct 2011	Oct 2010	Oct 2009
BHS	118	118	131	128	123	113	102	112	109	101	95
JGMS	103	92	104	98	97	96	107	93	88	92	101
Lane	114	110	103	103	87	88	83	72	66	75	93
Davis	77	55	52	55	49	50	50	38	44	43	44
Integrated Preschool	23	16	15	17	15	14	13	14	8	5	6
Bedford Schools In-House Programs	435	391	405	401	371	361	355	329	315	316	339
% of Total Special Education Enrollment	90%	86%	87%	84%	80%	79%	79%	78%	76%	75%	76%
OOD (pre-k - age 22)	44	57	49	60	77	77	87	84	87	92	93
Percentage of Total Sped	9%	13%	10%	13%	17%	17%	19%	20%	21%	22%	21%
Total Special Education Students	483	456	468	478	465	459	452	424	414	422	447
Total K-12 Enrollment	2,634	2,661	2,625	2,606	2,536	2,522	2,536	2,503	2,443	2,383	2,414

The following chart illustrates the volatility of student needs and placements within the out-of-district cohort:

Placement Type	Actual				Summer		Actual				Projected				FY21 Projected			
	Sep-18	+	-	Jun-19	+	-	Sep-19	+	-	Nov-19	+	-	Jun-20	Sep-20	+	-	Nov-21	
Member Collaborative	24	2	5	21	2	7	16		1	15			15	15			15	
Other Collaborative	2	1	1	2			1	1	1	1	1		2	2			2	
OOD Day	21	2	2	21	5	8	18	1	2	17	6	8	15	15			15	
OOD Residential	8			8	3		11			11	1	2	10	10			10	
Total Population	55			52			46			44			42	42			42	

FY21 Projected Cost Avoidance

FISCAL YEAR 2020 Projected Cost Avoidance

Special Education Student In-house Program versus Out of District Placement cost

Location	# of Students	FY20 cost (direct inc benefits)	Projected FY20 Net OOD Costs (not inc Trans) less CB*	Projected FY20 Savings/Costs Avoided***	Bedford Average Cost Per Pupil	Out of District Average Cost Per Pupil
Davis School						
Integrated PreK	23	\$765,673	\$1,374,066	\$608,392	\$33,290	\$59,742
SAIL Subseparate	8	\$313,251	\$480,806	\$167,555	\$39,156	\$60,101
Bridge	6	\$81,628	\$348,742	\$267,114	\$13,605	\$58,124
Lane School						
Bridge	10	\$368,196	\$495,288	\$127,091	\$36,820	\$49,529
SAIL Inclusive	13	\$420,218	\$251,328	(\$168,891)	\$32,324	\$19,333
SAIL Subseparate	3	\$262,246	\$172,471	(\$89,775)	\$87,415	\$57,490
JGMS						
Bridge	11	\$321,805	\$559,389	\$237,584	\$29,255	\$50,854
SAIL Inclusive	9	\$213,597	\$452,615	\$239,017	\$23,733	\$50,291
Bedford High School						
Bridge Program	14	\$314,964	\$683,652	\$368,688		
SAIL Inclusive	11	\$223,760	\$550,193	\$326,432	\$15,983	\$39,299
STEP	12	\$411,776	\$585,987	\$174,211	\$37,434	\$53,272
Total Projected	108	\$ 3,697,115	\$ 5,954,533	\$ 2,257,419	\$ 34,233	\$ 55,135

* Based on probable outside placement tuition costs, less State CB Revenue

** Possible placements in CASE programs - would change future assesment costs

*** Includes both tuition and assesment projections less estimated State CB reimbursement at 75%

FY21 PROGRAM CHANGES	# of Students	FY20 cost (direct inc benefits)	Projected FY21 Net OOD Costs (not inc Trans) less CB*	Projected FY21 Savings/Costs Avoided***
DAVIS SAIL INCLUSIVE (added program)	9	\$208,782	\$452,390	\$243,608
JGMS SAIL INCLUSIVE (increased enrollment)	14	\$242,597	\$704,067	\$461,470
TOTAL	23	\$451,379	\$1,156,457	\$705,077

Note: Total FTE assumed above include Teachers, BCBA and TAs. The additional staff added in FY21 budget include: 1.0 FTE Special Ed Teacher at Davis, 3.0 FTE TAs at Davis, 0.5 FTE BCBA at JGMS, 2.0 FTE TAs at JGMS.

Special Education In-House Programs

School	Special Education Programs	FY 20 2019-2020	FY 19 2018- 2019	FY 18 2017-2018	FY 17 2016- 2017	FY 16 2015-2016
Pre-K	Integrated PK	20 students 3 1.0 Sp. Ed 1 (.4) Sp. Ed 6.1 TA .6 EA .5 BCBA	16 Students 3 1.0 Sp. Ed 1 (.4) Sp. Ed 5.2 TA .6 EA .5 BCBA	15 Students 2 1.0 Sp. Ed 1 (.6) Sp. Ed 1 (.4) Sp. Ed 4.8 TA 2.4 EA .5 BCBA	17 Students 1 FT Sp. Ed 1 (.6) Sp. Ed 1 (.4) Sp. Ed 2.5 TA 4 Part time EAs .3 BCBA	15 Students 1 FT Sp. Ed 1 (.6) Sp. Ed 1 (.4) Sp. Ed 2.5 TA 2 Part time EAs
Davis	<i>Bridge Program</i>	1 Sp. Ed 6 Students 1 Adj, Counselor	1 Sp. Ed TBD Students 1 Adj, Counselor	0	0	0
	<i>SAIL Subseparate</i>	8 Students 1 Sp. Ed/BCBA 5 TAs	6 Students 1 10Sp. Ed/BCBA 6 TAs	6 students 1 Special Educator/BCBA 6 TAs	9 Students 2 Special Educator/BCBA 8 TAs BCBA support	4 Students 1 Special Educator/BCBA 4 TAs BCBA support
	<i>Integrated K</i>			9 Students 1 Special Educators 2 TAs	5 students 1 Special Educator 1 TA	5 Students 1 Special Educator 1 TA
	<i>Co-taught K</i>	10 students 1 Sp. Ed 2 TA .3 adj counselor .3 BCBA	12 students 1 Sp. Ed 2 TA			
	<i>Co-Taught 1</i>	17 students 2 Sp. Ed 2 TA .3 adj counselor .3 BCBA	14 1 Sp. Ed 3 TAs	12 Students 2 Special Educators 2 TAs	13 students 2 special educators 1 TA	4 students 1 Special Educator
	<i>Co-Taught 2</i>	23 students 2 Sp. Ed 2 TA .3 adj counselor .3 BCBA	18 Students 2 Spec. Ed 3 TAs	21 Students 2 Special Educators 2 TAs	18 students 2 special educators 1 TA	

	<i>In Classroom</i>	11 students 3 TAs	9 Students EAs	9 Students EAs		39 students 3 Sp Ed 9 TAs
Lane	<i>Bridge Program</i>	9 Students 1 Sp. Ed 3.8 TAs 1 Adj. Counselor	9 Students 1 Sp. Ed 3.8 TAs 1 Adj. Counselor	11 Students 1 Special Educators 1 Adjustment counselor 5 TAs	10 Students 1 Special Educator 4 TAs 1 Adjustment counselor (.9) BCBA support	10 Students 1 Special Educator 4 TAs 1 Adjustment counselor (.9) BCBA support
	<i>SAIL Subseparate</i>	4 students 1 Sp. Ed .3 BCBA 4 TAs	4 students 1 Sp. Ed 1 BCBA 4 TAs	5 students 1 Special Educators 1 BCBA 5 TAs		
	<i>SAIL Inclusive</i>	13 Students 1 Sp. Ed .3 BCBA 5 TAs	7 Students 1 Sp. Ed 1 BCBA 4 TAs			
	<i>Language Based Program</i>		8 Students			21 Students 3 Special Educators 3 TAs
	<i>Crossroads</i>		0		6 students 1 Special Educator 2 TAs	8 students 1 Special Educator 3 TAs
	<i>LBC Co-Taught</i>	21 students 3 special educators 3 TA				
	<i>Crossroads Co-taught</i>	19 students 3 special educators 3 TA				
	<i>Co- Taught Grade 3</i>	8 students 1 special educator 2 TA	27 students 2 Special Educators 2 TAs	34 students 2 Special Educators 3 TAs		

	Co- Taught Grade 4	25 students 1 special educator 2 TA	32 Students 3 Special Educators 3 TAs	28 Students 2 Special Educators 2 TAs		
	Co- Taught Grade 5		34 Students 2 Special Educators 2 TAs	26 students 3 Special Educators 2 TAs		
	Inclusion	37 students 3 TAs	1 student	10 students	81 students 6 Special Educators 5 TAs	50 Students 2 Special Educators 1 TA
JGMS	Bridge Program	11 Students 1 Sp. Ed 1 Adj. Counselor 3 TAs	11 Students 1 Sp. Ed 1 Adj. Counselor 3 TAs	14 Students 1 Teacher .5 Adjustmen t Counselor 3 TAs	15 Students 1 Sp. Educator 3 TAs .5 Adjustmen t counselor	14 Students 1 Special Educator 3 TAs .5 Adjustment counselor
	SAIL Inclusion	9 Students 1 Spec. Ed .5 Adj. Counselor 3 TAs	6 Students 1 Spec. Ed .5 Adj. Counselor 3 TAs	12 Students 1 Spec. Educator .5 Adjustmen t counselor 2 TAs	13 Students 1 Sp. Educator 3 TAs .5 adjustmen t counselor	
	Language Based Program		8 students 2 Sp. Ed		15 Students 5 Sp. Educators share responsibil ity 1TA	16 students 3 Sp. Educators 3 TAs
	Crossroads	3 students 1 spec. educator	0		8 Students 5 Sp. Educators share responsibil ity 1 TA	0
JGMS	Co- Taught Grade 6	Students: ELA 12 Math 14	Students: ELA 17 Math 12	16 students ELA 14 students		

		1 Sp. Ed 1 TA	2 Sp. Ed 1 TA	Math 2 Special Educators		
	Co- Taught Grade 7	Students: ELA 12 Math 14 1 Sp. Ed 1 TAs	Students: ELA 23 Math 16 2 Sp. Ed 2 TAs	11 Students ELA 15 Students Math 2 Special Educators 1 TA		
	Co- Taught Grade 8	Students ELA 16 Math 21 1 Sp. Ed	Students ELA 21 Math 15 2 Sp. Ed 2 TA	14 Students Math 1 Special Educator		
	Learning Centers	82 student 7 Sp Ed	92 students 7 Sp. Ed	73 Students 9 Special Educators 10 TAs	47 students 3 Sp. Educators 2 TAs	65 students 3 Sp. Educators 4 TAs
BHS	Bridge Program	14 Students 1 Sp. Ed 1 Adj Counselor 3 TAs	16 Students 2 Sp. Ed 1 Adj Counselor 3 TAs	20 Students 2 Special Educators 1 Adjustmen t counselor 1 TA	18 students 1 Sp. Educator 3 TAs .5 Adjustmen t counselor	16 Students 1 Sp. Educator 3 TAs .5 Adjustment counselor
	Language Based Program	n/a	0		14 students 1 Sp. Educator	13 Students 1 Sp. Ed
	Crossroads	n/a	11 Students 1 Sp. Ed 1 TA	11 Students 1 Special Educator 1 TA	9 students 1 Sp. Educator 1 TA	9 Students 1 Sp. Educator 1 TA
BHS	SAIL Inclusion	11 Students 1 Sp. Ed 1 Adj. Counselor 1 TA	10 Students 1 Sp. Ed 1 Adj. Counselor 1 TA	12 Students 1 Special Educator 1 TA	11 Students 1 Sp. Educator 1 TA .5 Adjustmen t counselor	8 Students 1 Sp. Educator 1 TA

	STEP	12 Students 2 Sp. Ed 1.0 Adj. Counselor 2 TAs	9 Students 2 Sp. Ed .5 Adj. Counselor 2 TAs	13 Students 1 Special Educator 1 Adjustmen t counselor 2 TAs	13 Students 1 Sp. Educator 1.7 TAs 1.0 Adjustmen t counselor	10 students 1 Sp. Educator 2 TA .5 Adjustment counselor
	Co-Taught Classes	Math/Science 11 Students 1 Special Educator 2 TAs	Math/Science 20 Students 1 Special Educator 2 TAs	ELA I 8 Students 1 Special Educator		
	Co-Taught Classes	Social Studies 1 students 1 spec. educator	Social Studies 7 students 1 spec educator 2 TAs	ELA II 17 Students 2 Special Educator		
	Co-Taught Classes	English 14 students 2 Special Educators 3 TAs	English 19 students 2 Special Educators 3 TAs	Algebra I 12 Students 2 Special Educators		
	Co-Taught Classes			Geometry 14 students 2 Special Educators		
	Learning Centers	80 students 5 special educators	73 students 5 Special Educators 2 TAs	79 Students 5 Special Educators 3 TAs	65 students 3 Sp. Educators 3.3 TAs	64 students 3 Sp. Educators 6 TAs
BHS	Push-In	11 students 1 spec. ed				
	Severe needs- inclusion	3 students 1 special educator 1 TA				

STUDENT DEMOGRAPHIC DATA

2018-19 Selected Populations Report (District)

District Name	First Language Not English #	First Language Not English %	English Language Learner #	English Language Learner %	Students With Disabilities #	Students With Disabilities %	High Needs #	High Needs %	Econ Dis #	Econ Dis %
Acton-Boxborough	1,035	18.6	228	4.1	904	16.0	1,531	27.1	345	6.2
Bedford	485	18.2	176	6.6	450	16.6	840	31.0	231	8.7
Billerica	407	8.5	70	1.5	821	17.0	1,451	30.1	742	15.6
Burlington	648	18.3	148	4.2	495	13.7	1,007	27.8	403	11.4
Carlisle	42	7.0	14	2.3	95	15.6	134	22.0	19	3.2
Carver	21	1.4	20	1.3	301	19.1	562	35.7	340	21.9
Chelmsford	743	15.0	180	3.6	855	16.9	1,515	30.0	606	12.2
Concord	157	7.5	60	2.9	401	18.8	577	27.1	140	6.7
Concord-Carlisle	69	5.4	7	0.5	238	18.1	303	23.0	74	5.8
Lexington	2,234	30.8	636	8.8	1,036	14.1	2,188	29.7	394	5.4
Lincoln	98	8.2	60	5.0	254	20.8	355	29.1	67	5.6
Lincoln-Sudbury	44	2.9	7	0.5	315	19.9	390	24.7	97	6.3
Wayland	302	11.2	120	4.5	511	18.7	725	26.5	154	5.7
Westford	697	13.8	88	1.7	750	14.7	1,105	21.6	263	5.2
Weston	201	9.6	67	3.2	364	17.1	560	26.3	109	5.2
State Totals	208,334	21.9	99,866	10.5	173,843	18.1	458,044	47.6	297,120	31.2

Source: MA DESE School Profiles Statewide Data

Note that the Economically Disadvantaged (Econ Dis) metric is defined by MA DESE and was implemented in FY16. The metric is narrower than the former metric as defined by Free and Reduced Lunch participation. When the new metric was introduced, percentages of Economically Disadvantaged students decreased statewide. This metric is expected to be revised / adjusted in relation to the Student Opportunity Act of 2019 just passed by the State.

2018-19 Enrollment By Race/Gender Report (District)

District Name	African American	Asian	Hispanic	White	Native American	Native Hawaiian, Pacific Islander	Multi-Race, Non-Hispanic	Males	Females
Andover	2.2	18.4	6.2	70.0	0.2	0.0	3.0	49.8	50.1
Bedford	6.2	17.1	5.8	65.3	0.0	0.1	5.5	51.1	48.9
Billerica	4.5	7.9	6.6	77.7	0.1	0.1	3.1	51.2	48.8
Burlington	6.1	17.0	6.2	66.4	0.3	0.0	4.1	50.6	49.4
Carlisle	0.7	11.2	4.5	73.7	0.0	0.0	10.0	53.2	46.8
Chelmsford	3.1	15.1	5.7	72.8	0.2	0.1	3.0	52.1	47.9
Chelsea	5.0	1.0	86.6	6.5	0.1	0.0	0.8	51.8	48.2
Concord	4.2	7.2	6.3	75.7	0.1	0.0	6.3	51.7	48.2
Concord-Carlisle	4.2	8.7	4.6	77.6	0.1	0.0	4.8	47.3	52.5
Lexington	4.0	39.3	4.0	45.9	0.1	0.0	6.8	50.9	49.1
Lincoln	8.9	3.6	15.9	60.7	0.3	0.3	10.3	49.7	50.3
Lincoln-Sudbury	4.8	6.2	4.6	79.8	0.1	0.1	4.4	52.8	47.2
Westford	0.9	26.8	1.8	66.6	0.1	0.0	3.8	51.4	48.6
Weston	6.3	17.2	6.1	64.9	0.2	0.0	5.3	50.8	49.2
State Totals	9.2	7.0	20.8	59.0	0.2	0.1	3.8	51.2	48.7

STAFF FTE DATA

LOCATION	CATEGORY	Full Account Description (Item - Project)	FY20 FTE	FY21 MOE FTE	FY21 Expansion FTE	FY21 TOTAL FTE
DAVIS SCHOOL	ADMINISTRATION	Para - Prof Salaries - Administration	2.0	2.0	0.3	2.3
		Prof Salaries - Administration	2.0	2.0	0.0	2.0
	FACILITIES	Para - Prof Salaries - Custodial	4.5	4.5		4.5
		REGULAR EDUCATION	Para - Prof Salaries - Elementary Salaries	6.7	2.7	
	Para - Prof Salaries - Kindergarten	3.8	8.8		8.8	
	Para - Prof Salaries - Library	2.0	1.0		1.0	
	Prof Salaries - Academic Achievement Center	0.5	0.5		0.5	
	Prof Salaries - Art	1.1	1.1		1.1	
	Prof Salaries - Computer Education	0.5	0.5		0.5	
	Prof Salaries - Elementary Salaries	19.0	19.0		19.0	
	Prof Salaries - Gifted Students	0.6	0.1		0.1	
	Prof Salaries - Guidance	2.5	2.0		2.0	
	Prof Salaries - Kindergarten	10.0	10.0		10.0	
	Prof Salaries - Library	1.0	1.0		1.0	
	Prof Salaries - Mathematics	0.0	0.0	0.5	0.5	
	Prof Salaries - Music	1.1	1.1		1.1	
	Prof Salaries - Physical Education	2.0	2.0		2.0	
	SPECIAL EDUCATION	Prof Salaries - Reading	3.0	3.5	0.2	3.7
		Para - Prof Salaries - Spec Ed Teaching Assistants	7.9	8.4	3.0	11.4
Prof Salaries - Spec Ed Instruction		12.0	12.0	1.0	13.0	
DAVIS SCHOOL Total		82.1	82.1	5.0	87.1	
LANE SCHOOL	ADMINISTRATION	Para - Prof Salaries - Administration	2.3	2.3		2.3
		Prof Salaries - Administration	2.0	2.0	0.0	2.0
	FACILITIES	Para - Prof Salaries - Custodial	4.0	4.0		4.0
		REGULAR EDUCATION	Para - Prof Salaries - Computer Education	1.0	1.0	
	Para - Prof Salaries - Elementary Salaries	1.3	1.3		1.3	
	Para - Prof Salaries - Library	1.0	1.0		1.0	
	Para - Prof Salaries - Physical Education	0.8	0.8		0.8	
	Prof Salaries - Academic Achievement Center	0.5	0.5		0.5	
	Prof Salaries - Art	1.1	1.1		1.1	
	Prof Salaries - Computer Education	0.5	0.5		0.5	
	Prof Salaries - Elementary Salaries	27.0	27.0	1.0	28.0	
	Prof Salaries - Foreign Language	2.1	2.1		2.1	
	Prof Salaries - Gifted Students	0.6	0.1		0.1	
	Prof Salaries - Guidance	2.5	1.0		1.0	
	Prof Salaries - Library	1.0	1.0		1.0	
	Prof Salaries - Mathematics	0.2	0.7		0.7	
	Prof Salaries - Music	1.8	1.7		1.7	
	Prof Salaries - Physical Education	2.0	2.0		2.0	
	SPECIAL EDUCATION	Prof Salaries - Reading	3.5	3.5		3.5
		Para - Prof Salaries - Spec Ed Teaching Assistants	16.0	16.0		16.0
		Prof Salaries - Spec Ed Instruction	18.0	18.0		18.0
LANE SCHOOL Total		89.1	87.5	1.0	88.5	
MIDDLE SCHOOL	ADMINISTRATION	Para - Prof Salaries - Administration	3.1	3.1		3.1
		Prof Salaries - Administration	2.0	1.0		1.0
	FACILITIES	Para - Prof Salaries - Custodial	4.5	4.5		4.5
		REGULAR EDUCATION	Para - Prof Salaries - Computer Education	1.0	1.0	
	Para - Prof Salaries - Library	1.0	1.0		1.0	
	Prof Salaries - Academic Achievement Center	5.4	5.4		5.4	
	Prof Salaries - Art	2.7	2.7		2.7	
	Prof Salaries - Computer Education	1.0	1.0		1.0	
	Prof Salaries - English	6.0	6.0		6.0	
	Prof Salaries - Foreign Language	5.3	5.3		5.3	
	Prof Salaries - Gifted Students	1.0	1.0		1.0	
	Prof Salaries - Guidance	3.6	3.6		3.6	
	Prof Salaries - Library	1.0	1.0		1.0	
	Prof Salaries - Mathematics	6.0	6.0		6.0	
	Prof Salaries - Music	2.3	2.4		2.4	
	Prof Salaries - Physical Education	3.8	3.8		3.8	
	Prof Salaries - Reading	3.5	3.5		3.5	
	Prof Salaries - Science	6.0	6.0		6.0	
	Prof Salaries - Social Studies	6.4	6.4		6.4	
	SPECIAL EDUCATION	Prof Salaries - Technology Education	2.2	2.2		2.2
		Para - Prof Salaries - Spec Ed Teaching Assistants	3.0	3.5	2.0	5.5
Prof Salaries - Spec Ed Instruction		13.9	13.9	0.5	14.4	
MIDDLE SCHOOL Total		85.2	84.3	2.5	86.8	

LOCATION	CATEGORY	Full Account Description (Item - Project)	FY20 FTE	FY21 MOE FTE	FY21 Expansion FTE	FY21 TOTAL FTE	
HIGH SCHOOL	ADMINISTRATION	Para - Prof Salaries - Administration	3.5	3.7	1.0	3.7	
		Prof Salaries - Administration	3.0	3.0		3.0	
	FACILITIES	Para - Prof Salaries - Custodial	8.0	8.0		8.0	
	REGULAR EDUCATION		Para - Prof Salaries - Academic Achievement Center	1.8		1.8	1.8
			Para - Prof Salaries - Administration	3.5		3.5	3.5
			Para - Prof Salaries - Co-Ed Athletics	1.3		1.3	1.3
			Para - Prof Salaries - Foreign Language	1.0		1.0	1.0
			Para - Prof Salaries - Guidance	1.8		1.8	1.8
			Para - Prof Salaries - Library	0.6		0.6	0.6
			Prof Salaries - Academic Achievement Center	2.6		2.6	2.6
			Prof Salaries - Art	3.7		3.7	3.7
			Prof Salaries - Boy's Athletics	0.3		0.3	0.3
			Prof Salaries - Business Education	1.0		1.0	1.0
			Prof Salaries - Co-Ed Athletics	0.3		0.3	0.3
			Prof Salaries - Computer Education	0.8		0.8	0.8
			Prof Salaries - English	12.0		12.0	12.0
			Prof Salaries - Famco/Home Economics	1.3		1.3	1.3
			Prof Salaries - Foreign Language	8.8		8.8	8.8
			Prof Salaries - Girl's Athletics	0.3		0.3	0.3
			Prof Salaries - Guidance	7.0		6.0	7.0
			Prof Salaries - Instruction	0.1		0.1	0.1
			Prof Salaries - Library	1.0		1.0	1.0
			Prof Salaries - Mathematics	11.2		11.2	11.2
			Prof Salaries - Music	2.7		2.7	2.7
			Prof Salaries - Physical Education	3.9		3.8	3.8
			Prof Salaries - Reading	1.5		1.5	1.5
			Prof Salaries - Rotc	2.0		2.0	2.0
			Prof Salaries - Science	12.0		12.0	12.0
			Prof Salaries - Social Studies	10.8		10.8	10.8
		Prof Salaries - Technology Education	0.8	0.8		0.8	
	SPECIAL EDUCATION		Para - Prof Salaries - Spec Ed Instruction	0.6		0.6	0.6
			Para - Prof Salaries - Spec Ed Teaching Assistants	9.9		10.0	10.0
			Prof Salaries - Spec Ed Instruction	15.9		15.9	15.9
HIGH SCHOOL Total		135.0	134.2	1.0	135.2		
SYSTEM WIDE	ADMINISTRATION	Para - Prof Salaries - Administration	6.0	6.0	0.5	6.0	
		Prof Salaries - Administration	3.0	3.0		3.0	
	ADMINISTRATION - SPED	Para - Prof Salaries - Spec Ed Instruction	2.7	2.7		2.7	
		Prof Salaries - Spec Ed Administration	1.0	1.0		1.0	
	FACILITIES	Para - Prof Salaries - Custodial	2.7	2.7		3.2	
		Para - Prof Salaries - Maintenance Facilities	5.4	5.4		5.4	
		Prof Salaries - Maintenance Facilities	0.7	0.7		0.7	
	REGULAR EDUCATION	Para - Prof Salaries - Computer Education	5.0	4.0		4.0	
		Prof Salaries - Computer Education	3.0	4.0		4.0	
		Prof Salaries - ELL	8.5	8.5		8.5	
	SPECIAL EDUCATION	Prof Salaries - Health Services	5.0	5.0		5.0	
		Para - Prof Salaries - Spec Ed Teaching Assistants	4.0	4.0		4.0	
		Prof Salaries - Spec Ed Instruction	6.1	6.1		6.1	
		Prof Salaries - Spec Ed Psychological / Related Services	2.6	2.6		2.6	
SYSTEM WIDE Total		55.7	55.7	0.5	56.2		
GRAND TOTAL		446.6	443.8	10.0	453.8		

Note: Para-professional FTEs vary due to use of special education grants.

Ten Year FTE Data

Pending