

*Operational and Efficiency Evaluation of
the Norwood Public Schools for the Town
of Norwood*

Final Report

The Abrahams Group

May 2015

THE ABRAHAMS GROUP

FOR BETTER GOVERNMENTS

May 5, 2015

Mr. John Carroll
General Manager
Norwood Town Hall
566 Washington Street
Norwood, MA 02062

Dear Mr. Carroll:

I am pleased to submit the attached final report - Operational and Efficiency Evaluation of the Norwood Public Schools for the Town of Norwood. This report provides an external review of the efficiency of four educational and non-educational services (Special Education, Non Instructional Information Technology, Facilities and Grounds, and Business and Finance), and presents data on town and school revenues, school staffing and compensation. This report identifies short- and long-term recommendations identifying costs and/or savings that can be gained including potential collaboration with municipal departments.

We presented our report to the Committee of 21 last evening. The Committee accepted the report as is.

We are pleased to assist the Town of Norwood on this project.

Sincerely yours,



Mark D. Abrahams, CPA
President

Attachment

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EXECUTIVE SUMMARY

BACKGROUND AND OBJECTIVES

The Town of Norwood, Massachusetts, acting through its Committee of 21 (Committee), sought to conduct an operational and efficiency evaluation of the Norwood Public Schools (School Department). The Town's Committee of 21, which is made up of town officials and town meeting members, was tasked with overseeing the study and determining the scope of work. Areas to be studied are:

- Special Education
- Non Classroom Information Technology
- Revenues
- Staffing and Compensation
- Facilities and Grounds
- Business and Finance

Each will be briefly discussed.

Special Education Services

The overall goal of the SPED analysis is to identify potential cost savings or more efficient or effective service delivery within the School Department.

- Review Special Education Services and any compliance needs and make recommendations for operational efficiencies.
- Review the extent to which Special Education Services are meeting needs of the district.
- Review the out-of-district costs including in-district and out-of-district special needs transportation.

Non Classroom Information Technology

The overall goal of the Non-Classroom Information Technology Information (technology maintenance and support services and related expenses) analysis is to identify potentially redundant operational and administrative service delivery within the School Department and like areas within Town operations to identify potential cost savings or more efficient or effective service delivery. We:

- Reviewed Town and School non-classroom information technology operations and administrative structure including the Norwood Light Department.
- Identified areas of redundant or inefficient services.
- Identified alternative delivery structures including potential organizational consolidations, streamlining or outsourcing.

Revenues

The overall goal of the revenue analysis is to review funding trends of the town and of the Norwood school system and identify revenue opportunities. The committee members explained that for the most part the Town is maximizing revenue opportunities and sources. Our work:

- Reviewed the General Fund's budgeted and actual revenues. We documented trends and issues in the General Fund's Revenue base.
- Reviewed the possible revenues (i.e. authorized by the legislature) to determine if any revenue source available for the Town's General Fund is not currently in place and the potential revenue that could be generated, if any.
- Reviewed the use of "other financing sources" to support the Town's General Fund and if these sources will continue or if they are non recurring.
- Reviewed the Town's special revenue funds and/or enterprise funds to determine if they recover the full costs of the enterprise or if they receive a subsidy from the General Fund and the capacity that can be added to the General Fund if the non-general fund funds recover their full costs.
- Reviewed the recent reliance of the school district on the general fund appropriation versus non-general fund sources (grants and gifts and revolving) and determine if there are additional opportunities.
- Reviewed school revolving funds and the programs that they support to determine whether they recover the full costs of the program including benefits (retirement and health insurance etc.) or if they are supported by the general fund appropriation.
- Reviewed of the Town's reserves and the reliance of reserves over the past five years to support Town and school operations, if any.

Staffing and Compensation

The goal of the staffing comparative analysis is to understand the School Department's staffing levels (FTEs) at the school sites, the central office and business functions. We were able to use FY 14 Department of Elementary and Secondary Education (DESE) Employee Personnel Information Management System (EPIMS) data for the six comparative school systems. EPIMS stands for the Education Personnel Information Management System, a data collection system developed by DESE to collect individual educator/staff data, from all public school districts and charter schools. The data collected is linked with the licensure data, which the Department currently maintains in ELAR, the Educator Licensure and Recruitment database.

We compared Administrators, Special Education, General Education, Medical/Health, Clerical/Secretarial and Technology Support staff.

In this section of our report, we reviewed and compared the teacher and teacher aid (paraprofessional) pay and ranges per the current collective bargaining contract including step and lane changes and annual cost implications to the comparative communities. We identified

the number and percentage of teachers at various lanes and steps in the pay plan. We compared the pay scales at various steps in the plan to comparative school systems. The teachers and paraprofessionals represent the two largest components of the personal services cost structure.

Facilities and Grounds

The overall goal of the facility's analysis is to identify potentially redundant operational and administrative service delivery within the School Department and like areas within Town operations to identify potential cost savings or more efficient or effective service delivery. We:

- Reviewed Town and School facility (custodial and building maintenance) and grounds operations and administrative structure.
- Reviewed custodial and building maintenance services and expenses
- Reviewed grounds maintenance services and expenses.
- Identified areas of redundant or inefficient services.
- Identified alternative delivery structures including potential organizational consolidations, streamlining or outsourcing.

Business and Finance

The business and finance functions of the School Department are performed at the school sites, the central business office and the Town's financial offices. We were to review the work processes and workflows, division of responsibility, systems and software and the reporting relationships currently in place in order to identify redundant or inefficient services and better utilization of staff including:

- General ledger
- Budget administration and reporting
- Accounts payable
- Accounts receivable
- Requisitioning
- Procurement authorization and processing
- Payroll
- Time and attendance
- Recording and deposit of cash receipts
- Grant administration
- End of the year reporting

However, town officials did not want a review of workflows, processes and systems. Thus the review presents a limited analysis of staffing and costs of the School Business Office.

COMPARATIVE COMMUNITIES (SCHOOL SYSTEMS)

This report presents a comparison of the Norwood Public Schools to at least four other school systems to the extent that data and information is available. DESE data including information from their DART database are used when appropriate. The Committee selected six communities in the event that a specific community did not want to provide comparative information. The intent was to collect all specified data from the six communities. The six communities selected are: Burlington, Canton, Dedham, Milford, Stoughton and Walpole. Burlington and Stoughton did not reply to our specific survey but we have included comparative staffing data and other published DOR and DESE data for Burlington and Stoughton.

The only exception is with respect to facilities and grounds. Since the Town has studied this area in the past and the focus was on communities that have taken initiatives on consolidation, we have made comparisons to Lexington, Dedham, Needham, Wellesley and Natick. The goal was to also provide information on Andover, but that one community did not respond to the facilities survey.

We worked cooperatively with the Committee and School/Town representatives in the conduct of the benchmarking analysis.

SUMMARY OF REPORT

This section summarizes our Operational and Efficiency Evaluation of the Norwood Public Schools by each section of the Report.

I. Trends in the Norwood Public Schools

This report presents significant amount of data for the Norwood Schools and the comparative communities. The first of these data are historical demographic, performance, post-secondary outcomes, student indicators and staffing trends. In summary:

- School enrollment is 3,471 students.
- 28.7% of the student population is low income, 17% have disabilities and 7.1% are English Language Learners.
- Total enrollment has been fairly stable over the past five years
- Low income % of students has increased from 24.4% in 2010 to 27.8% in 2014. S
- Students with disabilities has consistently been in the range of 16 to 17% and since 2011
- English Language Learners have increased from 4.7% to 7.1%.
- Twenty-four percent of all students in 2014 were eligible for the Free Lunch Program and an additional 4.1% for reduced price lunch meals.
- 76% of Norwood's students are proficient or higher in English Language Arts compared to the state average of 69%.
- 62% are proficient or higher in Math compared to the state average of 60%.

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- 59% are proficient or higher in Science/Technology compared to the state average of 55%.
- ELA and Science/Technology proficiency has increased by 5 percentage points from 2010 and Math by 4 percentage points.
- Norwood's high school is a *Level 1* School (the highest possible ranking) all other schools are *Level 2* Schools.
- The school system in 2014 met the target for the reduction of the proficiency gap for English Language Learners but did not meet the target for other populations. The Cumulative Progress and Performance (PPI) statistics are presented in the Appendix and in the past two-years have ranged from 62 to 70; in order to be considered as making progress the cumulative statistic for each category of students must be 75.
- With respect to SAT scores, Reading, Writing and Math scores have consistently been lower than the state average for the five year period. Since 2010, the Norwood Reading SAT score has increased by three points, Writing had increased by three points and Science/Technology has decreased by 6 points.
- The school system has increased per pupil spending by \$2,259 over the five-year period. In 2010, per pupil spending was below the state average, in 2014 per pupil spending of \$15,037 was \$581 per pupil above the state average. Special education spending has ranged from 19 to 20.8% each year and is very consistent with the state average.
- Norwood's student to teacher ratio is below the State average in both regular education and in Special Education.
- All of Norwood's high school graduates have completed the MassCore as compared to 70% of high school graduates statewide. A total of 80.8% of Norwood's high school graduates attend institutions of higher learning as compared to the statewide percentage of 75.6. Norwood 12th graders taking an Advanced Placement course ranks at 37.8%, ahead of the state average of 35.6%. Student attendance rates have increased over the five year period and are better than the state average.

These statistics tell a story about Norwood. Norwood has over the last five years spent generally less than the statewide average and has achieved good effectiveness in many but not all of the results indicators, such as SAT scores which have consistently been lower than the state average for the five year period, and Norwood did not meet the proficiency target for other populations. In addition, the staffing data (presented later in this summary) show in general staffing levels in the range of the peer communities.

The change in the student population over the last five years has not significantly had an impact on student scores but in most cases it has an impact on teaching and the need for differentiation in the classrooms. The results of the continued overall good performance can most likely be attributed to a number of things: student/ teacher ratio, good teaching, professional development, and updated appropriate curriculum materials. All of which have a cost. Although Norwood has increased their per pupil spending over five years, it is impossible to say that the increase is enough, as their determined needs may outweigh the amount of the increase. Norwood is

addressing performance in the following ways:

- As reported by Dr. Wyeth in his 2014 Accountability Overview and MCAS Results PowerPoint, the District has determined six areas that need improvement. Two of the areas noted were Grade 3-5 Math and Grade 6-7 Math. In both of these areas the District is in the process of selecting a new math program and textbooks. A third area, Grade 8 Science and Technology Engineering, is in the process of adopting new standards. This also has a cost associated with it – math programs and textbooks costs are pricy.
- A plan for addressing performance improvement is also addressed in the School Improvement Plans. The progress of each school’s accomplishments toward their goals is reported annually in their update. The Improvement Plan by itself does not have a cost but the outcomes could identify needs that do.
- The School Department continues to review district data and Cumulative PPI (Progress and Performance Index) related to MCAS. The data helps them to determine the appropriate actions they need to take to meet the identified needs, which hopefully will improve scores. This along with a review of SAT scores at the High School show that Norwood is constantly looking to determine if they have weakness and then determine how to best address any weakness found. Depending on what is determined the administration may redirect money and time to the issue or may need to request additional money.
- Improving performance and enhancing instruction takes time and money to accomplish.
- Professional development refers to ongoing learning opportunities available to administrators, teachers and other education personnel through their district. Effective professional development is seen as vital to a school systems success and a teacher’s instructional growth. With the array of complex challenges—from integrating technology in the classrooms, to increasing State mandates, to working with an increasingly diverse learning population, to meeting rigorous academic standards and goals—Norwood needs to continue to stress the need for teachers to be able to enhance and build on their instructional knowledge. The school system needs to determine how much professional development is necessary to keep teaching standards high and differentiated instruction in place in all classrooms.
- In order to continue to carry out the school district’s vision and plan it is very important to provide stability in staff – teachers and administrators.
- To accomplish improvement in the areas cited it is necessary for the district to development a long-term plan so they can prioritize needs and determine the financial impact.

II. Special Education Services

The Special Education Department offers a wide array of services to meet the needs of all students within the district. They have inclusion programs (students are inside the general education classroom 80% or more of the day), partial inclusion (students are inside the general education classroom 40 to 79% of the day), substantially separate (students are inside the general education classroom less than 40% of the day) and various therapy services.

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Our key findings are:

- Four of the five elementary schools have substantially separate programs. The four substantially separate programs have the benefit of low student to staff ratios, The elementary school without the substantially separate program has a partial inclusion program for a specified disability with two teachers and two paraprofessionals for the 23 students in the program On the surface this appears to be an overstaffed program,
- The Preschool programs are highly staffed. The substantially separate program within the Preschool has eight students and five staff - one teacher and four (4) aides. The full day Preschool program has seven students and three staff and the two half-day programs have 14 students each and nine staff member each (three teachers and six aides). The half-day programs have a ratio of 1.55 students to each staff member working in the program. This is overstaffed and should be reduced.
- Full inclusion services for students age three to five, Norwood is providing services in this least restrictive setting at the second highest rate. In this case, all but one other community services more students in this setting. The same applies to those students who receive partial inclusion programs.
- With respect to substantially separate programs, Norwood only had 9.8% of its Special Education Population for students age 6 to 21 in this type of a restrictive setting. Only two other districts in the comparative group had smaller percent of students in this type of a setting. This shows that Norwood is able to provide for most of the students with disabilities in appropriate programs within the general education setting. The State's average in the category is 15%.
- Students with disabilities who are being educated in the system have increased in number over the last three years. There is only one other community in the comparative group which has increased each of the three years. The constant increase in students explains the increase in staff, as the special education regulations dictate the student/staff numbers depending on the setting/prototype on a student's IEP.

Our recommendations are:

- The percentage of special education students classified as substantially separate (defined as a student that spends more than 60% of the time outside of the general education classroom) is only 9.8%, which compares favorably to the state's average of 15%. It may be worth developing a low incident population program like the LEAD Program further so that not only will students with more severe needs receive programmatic interventions, such as expanding life skills, but the district could tuition in a student from a neighboring community that is in need to the services but does not have a program. The tuition can cover the cost of an aide in the program that would be beneficial to both the Norwood student and the student from another district. Thus the District would offset its costs to provide SPED services by increasing the number of students from other districts and charging for that service. The additional revenues are estimated to be approximately \$22,000 - \$38,000.
- Professional development for general education personnel focused on teaching students with diverse learning needs is recommended to build capacity for general education personnel to develop the skills to effectively educate students with varied learning needs. This would

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minimize the tendency to identify students as having disabilities to access educational support and reduce the referrals to special education. The District's Professional Development funds for next year should be expanded on incorporating this into their scope.

- Provide training to staff so that they can introduce the concept of discharge at the time of the initial IEP; the mastery levels for each goal and objective should be highlighted, and a general discussion of anticipated timelines for treatment should occur. It should be emphasized that discharge from services may occur at any time in the process, and need not wait until the three year review. Parents should be encouraged to see discharge from related services as a reason for celebration, rather than as a denial of entitled services. Parents who are made aware of discharge for services from the beginning are less apt to prolong services when a child is ready be removed from the special education rolls.
- It may be helpful for the team, as lead by special education staff or principals, to provide a legal context for programming decisions by introducing the concepts of LRE, FAPE and the *required vs. beneficial* dichotomy as they pertain to eligibility for related services. This may help lead to a reduction in a small amount of students who are being serviced because it is a way they can be helped rather than as a beneficial need. This is looking to potentially reduce services in the long-term. As stated before, staff may be over servicing students because they see the services as being helpful. However, once they are written into an Individual Education Plan (IEP) it is extremely difficult to deny them those services in the future without legal action, which is costly. This recommendation is a preventive measure.
- Many districts have opted to take monies earmarked for paraprofessional support and devote them to hiring more special education teachers. In this manner, co-teaching capacity may be expanded, and because students are receiving instructional support within the classroom with a professional, it proves to be a more effective paradigm for both them and other struggling learners within the classroom. An added bonus of this pooling of resources is to expand RTI supports because the special education teacher may be able to simultaneously assist in implementing Tier 2 interventions in real time to general education students. In the long term, this is cost saving, as research shows good co-teaching programs provide excellent instruction to all student and less referrals to special education occur. Implementation is the cost of a teacher's salary. Where and how to implement such a program would be done by carefully examining of needs within the district.
- The Special Education Director should work with the Principals prior to the opening of school to assure that all paraprofessionals are assigned appropriately. Just because they were part of a program one year does not mean they should remain in the program the following year. An assessment of the real need for each aide should be conducted. In addition, an examination of the half-day preschool program with regard to paraprofessionals should be looked at. The ratio of staff to students is low especially at the elementary level, those classes that fall below the ratio of two students to everyone staff should be the first classes examined to see if a reduction in staff is possible. If a program has a paraprofessional who worked with a teacher one year and the student is moving to another grade or school, the paraprofessional may still be listed on the staff and assigned to a class regardless of a designated child or special education services. It is always good to double check; it may save money in the long run.
- Norwood should increase bus driver wages to attract additional drivers to minimize bus idle time and develop a commercial drivers' license training program.

- Norwood should work with other school districts and collaboratives to coordinate rideshare services to transport Norwood students to private schools more efficiently.
- Norwood should consider establishing a bus replacement fund to build up resources to pay for the replacement of busses.

III. Non Classroom Information Technology

The Town of Norwood and the Norwood School Department operate separate technology departments to provide various technology services including system operation, network administration, data processing, email, internet access and other tasks. The Town has an electric light department, but they are not heavily involved in Information Technology. The School Department does not have a person in charge of classroom instruction of technology. The purpose of this analysis is to determine if the three non-educational operations (Town, Electric Light and School) are operating efficiently and if it would be desirable to consolidate them into one department. Our analysis is intended to assist both Town and School collaboratively improve their services in a cost effective way.

Our key findings are:

- The current School IT staff of 7.8 FTE staff members falls in the middle of the other districts in the peer communities based on staff per student ratio. The total number of staff (Town & School) also falls in the middle.
- Norwood currently operates at least two different networks from two different locations. The Town's network is located in Town Hall and the School Department's is located in the High / Middle School building. The School Departments base network comes from the Town Hall servers. The Town uses Zimbra, an open source email system. The Schools are converting to GMail. The Town and Schools are interconnected by high speed fiber provided by the Norwood Light Department. Norwood Light also provides internet service for both the Town and Schools, along with a fiber optic video system. At the moment, the Town and Schools have two different phone systems. The schools have a VOIP system provided by Norwood Light. The Light Department is working on an upgrade to this system that will save the schools as much as \$18,000 per year. The Town is in the planning stages for adopting the Light Departments system.
- The School Technology Department has reported that they do not have sufficient funding to give their technicians the training that they need. This was also a finding of the 2011 Custom Computer Systems Study.

Our key recommendations are:

- We have reviewed the operations of the Town and School IT Departments and the Norwood Light Department and have concluded that we cannot recommend a consolidation at this time. We do not believe that Norwood Light is currently organized to run all IT operations and we feel the Town and School Technology Departments operations are too different to be merged. We do feel that the Town should work toward

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consolidation and have presented models to consider. If there were a consolidation there would be some savings, perhaps \$20,000, from having one director (CIO) instead of two.

- We feel that Norwood Light has done a good job of providing not duplicative services for themselves, Town and Schools.
- We have recommended investigating the moving the Town server room to the High School server room to consolidate network and server operations.
- We have recommended that the Town investigate using Google Apps for Government. We have also recommended that both departments implement using Open Office rather than MS Office for some users.
- Finally we have emphasized that computer technicians need to constantly be trained to keep up with the changes in IT. The Town and Schools need to make funds available to provide this training.

IV. Revenues

The town taxes the full levy and has had no excess levy capacity for several years. The town's "new growth" a major determinant of levy capacity has been lower the past couple of years than the comparative communities. Norwood, similar to the peer communities, has a split tax rates which shifts a portion of the burden to commercial and industrial versus residential. Norwood has the lowest residential tax bill of the comparative group and has ranked from 174 to 204 lowest of 351 municipalities over the past several years.

Norwood has no permanent overrides in its tax base and, two of the peer communities do; three of the communities have debt exclusions in the tax base. Norwood has one debt exclusion for the High School in the tax base.

Norwood is a minimum aid community under the Chapter 70 – Education Aid formula and has averaged \$285,000 in annual aid increases in recent years. Based upon the adequacy and equity provisions of Chapter 70 there is no reason to forecast that the town will receive any more in annual increases than in the past and perhaps less.

In terms of "local receipts" the town has adopted local options such as the hotel tax and the meals tax. Norwood has not adopted the CPA surcharge, however this source does not provide capacity for funding general purposes; it only provides revenues for funding of specific activities that have not been able to be funded related to community preservation. Norwood has the highest classification of local receipts in its revenue base due to "Pilots" from the Light Departments and the strong collections of hotel tax and meals tax. For budget planning purposes they cannot be expected to grow to any significant degree in the near term.

In terms of school revenues, 13.2% of the school system's funding is from state and federal grants which is positive and stronger than the outside funding levels of the six comparative school systems. It is important to note that grant funding has declined since FY 2011 as there had been a significant infusion of federal Stimulus funding which was non-recurring; this trend is similar to other school systems. Finally school committees have the option of adopting School Choice, it is a local policy decision, Norwood does

not Choice in students, but at the same time it is not losing students (Choice out students) which can result in major costs/assessments to the community.

V. Staffing And Compensation

Staffing

This section of our report compares staffing in the Norwood Public Schools to the six comparative school systems selected by the Committee: Burlington, Canton, Dedham, Milford, Stoughton and Walpole using FY 14 data; the FY 14 data has passed through DESE edits and checks. This section presents a lot of staffing data on Norwood and the peer communities and presents our findings.

Our key findings are:

- In FY 14, Norwood employed 274.3 FTE teaching staff and the equivalent of 1.5 FTE long term substitutes for a total of 275.8 FTEs. We have compared overall teaching staff to the comparative school systems and Norwood; of the seven school systems, Norwood ranks right in the middle with a ratio of 12.6 students to teachers.
- For general education teachers, Norwood again ranks in the middle of the seven school systems with a 15.8:1 ratio of students to teachers.
- Within the ELA, Reading, Math, Science and Social Studies classification, Norwood's ratio of 37.2:1 was the second highest.
- For Arts and Languages, Norwood ranks in the middle at 111.1 to 1. For All Other subjects, Norwood's ratio of 36:5 to 1 was the third lowest; only Dedham at 29.8 to 1 and Walpole at 36.2 to 1 had lower ratios.
- Norwood had 245 English Language Learners in FY 14, only Milford had a higher ELL enrollment at 369 students.
- Norwood has 12.2 students to every special education teacher; this was the second lowest student to teacher ratio.
- The Norwood Public Schools in FY 14 had 29.6 administrators, The Norwood student to district administrator staff ratio of 304:1 is the second lowest of the peer communities, indicating higher staffing levels.
- The nurse staffing levels in FY 14 at 386 to 1 was the lowest ratio of the comparative school systems indicating a higher staffing level in FY 14 than all the others.
- The administrative/clerical staffing levels are in line with the staffing levels of the comparison school systems. Norwood was in the middle of the comparative group with a ratio of 132:1.
- The school system has 5.8 FTEs for technology support which is the third lowest ratio in the peer comparison.

Compensation

The Teacher Pay Plans in all of the school systems are based on the education (degree) of the teacher (Bachelors, Masters, Masters Plus 30 etc.) and within each education level the teachers are compensated at a specific step based on years of service. Norwood has seven "Lanes" in the pay plan for compensating teachers who have a specific degrees or number of credits. The comparative school systems had between five and eight lanes in the pay plan where they

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recognize additional education of the teacher. Like staffing, this section presents a significant amount of compensation data on Norwood and the peer communities and presents our findings.

- Norwood compensates teachers who have a Bachelors Plus 15 and a Masters Plus 15 with a lane change (increase) as do the other comparative school systems with the exception Dedham who does not increase a teacher's compensation when they attain Bachelors Plus 15 and a Masters Plus 15; Canton also does not increase compensation for a Bachelors Plus 15. Norwood does not increase the compensation of teachers who attain a Masters Plus 60 and a Masters Plus 90 whereas Dedham and Canton do and Canton increases compensation for those attaining the Masters Plus 90. The structuring of "Lanes" is a policy decision of the specific school system.
- In terms of the step structure, Norwood has a twelve step pay plan for the Bachelors and Bachelors Plus 15, teachers with Masters or above, the higher education levels (lanes) have 13 steps in their pay plan. Canton, Dedham and Walpole have more steps in their pay plans before the teacher reaches the highest level of compensation.
- Norwood has the lowest teacher compensation through Step 8 of the Pay Plan for Bachelors, a Masters and a Masters Plus 30 and a Masters Plus 45. It is important to note that Norwood provides significant increases to Teachers in all lanes for Steps 8, 9 and 10. The increases at these three steps provide annual increases from 4.8% to 8%. These step adjustments make Norwood more competitive at the higher steps and places Norwood ahead of Canton and Walpole.
- Norwood teacher earnings (over time) are higher than Canton, Dedham and Walpole. Milford has a 10 step plan, so a teacher in Milford over 12 years would exceed the comparable Norwood teacher and the Burlington teacher would have the highest compensation over the hypothetical 12 year period and would earn an additional \$3,000. So over a longer term Norwood rewards the longer term teacher.
- A total of 113 Norwood teachers or 34.8% of all teachers are at the highest step of their respective lane. A total of 180 or 55% of all teachers are at the top three steps of their respective lane. Eighty-three percent of the system's 325 teachers have a Master's degree or higher.
- Fifty-five percent of Norwood Teachers are in the top three steps of the pay plan which drives the personal services cost of a school department, but they are also long serving teachers. In contrast, Canton and Dedham have 35% of teachers in the top three steps; Milford has 59% in the top three steps and Walpole has 73% in the top steps.
- In comparing the teachers with a Master Plus 30 or higher level of education: Norwood has 27% with higher levels of education; Dedham and Walpole are the same as Norwood at 28%; Milford only as 22% and Canton has the highest composition of teachers with higher levels of education at 45%.
- Fifty-three percent of the paraprofessionals are at the top step of the pay plan. Only Walpole has a five-step compensation plan based on years of service, similar to Norwood. Walpole pays more at each step versus Norwood. (Note only Walpole and Canton responded to this category). Canton compensates all paraprofessional at the same

annual salary, which is more than a Norwood Step 5 paraprofessional. Norwood paraprofessionals earn more than their peers in Dedham.

VI. Facilities And Grounds

The Town and School operate two distinct facilities management operations. This care consists of day to day cleaning plus short and long-term maintenance. Facilities management in the Schools comes under the Superintendent and is managed by the Director of Buildings and Grounds. Facility maintenance of Town buildings comes under a designated manager in that building, often the department head (i.e. the Library Director for the Library). The School Department has a Director of Buildings and Grounds who supervises a staff of custodians, groundskeepers and maintenance men who care for and maintain the buildings, care for grounds and athletic fields, and plow snow. The Town has a staff of custodians that clean and maintain buildings. They are supervised by building managers. There is no facilities manager. The Town DPW has a staff that maintains parks and athletic fields and plows snow in the winter.

The Schools employ a Director of Buildings and Grounds who oversees custodial care, school maintenance, and some grounds keeping. He is a key resource to the Superintendent in terms of long-term planning, preventive maintenance planning and budget. The Schools have a staff of maintenance workers and grounds keepers and call in maintenance contractors when necessary. The Schools use a computerized maintenance tracking system, School Dude.

The Town does not have a facilities manager. Each building has a staff member designated as the manager of that building. For example the Library Director is the manager of the library building, the Police Chief the manager of the Police station. The building manager oversees the buildings custodial staff. The building manager calls in maintenance contractors when repairs are beyond the expertise of the custodian. The building manager is also responsible for the maintenance budget of their building.

We compare Norwood's Facilities and Grounds to Andover, Dedham, Lexington, Natick, Needham, and Wellesley.

Our key findings are:

- Based on one guide, it is shown that all town buildings, except the electric light offices, have a square foot to FTE ration of significantly less than all school buildings and below the NCES "uppermost" level. It should be noted that Town building custodians also provide general maintenance, and it is not clear that either formula accounts for that service.
- Norwood was the highest of the group in total operation and maintenance costs and building maintenance costs. Norwood was second highest in custodial costs. In the comparison by per pupil cost, Norwood was the highest for total operation and maintenance costs, building maintenance costs and custodial costs.

Operational and Efficiency Evaluation of the Norwood Public Schools

Our key recommendations are:

- The primary recommendation of this section is that a new Town facilities department should be created and a facilities director appointed. As part of this, the School buildings and grounds department would be eliminated with the grounds keeping function being transferred to the Town parks maintenance division. We have detailed our suggested organization, many advantages and a few disadvantages. While the reorganization itself does not reduce costs, it produces many opportunities to save costs. For example, there is an opportunity to hire maintenance specialists such as a plumber and reduce contracted plumbing costs.
- Our statistical analysis of square feet cleaned indicates that the Schools could possibly reduce the elementary custodial staff by 3.5 FTE. If this were accomplished, it would save in the area of \$230,000, including benefits. Likewise, this analysis indicates that the Town could also reduce its custodial staff by 3.5 FTE for savings of another \$230,000. This level of cuts may be unrealistic and any cuts will lead to some reduction of service.
- We have outlined a plan for reducing the high school and middle school custodial staff and replacing them with a cleaning service. We estimate that could save the schools \$200,000, but again there are drawbacks.
- We believe that consolidating the Town and School grounds keeping operations could lead to savings of \$65,000 by reducing one groundskeeper or other reductions in contracted services, overtime and other areas.

A summary of our estimated savings for Facilities and Grounds follows:

	Estimated
Description	Savings
Facilities	
Possible reduction of 3.5 elementary school custodians	\$ 230,000
Possible reduction of Town custodial staff, 3.5 FTE	\$ 230,000
Private cleaning service for High and Middle School	\$ 200,000
School / DPW groundskeeping consolidation.	\$ 65,000

We have noted that the School Departments operations and maintenance expenditures per student are the highest of their peer group in many areas. The reduction of custodial services would reduce these averages significantly.

We have outlined several other areas for savings such as better purchasing power, improved energy management and better oversight of the capital budget.

VII. Business And Finance

The administrative and business functions of the School District are performed at three levels:

- The school sites
- The school business office

Operational and Efficiency Evaluation of the Norwood Public Schools

- The town accounting, treasurer and purchasing office

The original purpose of the business and finance review was to determine if greater efficiencies could be achieved in the distribution of work, the work processes and utilization of the financial management system at all organizational levels (town and school). The town determined that we should not perform this review.

We surveyed the business office staff in Burlington, Canton, Dedham, Milford, Stoughton and Walpole. Burlington and Stoughton did not respond. We also looked at each school system's business office's direct costs as presented on line of their End of the Year Report (EOYR) as submitted to DESE.

Norwood's Business Office staffing of five Full-Time Equivalent (FTEs) is in line with the staffing of other business offices in the comparative group. Norwood's direct costs of the Business Office in FY 14 was \$270,000 which was less than Dedham and Walpole.

The reason for the very high cost of the school business function as reported on the DESE website was due to the allocation of town "business and finance" indirect costs to the school department's business and finance direct costs. These are costs incurred by the town on behalf of the Schools. The town allocated \$500,935 of indirect costs or 185% of the total school direct costs; this is a very high allocation and higher than those reported by other communities.

We also reviewed the detail of the allocation; the town reported a total of \$529,410 of accounting costs and \$635,554 of treasury/collector costs for a total of \$1.1 million and allocated 43% of the costs to the school business office (indicating that the school budget is 43% of total). The allocation of indirect costs should recognize that Norwood has various operations including the municipal light department. It should also recognize that the Treasurer/Collector function is principally dedicated to the billing and collection of property taxes, motor vehicle excise taxes, water bills and sewer bills and 43% of its efforts are not related to the Norwood Public Schools.

We recommend that the town and school department develop a written agreement as to the allocation of indirect costs to the school department. A sound indirect cost allocation system should show the allocation of support departments (accounting, treasury, information technology) to all allocable cost centers, schools, water, sewer, electric etc. to demonstrate consistency and appropriateness of allocations.

Our summary of the estimated savings and costs of our recommendations is presented in Appendix VIII.1.

I. TRENDS IN THE NORWOOD PUBLIC SCHOOLS

We reviewed changes and trends in the Norwood Public Schools over the past five years. This report presents historical demographic, performance, post-secondary outcomes, student indicators and staffing trends.

Appendix I.1 presents a review of the Norwood Public School's key statistics for the past five years in the areas of enrollment, performance, curriculum, staffing and finances. The following discussion presents a summary of the changes over the past five years.

Enrollment

The Norwood Public Schools enrollment is 3,471 students. 28.7% of the student population is low income, 17% have disabilities and 7.1% are English Language Learners.

Total enrollment has been fairly stable over the past five years; the low income % of students has increased from 24.4% in 2010 to 27.8% in 2014. The student with disabilities has consistently been in the range of 16 to 17% and since 2011 the English Language Learners have increased from 4.7% to 7.1%. Twenty-four percent of all students in 2014 were eligible for the Free Lunch Program and an additional 4.1% for reduced price lunch meals.

Performance

In terms of performance which is commonly measured by the % of students who are proficient or higher in MCAS performance:

- 76% of Norwood's students are proficient or higher in English Language Arts compared to the state average of 69%.
- 62% are proficient or higher in Math compared to the state average of 60%.
- 59% are proficient or higher in Science/Technology compared to the state average of 55%.
- ELA and Science/Technology proficiency has increased by 5 percentage points from 2010 and Math by 4 percentage points.

MCAS tests are tied to the Massachusetts curriculum frameworks and thus they provide a good indicator of grade level attainment. They may be good indicators of the effectiveness of the literacy and numeracy programming in a school district.

The U.S. Department of Education requires Massachusetts to determine which districts have specific needs for technical assistance or intervention based on five levels of need which are determined based on compliance and performance indications. The state has a *Level 1 to Level 5* ranking for each school in the Commonwealth.

Operational and Efficiency Evaluation of the Norwood Public Schools

- *Level 1 Schools* meet all requirements
- *Level 2* meet requirements but are at risk
- *Level 3* need technical assistance
- *Level 4* need intervention
- *Level 5* need substantial intervention.

Norwood's high school is a *Level 1 School* (the highest possible ranking) all other schools are *Level 2 Schools*.

The school system in 2014 met the target for the reduction of the proficiency gap for English Language Learners but did not meet the target for other populations. The Cumulative Progress and Performance (PPI) statistics are presented in the Appendix and in the past two-years have ranged from 62 to 70; in order to be considered as making progress the cumulative statistic for each category of students must be 75.

With respect to SAT scores, Reading, Writing and Math scores have consistently been lower than the state average for the five year period. Since 2010, the Norwood Reading SAT score has increased by three points, Writing had increased by three points and Science/Technology has decreased by 6 points.

Spending

The school system has increased per pupil spending by \$2,259 over the five-year period. In 2010, per pupil spending was below the state average, in 2014 per pupil spending of \$15,037 was \$581 per pupil above the state average. Special education spending has ranged from 19 to 20.8% each year and is very consistent with the state average.

Chapter 70 Aid has consistently represented 12% of required net school spending and the school system is funded at 17% over required net school spending, very close to the state wide average.

Curriculum/Program of Study

All of Norwood's high school graduates have completed the MassCore as compared to 70% of high school graduates statewide. A total of 80.8% of Norwood's high school graduates attend institutions of higher learning as compared to the statewide percentage of 75.6. Norwood 12th graders taking an Advanced Placement course ranks at 37.8%, ahead of the state average of 35.6%. Student attendance rates have increased over the five year period and are better than the state average.

Staffing

The teacher turnover rate in recent years has been 9%; the high was a 14% turnover in 2011. There has also been turnover in principals every year with the exception of 2011. In three years, the turnover has been 25%. Professional development spending has decreased in recent years.

Norwood's all students to all teachers ratio is consistently between 12.7:1 to 13:1. This is a better ratio than the state average of 13.6:1. The special education student to teacher ratio in Norwood ranges from 12.8:1 to 12.2:1, again below the state average which has ranged from 15:1 to 17:1.

II. SPECIAL EDUCATION

The overall goal of the SPED analysis is to identify potential cost savings or more efficient or effective service delivery within the School Department. The scope includes:

- Review Special Education Services and any compliance needs and make recommendations for operational efficiencies.
- Review the extent to which Special Education Services are meeting needs of the district.
- Review the out-of-district costs including transportation.

Data was gathered by:

1. Interviewing the Special Education Administrator
2. Reviewing the material available on the Norwood Schools Website and/or reported information on the Department of Elementary and Secondary Education (DESE) website:
 - Enrollment Information for October 2013
 - School Year Information on Special Education Programs in Norwood
 - Out-of-district student information
 - In-district students with Disabilities
 - All funding sources including Special Ed Staff FTEs
 - Data on Special Education in school systems chosen to be used as comparative communities.

Our findings and recommendations are reported under the headings of:

- Special Education Services
- Special Education Out-of-district Placements
- Out-of-District Tuitions
- Special Needs Transportation

SPECIAL EDUCATION SERVICES

The Special Education Department offers a wide array of services to meet the needs of all students within the district. They have inclusion programs (students are inside the general education classroom 80% or more of the day), partial inclusion (students are inside the general education classroom 40 to 79% of the day), substantially separate (students are inside the general education classroom less than 40% of the day) and various therapy services.

Findings

The inclusion classes show that beyond the regular education classroom teacher of record there is a number of special education staff to assist in the classroom. It is unclear as to how many of the inclusion classes are full inclusion where the general education teacher and the special education teacher co-plan and have equal responsibility for all the students in class. Regardless of the personnel, ultimately it is essential that the special education teacher have full joint responsibility for the class and all its students. The special education teacher should not be functioning as an assistant or as an adjunct teacher. In addition, this would support the District in addressing struggling learners as part of an RTI (Response to Intervention) process. If joint responsibility were not the objective when two teachers are in the classroom, then the district would be wiser to hire assistants if a student's Individualized Education Plan (IEP) call for the extra help. Research shows us that "teachers in inclusive settings assume that they are responsible for creating learning opportunities and removing barriers to learning and participation in their classroom" (Stanovich and Jordan, 2002). A good resource for both regular education teachers and special education teachers is Inclusive Classrooms: Video Cases on CD-ROM.

The average of the number of students per staff in the inclusion programs is 10 (10 students per special education staff) (Refer to Appendix II.1). If students are capable of being in an inclusion setting, they should be able to learn without the need of an aide, especially as they move up in grades. The Special Education Director should look into the educational plans (IEPs) and see if the aides are written into the IEPs of the students and work with staff to reduce this. If an aide is written into an IEP there should be a well-defined reason and goals should be developed to work towards independence. With regard to the inclusion program at Cleveland Elementary School, 2 teachers and two aides for 25 students in that type of a setting should be fine with one less aide. After all you have two highly trained teachers. Again, the IEPs need to be checked to make sure that any change in the setting will not bring the IEP into non-compliance. There are actually 1.5 teachers in this program as of March 22, 2015, not two as previously reported.

Four of the five elementary schools have substantially separate programs. The four substantially separate programs have the benefit of low student to staff ratios, ranging from a low of 5:3 (students to staff) to 22:8. On March 22nd, it was reported that the class of 22 is actually two classes of 11 to 4. The elementary school without the substantially separate program has a partial inclusion program for a specified disability with two teachers and two paraprofessionals for the 23 students in the program (Refer to Appendix II.1). On the surface this appears to be an overstaffed program, but with any special education programs, IEPs need to be checked to determine if there is any 1 to 1 or assistance by a defined individual written into the plan. If so, goals should be developed at the next Team Meeting for working toward independence.

The Preschool programs are highly staffed. The substantially separate program within the Preschool has eight (8) students and five (5) staff - one (1) teacher and four (4) aides. The full day Preschool program has seven (7) students and three (3) staff and the two (2) half day programs have 14 students each and nine (9) staff member each (3 teachers and 6 aides). The half-day programs have a ratio of 1.55 students to each staff member working in the program. This is overstaffed and should be reduced. Having 3 licensed teachers in the program does not require 6 aides to assist. As stated prior, check the IEPs prior to removing any staff so there is

not a compliance issue. The Special Education Director needs to work with staff and Principals as to the difference between beneficial and required when assigning staff to students.

When looking at the most current DESE (Department of Elementary and Secondary Education) data on a comparative nature to the six communities selected with regard to full inclusion for students' ages three (3) to five (5), Norwood is providing services in this least restrictive setting at the second highest rate (Refer to Appendix II.2). In this case, all but one other community services more students in this setting. The same applies to those students who receive partial inclusion programs.

With respect to substantially separate programs, Norwood only had 9.8% of its Special Education Population for students age 6 to 21 in this type of a restrictive setting. Only two other districts in the comparative group had smaller percent of students in this type of a setting. This shows that Norwood is able to provide for most of the students with disabilities in appropriate programs within the general education setting. The State's average in the category is 15%. It is noteworthy to be below the State average. Being able to provide differentiated curriculum instruction in the least restrictive setting is the objective of all school systems and is what Norwood is attempting to accomplish. Like the other communities in the comparative group, Norwood's largest number of students within the special education population is in the full inclusion group (Appendix II.2).

Students with disabilities who are being educated in the system have increased in number over the last three years (Appendix II.3). There is only one other community in the comparative group which has increased each of the three years. The constant increase in students explains the increase in staff, as the special education regulations dictate the student/staff numbers depending on the setting/prototype on a student's IEP. The special education regulation does not address that an aide or teacher can be assigned per an IEP. They rely on school districts to monitor themselves on adding staff to IEPs without having a specified need.

Recommendations

1. The percentage of special education students classified as substantially separate (defined as a student that spends more than 60% of the time outside of the general education classroom) is only 9.8%, which compares favorably to the state's average of 15%. It may be worth developing a low incident population program like the LEAD Program further so that not only will students with more severe needs receive programmatic interventions, such as expanding life skills, but the district could tuition in a student from a neighboring community that is in need to the services but does not have a program. The tuition can cover the cost of an aide in the program that would be beneficial to both the Norwood student and the student from another district. Thus the District would offset its costs to provide SPED services by increasing the number of students from other districts and charging for that service. The additional revenues are estimated to be approximately \$22,000.
2. Professional development for general education personnel focused on teaching students with diverse learning needs is recommended to build capacity for general education personnel to develop the skills to effectively educate students with varied learning needs. This would minimize the tendency to identify students as having disabilities to access educational

- support and reduce the referrals to special education. The District's Professional Development funds for next year should be expanded on incorporating this into their scope.
3. Provide training to staff so that they can introduce the concept of discharge at the time of the initial IEP; the mastery levels for each goal and objective should be highlighted, and a general discussion of anticipated timelines for treatment should occur. It should be emphasized that discharge from services may occur at any time in the process, and need not wait until the three year review. Parents should be encouraged to see discharge from related services as a reason for celebration, rather than as a denial of entitled services. Parents who are made aware of discharge for services from the beginning are less apt to prolong services when a child is ready be removed from the special education rolls.
 4. It may be helpful for the team, as lead by special education staff or principals, to provide a legal context for programming decisions by introducing the concepts of LRE, FAPE and the *required vs. beneficial* dichotomy as they pertain to eligibility for related services. This may help lead to a reduction in a small amount of students who are being serviced because it is a way they can be helped rather than as a beneficial need. This is looking to potentially reduce services in the long-term. As stated before, staff may be over servicing students because they see the services as being helpful. However, once they are written into an IEP it is extremely difficult to deny them those services in the future without legal action, which is costly. This recommendation is a preventive measure.
 5. Many districts have opted to take monies earmarked for paraprofessional support and devote them to hiring more special education teachers. In this manner, co-teaching capacity may be expanded, and because students are receiving instructional support within the classroom with a professional, it proves to be a more effective paradigm for both them and other struggling learners within the classroom. An added bonus of this pooling of resources is to expand RTI (Response to Intervention) supports because the special education teacher may be able to simultaneously assist in implementing Tier 2 interventions in real time to general education students. RTI is a comprehensive model of tiered service delivery, which focuses on improving both academic and behavioral outcomes for students who may not need special education services. Tier 1 is usual within a classroom; Tier 2 in small group; and Tier 3 would provide intensive interventions. In the long term, this is cost saving, as research shows good co-teaching programs provide excellent instruction to all student and less referrals to special education occur. Implementation is the cost of a teacher's salary.
 6. The Special Education Director should work with the Principals prior to the opening of school to assure that all paraprofessionals are assigned appropriately. Just because they were part of a program one year does not mean they should remain in the program the following year. An assessment of the real need for each aide should be conducted. In addition, an examination of the half-day preschool program with regard to paraprofessionals should be looked at. The ratio of staff to students is low especially at the elementary level, those classes that fall below the ratio of two students to everyone staff should be the first classes examined to see if a reduction in staff is possible. If a program has a paraprofessional who worked with a teacher one year and the student is moving to another grade or school, the paraprofessional may still be listed on the staff and assigned to a class regardless of a designated child or special education services. It is always good to double check; it may save money in the long run.

SPECIAL EDUCATION OUT-OF-DISTRICT PLACEMENTS

We reviewed a list of out-of-district placements for the 65 students that are currently placed out due to their special needs and have documented IEPs. In addition, there are three students who are on the list who do not have an IEP, for a total of 68 students. The list removed all identifying information but provided the placement, the LEA (local educational agency) exit date, the grade the year of exit, and the school they last attended.

Findings

The placements range from \$227,097.22 to \$736.00 for an average per pupil out-of-district expenditure of \$47,133.

Fourteen of the students were attending school in an out-of-district placement when they enrolled in Norwood, thus the district had to assume responsibility. The district placed 54 students out in order to meet their special needs. In looking at the schools, the 54 students last attended it was most noticeable that 53.9% (29 students) attended the High School or the Middle School. Seventeen were placed out while attending the High School and twelve were placed out while attending the Middle School (see Appendix II.4). The relative high number of students placed out-of-district from these two schools indicates that there are areas of need within the programs that are in the schools, which are not meeting the needs of the students. When students leave at this age it is clear that a program is not providing for them in the least restrictive environment. Norwood needs to determine where the weak links are and improve them – is it a teacher without the appropriate skills or is it a program lacking to address all areas of identified needs.

When asked about some of the placements, it was noted that there were seven (7) legal settlements pending in which parents unilaterally place their child out-of-district when the new Special Education Director assumed the position. When a parent places their child out-of-district, unilaterally it means that all avenues have broken down. As a rule, these are extremely difficult cases to change the outcome and are costly to pursue. Six of the seven were settled during the 2013-2014 school year and one was settled during the current school year. All of the settlements resulted in a stay-put decision. Thus the students will remain in an out-of-district placement and Norwood will be responsible for their education now, forward, and retroactively.

When the Special Education Director was asked if all the out-of-district students had current IEPs, we were informed they did not. Those who do not have current IEPs should be evaluated and their special needs determined, else they should be removed from the list and the district should determine how they will continue to pay for their placement and if the placement is necessary. It is highly unusual to have students on the special education out-of-district list, especially when they do not have an IEP. These students are costing Norwood money and someone needs to address it.

Recommendations

1. The Special Education Director and the Principals of the High School and the Middle School need to review the programs within the school to determine areas of need. It should be noted that areas of need does not mean more staff. An assessment of the use of current staff, their skills and strategies and design to effectively supervise the programs using the knowledge of the Administrator should be on going. It is recommended that teachers involved in the co-taught model be evaluated with respect to their effectiveness in delivering this specialized instruction during their annual reviews. In a more general sense, principals should include attention to special education functions as part of the teacher evaluation process, which is an essential component of their professional responsibilities.
2. The district needs to look at the highest diagnosed disability that is going out of district and strengthen the services and/or programs to keep them in house and thus prevent a continue rise in placements. This may mean the development of a new program to keep that population in house in the long term.
3. Professional development for general education personnel focused on teaching students with diverse learning needs is recommended to build capacity for general education personnel to develop the skills to effectively educate students with varied learning needs. This would minimize the tendency to identify students as having disabilities to access educational support. This would save time and costs associated with personnel involved in evaluating students who are referred for service.

None of the three recommendations will show an immediate cost saving but all have the ability to save thousand in the long run.

OUT-OF-DISTRICT TUITIONS

Because out-of-district tuitions are such a large part of Norwood's budget expenditures, we felt that a statistical comparison with the peer districts was necessary. We also noted that DESE's statistics indicate that Norwood's per pupil cost is significantly above the state average.

Findings

The comparison between the districts is outlined in Appendix II.5. We observed in our analysis that there is a mathematical quirk in the DESE calculation of out-of-districts tuitions when school choice and charter school students are averaged in with special needs students. School Choice tuitions are \$5,000 per student with some exceptions. Charter School tuitions are in the range of \$12,000 to \$14,000. Special needs tuitions are in the area of \$45,000 per student and higher with some in the \$100,000 plus area.

Appendix II.5 illustrates that districts, such as Norwood, Burlington, Canton and Dedham that have very few choice and charter students to bring down their overall average have high average costs. Communities such as Milford and Stoughton that have high choice and charter enrollments have significantly lower overall out-of-district per pupil costs because the low

tuition rate for those students has brought down the average. When the costs are broken down to show just special needs tuitions the large difference disappears and there is a more reasonable range among districts for per pupil special needs costs. In this analysis, Norwood falls in the middle with the fourth highest per pupil cost out of the seven communities.

Recommendations

We recommend that Norwood continue to monitor out-of-district special needs costs as outlined in this report.

Norwood needs to strengthen programs so that they are effectively meeting the needs of student within the district. Part of this would be to allocate existing professional development funds to providing staff training on differentiated instruction and teaching strategies. This would provide teachers with necessary professional development for re-licensure, enhance their skills, and potential reduce referral.

An additional suggestion is to expand a program like the LEAD and bring in students from other communities and charge tuition to offset the costs of the program.

The ultimate objective of the recommendations is to strengthen the Special Education Programs within the town and to make all staff aware that they have a valuable role in providing for all students. In order to reduce services you need to reduce the need for special education services; all of the recommendations are aimed to do that.

SPECIAL NEEDS TRANSPORTATION

Special needs transportation consists of providing the type of transportation mandated in a special needs student's IEP. The transportation may be provided by a regular school bus, or by small vans or sedans up to eight passenger (7D vehicles), larger 16-20 passenger mini-busses, or wheel chair lift vehicles. The wheel chair vehicles can be any size. The transportation can be provided to the students regular school, a special program in the Norwood Schools or an out-of-district program provided by another public school, an educational collaborative or a private special needs approved program.

Norwood Public Schools transports about 73 special needs' students in-district and 54 out-of-district. In-district transportation costs are about \$553,809 based on the FY14 EOYR. Out-of-district FY14 costs are about \$409,667. Norwood transports in-district students to about eight sites within the Town. Norwood transports 54 out-of-district students to about 38 programs ranging from the TEC Phoenix School in Norwood to schools as far away as Attleboro and Lexington. Norwood provides most of the transportation with twenty-six (26) Town owned vehicles. Transportation that cannot be provided by Town vehicles is contracted to private vendors.

1. Staff

Organizationally transportation comes under the School Business Official. There is a Director, a Dispatcher, bus drivers and monitors. The Director of Student Services and her staff assist in determining student needs.

Findings

The Director and Dispatcher manage the operation of 21 special needs (7D) vans and five mini-busses. See Appendix II.6. The department employs 24 part-time, hourly, employees as bus drivers. They also employ student monitors as needed. The hourly rate is \$18.28 per hour for a Commercial Driver's License (CDL) employee and \$14.21 for a 7D driver or a monitor. The drivers do not receive benefits. These wages fall on the low to middle area in our wage survey. See Appendix II.7

The Student Services Department oversees the transportation requirements contained in the students' IEP's. The out-of-district Special Education Coordinator is a key resource in managing the need for out-of-district transportation.

A so-called 7D Vehicle is defined by M.G.L.c.90. Sec.7D. These vehicles hold eight or less passengers. The driver must have a 7D certificate as well as other qualifications.

Larger busses must be manufactured to rigorous school bus regulations. The driver must hold a CDL license with a school bus designation.

Recommendations

The staff seems to be appropriate for the size of the school bus system. The major problem is that two of Norwood's owned buses are sitting idle due to a lack of drivers. Norwood should consider increasing wages of 7D and CDL drivers to attract applicants. See Appendix II.7. The district should aggressively seek drivers, perhaps contacting local retirement associations for police, fire and truck drivers. We have often found an interest in part-time jobs in those sectors. Finally, Norwood should investigate working with Connolly to train unlicensed drivers to attain their CDL.

2. Routing and Scheduling

Efficient routing and scheduling is key to operating a successful bussing system. In the special needs area, it is important both for the child and the cost factors that the least restrictive form of transportation be provided.

Findings

The Norwood Public Schools transport many of their in-district special needs students on regular school busses provided by the School's contractor Michael J. Connolly. Only 73 of over 500 in-

district special needs students (15%) are transported in-district by Norwood's special small vehicles. The balance either walks to school or rides on regular school busses. Approximately 54 students are transported out-of-district. The in-district transportation is provided by Norwood's owned special education vehicles.

The out-of-district transportation is provided by Norwood's vehicles if available. Otherwise transportation is provided privately based on price quotations. When there are new placements in schools that cannot be serviced by the School's fleet, price quotations are attained. Coordination of routes among neighboring communities sending students to like facilities is done informally with neighboring districts and with the web site <http://spedtransavings.org/>. Norwood spent \$57,709 on contracted special needs bus service in FY14.

Recommendations

Norwood appears to be doing a good job of providing least restrictive transportation for in-district students. While we know of no data available to verify this, we feel that a 15% rate is probably good to excellent. We are aware that in the process of negotiating an IEP agreement, parents sometimes use door-to-door transportation as a bargaining item. We recommend that the special needs staff remain diligent in providing appropriate, less restrictive transportation.

Based on the relatively low cost of out-of-district transportation, in particular the low cost of contracted out services, it appears that Norwood is doing an efficient job here also. Appendix II.8 presents Norwood's and peer communities in and out-of-district costs and students transported. We do not believe that Norwood actually costs out each individual bus run, so they cannot compare their costs with a contractor's quote. At the moment, routes are costed on an average per pupil basis, without factoring in time and mileage. We recommend that the Transportation Department set up a system for better tracking route costs.

While Norwood is working with other districts informally and is using <http://spedtransavings.org/>, we feel than out-of-district transportation should be at least partially managed by a regional collaborative so that efficient trips can be arranged across several towns. Several educational collaboratives have demonstrated substantial savings using this method. Norwood should reference MOEC's study of collaboration, <http://moecnet.org/wp-content/uploads/2009/01/State-Sped-Trans-Report-FY2013.pdf> They should investigate whether TEC, ACCEPT or any other regional group could provide any assistance. The secret to savings in out-of-district transportation is eliminating single rider trips, particularly if a monitor is also needed. Based on an estimated \$100 per student per day cost, Norwood could save about \$7,000 per student per year with this recommendation.

It should be noted that members of the Student Services Department reported that they have received many complaints from parents about the quality of the transportation services. The two main complaints are that problems are not solved promptly, and that some out-of-district routes

run over the one hour maximum time allowed by DESE regulations. We realize that parent complaints in this area are sometimes unrealistic. If traffic and distance do not make a trip under an hour possible, then there is no solution. On the other hand, if the trip is over an hour because of too many stops on the route, then the Department can and should correct the problem. The Department must therefore provide excellent communication with the parents and special needs staff and solve problems to the best of their ability as quickly as possible. The Student Services Department must have excellent communication with Transportation and assist them in dealing with unreasonable requests.

3. Equipment Costs

There are four main costs to operating a special needs transportation system: staff, contracted services, maintenance / fuel, and equipment replacement. In this section we will discuss the costs of operating and replacing the busses.

Findings

In FY14 the Norwood Public Schools spent \$56,185 on vehicle maintenance and \$96,249 on fuel. See Appendix II.9 Maintenance is provided by private contractors, and gasoline is provided by the DPW facilities.

Twenty of the vehicles on the Norwood inventory are six years old or older. They have all been fully depreciated. Norwood reported depreciation of \$135,521 in FY14. That figure will fall to \$20,079 in FY15, due to the twenty vehicles being fully depreciated in 2014. Norwood purchased six new vans and traded in three 2009 vans in 2013. All of the six mini-busses were purchased in 2008 and none have been replaced. The Department is in the process of replacing more of the older vehicles. Appendix II.10 provides some references that may help in this process.

Recommendations

The expenditure for vehicle maintenance does not justify the hiring of a mechanic whose salary would be higher than the current expenditure. Once the new DPW garage is complete, the DPW, facilities department and transportation department should investigate whether there is any feasibility of maintaining vehicles at the DPW facility.

Purchasing gasoline from the DPW facility is certainly the cheapest way to go, however the total gas cost seems very high. We recommend that Norwood consider buying more fuel efficient vehicles in the future. In particular, we recommend purchasing small sedan hybrid vehicles such as the Toyota Prius to replace some of the vans. Many of the out-of-district trips involve only one or two students and an eight passenger van is not needed.

We are concerned in any district that owns its own vehicles that there is an appropriate replacement plan and that the plan is funded. We have seen many districts get into serious financial problems by not replacing vehicles in a timely fashion. It is good that Norwood has replaced three of its vans, and is seeking to replace others. There should be a plan in place for all of the vehicles. If a vehicle lasts longer than planned, that is a bonus. An annual review of needs will determine the next year's purchase plan. We understand there are some reserve funds that will be used for the next purchase, but there still needs to be a long-range plan.

3. Revenue Generation / Other Savings

It is our belief that busses purchased for school use should be utilized by the district to the fullest extent possible, generating revenue, directly or indirectly, for the replacement of these vehicles when they aged out. It is our belief that the Town can set up a fund into which this revenue can be deposited. We know of several options, a municipal revolving fund under Ch. 44, sec. 53E ½, an enterprise fund under Ch. 44, sec. 53F ½, a special purpose stabilization fund, or a reserve fund within the General Fund.

A. Athletics

Norwood takes advantage of the opportunity to eliminate high cost, full size busses from Connolly with the mini-bus (17 passengers), vans (7-8 passenger) and facilities vans (for equipment and coaches). Athletics pays for these services. Under our recommendation revenue would be transferred from the Athletic Revolving Fund to the school bus replacement fund. The cost per bus for the Athletic Department would be less than the cost for Connolly.

Additional savings could be generated by using athletic coaches to drive these vans. If this is desired, the Norwood School Committee needs to develop a policy on using coaches and/or teachers for drivers.

B. Field Trips / Music Trips, Etc.

The Schools use the special needs vehicles for several other activities. The same procedure as athletics could be used. In the case of trips paid for by students, the student activity fund could be billed for the usage.

C. After School Programs

While there may not be drivers and/or vans available for the Before School Program at 7:30 AM, there should be drivers and vans available at 6:00 PM. The Transportation Department should ascertain if there is any demand for this service from parents.

D. Senior Services

The School vans may be able to supplement the transportation already provided by the Senior Center. The Schools should meet with Senior Center administration to discuss possibilities. This may not generate any additional revenue, but would be a good service to the local citizens.

E. Recreation Programs

There may be many opportunities for revenue generating use, particularly since the bulk of the Recreation Department's programs are held during school vacations and summer. Recreation charges the participants of the program and could pass the revenue on to Norwood rather than a private bus company. Suggested usage includes a pool shuttle, rainy day shuttle, small group field trips, etc.

Caveats

- The busses exist for the transportation of special needs students. Their needs would always take precedence over any other programs.
- The current insurance does not cover all of these activities. The Town's insurance advisor would need to determine the cost of this insurance and the Schools would need to decide if this cost was prohibitive.
- The Schools would need to build an overhead charge into their fees. This is the only amount that would go toward the bus replacement fund. Any direct costs such as driver wages, gasoline, etc. would need to be paid from the fees.

Recommendations

This list of uses for the busses is a possible way to generate funds for bus replacement and/or subsidize the immediate costs. It is likely that all of these services are not feasible or desirable, but we have provided a list of uses we have seen in other towns for Norwood's consideration.

Summary

Norwood is successfully operating its own special needs transportation system with a fleet of 26 vans and mini-busses. This appears to be very cost effective based on the data we have reviewed. We have suggested several ways to enhance this system and keep it sustainable.

We have recommended purchasing smaller hybrid vehicles to replace larger fuel inefficient vehicles and we have recommended a long-term replacement plan be developed.

We have suggested creating a special fund as a stabilization fund for making bus purchases in the future. This fund would receive revenue from providing services to athletic teams, other student activities, after school programs, senior citizen programs and Recreation Department programs.

We do not feel that individual route costs are being correctly calculated and we have suggested that a better system be developed.

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Finally we have noted that at least two vehicles are sitting idle due to a lack of drivers. We have suggested raising driver wages and establishing a training program to attract new drivers.

Reference: Bauer, A.M., & Kroeger, S. (2004). *Inclusive Classrooms: Video Cases on CD-ROM*. Upper Saddle River, NJ: Pearson Education Inc.

III. NON-EDUCATIONAL INFORMATION TECHNOLOGY

The Town of Norwood and the Norwood School Department operate separate technology departments to provide various technology services including system operation, network administration, data processing, email, internet access and other tasks. The Town has an electric light department, but they are not heavily involved in Information Technology. The School Department does not have a person in charge of classroom instruction of technology, but their technology director works with the Assistant Superintendent to assure that the technology curriculum, professional development and classroom devices are appropriate. The purpose of this analysis is to determine if the three operations (Town, Electric Light and School) are operating efficiently and effectively and if it would be desirable to consolidate them into one department. Our analysis is intended to assist both Town and School collaboratively improve their services in a cost effective way.

1. Current Status and History

The Town IT Director assisted the School Department to develop a computer network around 1997, with the core of the network at Town Hall. The Superintendent of Schools hired a school technology director to manage this network with Town Hall and bring computers into the classroom. Over the years, the two operations became more and more separate as their needs diverged. The School technology director position was eliminated in the mid 2000's and placed under an assistant superintendent. This position was also eliminated and a new assistant superintendent position had no technology duties. In 2011, Custom Computer Systems was hired to evaluate the technology operation. Their number one recommendation, to hire an IT director, was fulfilled with the hiring of the current director in 2013.

Findings

The Schools have been working diligently to upgrade their systems under the leadership of the new director. They have recently developed a technology plan based on Custom's recommendations. They are seeking funding for a technology refresh cycle. The server / network facility is in Norwood High School.

The Town IT department operates out of a server / network facility at Town Hall. The core of the School network is also here from its original setup. One of the main operations is the Town's financial system which also serves the Schools.

Recommendation

These two initiatives seem extremely important to the Schools and Town and we recommend that the staff dedicate their efforts to accomplishing the planned upgrades.

2. Staffing

Current administrative technology staff is presented in Appendix III.1. We have interviewed the School Department Technology Director and the Network Specialist, the Town IT Director and the Electric Light Superintendent and two of his IT staffers. These interviews were for the purpose of analyzing their duties and function in the overall technology environment of the Town and School.

Findings

The current School IT staff of 7.8 FTE staff members falls in the middle of the other districts in the peer communities based on staff per student ratio. See Appendix III.2. The total number of staff (Town & School) also falls in the middle.

We have included two other staffing studies for reference in Appendices III.3 and III.4.

It should be noted that it is very difficult to compare school technology staffs due to the different titles and organizations used in different school systems. Some staff may have duties that are part educational and part technical. Those staffers may show up as technical in one district and educational in another.

The Town staff of four employees plus a Fire Lieutenant who serves the fire department is the highest of all the Towns we surveyed. While they were not interviewed, we considered the role of other various positions in the School Department and Town staff in various departments. These staff members have an important role in the overall technology operations of the Town and Schools.

The Norwood Light Department staff does not seem to have a major role in Norwood's IT structure; however the Department has a key role in supporting the operation.

Recommendation

We feel that the current IT staff is sufficient to support a district the size of Norwood, particularly once the new technology plan is fully implemented.

The Town staff also seems to be adequate.

We feel that if there was a consolidated Town IT department the total of 11.8 employees could be reduced. However, we do not feel a consolidation is feasible at this time, as we will detail below.

3. Software

This section focuses on the deployment and support of software that is used to manage the Town and Schools. It is important that this software be appropriate, up to date, and supported by the

technology staff. We are primarily interested in the School Department's various databases and the use of office software such as MS Office.

Findings

The School Department has a student database, iPass for the DESE's Student Information Management System. This database is also used for attendance, grading and several other functions. Many districts have had issues with iPass since recent changes in ownership. Norwood is in the process of evaluating upgrades to iPass in comparison with competing student information systems as the DESE will be requiring all school system student information systems to be SIF compliant by September 2016 for their reporting requirements.

The Special Needs Department uses SEMStracker for Individual Education Plans (IEPs), which does not electronically interface with iPass. Both systems are updated through regular manual exports and imports of data.

The Schools use TeachPoint to manage the new teacher evaluation system.

They also use Google Apps for Education, a free suite of educational applications. They are using Google's chat function as an additional option in their help desk operation.

Custom Computer recommended centralizing the management of school desktop computers. The Schools purchased and implemented Altiris software to accomplish this task.

In general, the Town and Schools use MS Office for day-to-day office tasks. The School Department has the ability to use OpenOffice or Google Docs Office Suite and has been investigating other Google applications.

The Schools currently use an automated Help Desk by BIGWebApps for an automated help desk. The Town It department does not use a commercial help desk system, but has their own in house system.

Recommendations

We recommend that the School's IT department continue to evaluate student information software that suits their needs. They should be looking for a product that includes as many school data functions as is feasible, including a product that replaces or interfaces with SEMStracker.

Many Massachusetts districts have adopted TeachPoint as their evaluation software and appear to be happy with it, as is Norwood.

Norwood is successfully using Google Apps for Education and will be converting to Gmail for their email service.

MS Office is very expensive software to provide to all of the Town's users, particularly the students. OpenOffice and Google Docs Office Suite are free to the School Department and inexpensive for the Town. Experts in the field agree that OpenOffice and Google Docs Office Suite are excellent office suites that exceed the needs of all but the savviest users. Both the Town and the School Department should continue investigating the possibility of using these office suites and other Google applications in the future.

4. Network, Email and Internet Connection

The actual network, servers and network software, the email system and the internet access are extremely important. The network needs to provide reliable connectivity between users on the network and the outside world. The Email system must provide efficient messaging both within and outside the organization. The internet system needs to be fast and reliable especially as more software becomes internet or "cloud" based.

Findings

Norwood currently operates at least two different networks from two different locations. The Town's network is located in Town Hall and the School Department's is located in the High / Middle School building. The School Departments base network comes from the Town Hall servers. The Town uses Zimbra, an open source email system. The Schools are converting to Gmail. The Town and Schools are interconnected by high speed fiber provided by the Norwood Light Department,

Norwood Light also provides internet service for both the Town and Schools, along with a fiber optic video system.

At the moment, the Town and Schools have two different phone systems. The schools have a VOIP system provided by Norwood Light. The Light Department is working on an upgrade to this system that will save the schools as much as \$18,000 per year. The Town is in the planning stages for adopting the Light Departments system.

Recommendations

We believe that it would be efficient to run all networks out of the same server room (see Facilities below) and believe that this location could be the High / Middle School's network room. Proper firewalls should be in place to protect both networks, and in particular to protect Town data from student hacking. We believe that if all of the network servers were in one location it may be possible to employ less staff to manage the network and the servers.

We commend Norwood Light for providing a high speed fiber network, internet connection, phone and video system.

Google Aps for Education provides an excellent, free, email system for the Schools along with other included features. It also allows the schools to easily be CIPA (Child Internet Pornography Act) compliant. The Town should investigate with Google how they can efficiently use Google Aps for their (the Town's) Email. This may be less expensive than the Zimbra system. Google Aps includes Postini, a security and archiving service. With both networks using similar Email systems, maintenance of the systems will be easier. Google estimates that a government facility such as Norwood will save around \$30,000 by switching to Google Aps for Government.

5. Professional Development

Everything in the technical end of running a municipal network changes on a day-to-day basis. It is therefore important that the technical staff be properly trained and certified and that regular professional development opportunities are scheduled.

Findings

The School Technology Department has reported that they don't have sufficient funding to give their technicians the training that they need. This was also a finding of the 2011 Custom Computer Systems Study.

Recommendations

The Town and School should allocate professional development funds for technology to assure that all of the professional and technical staff is properly trained to do their jobs. They should also aggressively schedule this training and insist that employees advance in their knowledge if they are to advance in their job.

6. Facilities and equipment

Proper facilities are required for the stable operation of an IT network. Up-to-date computer equipment and adequate student stations are also a necessity.

Findings

The 2011 Custom Computer Systems study indicated that the Schools needed to establish an inventory system to record what equipment they own and track the age of the equipment. Once established, the Schools needed to establish a refresh cycle to replace equipment that was out of date and to do so in the future in a planned fashion. The IT department has implemented an inventory system using KACE software and have used it to manage DESE's recommended six year refresh cycle. The Schools have been receiving annual funds from the Town's Capital Budget to replace and modernize their equipment,

The Town staff did not indicate that they were in need of any equipment upgrades.

Recommendations

Technology equipment becomes outdated very quickly and is expensive to replace. The School Technology Director and his staff appear to be doing an excellent job of implementing the consultant's recommendations and steadily upgrading the system. He should be commended for his efforts and supported by the Superintendent and School Committee in his quest for annual capital funds to keep up with the refresh cycle. The Town and Schools must continue to make significant allocations for technology equipment and infrastructure refreshes in order to keep up with advances. It is essential that a five-year capital improvement plan for technology be maintained and supported.

The Town should investigate the possibility of relocating its network hardware to the High / Middle School network room in the future. This would make it easier for a consolidated network manager to manage all networks. It should not affect the operation of the High School. A side benefit would be freeing up space in the Municipal Office Building.

6. Consolidation

One key to this study is whether the Town and School Technology Departments, and possibly the Light Department can be merged into a single department. One important consideration is the Instructional Technology function, which is important to the School Department, but is not part of the Town's operations at all. Other than this particular area, we are looking at non-educational support services such as network administration, systems administration, data base management, e-mail, internet and other related areas.

Findings

Alternatives to consider include:

- Continue with three separate departments.
- The Town of Brookline, a much larger municipality, has merged its technology operation exclusive of instructional technology.
- The Town of Andover has recently implemented a similar system, <http://andoverma.gov/publish/strategicit.pdf>.
- The Town of Weston has a system where the Town IT operation is operated by the School Department's Director of Technology and Libraries.
- The Braintree Electric Light Department (BELD) is the IT department for the Town of Braintree, and there is an ongoing study of them doing the same for schools.

Operational and Efficiency Evaluation of the Norwood Public Schools

We have found that the Norwood Light Department is successfully operating several consolidated systems including a fiber network, internet, phone and video systems. Network management however, is not an area where they have extensive expertise.

The School Department's IT department is heavily involved in upgrading the classroom facilities and student devices that support the educational function.

The Town IT department supports the School network and operates the Town financial network that the schools use.

Recommendations

We do not recommend a consolidation at this time. We do not feel that any of the three departments are in a position to participate in a merger without negatively impacting their primary responsibilities. Furthermore, there is not the significant duplication of services that we have seen in other Towns and therefore there may be little or no savings in a merger. However, we feel the Town should continue to look at consolidation and move in that direction in the future. The Light Department should investigate the services provided by BELD in Braintree and see if that's a direction they could go in.

Based on our findings above, there is a need to consolidate the various Norwood technology operations at some future time. Given that we have seen no drawbacks to consolidation and many savings in other towns, we recommend that the Town and School Department continue to investigate merging the two Technology Departments and possibly the Light Department at some future time. At that time we would recommend that a Chief Information Officer (CIO) be appointed for both Town and School. The existing staff would continue with their similar duties under the direction of the CIO. The plans are detailed in Appendix III.5.

- Brookline Plan: Instructional Technology would be under the direction of the School's K-12 curriculum department as currently implemented. Several other school systems follow this organization. A consolidated municipal department would run the network operations. A Chief Information Officer (CIO) could be hired or promoted from within to run the consolidated IT department.
- Weston Plan: Instructional Technology, Libraries and Town and School IT operations are under the School Department's Technology Director.
- BELD plan: Norwood Electric Light would in effect be the CIO for the Town and Schools.

Norwood should talk to these and other districts that have consolidated IT and design a plan that is best for Norwood's needs.

Summary

We have reviewed the operations of the Town and School IT Departments and the Norwood Light Department and have concluded that we cannot recommend a consolidation at this time. We do not believe that Norwood Light is currently organized to run all IT operations and we feel the Town and School Technology Departments operations are too different to be merged. We do feel that the Town should work toward consolidation and have presented models to consider. If there were a consolidation there would be some savings, perhaps \$20,000, from having one director (CIO) instead of two.

We feel that Norwood Light has done a good job of providing not duplicative services for themselves, Town and Schools.

We have recommended investigating the moving the Town server room to the High School server room to consolidate network and server operations.

We have recommended that the Town investigate using Google Apps for Government. We have also recommended that both departments implement using Open Office rather than MS Office for some users.

Finally we have emphasized that computer technicians need to constantly be trained to keep up with the changes in IT. The Town and Schools need to make funds available to provide this training.

IV. TOWN AND SCHOOL REVENUES AND COMPARISONS

This section discusses town and school revenues.

I. Town Revenues and Other Financing Sources

The town revenue analysis reviews the categories of annual revenues and uses of fund balance that are available to support the annual budget. In this section, we compare Norwood to the six selected communities: Burlington, Canton, Dedham, Milford, Stoughton and Walpole.

We have compared the communities revenue structure based on that revenues stated on each community's official and final budget per the Tax Recapitulation Sheet as approved by the Department of Revenue for the current fiscal year. The categories of revenue compared are:

- Property Tax Levy
- State Aid
- Local Receipts
- Enterprise Funds
- Community Preservation Funds
- Free Cash and Other Available Funds

Before we could make comparisons, we had to make adjustments/reclassification to Norwood's revenues. The town's original classifications of revenues and our reclassifications are presented in Appendix IV.1. Norwood has charges for services, classified as "local receipts": the municipal light department, broadband and hospital that have been removed since the other communities do not have these categories. Also, the town has water and sewer revenue and for purposes of comparison we have reclassified these as "enterprise revenues" as the other communities account for these operations in enterprise funds. We discuss these issues later in this section.

This comparison of each community's revenue structure and revenue is presented in Appendix IV.2. In the following discussion, if a more specific analysis has been done we make reference to additional appendices.

PROPERTY TAX LEVY

The property tax levy is the principal revenue for funding a community's general fund. It is also the revenue source that will provides the largest annual increase to the town's revenue base. The Town of Norwood taxes to the maximum allowable tax levy and as such has no excess levy capacity. Appendix IV.2 shows that the property tax levy comprises 55.8% of the town's revenue and Appendix IV.3 shows that there is \$71,789 of excess levy capacity which is simply because tax bills have to be rounded, there is effectively no excess levy capacity. Stoughton and

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Walpole have no excess levy capacity like Norwood. All other communities have excess levy capacity and could fund a greater level of services within the current levy, if policy makers determined that was necessary. The other communities have the capacity to provide from \$1.1 million to \$4.2 Million (Burlington) of services within the levy.

The maximum allowable levy is comprised of the base levy from the prior fiscal year, increased by 2.5% pursuant to the provisions of Proposition 2½, plus an increase for “New Growth.” One of the major determinants of levy capacity is new growth from residential, commercial and industrial development in the past year added to the assessed valuations. All of the comparative communities have had stronger new growth as a percentage of the prior year levy than Norwood. This would be one factor that would contribute to excess levy capacity in the other communities along with a policy to maintain excess capacity.

Municipalities in the Commonwealth have either a single tax rate or a split tax rate. Norwood has a split tax rate. This is important to note as when a community has a split rate there is greater shift of the tax burden to commercial and industrial property owners. All of the comparative communities have split tax rates and Norwood is in the middle of the group in terms of the Commercial Industrial Property (CIP) shift factor at 1.56 for FY 15. The residential tax rate is \$11.47 and the commercial, industrial; personal property tax rate is \$23.18.

We have also compared the average tax bill for residential properties for FY 15 for the peer communities. The comparison takes the average residential valuation times the community’s tax rate. Norwood has the lowest average residential tax bill of the peer group at \$4, 376, which is \$2,300 below Walpole’s average tax bill, which is the highest of the comparative group. We have also reviewed Norwood’s average tax bill ranking compared to all 351 municipalities and Norwood is at the midpoint currently statewide and in recent years has ranked from 174 to 204 lowest of 351 municipalities. Refer to Appendix IV.4

We also have reviewed the number and amount of permanent overrides as well as debt exclusion overrides in each community’s levy. Two of the peer communities have a permanent override built into their levy, Canton had a \$4.4 million permanent override in FY 09 for school and municipal operations; Walpole had a \$3.7 million permanent override in FY 13 and also had a \$3 million dollar permanent override in FY 02 for school and municipal operations.

Three of the communities have a number of debt exclusion and capital exclusion overrides in their levies: Canton, Dedham and Walpole. Burlington, Stoughton and Milford have never had a permanent override or a debt exclusion override.

Norwood has one debt exclusion override, for the high school, in the tax levy to fund debt service of approximately \$2 million dollars each year, which will decline and when it is paid off will have no further impact on the levy.

As a final step in the review of Norwood's levy, we have reviewed the overlay – provision for abatements and exemptions as some communities establish significant reserves that eventually over time close to free cash; Norwood has only minimal overlay reserves to fund pending Appellate Tax Board liabilities per their filings with the Department of Revenue (DOR).

STATE AID

The town receives various types of state aid, the two major categories are: Chapter 70 (Education Aid) and Unrestricted General Government Aid (formerly Lottery Aid and Additional Assistance). Appendix IV.2 shows the composition of state aid as a % of total revenues and financing sources for the town in comparison to the comparative communities.

Chapter 70 Aid

Chapter 70 is the town's single largest form of state aid. Municipalities in Massachusetts receive Chapter 70 Aid based upon three different components (based on the preliminary FY 16 Chapter 70 and Net School Spending numbers):

1. Base Aid
2. Foundation Aid
3. Per Pupil Minimum Aid.

Chapter 70 Aid, the Education Aid from the Commonwealth is revenue to the town, not the schools, but it impacts the annual budget funding capacity available for appropriation to the school department.

Chapter 70 Funding (Education Aid to the General Fund)

Norwood Status and Trends with Chapter 70

Over the past decade, the town's Chapter 70 aid has varied at 10 to 12% of actual net school spending, so there has been no increase of note in the share of state education aid in the town's actual school spending. The annual Chapter 70 increases have averaged \$ 285,000 over the past three years; the FY 16 Chapter 70 aid increase proposed in the Governor's Budget for Norwood is only \$69,840, which is simply the Minimum Aid of \$20 per pupil. Appendix IV.5 presents the town's Chapter 70 history and trends.

The vast majority of Education Aid in the Commonwealth benefits Foundation Aid Communities meaning those communities that each year are below Foundation Budget and require large amounts of financial support from the Commonwealth; communities such as Salem, Springfield, Lawrence, and one of the comparative communities, Milford. Norwood is a below target share community meaning any increases in aid (over future years) are intended to bring Norwood to a point where the Chapter 70 will pay no less than 17.5% of foundation. Currently Chapter 70 is paying 15.9% of Norwood's foundation.

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Given the state’s financial position, the need to bring many school systems simply to Foundation Budget (adequacy of the Education Reform Law), there is no reason to anticipate that Norwood will receive any more than its average Chapter 70 historical trend or even less in future years and may only receive Minimum Aid.

Comparison of Chapter 70 with the six comparative school systems

Norwood receives the Chapter 70 aid per Foundation enrollment of \$1,622 which is on par with Burlington, Canton, and Dedham and below the other three communities. Stoughton receives more due to equity factors; Milford receives substantially more due to the fact that it is a foundation budget community. Refer to Appendix IV.6.

All of the comparative group’s actual net school spending is above the required school spending. Burlington 63%, Canton 37.9%, and Dedham 49.7, Stoughton 31%, Walpole 25.6%, Norwood 25.2% and Milford 6%.

The Chapter 70 formula includes “wealth” and equity provisions which are further determinants of the annual aid allocated to a school system; so for instance equity provisions help a community such as Stoughton with receives \$3,950 in Chapter 70 Aid per enrollment.

The State enacted the so called “Local Contribution Equity” provisions in 2007 with the objective to bring all districts’ local required contributions to their local target effort. Norwood is one of many districts whose local required contribution is greater than their local effort target. The State is attempting to reduce the local required contributions of districts that are above their local effort target; conversely, the State is trying to increase the local required contributions of districts that are below their local effort target. The following table presents Norwood’s estimated Chapter 70 distribution, local required contribution, and required net school spending based on the FY16 preliminary numbers.

		Local	Net School
Description	Chapter 70	Contribution	Spending
FY16 Preliminary	\$ 5,733,566	\$ 31,370,427	\$ 37,103,993
At Full Equity	\$ 6,305,292	\$ 29,724,948	\$ 36,030,240
Difference	\$ 571,726	\$ (1,645,479)	\$ (1,073,753)

Thus, Norwood can expect at full equity an estimated increase in Chapter 70 of about \$571,000, an estimated decrease in local required contribution of about \$1,600,000 resulting in an estimated reduction in required net school spending of about \$1,000,000. These numbers are based on the FY16 preliminary Chapter 70 and Net School Spending numbers published in March 2015 by DESE and as such these numbers may change. A district may, and Norwood does, spend above their minimum required contribution. There is no guarantee that full equity will be achieved; the State has attempted to achieve full equity since 2007, but due to ongoing fiscal and economic issues in combination with the requirement to bring so many school

systems, i.e. Milford to foundation, this correction in equity may take many years; and as explained above in FY 16 Norwood is scheduled to receive only Minimum Aid of \$69,840 (unless the Legislature revises the Governor's proposal).

Non Chapter 70 State Aid

There are various small categories of aid to municipalities (Veteran's Benefits, exemptions for elderly, blind and surviving spouses); the only other major category is Unrestricted General Government Aid (UGGA). In FY 15 Norwood received \$4,138,956 in UGGA. Norwood receives the most UGGA of the comparative communities on a per capita basis. Over the past several years Norwood's increases in aid have principally been due to increases in Chapter 70 Aid, this dynamic is proposed to change for FY 16 where UGGA will increase by \$149,002 and Chapter 70 Aid by only \$69,840.

LOCAL RECEIPTS

This category of revenue includes motor vehicle excise, meals excise, hotel excise, licenses and permits, departmental revenues, rental income, payments in lieu of taxes, fines and penalties and investment income. Norwood had the Municipal Light Plant, an enterprise fund classified here. For purposes of comparing Norwood's revenue base to the other communities we have removed the light departments revenues, of \$48,906,987, as well as the broadband revenues, hospital revenues and water and sewer revenue such that there is a more "apples to apples" comparison.

Pilots

Norwood has the highest payment in lieu of tax revenue (PILOT) at \$1.1 million principally from the light department; Burlington is second with \$520,000. The PILOT is a component of the revenue base but will not grow significantly going forward. We further note that based on our experience with municipalities that have an electric light plant, they do not record PILOTS on the Local Receipts Schedule, and we discuss this later in this report.

Hotel Tax and Meals Tax

The town like all of the peer communities adopted the hotel tax and it means \$1.1 million in annual revenue, it is an essential element of the revenue base but should not grow significantly. The town has adopted the meals tax as the comparative communities have, with the exception of Milford. It is an important component of the revenue base at \$650,000; its growth is a function of the economy. The hotel tax and meals tax information is presented in Appendix IV.7.

Overall, Norwood has the highest composition of local receipts (after reclassifications) in its revenue base than any of the other comparative communities principally due to the PILOT with the Light Department and the strong collections of the hotel tax and meals tax. For budget planning purposes, they cannot be expected to grow to any significant degree in the near term.

ENTERPRISE FUNDS (Business Activities/Operations)

The comparative communities all account for their water utility/department (direct costs, indirect costs and capital and debt service) in a water enterprise fund and do the same for their sewer utility/department. This separate fund clearly segregates revenues from fee payers, all costs and the financial position (surplus or deficit) to assure that the fees are used for the restricted purpose (i.e. the water supply and distribution system). Our objective in the scope of services was to assure that the full cost of major funds/activities were being recovered especially the indirect costs.

The former town accountant has stated to us that the full costs of water and of sewer are recovered. It is important to note that since the activities are included within general fund there is no clear segregation and no presentation of direct, indirect and debt service to allow measurement on the ledger of the true financial position of water nor of sewer. We further note that in our review of the audited financial statements there is no presentation and segregation of water or of sewer revenues, costs and financial position which is a requirement when a municipality intends to recover its direct costs.

Water and sewer can be accounted for and reported as enterprise funds or as special revenue funds; both fund accounting methods each assure the segregation of activity and clear information as to the financial position (surplus/deficit). Also, per the new Chapter 259, the Massachusetts Clean Water Trust does not provide State Revolving Loan subsidies and principal forgiveness to communities that do not account for water and sewer in enterprise funds. We recommend that the town officials and committees consider the use of separate funds to segregate this water and sewer activity which is funded by fee payers from other general fund activities.

Also, the town reports the activity of the Norwood Municipal Light Department as an enterprise fund on Schedule A to the Department of Revenue (the required yearend financial reporting filing) and the auditor's present it as an enterprise fund on the audited financial statements. The Tax Recapitulation filing to the Department of Revenue is not consistent with other communities that have municipal light departments. Currently Norwood reports Light Department "Local Receipts of \$48.9 million and a PILOT payment of \$1.1 million coming into the general fund of the town. Light department costs and revenues are not normally presented on Tax Recapitulations in the Commonwealth, it is normally a very simple presentation in that only one number is voted by town meeting for presentation on the Recap Sheet and that is simply on *Line III.d.2 Other revenue sources appropriated specifically to reduce the tax rate – Municipal Light Source*.

The amount voted and reported on this line would be the negotiated amount coming from the light department enterprise fund to support the general fund and would be voted by town

meeting. Currently the audit firm reports a \$5.6 million transfer from the municipal light enterprise fund to the general fund, which is not shown on Line III.d.2.

COMMUNITY PRESERVATION FUNDS

One community in the comparative group has adopted the Community Preservation Act (CPA) surcharge. Stoughton has adopted a 1.5% surcharge that is applied to the annual property tax bill. It is important to note that the CPA surcharge is intended to provide for community housing, historic preservation and open space acquisitions that would not be otherwise funded by the community's general operating revenues. So the funds do not supplant general revenues; rather they allow the funding of activities that have not been able to be funded. Adoption of a CPA does not then provide capacity for funding other services.

FREE CASH AND OTHER AVAILABLE FUNDS

We note that Norwood used \$10.9 million of "Other Available Funds", which is higher than in the past. We note that communities can appropriate from fund balances or for example from the Stabilization fund. \$3 million was voted by town meeting for as partial funding for the DPW facility from the stabilization fund; \$3,196,301 was voted from funds encumbered for another purpose to establish a conservation fund, to fund OPEB, to fund union contracts, police and fire vehicles, the light department, broadband, and unpaid bills of the prior year.

Norwood General Fund Revenues Budget to Actual and Use of Free Cash

As part of our scope we were to also review trends in budgeted to actual revenues and use of reserves. Appendix IV.8 presents the Final Revenue Budget for FY 14 compared to actual and does the same for FY 13. In FY 14, actual revenues exceeded budget by \$2.2 million and that year \$1 million of budgeted expenditures were turned back. In FY 13, actual revenues exceeded budget by \$939,000 and there were expenditure turn backs of \$ 2 million. So each year there was a total positive variance of about \$3 million to close to Free Cash. These are sound positive variances, it does not mean there is capacity to budget more. The same Appendix shows that there is a significant annual use of Free Cash; \$2.7 million in FY 14 and \$4.4 million in FY 13.

Adoption of Trash Fees in Comparative Communities

We were asked to survey the comparative communities as to the adoption of a trash fee, the four communities that responded to the survey indicated that they do not impose a trash fee. With respect to Stoughton and Burlington, we received information from the Department of Revenue that these two communities also do not impose a trash fee. Please refer to Appendix IV.4.

II. Revenues of the Norwood Public Schools

The general fund appropriation is the principal funding source for the Norwood Public Schools, however the schools also receiving funding from:

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- State and Federal grants,
- Revolving fund programs and activities that Massachusetts General Laws allow for such purposes as extended day programs, prekindergarten, transportation, building rental etc.
- Gifts and Donations
- Student Activity Accounts

We have reviewed Norwood's FY 14 spending. 13.2% of all spending is supported by other funds (revolving, grants, gifts, and the like). The school system funds 51% of its out-of-district cost with circuit breaker funding from the state and it supports 9.7% of its in-district spending with outside funding. The detail of outside funding support by function is presented in Appendix IV.9A.

We compared the non-general fund spending (support) of the six comparative school systems and Norwood exceeded all the other school systems in outside funding to support the school system with the exception of Walpole. Outside funding ranged from 7.9% in Burlington to 14% in Walpole. This is important to note as through all fee based programs, grants and donations etc. the school department funds a sound component of its costs on a comparative basis. Refer to Appendix IV.9B.

State and Federal Grants

State and Federal Grants provided \$1.4 million of support to the school system in FY 14. The school system has received annual educational grant funding in the range of \$1.4 to \$2.3 Million in the past five years. All of the grant money is used for instructional purposes or fringe benefits of instructional staff. The majority of the federal grant funds, for example the Title 1 funds, are entitlement funds which are determined by formulas based on number of Title I students multiplied by statewide average per pupil spending in the Commonwealth and then subject to annual federal funding levels to all states.

Our review of educational grant funding to the Norwood Public Schools shows a decline in grant funding since FY 11; however this decline is consistent with the pattern in most school systems. The Norwood Public Schools peaked in grant funding in FY 11 with total grant funding of \$2.3 million due to the significant Federal Stimulus – American Recovery and Reinvestment Act (ARRA) funding that was available to school systems but which was non-recurring aid. Stimulus funding for the school system in FY 11, for example, totaled \$750,000. Appendix IV.10 presents the trends in grant funding.

The non-educational federal funding to the school department is from the U.S. Department of Agriculture as passed through the Commonwealth's Department of Elementary and Secondary Education for school lunch program assistance; this funding in recent years on average is \$455,000 and is formula based.

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Overall the state and federal grants are an important funding source but for planning purposes should not be expected to grow as a component of the revenue base; state grants are more limited based on the state's funding pressures. Also, state grants often are project specific and non-recurring.

School Choice Impacts

School Choice in a district is a policy decision of the school committee. This analysis does not address policy. In our research we noted that Burlington, one of the comparative communities was receiving Choice revenues and we reviewed the financial impact of Choice on each school system. Refer to Appendix IV.11. The result of this analysis shows that Norwood, Canton, Dedham, Walpole and Burlington have only a few students who Choice out, so minimal assessments/costs for Choice.

A school system such as Burlington nets revenue from the Choice program. A community such as Milford, receives \$438,000 of Choice funding for students who tuition in, but 178 Milford students Choice out for a cost to the town of over \$1,039,000 for a net position of \$601,000.

V. STAFFING AND COMPENSATION

This section of our report presents the staffing and compensation analysis and compares Norwood to six other communities.

1. STAFFING

This section of our report compares staffing in the Norwood Public Schools to the six comparative school systems selected by the Committee: Burlington, Canton, Dedham, Milford, Stoughton and Walpole using FY 14 data; the FY 14 data has passed through DESE edits and checks. The staffing data is from the Education Personnel Information Management System reports provided by each school system to the Department of Elementary and Secondary Education (DESE).

EPIMS is a data collection system developed by DESE to collect individual educator data, from all public school districts and charter schools. The data collected is linked with the licensure data, which the Department currently maintains in ELAR, the Educator Licensure and Recruitment database.

Each person in each school system is given a unique identifier, the Massachusetts Education Personnel ID (MEPID) which helps ensure the accuracy and integrity of the data. All school system staff are reported in EPIMS except school lunch staff, operational and maintenance staff and coaches.

This review compares categories of staff to the six comparative school systems as follows:

- **Teachers:** All teachers, General Education teachers, teachers for ELL and Special Education teachers
- **Special Education Staffing:** teachers, paraprofessionals, instructional support and other SPED related staff
- **Administrators:** district Administrators, district instructional leaders and school level administrators
- **Medical/Health**
- **Clerical/Secretarial**
- **Technology Support**

This comparative also includes ratios of students to staff. The student data is from the Student Information Management System (SIMS) which is a student-level data collection system that allows DESE to collect more accurate and comprehensive information from each school system to inform policy and programmatic decisions. Each student in the Commonwealth has a State Assigned Student Identifier (SASID) which remains with the student throughout their

educational life. The lower the student to teacher ratio, then the higher the staffing for that category in comparison to the other school systems. Some classifications are compared based on ratios of total enrollment, some on student with disability enrollment and teachers for ELL based on the ELL enrollment. The comparison of Norwood staff to the six other school systems is presented in various Appendices.

TEACHING STAFF

1. All Teachers

In FY 14, Norwood employed 274.3 FTE teaching staff and the equivalent of 1.5 FTE long term substitutes for a total of 275.8 FTEs. We have compared overall teaching staff to the comparative school systems and Norwood; of the seven school systems, Norwood ranks right in the middle with a ratio of 12.6 students to teachers. The three school systems that had a lower ratio of students to teachers were: Burlington at 11.8:1, Dedham at 12:3 to 1 and Stoughton at 12.5:1. The three systems with a higher student to teacher ratio were Milford at 13:1, Canton at 13.7:1 and Walpole at 13.9:1. Refer to Appendix V.1 for all teaching staff comparisons.

2. General Education Teachers

With respect to general education students, Norwood again ranks in the middle of the seven school systems with a 15.8:1 ratio of students to teachers. Again Burlington, Dedham and Stoughton have a lower student to teacher ratio. Within general education DESE classifies teachers as:

- English Language Arts/Reading/Math/Science and Social Studies
- Arts and Languages
- All Other Subjects

Within the ELA, Reading, Math, Science and Social Studies classification, Norwood's ratio of 37.2:1 was the second highest, only Walpole had a higher student to teacher ratio at 41.8:1. The lowest ratios were Stoughton at 20:4 to 1 and Burlington at 20.7 to 1.

For Arts and Languages, Norwood ranks in the middle at 111.1 to 1; Stoughton at 101.6:1, Burlington at 108:1 and Canton at 103.3:1 had lower ratios.

For All Other subjects, Norwood's ratio of 36:5 to 1 was the third lowest; only Dedham at 29.8 to 1 and Walpole at 36.2 to 1 had lower ratios.

3. Teachers of ELLs

Norwood had 245 English Language Learners in FY 14, only Milford had a higher ELL enrollment at 369 students.

All the school systems within this category had only English as a Second Language Teachers with the exception of Milford which also had 3.6 Sheltered Content and Bilingual Teachers. Within the overall ELL category, Norwood had the second highest ratio at 46.3 students per teacher. The lowest ratio was Burlington at 17.2 to 1.

4. Special Education Teachers

Norwood has 12.2 students to every special education teacher; this was the second lowest student to teacher ratio. The lowest ratio is Burlington at 9.7 to 1, and Norwood was tied with Dedham which also has a ratio of 12.2 to 1. The highest ratio was Dedham at 20.4:1.

In the next section, we compare all Special Educations staffing in order to look at the overall staffing of the teachers, paraprofessionals, instructional support and other SPED related staff.

SPECIAL EDUCATION STAFFING

In addition to the teaching staff, special education student receive services and support from adjustment counselors, paraprofessionals, occupational therapists, physical therapists, speech pathologists, behaviorists, etc. This section compares three SPED staffing categories that support the teacher: Paraprofessionals, Special Education Related Staff and Instructional Support Staff. Refer to Appendix.V.2.

1. Paraprofessionals

Paraprofessionals are non-certified teaching assistants who provide extra support in the classroom and assistance to students with disabilities. The Norwood Public Schools in 2013-2014 employed 60.2 paraprofessionals for a 9.1:1 ratio of students to paraprofessionals. Of the six comparative school systems, all had a ratio lower than Norwood with the exception of Burlington at 25 to 1 and Stoughton at 13.7 to 1. Canton had the lowest ratio of paraprofessionals at 4.7 to 1; in terms of SPED teachers Norwood and Canton had the same ratio at 12.2 to 1; Canton then staffs with a higher complement of paraprofessionals.

2. SPED Related Staff

DESE defines other SPED related staff as audiologists, occupational therapists, physical therapists, speech pathologists and behaviorists. The Norwood Public Schools have 18.4 behaviorists and therapists for a ratio of one specialist for every 30.1 students with disabilities. Specifically the school system has 3.8 occupational therapists, 1 physical therapist, 7.8 speech pathologists and 5.8 other related, i.e. behaviorists.

Norwood has the third lowest student with disabilities to SPED related staff ratio of the comparative group; Canton is lower at 19.1 to 1 and Burlington is 29.1 to 1. The highest ratio is Dedham at 56 to 1.

3. SPED Instructional Support

DESE defines Instructional Support as school adjustment counselors, psychologists, and social workers. Norwood has 6.4 FTE school adjustment counselors and 2 school psychologists. The comparison of these FTEs positions that are dedicated to students with disabilities shows that Norwood has the second highest ratio at 65.1 to 1, only Walpole is higher at 66.1 to 1. The lowest ratio is Stoughton at 39 to 1. Burlington did not report in this category; they reported all their instructional support for SPED and General Education as one combined number.

In the next section we combine SPED and General Education Instructional Support staff in order to present an “apples to apples” comparison to Burlington.

4. All Instruction Support (SPED and General Education)

This revised category combines all instructional support staff in order to compare to Burlington which has not split its staff to the two categories. DESE defines SPED Instructional Support as school adjustment counselors, psychologists, and social workers. DESE defines General Education Instruction Support as positions as guidance counselors, diagnostic and evaluation staff and librarians and media center directors.

Burlington has the highest level of staff in this category and a student to staff ratio 111 to 1. Dedham ranks second highest in staff with a ratio of 112.7. Norwood (153.6), Stoughton (154.7) and Walpole (154.9) are in the middle range; Milford and Canton have the lowest staffing in this category.

NON CLASSROOM STAFF

Appendix V.3 presents a comparison of Administrators, Medical/Health Staff, Clerical/Secretarial Staff and Technology Support Staff for the six peer school systems.

1. Administrators

The Norwood Public Schools in FY 14 had 29.6 administrators:

- 11.4 district administrators including the superintendent, assistant superintendent, business manager and pupil services/special education director, IT Director and other administrators
- 4.6 instructional leaders representing the coordinators for English, foreign language, arts, social studies, math and science
- 13.6 school level administrators including the principals, assistant principals and special education program coordinators

The Norwood student to district administrator staff ratio of 304:1 is the second lowest, with only Dedham being lower at 235 to 1 which indicates that actual staffing is higher than the comparative school systems. Instructional/curriculum leaders in Norwood have a ratio of 755 to 1 which is the third lowest, Dedham at 503 to 1 and Burlington at 608 to 1 are lower.

The school site administrators with a ratio of 255 to 1 are the 3rd highest, with Milford (200 to 1), Burlington (211 to 1), Walpole (203 to 1) and Stoughton (223 to 1) all lower.

2. Medical/Health

DESE defines medical and health staff as physicians, psychiatrists and school nurses. In FY 14 we note Norwood had 9 FTE nurses (this has been reduced to 8 in FY 15) The nurse staffing levels in FY 14 at 386 to 1 was the lowest ratio of the comparative school systems indicating a higher staffing level in FY 14 than all the others.

3. Clerical/Secretarial

DESE define this category of staff as administrative staff, clerks and secretaries which support the principals, support the superintendent and finance director and who support special education professional staff. The district has consistently had approximately 25 to 26 FTEs. The administrative staffing levels are in line with the staffing levels of the comparison school systems. Norwood was in the middle of the comparative group with a ratio of 132:1.

4. Technology Support

The technology support category represents staff that is responsible for the school systems administrative information technology including systems operations, network management, data processing, email and internet. The school system has 5.8 FTEs for technology support which is the third lowest ratio; only Dedham (352 to 1) and Walpole (347 to 1) were lower, so staffing in this area was higher than the four other school systems.

The director of technology for the school system is included within Administrators discussed above.

Historical Staffing

Appendix V.4 presents a three year history (2012, 2013 and 2014) of each school systems' staff to show changes over the three-year period and trends for each system. All of the comparative school systems have been able to lower its student to staff ratio somewhat over the three years with the exception of Dedham.

Changes in Norwood School Staffing from FY 14 to FY 15

All comparisons in this report are for FY 14, school year 2013-2014. Appendix V.5 presents the changes in staff in the Norwood school system between FY 14 and FY 15 and presents ratios based on the current year student enrollments. The total enrollment change from FY 14 was an increase of 9 students, which is based upon an increase of 31 special education students and a decrease of 22 general education students. The total reduction in staff was 6.9 FTEs, 3.8 reduction in teachers, 1.7 in paraprofessionals, 2.6 in SPED related staff and the reduction of one nurse, offset by the addition of 1 school psychologist, .5 diagnostic staff and a .4 site administrator. The changes and staffing ratios are presented in the Appendix V.5.

2. COMPENSATION COMPARATIVE ANALYSIS

This section of our report reviews and compares the pay plans of teachers and the pay plans of paraprofessionals; the two largest segments of the school system's staffing. The teacher pay plan is compared to the pay plans of Burlington, Canton, Dedham, Milford and Walpole. The paraprofessional pay plan is compared to Canton, Dedham and Walpole; these are the school systems that provided this information in their survey.

TEACHER PAY PLANS AND COMPENSATION

Lanes and Steps

The Teacher Pay Plans in all of the school systems are based on the education (degree) of the teacher (Bachelors, Masters, Masters Plus 30 etc.) and within each education level the teachers are compensated at a specific step based on years of service.

Appendix V.6 presents a summary chart of structure of the "Lanes" (Education levels) for each of the comparative school systems. Norwood has seven "Lanes" in the pay plan for compensating teachers who have a specific degrees or number of credits. The comparative school systems had between five and eight lanes in the pay plan where they recognize additional education of the teacher.

Norwood compensates teachers who have a Bachelors Plus 15 and a Masters Plus 15 with a lane change (increase) as do the other comparative school systems with the exception Dedham who does not increase a teacher's compensation when they attain Bachelors Plus 15 and a Masters Plus 15; Canton also does not increase compensation for a Bachelors Plus 15. Norwood does not increase the compensation of teachers who attain a Masters Plus 60 and a Masters Plus 90 whereas Dedham and Canton do and Canton increases compensation for those attaining the Masters Plus 90. The structuring of "Lanes" is a policy decision of the specific school system.

In terms of the step structure, Norwood has a twelve step pay plan for the Bachelors and Bachelors Plus 15, teachers with Masters or above, the higher education levels (lanes) have 13 steps in their pay plan. Canton, Dedham and Walpole have more steps in their pay plans before the teacher reaches the highest level of compensation.

Appendix V.7 presents the Teacher Pay Plan lanes and steps for 2013-2014 for the comparative school systems for four points in each plan: Bachelors, Masters, Masters Plus 30 and Masters Plus 45. In a review of Appendix V.7, Norwood has the lowest teacher compensation through Step 8 of the Pay Plan for Bachelors, a Masters and a Masters Plus 30 and a Masters Plus 45. It is important to note that Norwood provides significant increases to Teachers in all lanes for Steps 8, 9 and 10. The increases at these three steps provide annual increases from 4.8% to 8%. These step adjustments make Norwood more competitive at the higher steps and places Norwood ahead of Canton and Walpole. Please refer to Appendix V.8 for the actual annual step increases in for Bachelor's Masters, Masters Plus 30 and Masters Plus 45.

Compensation over 12 Years through the Steps of Today's Pay Plan

We recognize that the pay plans of the school systems change and teachers move across lanes as they attain more credits and degrees. Appendix V.8 presents for each major lane (Bachelors, Masters, Masters Plus 30 and Masters Plus 45) the total wage growth from Step 1 to Step 12 of the pay plan since Norwood has a 12 Step plan. It also adjusts for the Step 1 advantage that the other school systems have over Norwood and shows over 12 years what a teacher would earn in each school system if they progressed in their original lane through the top step of that lane.

In this analysis, Norwood teacher earnings (over time) are higher than Canton, Dedham and Walpole. Milford has a 10 step plan, so a teacher in Milford over 12 years would exceed the comparable Norwood teacher and the Burlington teacher would have the highest compensation over the hypothetical 12 year period and would earn an additional \$3,000. So over a longer term Norwood rewards the longer term teacher.

Norwood's Distribution of Teachers across Lanes and Steps

Appendix V.9 presents the number of teachers at each lane and step of the pay plan. A total of 113 teachers or 34.8% of all teachers are at the highest step of their respective lane. A total of

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180 or 55% of all teachers are at the top three steps of their respective lane. Eighty three percent of the system's 325 teachers have a Master's degree or higher.

In terms of regular annual compensation, the distribution of the 325 teachers across the various lanes and steps costs \$22.69 million. \$14.2 million (62%) represents compensation for the teachers at the three highest steps of their respective lane.

Distribution of Teachers across Lanes and Steps in Other School Systems

Appendix V.10 presents the distribution of teachers across lanes and steps in the comparative school systems.

Fifty five percent of Norwood Teachers are in the top three steps of the pay plan which drives the personal services cost of a school department, but they are also long serving teachers. In contrast, Canton and Dedham have 35% of teachers in the top three steps; Milford has 59% in the top three steps and Walpole has 73% in the top steps.

In comparing the teachers with a Master Plus 30 or higher level of education: Norwood has 27% with higher levels of education; Dedham and Walpole are the same as Norwood at 28%; Milford only as 22% and Canton has the highest composition of teachers with higher levels of education at 45%.

Paraprofessional Pay Plans and Compensation

Three school systems responded to this section of the survey: Canton, Dedham and Walpole.

The paraprofessionals, also referred to as teaching assistants, provide teachers additional support in the classroom in the instruction of the students, most of the paraprofessionals provide support for special education students.

Norwood has a five-step pay plan for paraprofessionals, a paraprofessional can only reach step 5 of the pay plan after ten years of service. Fifty-three percent of the paraprofessionals are at the top step of the pay plan.

Appendix V.11 presents the comparison of the paraprofessional pay plans. Only Walpole has a five step compensation plan based on years of service, similar to Norwood. Walpole pays more at each step versus Norwood. Canton compensates all paraprofessional at the same annual salary, which is more than a Norwood Step 5 paraprofessional. Norwood paraprofessionals earn more than their peers in Dedham.

We analyzed the Norwood paraprofessional pay plan and distribution of paraprofessionals to the three comparative school systems for total annual cost of paraprofessionals. The total annual cost is equivalent to Walpole which has a similar pay structure and distribution of staff.

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This discussion has focused on compensation; staffing and levels of staff will be discussed in the staffing section.

VI. FACILITIES AND GROUNDS

The Town and School operate two distinct facilities management operations. This care consists of day to day cleaning plus short and long-term maintenance. Facilities management in the Schools comes under the Superintendent and is managed by the Director of Buildings and Grounds. Facility maintenance of Town buildings comes under a designated manager in that building, often the department head (i.e. the Library Director for the Library).

1. Staffing

Several departments have staff that supports the maintenance function in the Town and Schools.

Findings

The School Department has a Director of Buildings and Grounds who supervises a staff of custodians, groundskeepers and maintenance men who care for and maintain the buildings, care for grounds and athletic fields, and plow snow.

The Town has a staff of custodians that clean and maintain buildings. They are supervised by building managers. There is no facilities manager.

The Town DPW has a staff that maintains parks and athletic fields and plows snow in the winter.

See Appendix VI.1.

Recommendations

Our recommendations on staff are contained in the following sections.

2. Current Custodial Operations

The function of the custodial operation is to keep the building clean while making sure that it is properly heated, maintained and secured. The custodian will perform some minor maintenance and heating tasks and will keep the facilities department aware of any maintenance needs over and above their duties. They will likewise make sure that the building is properly furnished and supplied, once again doing some of this on their own, while making their managers aware of anything beyond their scope.

One of the main “efficiency” concerns is whether there are too many or too few custodians for the size of the building. We have looked at square footage standards presented by *American School & University* (AS&U) and the National Center for Educational Statistics (NCES), and a more complicated formula from the North Carolina Department of Public Instruction (NCDPI) that considers the number of teachers and students, as well as the square footage.

Studying custodial operations in town buildings is more difficult. Each building is unique and the sizes and uses are often unique.

Findings

The *American School and University Magazine* standard is based on its 2009 Maintenance & Cost Study for Schools. The study found that the median level of area cleaned per custodian was 32,100 square feet. This standard is consistent with the National Center for Education Statistics' *Planning Guide for Maintaining Schools*. The NCES states that "level 3 cleaning (the middle level) is the norm for most school facilities...a custodian can clean approximately 28,000 to 31,000 square feet in 8 hours." NCES's higher level is level 2. "Cleaning is the uppermost standard for most school cleaning, and is generally reserved for restrooms, special education areas, kindergarten areas, or food service areas. A custodian can clean approximately 18,000 to 20,000 square feet in an 8-hour shift." Norwood High falls in the level 3 category, the Middle School falls between level 3 and level 2, and all of the elementary schools are in level 1 or higher. (See Appendix VI.2).

The NCDPI calculation is very interesting since it predicts the number of custodians needed based on the square footage, number of students, and number of teachers. We chose to use this standard because we feel that the number of students and classrooms (teachers) is an important factor in determining the space a custodian can clean. For Norwood, the formula calls for approximately the same FTE of custodians for the elementary schools. For the High School and Middle School the formula indicates that Norwood could use slightly more custodians. Refer to Appendix VI.3 for more detail.

For the Town buildings the NCDPI obviously cannot be used. But if the AS&U and NCES square foot standards are used as a guide it is shown that all town buildings, except the electric light offices, have a square foot to FTE ratio of significantly less than all school buildings and below the NCES "uppermost" level. It should be noted that Town building custodians also provide general maintenance, and it is not clear that either formula accounts for that service. See Appendix VI.4.

Recommendation

Based on the AS&U study and the NCES standards Norwood could afford to reduce custodial staff by .5 FTE at all of the schools except the high school and still be at or below the medium standard for cleaning. If this could be accomplished Norwood would save 3.5 FTE custodians.

The NCDPI study calls for slightly more custodians at the High and Middle Schools. It also calls for about the same or fractionally less at the elementary schools. This indicates to us that the .5 FTE cuts at the elementary schools may be feasible.

Given the above statistics we recommend that the Director of Buildings and Grounds try to reduce the custodial staff at either Callahan or Cleveland by .5 custodians and observe if there is a substantial loss of care. If this does work successfully it can be tried at the other elementary schools.

The Director should continue to monitor the staffing and look for ways to improve the operation and reduce costs. Appendix VI.5 shows statistics for several other school systems.

On the Town side it appears that the custodial staff could be reduced based on square foot coverage, but the Town custodian has different duties than the School staff. Our recommendation is that the Town use our finding to further investigate their staffing. Appendix VI.6 shows comparative figures for several other towns.

3. Comparative Costs

We have used the DESE per pupil cost tables to compare FY14 for Norwood and six selected peers. See Appendix VI.7. The peers are Andover, Dedham, Lexington, Natick, Needham, and Wellesley. All of the peers have consolidated facilities departments. It should be noted that fluctuations can exist based on how school accounting reports their expenditures and how town accountants report their expenditures on behalf of schools.

Findings

One comparison is what percent of the total expenditures is a particular category of expenditure. Norwood was the highest of the group in total operation and maintenance costs and building maintenance costs. They were second highest in custodial costs. In the comparison by per pupil cost Norwood was the highest for total operation and maintenance costs, building maintenance costs and custodial costs.

Recommendation

It is difficult to conclude why Norwood is the most expensive of this group of school systems for maintenance costs, but based on these statistics they are. It may be the number of custodians as indicated above, it may be the age of the school buildings and it may be the lack of consolidation. It may be that towns with consolidated facility departments are not properly charging costs back to the school department. We recommend that Norwood further analyze these statistics to shed further light on their meaning.

4. Purchasing and Supplies

The purchasing function is very important since a facilities department is one of the largest purchasers of biddable items. A facilities department is responsible for purchasing all of the fuel, cleaning supplies, and custodial paper goods. In addition the department bids the contracted maintenance services from the various trades.

Findings

The School business administrator and the Town Contracts Manager manage purchasing for facilities activities under the Chapter 30B procurement laws. They use local bids and the State bid list to attain effective pricing while still obtaining quality products. The Town Contracts Manager bids building trades services for the Town and Schools.

Recommendation

We did not observe any problems with this function. Proper coordination and communication between the Town and Schools and the facilities operation will be necessary to maximize joint bidding opportunities while avoiding budgetary issues.

5. Capital Plan

The Town's long-term capital plan is a determinate of the condition of buildings in the future and thus an important component of building maintenance. If buildings are not replaced or renovated at appropriate times the maintenance of those buildings becomes very difficult.

Findings

The School Department and Town have Capital Improvement Plans that request funding from the Towns Capital Outlay Committee. The Committee funds priority projects on an annual basis.

Other than the High School, the Norwood Schools range in age from 42 to 102 years old. Although there are ongoing major repairs, there is no long-term plan to replace or substantially renovate the buildings.

Recommendations

The facilities personnel must continuously work with the Superintendent and Principals to assure that all of the School's "major maintenance" and capital facilities needs are cataloged in the Town's long-term capital plan. The Director must also play a major role in assisting the Superintendent and Principals advocate for funding for those needs.

Given the age of Norwood's school buildings it is imperative that a long-term plan be devised to begin replacing these schools. This would include identifying priority needs, seeking technical assistance from MSBA, eventually hiring an Owner's Project Manager, seeking local funding and finally hiring an architect. The Improvement Plan does a good job of managing short term major maintenance needs, but eventually new buildings will have to replace the old.

6. Outsourcing Opportunities

There are several models for the outsourcing of facilities functions.

Operational and Efficiency Evaluation of the Norwood Public Schools

1. There are companies who have management teams, trade maintenance services, and cleaning services who could replace the entire Facilities Department.
2. Norwood could contract out its custodial function, but continue to oversee the contractor with its current management.
3. Likewise, the Town and Schools could contract out all of its maintenance work to a maintenance service company or several firms representing each trade.
4. Norwood could reduce the number of custodians to a minimum, so that buildings are still being overseen and maintained by Town employees. The Schools would then hire a cleaning service to do the day to day cleaning.

Findings

It is the opinion of many school business managers and facilities directors that outsourcing of cleaning services may be a necessary evil in order to save money, but that it is not cost effective. They feel that they lose control of their facilities and have security issues. The contractors have substantial staff turnover, and the contract staff does not have an ownership relation to the building nor does it relate well to outside users such as parent groups and after school programs. There are also school systems that have used cleaning services for many years and are happy with the service and the savings.

One study (Berkshire Hills Regional) estimated that a cleaning service would cost around \$20 per hour. Since that is roughly the average wage for a Norwood junior custodian, one might conclude that there are no savings. However, Norwood custodians are receiving health and pension benefits that could cost the Town as much as \$23,000 per year per employee (see custodian example in Appendix VI.6). If a cleaning service employee receives benefits, the cost is included in the \$20 per hour figure; there is no added cost to the community.

The Amesbury School Department has used an interesting approach where they employ two custodians in each building with an overlap during lunch time. They are also responsible for many maintenance functions.

The Amesbury Schools contract out for a cleaning service at night to supplement the custodians. The cleaning service is responsible to clean the buildings after hours. We estimate the cleaning service costs \$1.10 per square foot. Our analysis (Appendix VI.7) indicates this approach would save Norwood money in their high and middle school. This approach would not be effective at the elementary schools. This is partly due to the need to add a senior custodian to supervise the cleaning crew at night. Amesbury overcame this problem by having the Senior Custodians responsible for many maintenance tasks. If Norwood could do this and reassign some of their maintenance staff to Senior Custodian / Maintenance positions there would be additional savings. However, where there are already two supervisory custodians at the High School and Coakley Middle we estimate savings approaching \$200,000.

One peer district, Needham has a similar system. In Needham they have retained 3 custodians in the high school and middle school, 2 day and 1 night, with a contracted cleaning service at night.

Recommendations

It is our conclusion that outsourcing custodians would save money, particularly in the area of benefits. However, there are also risks involved including possible loss of control and quality. If Norwood wishes to further examine this matter they should do a thorough cost-benefit analysis covering the following areas.

- 1) Review State contracts and RFP's from other districts.
- 2) Interview School Districts who have outsourced services.
- 3) Determine the negative aspects of the program (benefit analysis).
- 4) Decide on the level of services desired.
- 5) Establish quality standards in the RFP and contract.
- 6) Obtain price quotes for this mix of services.
- 7) If Norwood wants to proceed beyond this point they should analyze what the State contract would cost or develop their own RFP and get firm prices.
- 8) Make a final decision on whether the cost savings offset the negatives determined in step 3.

7. Grounds Maintenance

The Norwood DPW and the School Department maintain town parks, town and school athletic fields and school grounds. The two departments also do snow removal for Town and School facilities.

Findings

The School Department maintains the High School athletic fields and other school grounds.

The School Department plows snow with their own equipment and employees including walkways, roadways and parking lots. They also hire contractors, particularly for snow removal.

The Town DPW maintains 25 athletic fields and parks, including many school department fields. They hire a contractor for 4 of the 25 fields.

The Town plows Town streets and sidewalks as well as Town facilities. They do not plow or remove snow at the schools.

Recommendations

We will be recommending, below, the creation of a Town Facilities Department and the elimination of the Schools Buildings and Grounds Department. We are therefore recommending that the school groundskeepers be transferred to the DPW. The Facilities Department custodians

will be responsible for some minor school grounds keeping and the shoveling / clearing of snow from walkways. The DPW will become responsible for all major grounds keeping and care of athletic fields. The DPW will also be responsible, with assistance from contractors, for the plowing of all school driveways, roads and parking lots.

With the availability of the three school groundskeepers the DPW should use its expertise in grounds keeping and snow removal to determine the proper mix of employees and contractors to execute their tasks at a minimum cost to the Town.

8. Vehicle Maintenance

The Town and Schools have a fleet of vehicles that need servicing.

Findings

The new DPW garage will have three maintenance bays and mechanics. DPW will use this facility for servicing its own vehicles.

Various Town departments own many other vehicles. To the best of our knowledge these are all maintained by private contractors.

The School Department owns several trucks, grounds keeping equipment and the fleet of busses detailed elsewhere in our report. They are all maintained by private contractors.

Recommendations

We recommend that the School Buildings and Grounds vehicles be transferred to either the new Facilities Department or the DPW depending on their needs and the vehicle uses.

The vans and mini-busses will be retained by the School Department.

We recommend that the DPW director evaluate the possibility of the new garage being used for maintenance of other vehicles including the busses. If the garage has the capacity it may even be cost effective to hire additional mechanic staff and eliminate some of the outsourced work.

3. Consolidation of Facilities Operations

The facilities operation is responsible for day to day and long-term maintenance of all town and school buildings. This includes emergency repairs, scheduled maintenance, preventive maintenance and long-term capital planning. The basic maintenance can be performed by custodial staff or private contractors. The preventive maintenance, scheduling, and long-term planning must be done by the facilities administration with occasional assistance from consultants such as architects and engineers.

Findings

The Schools employ a Director of Buildings and Grounds who oversees custodial care, school maintenance, and some grounds keeping. He is a key resource to the Superintendent in terms of long-term planning, preventive maintenance planning and budget. The Schools have a staff of maintenance workers and grounds keepers and call in maintenance contractors when necessary.

The Schools use a computerized maintenance tracking system, School Dude.

The Town does not have a facilities manager. Each building has a staff member designated as the manager of that building. For example the Library Director is the manager of the library building, the Police Chief the manager of the Police station. The building manager oversees the buildings custodial staff. The building manager calls in maintenance contractors when repairs are beyond the expertise of the custodian. The building manager is also responsible for the maintenance budget of their building.

We interviewed one of the building managers who felt the decentralized system worked well. They felt that a person in the building would be more aware of the building needs and more in contact with the custodians. They felt that with a town facilities director individual buildings might get lost in the competition for services, particularly given the number of schools and their needs.

We discussed, with the DPW director, the possibility of consolidating facilities under the DPW. While he had no objection to such a plan he also saw no advantage to it. His department's current role is not involved with facilities and their skills are in other areas. He also noted that the new DPW facilities have no room for a facilities department. None of the peer districts we studied were under DPW.

Recommendations

Given the balance of this report and information the Town has gathered from other sources over the last few years, we recommend that the Town create a Facilities Department to oversee all School and Town buildings. While this department could be organized under a consolidated DPW, we see no advantage or savings in doing this at this time.

We recommend the following organization:

- The School Director of Buildings and Grounds Position would be eliminated and a new position of Town Director of Facilities would be created. The Director would report directly to the General Manager and have a responsibility to report informally to the Superintendent of Schools. From our review of the Town Charter and other districts' organizational structures we feel that this is the only reasonable organizational structure for Norwood. We recommend that the General Manager assure that this "informal" responsibility to the Superintendent is responsive to School needs.

Operational and Efficiency Evaluation of the Norwood Public Schools

- All school maintenance staff, administrative assistant and custodians would be assigned to the Town Facilities Department
- School grounds keepers would be assigned to the DPW's park's maintenance division.
- Building managers would continue to have a role in overseeing their building and its custodians, but primary supervision and budget control would come from the Director.
- School principals would have a role similar to Town building managers, subject to policies developed by the Superintendent and School Committee.
- The Director would be responsible for the facilities budget, long and short term planning, preventive maintenance, and capital planning and budgeting.

We see the following advantages to this system:

- One person would be in charge of prioritizing building maintenance projects, both long and short term, under the direction of the General Manager
- Building Managers and the School Superintendent would be relieved of some of the facilities duties they now have, allowing them to spend more time on their main role. They would still have input on their buildings.
- The consolidated department may be able to save funds by adding additional maintenance workers such as a painter or plumber. Teams of maintenance workers may be able to carry out major maintenance projects much cheaper than a contractor paying prevailing wages. The Town must be careful to consider the cost of benefits when they consider such positions.
- We have indicated that both Town and Schools seem to have more custodians than the building sizes call for. A consolidated department would be in a better position to manage any reductions and provide floater coverage in times of short term needs.
- Staff evaluations would be under one person experienced in evaluating facilities staff. While building managers / principals would still have input it would lessen the effect of building loyalties skewing evaluations.
- If a cleaning service is hired for the High School and Middle School, the Facilities Director may find ways to utilize the service in other areas, generating additional savings.
- Consolidating groundskeepers in one department, DPW, may allow for staff reductions.
- There won't be any concern about consolidating purchasing and utility bids because it would all come under one individual.

Operational and Efficiency Evaluation of the Norwood Public Schools

- With the Facility Director managing the maintenance budget only the General Manger could reassign funds needed for prioritized preventive and/or scheduled maintenance. Deferral of needed projects would be less likely.
- Energy management is a major concern. Having all buildings under one department would enhance the possibility for success. We have been told that a good energy manager can easily generate savings in excess of his salary. A centralized Facilities Director would be in a good position to decide on such a position.
- Our analysis of School Department expenditures showed that they appear to be spending more per pupil than all of the peer group towns. This may be simply because they are all consolidated and the efficiencies are making them more cost effective. The single director would also be in a good position to analyze savings programs.
- Preventive maintenance programs save money, but are difficult to manage and keep up with. A centralized department would have a better chance of consistent management.
- The Schools now have a computerized work order system, School Dude. This system could be carried over to Town building management.
- A centralized director would know all building needs and would be an invaluable asset to the Capital Outlay Committee. The Director would know short term and long-term needs and advise the Committee on the best way to allocate their funds.
- The Director would be a key person in working with architects, engineers, construction managers and others working on capital projects.

Caveats

- The Schools will have to give up money currently in their budget to partially fund this consolidation, but the savings should exceed the budget cuts.
- The School Superintendent will lose some control, but the General Manager's supervision and the Superintendents informal supervision will provide this control with a good director.
- Building managers and principals will lose control, but gain time to do their principal job. A good director will not favor one building over another and will properly serve each building.
- Union issues will need to be managed properly.
- Communication between all parties will need to be a priority.

Summary

The primary recommendation of this section is that a new Town facilities department should be created and a facilities director appointed. As part of this, the School buildings and grounds department would be eliminated with the grounds keeping function being transferred to the Town parks maintenance division. We have detailed our suggested organization, many advantages and a few disadvantages. While the reorganization itself does not reduce costs, it produces many opportunities to save costs. For example, there is an opportunity to hire maintenance specialists such as a plumber and reduce contracted plumbing costs.

Our statistical analysis of square feet cleaned indicates that the Schools could possibly reduce the elementary custodial staff by 3.5 FTE. If this were accomplished, it would save in the area of \$230,000, including benefits. Likewise, this analysis indicates that the Town could also reduce its custodial staff by 3.5 FTE for savings of another \$230,000. This level of cuts may be unrealistic and any cuts will lead to some reduction of service.

We have outlined a plan for reducing the high school and middle school custodial staff and replacing them with a cleaning service. We estimate that could save the schools \$200,000, but again there are drawbacks.

We believe that consolidating the Town and School grounds keeping operations could lead to savings of \$65,000 by reducing one groundskeeper or other reductions in contracted services, overtime and other areas.

A summary of our estimated savings follows:

	Estimated Savings
Description	
Facilities	
Possible reduction of 3.5 elementary school custodians	\$ 230,000
Possible reduction of Town custodial staff, 3.5 FTE	\$ 230,000
Private cleaning service for High and Middle School	\$ 200,000
School / DPW groundskeeping consolidation.	\$ 65,000

We have noted that the School Departments operations and maintenance expenditures per student are the highest of their peer group in many areas. The reduction of custodial services would reduce these averages significantly.

We have outlined several other areas for savings such as better purchasing power, improved energy management and better oversight of the capital budget.

VII. SCHOOL AND TOWN BUSINESS AND FINANCE FUNCTIONS

The administrative and business functions of the School District are performed at three levels:

- The school sites
- The school business office
- The town accounting, treasurer and purchasing office

The original purpose of the business and finance review was to determine if greater efficiencies could be achieved in the distribution of work, the work processes and utilization of the financial management system at all organizational levels. The town determined that we should not perform this review.

Staffing and Cost of the Norwood Public Schools Business Office

Based upon summary level numbers published by the Department of Elementary and Secondary Education (DESE), we had previously identified the school business office as being very high in annual cost of operations.

As one component of our work in this area we did a survey of business office staff in Burlington, Canton, Dedham, Milford, Stoughton and Walpole. Burlington and Stoughton did not respond. We also looked at each school system's business office's direct costs as presented on line of their End of the Year Report as submitted to the Department of Elementary and Secondary Education (DESE).

Norwood's Business Office staffing of five Full-Time Equivalent (FTEs) is in line with the staffing of other business offices in the comparative group. Walpole also has five FTEs and Dedham has 4.8 FTEs. Norwood's direct costs of the Business Office in FY 14 was \$270,000 which was less than Dedham and Walpole. Also, in two of the peer Business Offices, there is a human resource administrative assistant or secretary that reports to the business manager, this cost is reported on line 8325; it keeps the comparison fair, we simply want to note that there is another position in the office but dedicated to human resources activities.

The reason for the very high cost of the school business function as reported on the DESE website was due to the allocation of town "business and finance" indirect costs to the school department's business and finance direct costs. These are costs incurred by the town on behalf of the Schools. The town allocated \$500,935 of indirect costs or 185% of the direct costs; this is a very high allocation and higher than those reported by other communities.

We also reviewed the detail of the allocation; the town reported a total of \$529,410 of accounting costs and \$635,554 of treasury/collector costs for a total of \$1.1 million and allocated 43% of the costs to the school business office (indicating that the school budget is 43% of total). The allocation of indirect

Operational and Efficiency Evaluation of the Norwood Public Schools

costs should recognize that Norwood has various operations including the municipal light department. It should also recognize that the Treasurer/Collector function is principally dedicated to the billing and collection of property taxes, motor vehicle excise taxes, water bills and sewer bills and 43% of its efforts are not related to the Norwood Public Schools.

We recommend that the town and school department develop a written agreement as to the allocation of indirect costs to the school department. A sound indirect cost allocation system should show the allocation of support departments (accounting, treasury, information technology) to all allocable cost centers, schools, water, sewer, electric etc. to demonstrate consistency and appropriateness of allocations.

**Norwood Public Schools
5 Year Trends**

APPENDIX I.1

	2014	2013	2012	2011	2010	<i>Change from 2010 to 2014</i>
<u>Demographics:</u>						
Enrollment	3,471	3,547	3,476	3,454	3,437	34
<i>Annual Change</i>	(76)	71	22	17		
First Language not English % of Total	16.5%	14.9%	15.1%	13.7%	13.8%	2.7%
English Language Learner % of Total	7.1%	6.2%	6.7%	4.7%		
English Language Learners Statewide	7.9%					
Low Income % of Total	28.7%	23.4%	25.9%	26.0%	24.4%	4.3%
Low Income Statewide	38.3%					
Students with Disabilities % of Total	17.0%	16.3%	16.1%	16.2%		
Students with Disabilities Statewide	17.0%					
Free Lunch % of Total	24.7%	20.0%	22.4%	22.6%		
Reduced Lunch % of Total	4.1%	3.4%	3.6%	3.4%		
<u>Performance:</u>						
MCAS						
ELA - Composite Proficient or Above	76	75	74	76	71	5
<i>State Average</i>	69					
Math - Composite Proficient or Above	62	62	62	61	58	4
<i>State Average</i>	60					
Science/Technology - Composite Proficient or Above	59	51	58	49	54	5
<i>State Average</i>	55					
Cumulative Progress and Performance (PPI)*						
All Students	65	70	79			
High Needs Students	62	67	72			

* In order to be considered as making progress in narrowing the proficiency gap, the Cumulative PPI for all students and for high needs students must be 75 (each category).

**Norwood Public Schools
5 Year Trends**

APPENDIX I.1

	2014	2013	2012	2011	2010	<i>Change from 2010 to 2014</i>
<u>Performance:</u>						
SATs:						
Reading:						
Average Score Reading - All Students	502	487	478	481	499	3
State Average	508	507	506	506	509	(1)
Writing:						
Average Score Writing - All Students	491	492	479	479	487	4
State Average	499	501	500	500	505	(6)
Math:						
Average Score Math - All Students	508	505	507	499	514	(6)
State Average	523	522	524	521	524	(1)
<u>Financial:</u>						
Total Expenditures per Pupil	\$15,037	\$13,985	\$13,497	\$13,558	\$12,778	\$2,259
State Average	\$14,546	\$14,021	\$13,637	\$13,354	\$13,047	\$1,499
Total Expenditures per Pupil - In District	\$14,119	\$13,271	\$12,770	\$12,970	\$12,069	\$2,050
Total Expenditures per Pupil - Out of District	\$51,575	\$47,133	\$47,858	\$37,524	\$40,745	\$10,830
Special Education Spending as % of Total Budget		20.8%	20.4%	17.6%	19%	
State Average		20.9%	20.5%	19.9%	19.8%	
Chapter 70 Revenue	\$ 5,372,189	\$ 5,111,751	\$ 4,808,800	\$ 4,783,122	\$ 5,079,889	\$292,300
Chapter 70 Aid as % of Required Net School Spending	12.2%	11.8%	11.8%	11.6%	13.1%	-0.9%
% over Required Net School Spending	17.5%	19.6%	17.3%	22.8%	17.2%	0.3%

Norwood Public Schools
5 Year Trends

APPENDIX I.1

	2014	2013	2012	2011	2010	<i>Change from 2010 to 2014</i>
<u>Curriculum/Program of Study:</u>						
High School Graduates who completed MassCore		100%	100%	100%	100%	
Statewide High School Graduates who completed MassCore		70.2%				
<u>Student Indicators:</u>						
Student attendance Rate	95.5%	95.4%	95.5%	95.3%	95.0%	0.5%
State Average	94.9%					
Average Days Absent	7.7	7	7.7	8	8.5	(0.80)
State Average	8.7					
9th to 10th Grade Promotion Rate		95	96	95	97	
Grade 9 to 12 Dropout Rate		1.8%	1.3%	0.9%	1.6%	
Four year cohort graduation rate		92.7	88.7	88.7	89	
Five year cohort graduation rate			91.6	93.1	91.6	
2012 Graduates attending institutions of higher education			80.8%			
Statewide 2012 Graduates attending institutions of higher education			75.6%			
2014 12th Graders taking 1 Plus Advanced Placement Courses	37.8%					
2014 Statewide 12th Graders taking 1 Plus AP Courses	35.6%					
<u>Staffing:</u>						
Principal Turnover Rate	25%	13%	25%	0%	25%	
Teacher Turnover Rate	9%	9%	9%	14%	10%	
Professional Development Spending per Teacher (per FTE)		\$2,008	\$2,130	\$2,233	\$2,317	
All Students/All Teachers	12.7 to 1	13 to 1	13.1 to 1	12.9 to 1	12.8 to 1	
State Average - All Students/All Teachers	13.6 to 1	13.5 to 1	13.7 to 1	13.9 to 1	13.7to 1	
Students with Disabilities/SPED Teachers	12.2 to 1	12.6 to 1	12.8 to 1			
State Average - Students with Disabilities/SPED Teachers	17.5 to 1	15.4 to 1	17.3 to 1			

Average Number of Students Per Class

Appendix II.1

School	Special Ed. Programs	# of Teachers	# of Aides	# of Students	Ratio of students per staff
Balch	LBLD	2	2	23	5.75
Callahan	TASC	2	3	11	2.2
Cleveland	PLC	2	6	22	2.75
Oldham	PACS	1	2	5	1.66
Prescott	PACS	1	3	7	1.75
Coakley Middle	LBLD	1	0	29	29
	TASC	1	1	5	2.5
	PLC	1	4	14	2.8
	PACS	0	0	0	
Norwood High	LBLD	1	2	17	5.6
	TASC	2	2	30	7.5
	PLC	1	2	11	3.6
	PACS	1	1	5	2.5
	LEAD	1	2	7	2.3
Willett	Early Childhood PAC	1	4	8	1.6
	Pre K Full Day	1	2	7	2.3
	Pre K AM	3	6	14	1.55
	Pre K PM	3	6	14	1.55
	Related services			3	
Totals		25	48	232	3.95

PACS = Practical Application of Curriculum and Skills

PLC = Pragmatic Learning Center

LBLD = Language Based Learning Disabilities

TASC = Therapeutic Academic Supportive Class

LEAD +

Average Number of Students Per Class

Appendix II.1

School	Special Ed. Programs	# of Teachers	# of Aides	# of Students	Ratio of students per staff
Balch	Inclusion	1	2	29	9.6
Callahan	Inclusion	2	2	37	9.25
Cleveland	Inclusion	2	2	25	6.25
Oldham	Inclusion	2	3	41	8.2
Prescott	Inclusion	2	0	33	16.5
Coakley Middle	Inclusion Grade 6	2	0	30	15
	Inclusion Grade 7	2	0	26	13
	Inclusion Grade 8	2	0	25	12.5
Norwood High	Inclusion Grade 9/ S & O	5	5	31	
	Inclusion Grade 10/ S & O	Above Shared	Above Shared	19	
	Inclusion Grade 11/ S & O	Above Shared	Above Shared	26	
	Inclusion Grade 12/ S & O	Above Shared	Above Shared	18	
	Inclusion averaged using all shared staff listed				94(gr. 9 -12)
Totals		20	14	340	10
Totals of Specialized Programs and Inclusion		45	62	572	

Appendix II.2

In District Students with Disabilities (SWD)	Age Range	Norwood	Burlington	Canton	Dedham	Milford	Stoughton	Walpole
Full Inclusion with % of Need	3 to 5 years	39 students 67.2%	11 students 14.1%	17 students 30.4%	47 students 72.3%	31 students 41.3%	11 students 26.8%	34 students 60.7%
	6 to 21 years	325 students 61.3%	256 students 64.3%	262 students 64.7%	356 students 62.7%	318 students 52%	379 students 65.6%	404 students 72.1%
Partial Inclusion with % of Need	3 to 5 years	10 students 1.7%	64 students 13.4%	30 students 6.5%	15 students 2.4%	27 students 3.9%	22 students 3.6%	17 students 2.7%
	6 to 21 years	119 students 22.5%	54 students 13.6%	42 students 10.4%	101 students 17.8%	185 students 30.2%	86 students 14.9%	77 students 13.8%
Sub-Separate with % of Need	3 to 5 years	6 students 1%	1 students .2%	9 students 1.9%	2 students .3%	8 students 1.2%	7 students 1.1%	0 students
	6 to 21 years	52 students 9.8%	12 students 3%	70 students 17.3%	72 students 12.7%	69 students 11.3%	78 students 13.5%	48 students 8.6%
Enroll with IEP	3 to 5 years	58 students 9.7%	78 students 16.3%	56 students 12.1%	65 students 10.2%	75 students 10.9%	41 students 6.6%	56 students 8.9%
	6 to 21 years	530 students	398 students	405 students	568 students	612 students	578 students	560 students
Out-of-District Students with Disabilities		75.7 students	96.8 students	74.4 students	108.1 students	251.1 students	106.9 students	62.5 students
Graduation Rate of SWD	State Rate 67.8%	72%	75.6%	62.1%	73.2%	58.1%	68.5%	82.1%

Data from DESE for 2012-2013

In-District Students with Disabilities 2012 - 2014

Appendix II.3

<i>all funding sources included</i>	Norwood			Burlington			Canton		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Data Definitions									
<i>Students with disabilities in-district (SWDs)</i>	516	538	547	395	389	400	434	412	406
Special education teachers	40.4	42.8	45.0	32.0	36.5	41.2	34.0	32.7	33.3
<i>SWDs:SPED teachers</i>	<i>12.8: 1</i>	<i>12.6: 1</i>	12.2: 1	<i>12.4: 1</i>	<i>10.7: 1</i>	9.7: 1	<i>12.8: 1</i>	<i>12.6: 1</i>	12.2: 1
SPED paraprofessionals	53.1	53.8	60.2	10.0	13.0	16.0	68.5	69.5	85.5
<i>SWDs:SPED paras</i>	<i>9.7: 1</i>	<i>10.0: 1</i>	9.1: 1	<i>39.5: 1</i>	<i>29.9: 1</i>	25.0: 1	<i>6.3: 1</i>	<i>5.9: 1</i>	4.7: 1
SPED instructional support	8.9	8.4	8.4	4.0	--	--	8.0	9.0	9.0
<i>SWDs:SPED support</i>	<i>58:1</i>	<i>64:1</i>	<i>65:1</i>	<i>99:1</i>	--	--	<i>54:1</i>	<i>46:1</i>	<i>45:1</i>
SPED related staff	15.9	15.2	18.4	12.0	13.0	14.3	23.0	24.0	21.0
<i>SWDs:SPED related staff</i>	<i>32:1</i>	<i>35:1</i>	<i>30:1</i>	<i>33:1</i>	<i>30:1</i>	<i>28:1</i>	<i>19:1</i>	<i>17:1</i>	<i>19:1</i>

<i>all funding sources included</i>	Dedham			Milford			Stoughton			Walpole		
	2012	2013	2014									
Data Definitions												
<i>Students with disabilities in-district (SWDs)</i>	592	568	532	621	630	646	614	584	512	571	574	561
Special education teachers	27.6	26.4	26.1	42.4	34.9	40.4	24.6	23.7	33.5	35.7	38.0	39.4
<i>SWDs:SPED teachers</i>	<i>21.4: 1</i>	<i>21.5: 1</i>	20.4: 1	<i>14.7: 1</i>	<i>18.1: 1</i>	16.0: 1	<i>25.0: 1</i>	<i>24.6: 1</i>	15.3: 1	<i>16.0: 1</i>	<i>15.1: 1</i>	14.3: 1
SPED paraprofessionals	101.5	92.1	85.4	108.5	113.7	122.7	38.6	39.7	37.3	75.5	75.3	73.6
<i>SWDs:SPED paras</i>	<i>5.8: 1</i>	<i>6.2: 1</i>	6.2: 1	<i>5.7: 1</i>	<i>5.5: 1</i>	5.3: 1	<i>15.9: 1</i>	<i>14.7: 1</i>	13.7: 1	<i>7.6: 1</i>	<i>7.6: 1</i>	7.6: 1
SPED instructional support	9.6	7.2	10.6	12.8	9.8	10.7	11.0	10.8	13.0	5.5	5.5	8.5
<i>SWDs:SPED support</i>	<i>62:1</i>	<i>79:1</i>	<i>50:1</i>	<i>49:1</i>	<i>65:1</i>	<i>61:1</i>	<i>56:1</i>	<i>54:1</i>	<i>39:1</i>	<i>104:1</i>	<i>104:1</i>	<i>66:1</i>
SPED related staff	9.3	9.3	9.5	16.5	17.5	16.9	11.9	13.8	15.8	12.7	14.9	16.0
<i>SWDs:SPED related staff</i>	<i>64:1</i>	<i>61:1</i>	<i>56:1</i>	<i>38:1</i>	<i>36:1</i>	<i>38:1</i>	<i>52:1</i>	<i>42:1</i>	<i>32:1</i>	<i>45:1</i>	<i>39:1</i>	<i>35:1</i>

Out-of-District Placements

Appendix II.4

SCHOOL	2009-2010 or prior	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Total each school
Willett	1	1		1	1	1	5
Balch	1					2	3
Callahan	2				2		4
Cleveland	2						2
Oldham	1						1
Prescott	4			1	1	1	7
Middle School	4		3	1	4		12
High School	4	1	4	3	4	1	17
When 1st enrolled	9			1	3	1	14
Total Out-of-District	28	2	7	7	15	6	65

Out-of-District Transportation Cost Comparison**Appendix II.5**

	Norwood	Burlington	Canton	Dedham	Milford	Stoughton	Walpole	State
FTE Out-of-District Total Students	75.70	96.80	74.40	108.10	251.50	106.90	62.50	105,210.45
Out-of-District Transportation Cost	\$ 61,689	\$ 1,158,044	\$633,062	\$779,725	\$ 741,834	\$ 1,255,493	\$ 370,623	\$ 203,943,093
OOD Transportation Per Pupil Cost	\$ 815	\$ 11,963	\$ 8,509	\$ 7,213	\$ 2,950	\$ 11,745	\$ 5,930	\$ 1,938

Vehicle Inventory

Appendix II.6

**Norwood Public Schools
Transportation Department
Vehicle Inventory**

Vehicle No.	Plate Type	Registration Type	Year	Make	Model	Approx. Max Seat
1	SPN	School Pupil	2009	Ford	E150	6
2	SPN	School Pupil	2009	Ford	E150	6
3	SPN	School Pupil	2013	Ford	E150	6
4	SPN	School Pupil	2009	Ford	E150	6
5	SPN	School Pupil	2013	Ford	E150	6
6	SPN	School Pupil	2009	Ford	E150	6
7	SPN	School Pupil	2009	Ford	E150	6
8	SPN	School Pupil	2009	Ford	E150	6
9	SPN	School Pupil	2013	Ford	E150	6
10	SPN	School Pupil	2009	Ford	E150	6
11	SPN	School Pupil	2009	Ford	E150	6
12	SPN	School Pupil	2009	Ford	E150	6
13	SPN	School Pupil	2009	Ford	E150	6
14	SPN	School Pupil	2013	Ford	E150	6
15	SPN	School Pupil	2009	Ford	E350	6
16	SPN	School Pupil	2009	Ford	E350	6
17	SPN	School Pupil	2009	Ford	E350	6
18	SPN	School Pupil	2003	KIA	Sedona	4
19	SPN	School Pupil	2005	CHRY	TOWN	4
20	SPN	School Pupil	2013	Ford	E150	6
21	SPN	School Pupil	2013	Ford	E150	6
101	SBN	School Bus	2008	Blue	B2VC15	17
102	SBN	School Bus	2008	Blue	B2VC15	17
103	SBN	School Bus	2008	Blue	B2VC15	17
104	SBN	School Bus	2008	Blue	B2VC15	17
105	SBN	School Bus	2008	Blue	B2VC15	17

Bus Driver Wage Survey

Appendix II.7

District	CDL licensed	Non-CDL licensed	Monitors
Norwood	18.28	14.21	14.21
Amesbury	NA	16.00	11.00
Beverly	18.49	12.96	11.44
Braintree	23.44		13.00 - 19.34
Concord-Carlisle	20.36-23.92		
Ipswich	16.61 - 18.04		14.17
Lynnfield	16.93-20.28		
Needham	21.00	17.00	
North Reading		16.77 - 18.51	
Rockport		16.95	
Weston	20.38 - 20.69		
Westford		13.59	12.00
Salter Trans.	17.30-18.00		

The un-highlighted rates are current, the grayed are older rates.

Peer Cost Comparison

Appendix II.8

	In district cost	Out of district cost	Total Cost	In-district students transported	Out-of-district students transported	Total students transported	Cost per student	Out-of-District Cost per Student
Norwood	\$ 553,809	\$ 409,667	\$ 963,477	73	54	127	\$ 7,586	\$ 7,586
Burlington	\$ 457,555	\$ 1,301,805	\$ 1,759,360	118	75	193	\$ 9,116	\$ 17,357
Canton	\$ 454,575	\$ 454,576	\$ 909,151	64	64	128	\$ 7,103	\$ 7,103
Dedham	\$ 158,325	\$ 998,185	\$ 1,156,510	61	81	142	\$ 8,144	\$ 12,323
Milford	\$ 75,178	\$ 659,690	\$ 734,868	64	30	94	\$ 7,818	\$ 21,990
Stoughton	\$ 25,132	\$ 1,437,460	\$ 1,462,592	30	46	76	\$ 19,245	\$ 31,249
Walpole	\$ 260,972	\$ 532,799	\$ 793,771	107	57	164	\$ 4,840	\$ 9,347

Transportation Department Proposed Budget

SCH TRANSPORTATION TOTALS

**Proposed Budget
FY2016
Department #616**

Account Key and Description		FY 2013 Actual	FY 2014 Actual	FY 2015 Budget	FY 2016 Requested
P1394	SCH TRANS - PUPILS Third Annual Expense of Three (3) Year Contract Revolving Fund Offset	\$ 459,540	\$ 520,048	\$ 549,587	\$ 570,390 \$ 770,390 \$ (200,000)
P7877	SPED-TRANSPORTATION DIRECTOR Salary for Current Staff	\$ 50,626	\$ 52,021	\$ 52,022	\$ 53,322
P7878	SPED-DISPATCHER Salary and Longevity Pay for Current Staff	\$ 39,720	\$ 40,512	\$ 43,321	\$ 44,902
P7879	SPED-TRANSPORTATION DRIVER	\$ 366,997	\$ 391,505	\$ 380,000	\$ 400,000
P7880	SPED-BUS MONITOR	\$ 113,825	\$ 117,875	\$ 113,800	\$ 120,000
	SPED-SUPPLIES				
P7881	Office Supplies	\$ 527	\$ 636	\$ 1,500	\$ 800
P7882	SPED-REPAIR & MAINTENANCE	\$ 35,912	\$ 56,185	\$ 60,000	\$ 60,000
P7883	SPED-TRANSPORT- MCKINNEY!VENTO	\$ 46,664	\$ 54,170	\$ 50,000	\$ 60,000
P7884	SPED-CONTRACTED SERVICES	\$ 28,514	\$ 57,709	\$ 30,000	\$ 60,000
P7885	SPED-IN-STATE TRANS-TOLLS/PRKG	\$ 8	\$ -	\$ 200	\$ 50
P7886	SPED-GASOLINE	\$ 94,964	\$ 96,249	\$ 96,000	\$ 100,000
P7887	SPED-AFTER SCHOOL TRANSPORT	\$ (360)	\$ -	\$ -	
P7888	SPED-OTHER OUT OF DISTRICT	\$ 4,936	\$ 8,269	\$ 7,600	\$ 8,500
P7889	SPED-DUES MEMBERSHIPS & LICENSE	\$ 575	\$ 100	\$ 500	\$ 150
P7890	SPED-CELLULAR SERVICE	\$ 11,389	\$ 12,687	\$ 13,000	\$ 13,000
P7893	SPED -PURCHASE NEW VEHICLES	\$ 100,396	\$ -	\$ -	
6160	SCH TRANSPORTATION TOTALS	\$ 1,354,233	\$ 1,407,966	\$ 1,397,530	\$ 1,491,114

References**Appendix II.10**

New England Transit
min-busses

<http://www.newenglandtransitsales.com/>

George Logan

978-649-0777

MHQ

<http://www.mhq.com/>

Pat Marqus

508-573-2625

7D vans

LABBB / EDCO Transp.
collaborative transportation

<http://www.labbb.com/Transportationsub.html>

Shawn Daoust

Gerard Mazor

339-222-5638

Technology Staff Levels 2014-2015

Appendix III.1

School Administrative Technology	FY15
Director	1.0
Administrative Assistant	1.0
Network Specialist	1.0
Data Specialist	1.0
Elementary Technician	1.0
Middle School Technician	1.0
High School Technician	1.0
Software Specialist	0.8
<i>School IT Staff</i>	7.8
Town IT Department	
IT Director	1.0
Assistant Director	1.0
Network Analyst	1.0
Police System Admin.	1.0
Fire assistant	PT
	4.0
Total	11.8

Peer Technology Staff Levels

Appendix III.2

Description	Norwood	Burlington	Canton	Dedham	Milford	Stoughton	Walpole
Technology staff	5.8	3.0	2.5	8.0	1.5	5.0	11.5
Student: Staff ratio	598.0	1,193.0	1,082.0	352.0	2,788.0	730.0	347.0

Source: DESE

ASHLAND SURVEY OF IT STAFF				Appendix III.3
District	# of Bldgs	Students	IT Staff	Description
Pembroke	5	3,400	4	Director, Data Manager, 2 Techs
N. Attleboro	10	4,700	5	Director, Tech Specialist(Teacher), 3 Techs
Berkshire Hills	3	1,400	2	Tech/Network Supervisor, Tech
Shirley	2	800	2	Director (\$52,000) Tech Asst (\$37,000)
Nantucket	2	1,300	4	Director, Tech Specialist (2 @ .50), Repair, Application Support (.75), Help Desk (.75)
Seekonk	4	2,142	5	Director, Network Administrator, 2 Techs, 1 Data Clerk
Woburn	11	4,800	6	Director, 1 Data, 1 Network Spec.,3 Techs
Swansea	6	2,051	4	1 Network Admin/Finance Dept., 2 Techs, 1 Data Manager
W. Bridgewater	4	1,300	-	IT Consultant, EPIMS/SIMS/SIF-school secretaries and Business Manager
Amesbury	5	2,400	3	Director, 2 staff @ 220 days, stipend to City Wide Administrator to assist w/networking issues, etc.
Medfield	5	2,888	2 (7.3)	Network Administrator, Media Tech (classroom= 1 Media Tech Integration Specialist and 4.3 Tech Aides)
Holliston	3	3,000	3+	Business Mgr is Tech Director, 3 Network Engineers

Source: Barbara Durand, Director of Finance & Services, Ashland Public Schools

Wayland Comparative Staffing

Appendix III.4

Administrative Technology

	Wayland	Weston	Medfield	Bedford	Hanover
Enrollment	2,817	2,414	2,939	2,383	2,684
Director (of Curriculum, Assessment and Technology)			0.3		0.0
Director	1.0	1.0			
Network Manager				1.0	
Database Manager		1.0			1.0
Data Analyst	1.0				
Technology Secretary	0.7				
Systems Administrator-Help Desk	1.0	0.9			
Network Administrator	1.0	1.0	0.8		1.0
Assistant Network Manager		1.0			
Computer Technician	1.0		1.0	3.5	1.0
PC Systems Admin. School to School	1.0				
Technology Specialists at Schools		2.8			
Technology Aides located at School Sites			4.3		
Sub-total	6.7	7.7	6.1	4.5	3.0

Weston's Department also oversees Town IT with an additional two town employees.

+2 town

Notes:

All above staff are 12 month employees with the exception of Weston's Technology Specialists and Medfield's Technology Aide's who are 10 month.

10 month employee's FTE is entered as .8

Weston estimates the Technology Specialist to be .7 network administration, .3 instructional technology

Medfield Aides duties include monitoring of student computer labs

Consolidation Proposals

Appendix III.5

Proposal 1, "Brookline" Consolidation

School Inst. Tech Director	Directs Curriculum Alignment for Educational Technology	1.0
Chief Information Officer	Replaces Town & School Technology Director, oversees Town and School	1.0
Assistant Director	Assistant to CIO	1.0
Network Manager	Town/School Network Administrator	1.0
Data Manager	Manages School Databases provides expertise to Town	1.0
Computer Technician	Town/School Computer Technician/Helpdesk	4.0
Police System Admin.	Same as current	1.0
Administrative Assistant	Clerical assistant	1.0
Software Specialist	Manages systemwide software Town & School	0.8
Consolidated Total		<u>11.8</u>

Proposal 2, "Weston" Consolidation

Chief Information Officer	Replaces School Technology Director, oversees Town and School, manages curriculum	1.0
Assistant Director	Assistant to CIO	1.0
Network Manager	Town/School Network Administrator	1.0
Data Manager	Manages School Databases provides expertise to Town	1.0
Computer Technician	Town/School Computer Technician/Helpdesk	5.0
Police System Admin.	Same as current	1.0
Administrative Assistant	Clerical assistant	1.0
Software Specialist	Manages systemwide software Town & School	0.8
Consolidated Total		<u>11.8</u>

Proposal 3 "BELD" Consolidation

School Staff

School Inst. Tech Director	Directs Curriculum Alignment for Educational Technology	1.0
Data Manager	Manages School Databases provides expertise to Town	1.0

Light Department Staff

IT Supervisor	IT Director under Light Dept. Superintendent	1.0
Network Manager	Town/School Network Administrator	1.0
Computer Technician	Town/School Computer Technician/Helpdesk	5.0
Police System Admin.	Same as current	1.0
Administrative Assistant	Clerical assistant	1.0
Software Specialist	Manages systemwide software Town & School	0.8
		<u>11.8</u>

**Comparison of Norwood's Revenues to Comparative Communities
Revenue Structure per Tax Recapitulation Filing**

Appendix IV.1

	FY 15		Adjusted for	Adjusted %
	\$	% of Total	Comparisons	for Comparison
Major Revenue Categories				
1	Property Tax Levy	\$64,940,591	37.5%	\$64,940,591 55.8%
2	State Aid	\$10,088,933	5.8%	\$10,088,933 8.7%
3	Local Receipts Reported to DOR	\$84,312,013	48.7%	\$84,312,013
	<i>Less: Norwood Light Department</i>		(\$48,906,987)	
	<i>Less: Water and Sewer, Broadband and Hospital</i>		(\$20,589,010)	
	Adjusted Local Receipts		\$14,816,016	12.7%
4	Enterprise Funds	\$0	\$0	
	<i>Plus: Water and Sewer Reported Revenue</i>		\$12,808,074	
	Adjusted Water and Sewer		\$12,808,074	11.0%
5	Community Preservation Funds			
6	Free Cash	\$2,881,246	1.7%	\$2,881,246 2.5%
7	Other Available Funds	\$10,927,455	6.3%	\$10,927,455 9.4%
	Total	\$173,150,238	100%	\$116,462,315 100%

**Review of Revenue Structure
per each Community's FY 15
Tax Recapitulation Sheet**

APPENDIX IV.2

Major Revenue Categories	Norwood		Burlington		Canton		Dedham	
	Adjusted for Comparison*							
	\$	% of Total	\$	% of Total	\$	% of Total	\$	% of Total
Property TaxLevy	\$64,940,591	55.8%	\$95,618,307	71.2%	\$64,629,621	67.9%	\$80,271,085	75.6%
State Aid	\$10,088,933	8.7%	\$8,395,156	6.2%	\$7,230,011	7.6%	\$7,489,547	7.1%
Local Receipts	\$14,816,016	12.7%	\$13,432,865	10.0%	\$5,834,907	6.1%	\$5,810,000	5.5%
Enterprise Funds	\$12,808,074	11.0%	\$5,691,610	4.2%	\$12,734,598	13.4%	\$7,600,000	7.2%
Community Preservation Funds								
Free Cash	\$2,881,246	2.5%	\$6,513,119	4.8%	\$2,851,978	3.0%	\$2,628,101	2.5%
Other Available Funds	\$10,927,455	9.4%	\$4,672,238	3.5%	\$1,836,402	1.9%	\$2,407,989	2.3%
Total	\$116,462,315	100%	\$134,323,295	100.0%	\$95,117,517	100.0%	\$106,206,722	100.0%

* Norwood excludes Light Dept, Broadband, Hospital

Norwood's reported Water and Sewer Revenue reclassified as "Enterprise" for comparison

This presentation includes the Light Dept.'s ' PILOT in "Local Receipts", we note other municipalities with Light. Depts. (enterprise funds)

only present Light Dept. Funds used to reduce the tax rate on Line III.d.2 of the Tax Recapitulation, as voted by town meeting

Major Revenue Categories	Milford		Stoughton		Walpole	
	\$	% of Total	\$	% of Total	\$	% of Total
Property TaxLevy	\$58,739,318	60.0%	\$56,738,872	55.4%	\$62,171,235	66.3%
State Aid	\$23,609,696	24.1%	\$18,161,503	17.7%	\$10,114,242	10.8%
Local Receipts	\$6,849,128	7.0%	\$8,253,975	8.1%	\$5,218,000	5.6%
Enterprise Funds	\$5,407,924	5.5%	\$14,253,865	13.9%	\$10,668,239	11.4%
Community Preservation Funds			\$785,336	0.8%		
Free Cash	\$2,136,358	2.2%	\$3,793,765	3.7%	\$4,365,389	4.7%
Other Available Funds	\$1,119,507	1.1%	\$457,287	0.4%	\$1,167,262	1.2%
Total	\$97,861,931	100%	\$102,444,603	100.0%	\$93,704,367	100.0%

Review of the Property Tax Levy

APPENDIX IV.3

	Norwood		Burlington		Canton		Dedham	
	FY 15	FY 14	FY 15	FY 14	FY 15	FY 14	FY 15	FY 14
Total Tax levy	\$64,940,594	\$62,431,667	\$95,618,308	\$92,154,383	\$64,629,621	\$62,465,129	\$80,271,085	\$79,873,682
Excess Levy Capacity	\$71,789	\$11,399	\$4,289,870	\$3,281,767	\$1,164,023	\$610,695	\$2,804,579	\$479,007
Excess Levy as % of Maximum Levy	0.11%	0.02%	4.29%	3.44%	1.77%	0.97%	3.38%	0.60%
	No Excess Capacity, as tax rate must be rounded to 2 decimals	No Excess Capacity, as tax rate must be rounded to 2 decimals						
Single Tax Rate or Split Tax Rate	Split	Split	Split	Split	Split	Split	Split	Split
CIP Shift Factor	1.56	1.5	1.63	1.67	1.66	1.65	1.75	1.75
Residential Tax Rate	\$11.47	\$11.58	\$11.35	\$12.00	\$12.82	\$12.87	\$15.87	\$16.08
Commercial/Industrial Tax Rate	\$23.18	\$22.22	\$29.40	\$32.24	\$26.36	\$26.53	\$33.95	\$34.72
New Growth \$	\$868,525	\$966,388	\$2,086,124	\$2,011,752	\$1,567,834	\$999,140	\$1,129,613	\$1,198,803
New Growth as % of Prior Year Levy	1.39%		2.26%		2.51%		1.41%	
# of Permanent Overrides in Tax Base	None		None		1		None	
Total \$\$ of Overrides in Levy					\$4,491,128	<i>Voted in FY 09</i>		
# of Debt Exclusions in Tax Base	1		None		7		14	
\$ of Debt Exclusions in Current Levy	\$2,165,384				\$1,643,171		\$ 3,320,667	

	Milford		Stoughton		Walpole	
	FY 15	FY 14	FY 15	FY 14	FY 15	FY 14
Total Tax levy	\$58,739,318	\$56,862,146	\$56,738,872	\$54,411,256	\$62,171,235	\$59,597,054
Excess Levy Capacity	\$1,854,156	\$1,394,950	\$39,715	\$66,610	\$3,073	\$16,265
Excess Levy as % of Maximum Levy	3.06%	2.30%	0.07%	0.12%	0.00%	0.03%
			No Excess Capacity, as tax rate must be rounded to 2 decimals	No Excess Capacity, as tax rate must be rounded to 2 decimals	No Excess Capacity, as tax rate must be rounded to 2 decimals	No Excess Capacity, as tax rate must be rounded to 2 decimals
Single Tax Rate or Split Tax Rate	Split	Split	Split	Split	Split	Split
CIP Shift Factor	1.48	1.48	1.51	1.45	1.28	1.28
Residential Tax Rate	\$17.55	\$17.69	\$15.13	\$15.74	\$15.70	\$15.76
Commercial/Industrial Tax Rate	\$30.26	\$30.68	\$26.34	\$26.09	\$20.93	\$21.04
New Growth \$	\$876,144	\$1,019,571	\$938,774	\$809,911	\$1,022,010	\$805,543
New Growth as % of Prior Year Levy	1.54%		1.73%		1.71%	
# of Permanent Overrides in Tax Base	None		None		1	
Total \$\$ of Overrides in Levy	0				\$3 Million	<i>Voted in FY 13 and \$3.7 Million Voted in FY 02</i>
# of Debt Exclusions in Tax Base	None		None		6	
\$ of Debt Exclusions in Current Levy	0				\$1.8 Million	

Norwood's Historical Rank (High to Low) for Average Singel Family Tax Bill

APPENDIX IV.4

Fiscal Year	Single Family Assessed Values	Single Family Parcels	Single Family Average Value	Residential Tax Rate	Average Single Family Tax Bill	Rank - High to Low*
2004	1,671,081,700	5,743	290,977	9.62	\$2,799	180
2005	2,052,743,800	5,734	357,995	8.27	\$2,961	183
2006	2,348,649,300	5,771	406,974	7.34	\$2,987	200
2007	2,367,667,900	5,795	408,571	7.54	\$3,081	202
2008	2,256,276,800	5,800	389,013	8.13	\$3,163	203
2009	2,240,982,300	5,801	386,310	8.46	\$3,268	204
2010	2,143,883,600	5,812	368,872	9.33	\$3,442	197
2011	2,110,003,800	5,819	362,606	10.10	\$3,662	182
2012	2,124,006,700	5,818	365,075	10.58	\$3,862	178
2013	2,127,873,500	5,824	365,363	11.04	\$4,034	176
2014	2,117,111,700	5,830	363,141	11.58	\$4,205	174
2015	2,228,831,200	5,842	381,519	11.47	\$4,376	* not Ranked as of March 20, 2015

APPENDIX IV.5

Norwood Chapter 70 Trends through FY 16 Proposed Chapter 70

	Foundation Enrollment	Pct Chg	Foundation Budget	Pct Chg	Required Local Contribution	Chapter 70 Aid	Pct Chg	Required Net School Spending (NSS)	Pct Chg	Actual Net School Spending	Pct Chg	Dollars Over/Under Requirement	Percent Over/Under
FY06	3,690	2.0	28,041,822	6.2	27,289,969	3,544,044	5.5	30,834,013	2.4	34,735,572	3.0	3,901,559	12.7
FY07	3,651	-1.1	29,886,710	6.6	27,700,512	3,933,871	11.0	31,634,383	2.6	36,354,440	4.7	4,720,057	14.9
FY08	3,524	-3.5	30,207,570	1.1	28,071,619	4,534,446	15.3	32,606,065	3.1	37,999,463	4.5	5,393,398	16.5
FY09	3,519	-0.1	31,869,889	5.5	28,472,241	4,638,435	2.3	33,110,676	1.5	38,771,043	2.0	5,660,367	17.1
FY10	3,486	-0.9	32,601,764	2.3	28,057,436	5,079,889	9.5	33,137,325	0.1	38,831,446	0.2	5,694,121	17.2
FY11	3,473	-0.4	31,939,204	-2.0	28,648,256	4,783,122	-5.8	33,431,378	0.9	41,058,649	5.7	7,627,271	22.8
FY12	3,481	0.2	32,665,738	2.3	29,934,115	4,808,800	0.5	34,742,915	3.9	40,736,080	-0.8	5,993,165	17.3
FY13	3,504	0.7	34,403,460	5.3	30,967,635	5,111,751	6.3	36,079,386	3.8	43,145,291	5.9	7,065,905	19.6
FY14	3,555	1.5	35,162,877	2.2	32,031,042	5,372,189	5.1	37,403,231	3.7	43,961,841	1.9	6,558,610	17.5
FY15	3,491	-1.8	35,458,013	0.8	31,475,235	5,663,726	5.4	37,138,961	-0.7	46,502,015 *	5.8	9,363,054	25.0
FY 16	3,492	0.3	36,030,240	1.6	31,370,427	5,733,566	1.2	37,103,993 #####					

	<u>Dollars Per Foundation Enrollment</u>			<u>Percentage of Foundation</u>			Chapter 70 Percent of Actual NSS
	Foundation Budget	Ch 70 Aid	Actual NSS	Ch 70	Required NSS	Actual NSS	
FY06	7,599	960	9,413	12.6	110.0	123.9	10.2
FY07	8,186	1,077	9,957	13.2	105.8	121.6	10.8
FY08	8,572	1,287	10,783	15.0	107.9	125.8	11.9
FY09	9,057	1,318	11,018	14.6	103.9	121.7	12.0
FY10	9,352	1,457	11,139	15.6	101.6	119.1	13.1
FY11	9,196	1,377	11,822	15.0	104.7	128.6	11.6
FY12	9,384	1,381	11,702	14.7	106.4	124.7	11.8
FY13	9,818	1,459	12,313	14.9	104.9	125.4	11.8
FY14	9,891	1,511	12,366	15.3	106.4	125.0	12.2
FY15	10,157	1,622	13,321	16.0	104.7	131.1	12.2
FY 16	10,318	1,642		16.0	103.0		

Comparison of FY 15 Foundation Budget, Chapter 70 Aid and Actual Net School Spending

APPENDIX IV.6

	Foundation Enrollment	Foundation Budget	Required Local Contribution	Chapter 70 Aid	Required Net School Spending (NSS)	Actual Net School Spending	Dollars Over Requirement	% Over Requirement	Chapter 70 Percent of Actual NSS
Norwood	3,491	\$35,458,013	\$31,475,235	\$5,663,726	\$37,138,961	\$46,502,015	\$9,363,054	25.2%	12.2%
Burlington	3,553	\$34,467,699	\$30,725,441	\$5,684,571	\$36,410,012	\$59,497,657	\$23,087,645	63.4%	9.6%
Canton	3,157	\$30,171,280	\$25,776,936	\$4,936,587	\$30,713,523	\$42,338,999	\$11,625,476	37.9%	11.7%
Dedham	2,731	\$27,117,828	\$24,153,827	\$4,312,268	\$28,466,095	\$42,616,457	\$14,150,362	49.7%	10.1%
Milford	4,207	\$43,366,942	\$23,509,175	\$20,022,624	\$45,531,799	\$48,270,747	\$2,738,948	6.0%	41.5%
Stoughton	3,696	\$37,491,591	\$23,503,750	\$14,600,824	\$38,104,574	\$46,376,897	\$8,272,323	21.7%	31.5%
Walpole	3,869	\$36,833,860	\$30,016,055	\$7,542,981	\$37,559,036	\$47,181,543	\$9,622,507	25.6%	16%

	Foundation Budget Per Enrollment	Ch 70 Aid Per Enrollment	Dollars over Required Per Enrollment
Norwood	\$10,157	\$1,622	\$2,682
Burlington	\$9,701	\$1,600	\$6,498
Canton	\$9,557	\$1,564	\$3,682
Dedham	\$9,930	\$1,579	\$5,181
Milford	\$10,308	\$4,759	\$651
Stoughton	\$10,144	\$3,950	\$2,238
Walpole	\$9,520	\$1,950	\$2,487

**Review of the Revenue Base of Norwood
and Comparative Communities**

APPENDIX IV.7

	Norwood		Burlington		Canton		Dedham	
	FY 15	FY 14	FY 15	FY 14	FY 15	FY 14	FY 15	FY 14
Adoption of Hotel Tax	Yes		Yes		Yes		Yes	
Effective Date	1/1/2010		1/1/2010		7/1/2010		1/1/2010	
Local Tax Rate	6%		6%		6%		6%	
Hotel Tax Actual Receipts		\$1,132,037		\$2,347,457		\$246,060		\$1,187,574
Adoption of Meals Tax	Yes		Yes		Yes		Yes	
Effective Date	7/1/2011		4/1/2010		7/1/2012			
Local Tax Rate	0.75%		0.75%		0.75%		0.75%	
Meals Tax Actual Receipts		\$649,937		\$1,310,067		\$322,256		\$828,669
Adoption of CPA Surcharge	No		No		No		No	
Effective Date								
Local Surcharge Rate								
Adoption of Trash Fee	No		No		No		No	
Annual PILOT Payments (actuals)		\$1,149,684		\$520,000		\$213,543		\$27,780
Enterprise Full Cost Recovery or Subsidies					No Subsidies		No Subsidies	
	Milford		Stoughton		Walpole			
	FY 15	FY 14	FY 15	FY 14	FY 15	FY 14		
Adoption of Hotel Tax	Yes		Yes		Yes			
Effective Date	1/1/2012		10/01/92		7/1/1987			
Local Tax Rate	6%		4%		4%			
Hotel Tax Actual Receipts		\$958,932		\$185,385		\$7,602		
Adoption of Meals Tax	No		Yes		Yes			
Effective Date			7/1/2010		7/1/2010			
Local Tax Rate			0.75%		0.75%			
Meals Tax Actual Receipts				\$462,909		\$428,007		
Adoption of CPA Surcharge	No		Yes		No			
Effective Date			04/08/08					
Local Surcharge Rate			1.5%					
Adoption of Trash Fee	No		No		No			
Annual PILOT Payments (actuals)		\$11,083		\$56,210		\$0		
Enterprise Full Cost Recovery or Subsidies	No Subsidies				No Subsidies			

**Town of Norwood General Fund
Comparison of Budget to Actual
Prior to Years**

APPENDIX IV.8

	FY 14 Final Revenue Budget	FY 14 Actuals	Variance	FY 13 Final Revenue Budget	FY 13 Actuals	Variance
Revenues						
Property Tax	\$61,742,852	\$61,742,852		\$59,118,396	\$59,118,396	
Excise	\$3,710,345	\$4,094,351	\$384,006	\$3,319,410	\$3,710,345	\$390,935
Charges for Services	\$19,464,132	\$20,589,010	\$1,124,878	\$20,046,759	\$19,025,072	(\$1,021,687)
Penalties and Interest on Taxes	\$1,990,309	\$1,862,053	(\$128,256)	\$1,916,152	\$1,953,117	\$36,965
Licenses and Permits	\$2,179,747	\$2,613,278	\$433,531	\$2,200,805	\$2,179,747	(\$21,058)
State Aid/Intergovernmental	\$11,176,539	\$11,212,400	\$35,861	\$10,382,574	\$10,538,806	\$156,232
Interest Income	\$37,147	\$37,082	(\$65)		\$37,147	\$37,147
Miscellaneous	\$48,083	\$243,772	\$195,689	\$95,157	\$54,297	(\$40,860)
Transfers In	\$6,862,176	\$7,035,421	\$173,245	\$8,666,389	\$10,068,013	\$1,401,624
Use of Prior Year Fund Balance	\$687,753	\$687,753	\$0	\$121,900	\$121,900	\$0
Use of Free Cash	\$2,748,271	\$2,748,271	\$0	\$4,433,564	\$4,433,564	\$0
Other Sources	\$32,700	\$32,700	\$0	\$0		
	\$110,680,054	\$112,898,943	\$2,218,889	\$110,301,106	\$111,240,404	\$939,298
Total Expenditures	\$110,680,054	\$109,635,902	\$1,044,152	\$110,301,106	\$108,300,259	\$2,000,847
Excess of Revenues/Other Sources over Expenditures/Other Uses		\$3,263,041	\$3,263,041		\$2,940,145	\$2,940,145

Presents Excess of Revenues and Expenditure Turnbacks each year;

Please note that in FY 14 \$2.7 of Free Cash was used; in FY 13 \$4.4 million of Free Cash was used to support budget

Norwood Public Schools
General Fund vs. Non General Fund Spending

APPENDIX IV.9A

FY 14 Grant, Revolving Fund and Other Special Funds
Supporting the School System and
% of Support by Function

	General fund Appropriation	Grants, revolving and other funds	Total Spending all funds	% of Spending from Other Funds
Administration	\$2,458,266	\$0	\$2,458,266	
Instructional Leadership	\$2,244,699	\$289,527	\$2,534,226	11.4%
Classroom and Specialist Teachers	\$18,898,472	\$297,878	\$19,196,350	1.6%
Other Teaching Services	\$2,725,999	\$781,785	\$3,507,784	22.3%
Professional Development	\$453,465	\$59,362	\$512,827	11.6%
Instructional Mat., Equip. & Technology	\$491,474	\$510,307	\$1,001,781	50.9%
Guidance, Counseling and Testing	\$1,186,266	\$1,125	\$1,187,391	0.1%
Pupil Services	\$2,587,150	\$1,911,109	\$4,498,259	42.5%
Operations and Maintenance	\$4,117,368	\$520,631	\$4,637,999	11.2%
Insurance, Retirement and Other	\$8,344,587	\$291,697	\$8,636,284	3.4%
Expenditures Within The District	\$43,507,746	\$4,663,421	\$48,171,167	9.7%
Expenditures Outside the District	\$2,163,387	\$2,256,629	\$4,420,016	51.1%
TOTAL EXPENDITURES	\$45,671,133	\$6,920,050	\$52,591,183	13.2%

Percentage of overall spending from the General Fund **86.8%**
Percentage of overall spending from the Grants, Revolving and Other Funds **13.2%**

**FY 14 Grant, Revolving Fund and Other Special Funds
Supporting the School System and
% of Support by Function**

<i>Spending by Function</i>	BURLINGTON				CANTON				DEDHAM			
	General fund Appropriation	Grants, revolving and other funds	Total Spending all funds	% of	General fund Appropriation	Grants, revolving and other funds	Total Spending all funds	% of	General fund Appropriation	Grants, revolving and other funds	Total Spending all funds	% of
				Spending from Other Funds				Spending from Other Funds				Spending from Other Funds
Administration	\$1,542,749	\$0	\$1,542,749	0.0%	\$1,042,465	\$0	\$1,042,465	0.0%	\$2,698,387	\$19,612	\$2,717,999	0.7%
Instructional Leadership	\$5,281,647	\$0	\$5,281,647	0.0%	\$2,210,626	\$0	\$2,210,626	0.0%	\$2,230,857	\$263,129	\$2,493,986	10.6%
Classroom and Specialist Teachers	\$24,250,272	\$1,793,664	\$26,043,936	6.9%	\$17,343,483	\$665,624	\$18,009,107	3.7%	\$16,339,690	\$642,585	\$16,982,275	3.8%
Other Teaching Services	\$2,942,082	\$320,803	\$3,262,885	9.8%	\$2,611,980	\$1,182,695	\$3,794,675	31.2%	\$3,044,704	\$441,605	\$3,486,309	12.7%
Professional Development	\$861,156	\$10,446	\$871,602	1.2%	\$265,290	\$0	\$265,290	0.0%	\$432,871	\$95,957	\$528,828	18.1%
Instructional Mat., Equip. & Technology	\$807,741	\$381,815	\$1,189,556	32.1%	\$700,300	\$181,098	\$881,398	20.5%	\$661,368	\$120,707	\$782,075	15.4%
Guidance, Counseling and Testing	\$1,298,175	\$935	\$1,299,110	0.1%	\$1,740,633	\$0	\$1,740,633	0.0%	\$1,436,678	\$60,677	\$1,497,355	4.1%
Pupil Services	\$2,789,618	\$972,443	\$3,762,061	25.8%	\$2,141,254	\$1,488,102	\$3,629,356	41.0%	\$1,821,357	\$1,386,253	\$3,207,610	43.2%
Operations and Maintenance	\$5,189,027	\$290,243	\$5,479,270	5.3%	\$3,541,505	\$269,096	\$3,810,601	7.1%	\$3,049,182	\$408,592	\$3,457,774	11.8%
Insurance, Retirement and Other	\$8,724,090	\$0	\$8,724,090	0.0%	\$7,637,474	\$12,807	\$7,650,281	0.2%	\$7,498,952	\$153,903	\$7,652,855	2.0%
Expenditures Within The District	\$53,686,557	\$3,770,349	\$57,456,906	6.6%	\$39,235,010	\$3,799,422	\$43,034,432	8.8%	\$39,214,046	\$3,593,020	\$42,807,066	8.4%
Expenditures Outside the District	\$5,721,540	\$1,303,996	\$7,025,536	18.6%	\$3,373,541	\$1,249,652	\$4,623,193	27.0%	\$4,694,479	\$770,431	\$5,464,910	14.1%
TOTAL EXPENDITURES	59,408,097	5,074,345	64,482,442	7.9%	42,608,551	5,049,074	47,657,625	10.6%	43,908,525	4,363,451	48,271,976	9.0%

<i>Spending by Function</i>	MILFORD				STOUGHTON				WALPOLE			
	General fund Appropriation	Grants, revolving and other funds	Total Spending all funds	% of	General fund Appropriation	Grants, revolving and other funds	Total Spending all funds	% of	General fund Appropriation	Grants, revolving and other funds	Total Spending all funds	% of
				Spending from Other Funds				Spending from Other Funds				Spending from Other Funds
Administration	\$1,306,734	\$112,027	\$1,418,761	7.9%	\$1,131,480	\$0	\$1,131,480	0.0%	\$1,278,931	\$0	\$1,278,931	0.0%
Instructional Leadership	\$2,850,983	\$1,112	\$2,852,095	0.0%	\$3,190,826	\$256,458	\$3,447,284	7.4%	\$3,438,193	\$319,498	\$3,757,691	8.5%
Classroom and Specialist Teachers	\$21,241,812	\$1,123,540	\$22,365,352	5.0%	\$20,327,083	\$1,275,143	\$21,602,226	5.9%	\$20,026,984	\$378,581	\$20,405,565	1.9%
Other Teaching Services	\$2,574,457	\$965,925	\$3,540,382	27.3%	\$2,004,893	\$129,863	\$2,134,756	6.1%	\$4,189,451	\$728,885	\$4,918,336	14.8%
Professional Development	\$115,293	\$212,439	\$327,732	64.8%	\$225,573	\$75,665	\$301,238	25.1%	\$540,392	\$4,042	\$544,434	0.7%
Instructional Mat., Equip. & Technology	\$762,359	\$223,072	\$985,431	22.6%	\$2,296,771	\$142,706	\$2,439,477	5.8%	\$846,985	\$148,742	\$995,727	14.9%
Guidance, Counseling and Testing	\$1,717,487	\$0	\$1,717,487	0.0%	\$1,369,809	\$0	\$1,369,809	0.0%	\$1,337,342	\$21,099	\$1,358,441	1.6%
Pupil Services	\$2,598,879	\$1,943,399	\$4,542,278	42.8%	\$1,606,645	\$1,732,037	\$3,338,682	51.9%	\$2,431,507	\$3,960,833	\$6,392,340	62.0%
Operations and Maintenance	\$3,892,603	\$61,765	\$3,954,368	1.6%	\$3,983,865	\$197,601	\$4,181,466	4.7%	\$3,759,986	\$0	\$3,759,986	0.0%
Insurance, Retirement and Other	\$8,745,659	\$349,993	\$9,095,652	3.8%	\$6,118,724	\$1,039	\$6,119,763	0.0%	\$7,003,286	\$242,965	\$7,246,251	3.4%
Expenditures Within The District	\$45,806,266	\$4,993,272	\$50,799,538	9.8%	\$42,255,669	\$3,810,512	\$46,066,181	8.3%	\$44,853,057	\$5,804,645	\$50,657,702	11.5%
Expenditures Outside the District	\$4,732,310	\$1,280,571	\$6,012,881	21.3%	\$4,288,092	\$820,618	\$5,108,710	16.1%	\$2,099,850	\$1,864,144	\$3,963,994	47.0%
TOTAL EXPENDITURES	\$50,538,576	\$6,273,843	\$56,812,419	11.0%	46,543,761	4,631,130	51,174,891	9.0%	46,952,907	7,668,789	54,621,696	14.0%

**Norwood Public Schools
State and Federal Grant Trends**

APPENDIX IV.10

	FY 14	FY 13	FY 12	FY 11	FY 10
TITLE I DISTRIBUTION	\$270,095	\$333,174	\$355,599	\$356,481	\$377,541
TITLE I SCHOOL SUPPORT					\$17,800
TEACHER QUALITY (Title IIA)	\$58,915	\$84,233	\$85,415	\$102,932	\$103,723
TECH ENHANCE. OPTIONS					\$4,356
LEP SUPPORT	\$40,066	\$43,520	\$42,325	\$39,041	\$29,518
DRUG FREE SCHOOLS				\$3,574	\$11,765
SPED 94-142 ALLOCATION (I.D.E.A.)	\$905,482	\$940,990	\$935,707	\$932,693	\$944,076
SPED PROGRAM IMPROVEMENT	\$15,252	\$26,034	\$40,564		
CB SUPPORT			\$29,793		
EC SPED PROGRAM IMPROVEMENT		\$3,500			
ED JOBS			\$268,466		
ARRA TITLE 1 STIMULUS				\$110,339	\$110,157
ARRA IDEA STIMULUS PROGRAM				\$518,585	\$519,587
ARRA STABILIZATION				\$25,678	
ED JOBS				\$94,722	
KINDER. ENHANCEMENT PGRM	\$150,589	\$150,589	\$149,089	\$153,700	\$172,603
ACADEMIC SUPPORT SERVICES	\$16,600	\$17,800	\$18,700	\$17,500	\$19,400
TOTAL	\$1,456,999	\$1,599,840	\$1,925,658	\$2,355,245	\$2,310,526
<i>Annual Change</i>	<i>(\$142,841)</i>	<i>(\$325,818)</i>	<i>(\$429,587)</i>	<i>\$44,719</i>	
<i>Change FY 10 vs. FY 14</i>	<i>(\$853,527)</i>				

**Norwood Public Schools
State and Federal Grant Trends**

APPENDIX IV.10

	FY 14	FY 13	FY 12	FY 11	FY 10
TITLE I DISTRIBUTION	\$270,095	\$333,174	\$355,599	\$356,481	\$377,541
TITLE I SCHOOL SUPPORT					\$17,800
TEACHER QUALITY (Title IIA)	\$58,915	\$84,233	\$85,415	\$102,932	\$103,723
TECH ENHANCE. OPTIONS					\$4,356
LEP SUPPORT	\$40,066	\$43,520	\$42,325	\$39,041	\$29,518
DRUG FREE SCHOOLS				\$3,574	\$11,765
SPED 94-142 ALLOCATION (I.D.E.A.)	\$905,482	\$940,990	\$935,707	\$932,693	\$944,076
SPED PROGRAM IMPROVEMENT	\$15,252	\$26,034	\$40,564		
CB SUPPORT			\$29,793		
EC SPED PROGRAM IMPROVEMENT		\$3,500			
ED JOBS			\$268,466		
ARRA TITLE 1 STIMULUS				\$110,339	\$110,157
ARRA IDEA STIMULUS PROGRAM				\$518,585	\$519,587
ARRA STABILIZATION				\$25,678	
ED JOBS				\$94,722	
KINDER. ENHANCEMENT PGRM	\$150,589	\$150,589	\$149,089	\$153,700	\$172,603
ACADEMIC SUPPORT SERVICES	\$16,600	\$17,800	\$18,700	\$17,500	\$19,400
TOTAL	\$1,456,999	\$1,599,840	\$1,925,658	\$2,355,245	\$2,310,526
<i>Annual Change</i>	<i>(\$142,841)</i>	<i>(\$325,818)</i>	<i>(\$429,587)</i>	<i>\$44,719</i>	
<i>Change FY 10 vs. FY 14</i>	<i>(\$853,527)</i>				

Comparison of FY 15 School Choice and Net Choice Revenue

APPENDIX IV.11

	Choice In		Choice Out		NET
	Pupils	Tuition In	Pupils	Tuition Out	
Norwood			3	\$21,526	(\$21,526)
Burlington	26	\$130,000	4	\$26,800	\$103,200
Canton			1	\$5,000	(\$5,000)
Dedham			5	\$35,800	(\$35,800)
Milford	40	\$438,321	178	\$1,039,597	(\$601,276)
Stoughton			15	\$93,200	(\$93,200)
Walpole			7	\$42,808	(\$42,808)

Comparison of Teachers
 All Teachers, General Education, and ELL
 2013- 2014

APPENDIX V.1

	Norwood	Burlington	Canton	Dedham	Milford	Stoughton	Walpole
<i>Enrollment:</i>							
All students	3,471	3,579	3,247	2,818	4,182	3,651	3,996
Students with Disabilities	547	400	406	532	646	512	561
English Language Learners	245	86	45	131	369	186	100
<i>Staffing:</i>							
<i>Teachers (FTEs)</i>							
ALL TEACHERS	274.3	294.9	237.0	227.7	313.1	288.5	284.1
<i>All students:all teachers</i>	<i>12.7 :1</i>	<i>12.1 :1</i>	<i>13.7 :1</i>	<i>12.4 :1</i>	<i>13.4 :1</i>	<i>12.7 :1</i>	<i>14.1 :1</i>
Long-term subs	1.5	9.4	--	2.0	7.8	4.0	4.0
Teachers plus long-term subs	275.8	304.3	237.0	229.7	320.9	292.5	288.1
<i>All students:teachers plus subs</i>	<i>12.6 :1</i>	<i>11.8 :1</i>	<i>13.7 :1</i>	<i>12.3 :1</i>	<i>13.0 :1</i>	<i>12.5 :1</i>	<i>13.9 :1</i>
GENERAL EDUCATION TEACHERS							
ELA/Reading/Math/Science/ Social Studies	93.3	172.5	148.4	80.4	180.3	178.8	95.6
<i>All students:subject teachers</i>	<i>37.2 :1</i>	<i>20.7 :1</i>	<i>21.9 :1</i>	<i>35.0 :1</i>	<i>23.2 :1</i>	<i>20.4 :1</i>	<i>41.8 :1</i>
Arts/Languages	31.2	33.1	31.4	24.5	32.0	35.9	35.3
<i>All students:subject teachers</i>	<i>111.1 :1</i>	<i>108.0 :1</i>	<i>103.3 :1</i>	<i>114.9 :1</i>	<i>130.8 :1</i>	<i>101.6 :1</i>	<i>113.3 :1</i>
Other subjects	95.2	43.0	19.7	94.6	42.0	34.8	110.5
<i>All students:subject teachers</i>	<i>36.5 :1</i>	<i>83.3 :1</i>	<i>165.2 :1</i>	<i>29.8 :1</i>	<i>99.7 :1</i>	<i>105.0 :1</i>	<i>36.2 :1</i>
All General Education teachers	219.7	248.6	199.5	199.6	254.2	249.5	241.3
<i>All students:General Ed teachers</i>	<i>15.8 :1</i>	<i>14.4 :1</i>	<i>16.3 :1</i>	<i>14.1 :1</i>	<i>16.4 :1</i>	<i>14.6 :1</i>	<i>16.6 :1</i>
ALL TEACHERS OF ELLs	5.3	5.0	1.5	2.0	11.4	5.5	3.4
English as second language (ESL)	5.3	5.0	1.5	2.0	7.8	5.5	3.4
Sheltered content and bilingual	--	--	--	--	3.6	--	--
<i>ELLs:ELL teachers</i>	<i>46.3 :1</i>	<i>17.2 :1</i>	<i>30.2 :1</i>	<i>65.5 :1</i>	<i>32.3 :1</i>	<i>33.8 :1</i>	<i>29.4 :1</i>
SPECIAL EDUCATION TEACHERS							
Special education teachers	45.0	41.2	33.3	26.1	40.4	33.5	39.4
<i>SWDs:SPED teachers</i>	<i>12.2: 1</i>	<i>9.7: 1</i>	<i>12.2: 1</i>	<i>20.4: 1</i>	<i>16.0: 1</i>	<i>15.3: 1</i>	<i>14.3: 1</i>

Comparison of Special Education Staffing

APPENDIX V.2

SPECIAL EDUCATION STAFF	Norwood	Burlington	Canton	Dedham	Milford	Stoughton	Walpole
Students with Disabilities	547	400	406	532	646	512	561
SPECIAL EDUCATION TEACHERS							
Special education teachers	45.0	41.2	33.3	26.1	40.4	33.5	39.4
<i>SWDs:SPED teachers</i>	<i>12.2: 1</i>	<i>9.7: 1</i>	<i>12.2: 1</i>	<i>20.4: 1</i>	<i>16.0: 1</i>	<i>15.3: 1</i>	<i>14.3: 1</i>
SPED PARAPROFESSIONALS	60.2	16.0	85.5	85.4	122.7	37.3	73.6
<i>SWDs:SPED paras</i>	<i>9.1: 1</i>	<i>25.0: 1</i>	<i>4.7: 1</i>	<i>6.2: 1</i>	<i>5.3: 1</i>	<i>13.7: 1</i>	<i>7.6: 1</i>
SPED INSTRUCTIONAL SUPPORT	8.4	<i>Pending</i>	9.0	10.6	10.7	13.0	8.5
<i>SWDs:SPED support</i>	<i>65:1</i>	<i>Pending</i>	<i>45:1</i>	<i>50:1</i>	<i>61:1</i>	<i>39:1</i>	<i>66:1</i>
SPED RELATED STAFF	18.4	14.3	21.0	9.5	16.9	15.8	16.0
<i>SWDs:SPED related staff</i>	<i>30:1</i>	<i>28:1</i>	<i>19:1</i>	<i>56:1</i>	<i>38:1</i>	<i>32:1</i>	<i>35:1</i>
TOTAL INSTRUCTIONAL SUPPORT	22.6	32.2	18	25	24.8	23.6	25.8
<i>Combines SPED and General Education as Burlington did not split out</i>							
<i>Ratio to All Students</i>	153.6	111.1	180.4	112.7	168.6	154.7	154.9

Comparison of Non Classroom Staff

APPENDIX V.3

	Norwood	Burlington	Canton	Dedham	Milford	Stoughton	Walpole
DISTRICT ADMINISRATORS	11.4	6.2	4.8	9.9	9.0	7.8	5.6
<i>Students:staff</i>	<i>304:1</i>	<i>577:1</i>	<i>684:1</i>	<i>285:1</i>	<i>465:1</i>	<i>471:1</i>	<i>714:1</i>
DISTRICT INSTRUCTIONAL LEADERS	4.6	5.9	3.0	5.6	3.0	4.0	4.8
<i>Students:staff</i>	<i>755:1</i>	<i>608:1</i>	<i>1,082:1</i>	<i>503:1</i>	<i>1,408:1</i>	<i>913:1</i>	<i>833:1</i>
SCHOOL SITE ADMINISTRATORS	13.6	17.0	12.5	10.0	21.0	16.4	19.7
<i>Students:staff</i>	<i>255:1</i>	<i>211:1</i>	<i>260:1</i>	<i>282:1</i>	<i>200:1</i>	<i>223:1</i>	<i>203:1</i>
MEDICAL/HEALTH	9.0	6.6	8.0	6.0	9.4	9.0	7.5
<i>Students:staff</i>	<i>386:1</i>	<i>542:1</i>	<i>406:1</i>	<i>470:1</i>	<i>445:1</i>	<i>406:1</i>	<i>534:1</i>
CLERICAL/SECRETARIAL	26.3	41.5	28.0	19.3	21.8	26.1	30.4
<i>Students:staff</i>	<i>132:1</i>	<i>86:1</i>	<i>116:1</i>	<i>146:1</i>	<i>192:1</i>	<i>140:1</i>	<i>132:1</i>
TECHNOLOGY SUPPORT	5.8	3.0	3.0	8.0	1.5	5.0	11.5
<i>Students:staff</i>	<i>598:1</i>	<i>1,193:1</i>	<i>1,082:1</i>	<i>352:1</i>	<i>2,788:1</i>	<i>730:1</i>	<i>347:1</i>

Historical Enrollment of Comparative School Systems

APPENDIX V.4

	Norwood			Burlington			Canton			Dedham		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<i>Number of schools</i>	8	8	8	6	6	6	6	6	6	7	7	7
<i>All students</i>	3,476	3,547	3,471	3,626	3,606	3,579	3,250	3,262	3,247	2,862	2,826	2,818
District administrators	11.2	10.4	11.4	4.7	6.2	6.2	4.8	4.8	4.8	10.0	10.1	9.9
<i>Students:staff</i>	310:1	341:1	304:1	771:1	582:1	577:1	684:1	687:1	684:1	286:1	280:1	285:1
Other district instructional leaders	4.6	4.6	4.6	3.4	4.1	5.9	3.0	3.0	3.0	5.4	5.6	5.6
<i>Students:staff</i>	756:1	771:1	755:1	1,066:1	880:1	608:1	1,083:1	1,087:1	1,082:1	530:1	505:1	503:1
School administrators	13.8	14.4	13.6	12.8	15.8	17.0	11.0	11.0	12.5	10.3	10.0	10.0
<i>Students:staff</i>	252:1	246:1	255:1	283:1	229:1	211:1	295:1	297:1	260:1	279:1	283:1	282:1
Instructional coaches	0.0	0.0	0.0	4.8	5.0	4.8	0.0	0.0	0.0	1.0	1.0	1.0
<i>Students:staff</i>	--	--	--	755:1	721:1	746:1	--	--	--	2,862:1	2,826:1	2,818:1
Teachers	264.5	273.9	274.3	282.5	299.7	294.9	229.5	229.6	237.0	232.2	224.9	227.7
<i>Students:staff</i>	13.1 :1	13.0 :1	12.7 :1	12.8 :1	12.0 :1	12.1 :1	14.2 :1	14.2 :1	13.7 :1	12.3 :1	12.6 :1	12.4 :1
Long-term subs	0.0	3.0	1.5	8.2	3.0	9.4	0.0	0.0	0.0	2.0	4.4	2.0
<i>Students:staff</i>	--	1,182:1	2,314:1	442:1	1,202:1	381:1	--	--	--	1,431:1	642:1	1,409:1
Paraprofessionals	65.7	65.4	75.2	40.0	43.5	46.1	69.5	70.5	86.5	110.5	103.6	95.2
<i>Students:staff</i>	53:1	54:1	46:1	91:1	83:1	78:1	47:1	46:1	38:1	26:1	27:1	30:1
Tutors	0.0	0.0	0.0	26.6	30.6	33.9	1.0	0.0	0.0	1.0	3.6	4.6
<i>Students:staff</i>	--	--	--	136:1	118:1	106:1	3,250:1	--	--	2,862:1	785:1	613:1
Instructional support	13.3	13.5	14.2	22.0	30.1	32.2	8.0	9.0	9.0	14.4	13.8	14.4
<i>Students:staff</i>	262:1	263:1	244:1	165:1	120:1	111:1	406:1	362:1	361:1	199:1	205:1	196:1
SPED instructional support	8.9	8.4	8.4	4.0	0.0	0.0	8.0	9.0	9.0	9.6	7.2	10.6
<i>Students:staff</i>	391:1	422:1	413:1	907:1	--	--	406:1	362:1	361:1	298:1	393:1	265:1
SPED related staff	15.9	15.2	18.4	12.0	13.0	14.3	23.0	24.0	21.0	9.3	9.3	9.5
<i>Students:staff</i>	219:1	233:1	189:1	302:1	277:1	250:1	141:1	136:1	155:1	308:1	304:1	297:1
Medical/health	10.0	9.0	9.0	4.8	7.3	6.6	9.0	8.0	8.0	7.0	6.0	6.0
<i>Students:staff</i>	348:1	394:1	386:1	755:1	494:1	542:1	361:1	408:1	406:1	409:1	471:1	470:1
Clerks/secretaries	26.3	25.3	26.3	36.0	34.5	41.5	27.0	27.0	28.0	19.8	19.8	19.3
<i>Students:staff</i>	132:1	140:1	132:1	101:1	105:1	86:1	120:1	121:1	116:1	145:1	143:1	146:1
Technology support	5.8	5.8	5.8	3.0	3.0	3.0	3.0	3.0	3.0	7.7	7.7	8.0
<i>Students:staff</i>	599:1	612:1	598:1	1,209:1	1,202:1	1,193:1	1,083:1	1,087:1	1,082:1	373:1	368:1	352:1
Total Staff	439.9	448.9	462.7	464.8	495.8	515.7	396.7	398.8	421.8	440.1	427.0	423.8
All Students	3,476	3,547	3,471	3,626	3,606	3,579	3,250	3,262	3,247	2,862	2,826	2,818
Ratio	7.9	7.9	7.5	7.8	7.3	6.9	8.2	8.2	7.7	6.5	6.6	6.7
<i>Change in Staff 2012 to 2014</i>			22.8			50.9			25.0			-16.4

Historical Enrollment of Comparative School Systems

APPENDIX V.4

	Norwood			Milford			Stoughton			Walpole		
	2012	2013	2014	2012	2013	2014	2012	2013		2012	2013	2014
<i>Number of schools</i>	8	8	8	7	7	7	8	8	8	8	8	8
<i>All students</i>	3,476	3,547	3,471	4,152	4,167	4,182	3,819	3,753	3,651	4,015	4,015	3,996
District administrators	11.2	10.4	11.4	9.0	8.0	9.0	8.3	8.3	7.8	5.6	5.6	5.6
<i>Students:staff</i>	310:1	341:1	304:1	461:1	521:1	465:1	463:1	455:1	471:1	717:1	717:1	714:1
Other district instructional leaders	4.6	4.6	4.6	5.0	4.0	3.0	5.3	7.1	4.0	4.8	4.8	4.8
<i>Students:staff</i>	756:1	771:1	755:1	839:1	1,042:1	1,408:1	721:1	529:1	913:1	836:1	836:1	833:1
School administrators	13.8	14.4	13.6	23.0	23.0	21.0	12.3	13.4	16.4	19.0	19.4	19.7
<i>Students:staff</i>	252:1	246:1	255:1	181:1	181:1	200:1	312:1	280:1	223:1	211:1	207:1	203:1
Instructional coaches	0.0	0.0	0.0	0.0	0.0	0.0	1.6	1.6	1.6	0.0	1.0	1.0
<i>Students:staff</i>	--	--	--	--	--	--	2,387:1	2,346:1	2,282:1	--	4,015:1	3,996:1
Teachers	264.5	273.9	274.3	313.6	313.2	313.1	292.3	290.1	288.5	269.8	278.5	284.1
<i>Students:staff</i>	13.1 :1	13.0 :1	12.7 :1	13.2 :1	13.3 :1	13.4 :1	13.1 :1	12.9 :1	12.7 :1	14.9 :1	14.4 :1	14.1 :1
Long-term subs	0.0	3.0	1.5	1.0	1.0	7.8	2.0	4.0	4.0	2.2	1.0	4.0
<i>Students:staff</i>	--	1,182:1	2,314:1	4,152:1	--	534:1	1,910:1	938:1	913:1	1,825:1	4,015:1	999:1
Paraprofessionals	65.7	65.4	75.2	133.5	140.8	149.5	47.3	51.2	45.9	79.6	79.2	76.7
<i>Students:staff</i>	53:1	54:1	46:1	31:1	30:1	28:1	81:1	73:1	80:1	50:1	51:1	52:1
Tutors	0.0	0.0	0.0	2.3	3.3	3.3	0.0	0.0	0.0	0.0	1.0	2.0
<i>Students:staff</i>	--	--	--	1,837:1	1,278:1	1,283:1	--	--	--	--	4,015:1	1,998:1
Instructional support	13.3	13.5	14.2	13.7	14.0	14.1	10.6	11.8	10.6	11.1	12.9	17.3
<i>Students:staff</i>	262:1	263:1	244:1	304:1	297:1	297:1	360:1	318:1	344:1	362:1	311:1	231:1
SPED instructional support	8.9	8.4	8.4	12.8	9.8	10.7	11.0	10.8	13.0	5.5	5.5	8.5
<i>Students:staff</i>	391:1	422:1	413:1	326:1	427:1	393:1	347:1	348:1	281:1	730:1	730:1	470:1
SPED related staff	15.9	15.2	18.4	16.5	17.5	16.9	11.9	13.8	15.8	12.7	14.9	16.0
<i>Students:staff</i>	219:1	233:1	189:1	252:1	238:1	248:1	322:1	272:1	231:1	316:1	269:1	250:1
Medical/health	10.0	9.0	9.0	8.0	9.0	9.4	9.0	9.0	9.0	7.0	7.0	7.5
<i>Students:staff</i>	348:1	394:1	386:1	519:1	463:1	445:1	424:1	417:1	406:1	574:1	574:1	534:1
Clerks/secretaries	26.3	25.3	26.3	21.0	22.8	21.8	26.1	24.2	26.1	30.0	28.1	30.4
<i>Students:staff</i>	132:1	140:1	132:1	198:1	183:1	192:1	147:1	155:1	140:1	134:1	143:1	132:1
Technology support	5.8	5.8	5.8	3.5	2.5	1.5	4.0	4.0	5.0	11.8	11.8	11.5
<i>Students:staff</i>	599:1	612:1	598:1	1,203:1	1,701:1	2,788:1	955:1	938:1	730:1	340:1	340:1	347:1
Total Staff	439.9	448.9	462.7	562.5	568.7	580.9	441.5	449.3	447.5	459.0	470.7	489.0
All Students	3,476	3,547	3,471	4,152	4,167	4,182	3,819	3,753	3,651	4,015	4,015	3,996
Ratio	7.9	7.9	7.5	7.4	7.3	7.2	8.6	8.4	8.2	8.7	8.5	8.2
<i>Change in Staff 2012 to 2014</i>			22.8			18.4			6.0			30.0

**Comparison of Norwood EPIMS Reported Staff
Current Year vs. Last Year with Ratios**

APPENDIX V.5

	Current Year 2014-2015 FTE	Last Year 2013-2014 FTE	Change in Staff	2014-2015 Enrollment Ratios	2013-2014 Enrollment Ratios
Enrollment			<i>Change In Students</i>		
All Students	3480	3471	9		
Special Education Students	578	547	31		
General Education Students	2902	2924	-22		
Administrators					
1200 Superintendent of Schools	1.00	1.00			
1201 Assistant/Associate/ Vice Superintendents	1	1			
1202 School Business Official	1	1			
1205 Other District Wide Administrators	8.40	8.40			
1210 Supervisor/Director of Guidance	0	0			
1211 Supervisor/Director of Pupil Personnel	0	0			
1212 Special Education Administrator	1	1			
1213 Supervisor/Director/Coordinator: Arts	0.60	0.60			
1214 Supervisor/Director/Coordinator of Assessment	0	0			
1215 Supervisor/Director/Coordinator of Curriculum	0	0			
1216 Supervisor/Director/Coordinator: English Language Learner	0	0			
1217 Supervisor/Director/Coordinator: English	0.60	0.6			
1218 Supervisor/Director/Coordinator: Foreign Language	0.60	0.6			
1219 Supervisor/Director/Coordinator: History/Social Studies	0.60	0.6			
1220 Supervisor/Director/Coordinator: Library/Media	0	0			
1221 Supervisor/Director/Coordinator: Mathematics	0.60	0.6			
1222 Supervisor/Director/Coordinator: Reading	0	0			
1223 Supervisor/Director/Coordinator: Science	0.60	0.6			
1224 Supervisor/Director/Coordinator: Technology	0	0			
1225 Supervisor/Director/Coordinator of Professional Development	0	0			
1226 School Nurse Leader	0	0			
1305 Principal/Headmaster/Headmistress/Head of School	8	8			
1310 Deputy/Associate/Vice-/Assistance Principal	3	2.6			
1312 School Special Education Administrator	0	0			
1320 Other School Administrator/Coordinator	3	3			
Total Administrators	30	29.6	0.4	116	117.3

**Comparison of Norwood EPIMS Reported Staff
Current Year vs. Last Year with Ratios**

APPENDIX V.5

	Current Year 2014-2015 FTE	Last Year 2013-2014 FTE	Change in Staff	2014-2015 Enrollment Ratios	2013-2014 Enrollment Ratios
Instructional Staff - Teachers					
2305, 2306, 2307, 2308, 2310, 2325 by Program Area: General Ed.	224.196	220.221		<i>12.9</i>	<i>13.3</i>
2305, 2306, 2307, 2308, 2310, 2325 by Program Area: Special Ed.	36.466	46.01		<i>15.9</i>	<i>15</i>
2305, 2306, 2307, 2308, 2310, 2325 by Program Area: CVTE	5.231	4.32			
2305, 2306, 2307, 2308, 2310, 2325 by Program Area: ELL	6.18	5.294			
Total Instructional by Program	272.073	275.845	-3.8		
Instructional Support Staff					
3323 Tutor	0	0			
3324 Educational Interpreters	0	0			
3325 Diagnostic and Evaluation Staff	2	1.5			
3326 Recreation and Therapeutic Recreation Specialists	0	0			
3327 Rehabilitation Counselor	0	0			
3328 Work Study Coordinator	0	0			
3329 Guidance Counselor	8	8			
3330 Librarians and Media Center Directors	4.7	4.7			
3340 Junior ROTC Instructor	0	0			
Total Instructional Support Staff	14.7	14.2	0.5	197.4	205.9
Instructional Support and SPED Shared Staff					
3350 School Adjustment Counselor -- Non-Special Education	0	0			
3351 School Adjustment Counselor -- Special Education	6.4	6.4			
3360 School Psychologist -- Non-Special Education	0	0			
3361 School Psychologist -- Special Education	3	2			
3370 School Social Worker -- Non-Special Education	0	0			
3371 School Social Worker -- Special Education	0	0			
Total Instructional Support and Non-Special Education Staff	0.0	0.0			
Total Instructional Support and Special Education Staff	9.4	8.4		61.49	68.81
Total Instructional Support & SPED and Non-SPED Shared Staff	9.4	8.4	1.0		

**Comparison of Norwood EPIMS Reported Staff
Current Year vs. Last Year with Ratios**

APPENDIX V.5

	Current Year 2014-2015 FTE	Last Year 2013-2014 FTE	Change in Staff	2014-2015 Enrollment Ratios	2013-2014 Enrollment Ratios
Paraprofessional					
401 Title I	0	0			
402 English Language Learner (ELL)	0	0			
403 Career and Vocational Technical Education (CVTE)	0	0			
404 Special Education	61.5	60.2		<i>9.40</i>	<i>9.1</i>
405 Other	12	15		<i>241.83</i>	<i>194.9</i>
Number of instructional paraprofessionals who work in targeted assistance or school wide Title I programs					
	0	0			
406 Non-Instructional	0	0			
Total Paraprofessional Staff	73.5	75.2	-1.7		
Special Education Related Staff					
3411 Audiologist	0	0			
3421 Occupational Therapist	3.8	3.8		<i>152.1</i>	<i>143.9</i>
3431 Physical Therapist	1.2	1		<i>481.7</i>	<i>547.0</i>
3451 Speech Pathologist	6	7.8		<i>96.3</i>	<i>70.1</i>
3461 Other Related Special Education Staff	4.8	5.8		<i>120.4</i>	<i>94.3</i>
Total Special Education Related Staff	15.8	18.4	-2.6	36.6	29.7
Medical / Health Services					
5010 Physician	0	0			
5015 Psychiatrist	0	0			
5020 School Nurse -- Non-Special Education	8	9			
5021 School Nurse -- Special Education	0	0			
Totals Medical / Health Services	8	9	-1.0	435	385.7
Office / Clerical / Administrative Support					
6110 Administrative Clerks and Secretaries	23.6	23.3			
6120 Special Education Administrative Aides	2	2			
6130 Special Education Administrative Clerks and Secretaries	1	1			
6150 Other Administrative Support Personnel	0	0			
Totals Office / Clerical / Administrative Support	26.6	26.3	0.3	130.8	132.0
6140 Information Services & Technical Support	5.8	5.8			
Total EPIMS Categories of Staff	455.9	462.7	-6.9	7.6	7.5

Structure of Pay Plan: Lanes and Steps

Appendix V.6

	<i>Number of STEPS in Plan</i>	<u>LANES:</u>								
		<i>Bachelors</i>	<i>BA +15</i>	<i>Masters</i>	<i>MA+15</i>	<i>MA+30</i>	<i>MA+45</i>	<i>MA+60</i>	<i>MA+90</i>	<i>Doctorate</i>
Norwood	12 and 13	Yes	Yes	Yes	Yes	Yes	Yes	NO	NO	Yes
Burlington	12	Yes	Yes	Yes	Yes	Yes	Yes	Yes	NO	Yes
Canton	15	Yes	NO	Yes	Yes	Yes	NO	Yes	Yes	NO
Dedham	13	Yes	NO	Yes	NO	Yes	NO	Yes	NO	Yes
Milford	10	Yes	Yes	Yes	Yes	Yes	Yes	Yes	NO	Yes
Walpole	17	Yes	Yes	Yes	Yes	Yes	Yes	NO	NO	NO

Notes: Norwood has 12 Steps for the 2 Bachelor degree classifications
 Norwood had 13 Steps Masters degree and above

Dedham has 14 Steps for M + 30 and then 15 for Lanes above M + 30

The "Lanes" provide for additional compensation based on attainment of additional credits and degrees

School System:

Degree:

Bachelors

Step:

	<u>Norwood</u>	<u>Burlington</u>	<u>Canton</u>	<u>Dedham</u>	<u>Milford</u>	<u>Walpole</u>
1	\$41,616	\$47,225	\$45,611	\$46,349	\$45,739	\$43,019
2	\$43,485	\$49,303	\$47,511	\$47,838	\$46,882	\$45,600
3	\$45,824	\$51,381	\$48,491	\$49,318	\$50,528	\$48,336
4	\$48,159	\$53,463	\$51,553	\$51,297	\$53,128	\$51,236
5	\$50,497	\$55,958	\$53,701	\$54,775	\$55,533	\$52,773
6	\$52,836	\$58,451	\$55,938	\$56,794	\$58,459	\$54,356
7	\$55,180	\$60,946	\$57,668	\$58,804	\$60,964	\$55,987
8	\$57,976	\$63,440	\$59,452	\$62,074	\$64,626	\$57,667
9	\$61,258	\$65,935	\$61,291	\$62,976	\$68,288	\$59,397
10	\$64,527	\$68,431	\$63,187	\$65,127	\$69,267	\$61,179
11	\$67,668	\$70,672	\$65,140	\$66,703		\$63,014
12	\$70,135	\$73,169	\$66,811	\$69,719		\$64,904
13			\$68,524	\$70,829		\$66,851
14			\$70,281			\$68,857
15			\$72,083			\$70,923
16						\$73,050
17						\$73,781

School System:

Degree:

Degree:

Masters

Step:

	<u>Norwood</u>	<u>Burlington</u>	<u>Canton</u>	<u>Dedham</u>	<u>Milford</u>	<u>Walpole</u>
1	\$45,353	\$52,214	\$48,415	\$51,297	\$49,211	\$46,529
2	\$47,688	\$54,293	\$50,432	\$53,291	\$50,343	\$49,321
3	\$50,031	\$56,373	\$52,534	\$55,264	\$54,154	\$52,280
4	\$52,369	\$58,451	\$54,723	\$57,243	\$56,828	\$55,417
5	\$54,707	\$60,946	\$57,002	\$60,824	\$59,005	\$57,079
6	\$57,037	\$63,440	\$59,378	\$62,846	\$62,074	\$58,792
7	\$59,382	\$65,935	\$61,214	\$64,867	\$64,490	\$60,556
8	\$61,725	\$68,431	\$63,108	\$68,381	\$68,625	\$62,372
9	\$64,868	\$70,927	\$65,059	\$69,377	\$72,760	\$64,243
10	\$68,263	\$73,421	\$67,071	\$71,753	\$73,740	\$66,171
11	\$71,368	\$75,662	\$69,146	\$73,496		\$68,156
12	\$73,880	\$78,159	\$70,919	\$76,682		\$70,201
13	\$77,617		\$72,737	\$77,791		\$72,307
14			\$74,602			\$74,476
15			\$76,515			\$76,710
16						\$79,011
17						\$79,801

School System:Degree:

Norwood

Burlington

Canton

Dedham

Milford

Walpole

Degree:

Masters Plus 30

Step:

1	\$48,629	\$56,373	\$52,742	\$53,781	\$52,704	\$50,326
2	\$50,970	\$58,451	\$54,931	\$55,762	\$53,890	\$53,345
3	\$53,304	\$60,532	\$57,211	\$57,740	\$57,655	\$56,546
4	\$55,646	\$62,209	\$59,586	\$59,719	\$60,420	\$59,939
5	\$57,978	\$65,105	\$61,422	\$63,353	\$62,552	\$61,737
6	\$60,322	\$67,600	\$63,316	\$65,375	\$65,589	\$63,589
7	\$62,658	\$70,094	\$65,267	\$67,385	\$67,831	\$65,497
8	\$65,002	\$72,589	\$67,280	\$70,135	\$71,982	\$67,462
9	\$68,263	\$75,085	\$69,354	\$73,427	\$76,134	\$69,486
10	\$71,543	\$77,580	\$71,256	\$74,500	\$77,113	\$71,570
11	\$74,604	\$79,820	\$73,159	\$77,056		\$73,717
12	\$77,147	\$82,318	\$75,035	\$78,931		\$75,929
13	\$80,894		\$76,958	\$82,252		\$78,207
14			\$78,932	\$83,363		\$80,553
15			\$80,956			\$82,970
16						\$85,459
17						\$86,313

School System:

<u>Degree:</u>	Norwood	Burlington	Canton	Dedham	Milford	Walpole
<u>Degree:</u>						
Masters Plus 45			<i>Does not have</i>	<i>Does not have</i>		
Step:			<i>this "Lane"</i>	<i>this "Lane"</i>		
1	\$50,287	\$58,451			\$53,771	\$55,479
2	\$52,627	\$60,532			\$54,924	\$55,479
3	\$54,962	\$62,609			\$58,711	\$58,808
4	\$57,302	\$64,688			\$61,432	\$62,337
5	\$59,635	\$67,184			\$63,630	\$64,207
6	\$61,978	\$69,679			\$66,634	\$66,133
7	\$64,316	\$72,174			\$69,496	\$68,117
8	\$66,660	\$74,669			\$73,364	\$70,160
9	\$69,920	\$77,165			\$77,233	\$72,265
10	\$73,200	\$79,659			\$78,212	\$74,433
11	\$76,262	\$81,898				\$76,666
12	\$78,805	\$84,396				\$78,966
13	\$82,551					\$81,335
14						\$83,775
15						\$86,288
16						\$88,877
17						\$89,766

Annual Change within Lane:

Degree:
Bachelors
Step:

		Norwood	Burlington	Canton	Dedham	Milford	Walpole
1							
2		\$1,869	\$2,078	\$1,900	\$1,489	\$1,143	\$2,581
3		\$2,339	\$2,078	\$980	\$1,480	\$3,646	\$2,736
4		\$2,335	\$2,082	\$3,062	\$1,979	\$2,601	\$2,900
5		\$2,338	\$2,495	\$2,148	\$3,478	\$2,405	\$1,537
6		\$2,339	\$2,493	\$2,237	\$2,019	\$2,926	\$1,583
7		\$2,344	\$2,495	\$1,730	\$2,010	\$2,505	\$1,631
8		\$2,796	\$2,494	\$1,784	\$3,270	\$3,662	\$1,680
9	8%	\$3,282	\$2,495	\$1,839	\$902	\$3,662	\$1,730
10	7%	\$3,269	\$2,496	\$1,896	\$2,151	\$979	\$1,782
11	7%	\$3,141	\$2,241	\$1,953	\$1,576		\$1,835
12		\$2,467	\$2,497	\$1,671	\$3,016		\$1,890
13				\$1,713	\$1,110		\$1,947
14				\$1,757			\$2,006
15				\$1,802			\$2,066
16							\$2,127
17							\$731
Total Wage Growth through Step 12		\$28,519	\$25,944	\$21,200	\$23,370	\$23,528	\$21,885
Plus: Step 1 advantage over Norwood			\$5,609	\$3,995	\$4,733	\$4,123	\$1,403
Total 12 Years with Step 1 Advantage		\$28,519	\$31,553	\$25,195	\$28,103	\$27,651	\$23,288

Has only 10 Steps so Milford

Annual Change within Lane:

Degree:

Degree:

Masters

Step:

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17

		Norwood	Burlington	Canton	Dedham	Milford	Walpole
						<i>exceeds Norwood</i>	
		\$2,335	\$2,079	\$2,017	\$1,994	\$1,132	\$2,792
		\$2,343	\$2,080	\$2,102	\$1,973	\$3,812	\$2,959
		\$2,338	\$2,078	\$2,189	\$1,979	\$2,674	\$3,137
		\$2,338	\$2,495	\$2,279	\$3,581	\$2,177	\$1,662
		\$2,330	\$2,494	\$2,376	\$2,022	\$3,069	\$1,713
		\$2,345	\$2,495	\$1,836	\$2,021	\$2,416	\$1,764
		\$2,343	\$2,496	\$1,894	\$3,514	\$4,135	\$1,816
	7.2%	\$3,143	\$2,496	\$1,951	\$996	\$4,136	\$1,871
	7.4%	\$3,395	\$2,494	\$2,012	\$2,376	\$980	\$1,928
	6.4%	\$3,105	\$2,241	\$2,075	\$1,743		\$1,985
		\$2,512	\$2,497	\$1,773	\$3,186		\$2,045
				\$1,818	\$1,109		\$2,106
				\$1,865			\$2,169
				\$1,913			\$2,234
							\$2,301
							\$790
	Total Wage Growth through Step 12	\$28,527	\$25,945	\$24,322	\$26,494	\$24,529	\$25,778
	Plus: Step 1 advantage over Norwood		<i>\$6,861</i>	<i>\$3,062</i>	<i>\$5,944</i>	<i>\$3,858</i>	<i>\$1,176</i>
	Total 12 Years with Step 1 Advantage	\$28,527	\$32,806	\$27,384	\$32,438	\$28,387	\$26,954
					<i>Has only 10 Steps so Milford exceeds Norwood</i>		

Annual Change within Lane:

<u>Degree:</u>		Norwood	Burlington	Canton	Dedham	Milford	Walpole
<u>Degree:</u>							
Masters Plus 30							
Step:							
1							
2		\$2,341	\$2,078	\$2,189	\$1,981	\$1,187	\$3,019
3		\$2,334	\$2,081	\$2,280	\$1,978	\$3,765	\$3,201
4		\$2,342	\$1,677	\$2,375	\$1,979	\$2,765	\$3,393
5		\$2,332	\$2,896	\$1,836	\$3,634	\$2,133	\$1,798
6		\$2,344	\$2,495	\$1,894	\$2,022	\$3,037	\$1,852
7		\$2,336	\$2,494	\$1,951	\$2,010	\$2,242	\$1,908
8		\$2,344	\$2,495	\$2,013	\$2,750	\$4,152	\$1,965
9	5.0%	\$3,261	\$2,496	\$2,074	\$3,292	\$4,152	\$2,024
10	4.8%	\$3,280	\$2,495	\$1,902	\$1,073	\$980	\$2,084
11	4.3%	\$3,061	\$2,240	\$1,903	\$2,556		\$2,147
12		\$2,543	\$2,498	\$1,876	\$1,875		\$2,212
13		\$3,747		\$1,923	\$3,321		\$2,278
14				\$1,974			\$2,346
15				\$2,024			\$2,417
16							\$2,489
17							\$854
Total Wage Growth through Step 12		\$32,265	\$25,945	\$24,216	\$28,471	\$24,410	\$27,881
Plus: Step 1 advantage over Norwood			<i>\$7,744</i>	<i>\$4,113</i>	<i>\$5,152</i>	<i>\$4,075</i>	<i>\$1,697</i>
Total 12 Years with Step 1 Advantage		\$32,265	\$33,689	\$28,329	\$33,623	\$28,484	\$29,578
					<i>Has only 10 Steps</i>		

Norwood Public Schools
 Current (FY 15) Distribution of Teachers
 By Degree (Lane) and by Steps

STEP	Bachelors	# of Teachers	B+15	# of Teachers	Masters	# of Teachers	M+15	# of Teachers	M+30	# of Teachers	M+45	# of Teachers	Doctorate	# of Teachers	Total	% of Total
1	42,656	0	44,572	0	46,487	5	48,165	0	49,845	0	51,544	0	53,242	0	5	1.5%
2	44,572	7	46,970	0	48,880	9	50,562	0	52,244	0	53,943	0	55,641	0	16	4.9%
3	46,970	4	49,363	3	51,282	6	52,959	1	54,637	0	56,336	0	58,033	0	14	4.3%
4	49,363	0	51,759	0	53,678	8	55,357	2	57,037	0	58,735	0	60,434	0	10	3.1%
5	51,759	3	54,158	0	56,075	5	57,751	1	59,427	0	61,126	0	62,825	0	9	2.8%
6	54,157	0	56,560	1	58,463	6	60,147	1	61,830	0	63,527	0	65,227	0	8	2.5%
7	56,560	0	58,952	4	60,867	6	62,544	3	64,224	0	65,924	1	67,621	0	14	4.3%
8	59,425	2	61,345	3	63,268	15	64,948	6	66,627	2	68,327	3	70,024	0	31	9.5%
9	62,789	0	64,706	3	66,490	7	68,229	7	69,970	1	71,668	1	73,366	0	19	5.8%
10	66,140	0	68,049	3	69,970	7	71,651	5	73,332	2	75,030	1	76,729	0	18	5.5%
11	69,360	6	71,249	5	73,152	8	74,811	6	76,469	3	78,169	5	79,867	1	34	10.5%
12	71,888	7	73,855	12	75,727	3	77,402	4	79,076	4	80,775	4	82,475	0	34	10.5%
13					79,557	34	81,237	20	82,916	25	84,615	33	86,314	1	113	34.8%
Total at each Lane		29		34		119		56		37		48			325	
	% of Staff	8.9%		10.5%		36.6%		17.2%		11.4%		14.8%		0.6%	100.0%	

Current (FY 15) Distribution of Compensation
 By Degree (Lane) and by Steps

STEP	Bachelors	B+15	Masters	M+15	M+30	M+45	Doctorate	Total	% of Total
1	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
2	\$312,004	\$0	\$439,920	\$0	\$0	\$0	\$0	\$751,924	3.3%
3	\$187,880	\$148,089	\$307,692	\$52,959	\$0	\$0	\$0	\$696,620	3.1%
4	\$0	\$0	\$429,424	\$110,714	\$0	\$0	\$0	\$540,138	2.4%
5	\$155,277	\$0	\$280,375	\$57,751	\$0	\$0	\$0	\$493,403	2.2%
6	\$0	\$56,560	\$350,778	\$60,147	\$0	\$0	\$0	\$467,485	2.1%
7	\$0	\$235,808	\$365,202	\$187,632	\$0	\$65,924	\$0	\$854,566	3.8%
8	\$118,850	\$184,035	\$949,020	\$389,688	\$133,254	\$204,981	\$0	\$1,979,828	8.7%
9	\$0	\$194,118	\$465,430	\$477,603	\$69,970	\$71,668	\$0	\$1,278,789	5.6%
10	\$0	\$204,147	\$489,790	\$358,255	\$146,664	\$75,030	\$0	\$1,273,886	5.6%
11	\$416,160	\$356,245	\$585,216	\$448,866	\$229,407	\$390,845	\$79,867	\$2,506,606	11.0%
12	\$503,216	\$886,260	\$227,181	\$309,608	\$316,304	\$323,100	\$0	\$2,565,669	11.3%
13	\$0	\$0	\$2,704,938	\$1,624,740	\$2,072,900	\$2,792,295	\$86,314	\$9,281,187	40.9%
	\$1,693,387	\$2,265,262	\$7,594,966	\$4,077,963	\$2,968,499	\$3,923,843	\$166,181	\$22,690,101	100.0%
% of Total	7.5%	10.0%	33.5%	18.0%	13.1%	17.3%	0.7%	100.0%	

Distribution of Teachers by Lane and Step

Appendix V.10

Canton

<u>Degree:</u>	Bachelors	B + 15	Masters	M + 15	M + 30	M + 45	M + 60	M + 90	Doctorate	Total by Step
<i>Step:</i>										
1	3.0%		0.9%	0.0%	0.9%		0.0%	0.0%		4.7%
2	0.9%		1.7%	0.9%	0.0%		0.0%	0.0%		3.4%
3	1.3%		3.8%	0.9%	0.0%		0.0%	0.0%		6.0%
4	0.4%		3.4%	0.4%	1.3%		0.0%	0.0%		5.6%
5	0.9%		2.1%	0.4%	0.9%		0.0%	0.0%		4.3%
6	2.1%		3.0%	2.6%	1.3%		0.4%	0.0%		9.4%
7	0.0%		2.1%	1.3%	1.7%		0.9%	0.0%		6.0%
8	0.0%		1.3%	0.4%	0.9%		0.4%	0.9%		3.8%
9	0.0%		0.9%	0.9%	1.7%		0.4%	0.0%		3.8%
10	1.7%		0.4%	0.0%	0.4%		0.9%	0.9%		4.3%
11	0.0%		1.7%	0.4%	1.7%		1.3%	0.0%		5.1%
12	0.0%		1.3%	0.4%	1.7%		0.9%	2.1%		6.4%
13	0.0%		0.0%	0.0%	0.0%		0.4%	0.0%		0.4%
14	0.0%		0.9%	0.0%	2.6%		0.9%	0.0%		4.3%
15	3.4%		3.4%	6.0%	11.1%		8.5%	0.0%		32.5%
Total by Lane	13.7%		26.9%	14.5%	26.1%		15.0%	3.8%		100.0%

Dedham

<u>Degree:</u>	Bachelors	B + 15	Masters	M + 15	M + 30	M + 45	M + 60	M + 90	Doctorate	Total by Step
<i>Step:</i>										
1	4.4%		2.8%		0.4%		0.0%		0.0%	7.6%
2	0.8%		2.0%		0.8%		0.0%		0.0%	3.6%
3	0.0%		2.8%		0.4%		0.0%		0.0%	3.2%
4	0.0%		3.2%		0.4%		0.0%		0.0%	3.6%
5	0.0%		4.8%		1.2%		0.4%		0.0%	6.4%
6	1.6%		4.8%		0.8%		0.0%		0.0%	7.2%
7	0.4%		3.6%		0.4%		0.0%		0.0%	4.4%
8	0.4%		4.4%		1.2%		0.0%		0.0%	6.0%
9	0.8%		5.2%		0.8%		0.4%		0.0%	7.2%
10	0.0%		4.0%		2.8%		0.0%		0.0%	6.8%
11	0.0%		2.0%		1.6%		0.4%		0.0%	4.0%
12	0.8%		2.0%		1.2%		0.8%		0.0%	4.8%
13	0.0%		19.1%		3.2%		0.4%		0.4%	23.1%
14	0.0%		0.0%		10.0%		0.8%		0.4%	11.2%
15	0.0%		0.0%		0.0%		0.0%		1.2%	1.2%
Total by Lane	9.2%		60.6%		25.1%		3.2%		2.0%	100.0%

Distribution of Teachers by Lane and Step

Appendix V.10

Milford

<u>Degree:</u> <u>Step:</u>	<u>Bachelors</u>	<u>B + 15</u>	<u>Masters</u>	<u>M + 15</u>	<u>M + 30</u>	<u>M + 45</u>	<u>M + 60</u>	<u>M + 90</u>	<u>Doctorate</u>	<u>Total by Step</u>
1	2.6%	0.0%	1.8%	0.0%	0.5%	0.0%	0.0%		0.0%	5.0%
2	1.3%	1.8%	2.6%	0.0%	0.3%	0.3%	0.0%		0.0%	6.3%
3	1.8%	0.3%	2.1%	0.0%	0.3%	0.0%	0.0%		0.0%	4.5%
4	1.3%	1.1%	2.6%	0.5%	0.5%	0.3%	0.3%		0.0%	6.6%
5	0.5%	1.6%	3.2%	1.3%	0.0%	0.0%	0.3%		0.0%	6.8%
6	2.1%	0.5%	3.7%	0.0%	0.0%	0.0%	0.0%		0.0%	6.3%
7	0.8%	0.8%	1.6%	0.8%	0.0%	1.1%	0.3%		0.0%	5.3%
8	0.5%	0.3%	2.4%	1.1%	0.3%	0.5%	0.8%		0.0%	5.8%
9	1.8%	1.1%	4.7%	2.1%	1.8%	0.3%	0.3%		0.0%	12.1%
10	3.4%	4.7%	12.1%	6.6%	4.2%	3.9%	5.8%		0.5%	41.3%
Total by Lane	16.3%	12.1%	36.8%	12.4%	7.9%	6.3%	7.6%		0.5%	100.0%

Walpole

<u>Degree:</u> <u>Step:</u>	<u>Bachelors</u>	<u>B + 15</u>	<u>Masters</u>	<u>M + 15</u>	<u>M + 30</u>	<u>M + 45</u>	<u>M + 60</u>	<u>M + 90</u>	<u>Doctorate</u>	<u>Total by Step</u>
1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%				0.0%
2	0.0%	0.0%	0.6%	0.0%	0.0%	0.0%				0.6%
3	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%				0.3%
4	2.4%	0.0%	3.0%	0.0%	0.0%	0.0%				5.4%
5	0.0%	0.0%	1.8%	0.0%	0.3%	0.0%				2.1%
6	0.9%	0.3%	1.2%	0.9%	0.0%	0.0%				3.3%
7	0.3%	0.9%	2.4%	0.3%	0.0%	0.3%				4.2%
8	0.3%	2.1%	1.8%	0.0%	0.0%	0.0%				4.2%
9	0.0%	0.6%	1.8%	0.0%	0.0%	0.0%				2.4%
10	0.9%	0.6%	0.6%	0.9%	0.3%	0.0%				3.3%
11	0.0%	1.8%	1.8%	0.0%	0.3%	0.0%				3.9%
12	5.4%	0.6%	1.5%	1.2%	0.6%	0.0%				9.3%
13	0.0%	5.7%	21.6%	7.2%	11.4%	15.3%				61.1%
Total by Lane	10.2%	12.9%	38.0%	10.5%	12.9%	15.6%				100.0%

Compensation of Paraprofessionals

Appendix V.11

Paraprofessional Pay Plan

	<i>STEP:</i>				
	1	2	3	4	5
Norwood	\$20,389	\$21,000	\$21,525	\$22,066	\$22,844
Canton	\$23,580				
Dedham	\$17,804	\$20,714			
Milford*					
Walpole	\$20,423	\$21,038	\$22,324	\$23,004	\$23,674

* Milford completed the survey but did not provide information on Paraprofessionals

Number of Paraprofessional at each Step of Pay Plan

	<i>STEP:</i>					Total
	1	2	3	4	5	
Norwood	19	11	5	2	43	80
Canton (all Paras at one rate)	43.6					43.6
Dedham	61.8	35.5				97.3
Walpole	24	6	7.5	10.5	30.2	78.2

Total Regular Comparative Paraprofessional Compensation

	<i>STEP:</i>					Total
	1	2	3	4	5	
Norwood	\$387,391	\$231,000	\$107,625	\$44,132	\$982,292	\$1,752,440
Canton (all Paras at one rate)	\$1,028,088					\$1,028,088
Dedham	\$1,100,296	\$735,359				\$1,835,655
Walpole	\$490,147	\$126,230	\$167,427	\$241,542	\$714,943	\$1,740,289

Facilities Organization

Appendix VI.1

SCHOOLS

Director of Buildings & Grounds

Administrative Assistant

Custodial	Senior	Junior	Total
Norwood High School	2.00	5.50	7.50
Coakley Middle	2.00	3.00	5.00
Balch Elementary	1.00	1.50	2.50
Callahan Elementary	1.00	1.00	2.00
Cleveland	1.00	1.50	2.50
Oldham	1.00	1.00	2.00
Prescott Elementary	1.00	1.00	2.00
Savage	1.00	1.00	2.00
Willett Early Childhood	1.00	1.00	2.00
Total	11.00	16.50	27.50

School Maintenance Staff	FTE
Carpenter	1.00
Electrician	1.00
Groundskeeper	3.50
Food Service Driver	0.50
Total	6.00

TOWN

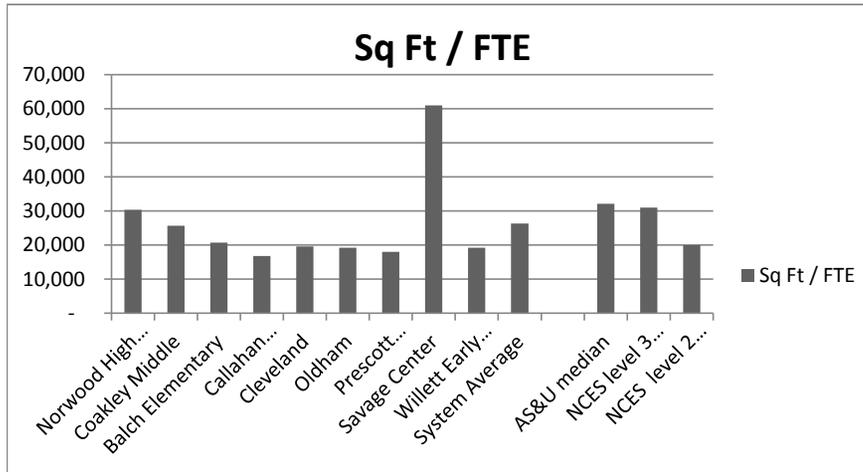
Town Custodial Staff	
Town Hall	2.00
Police	2.00
Civic (Recreation)	2.00
Electric Dept.	0.50
Library	2.50
Senior Center	1.00
Total	10.00

Square Feet per Custodian Schools

Appendix VI.2

LOCATION	Sq Ft / FTE	Gross Sq. Ft.	FTE Custodians
Norwood High School	30,328	227,462	7.50
Coakley Middle	25,620	128,100	5.00
Balch Elementary	20,720	51,800	2.50
Callahan Elementary	16,750	33,500	2.00
Cleveland	19,600	49,000	2.50
Oldham	19,250	38,500	2.00
Prescott Elementary	18,000	36,000	2.00
Savage Center	61,000	122,000	2.00
Willett Early Childhood	19,250	38,500	2.00
System Average	26,359	724,862	27.5

AS&U median	32,100
NCES level 3 (norm)	31,000
NCES level 2 (uppermost)	20,000



Source:

American School & University Magazine

38th Annual Maintenance & Operations Cost Study for Schools

National Center for Educational Statistics, School Facilities Task Force

Planning Guide for Maintaining School Facilities

NCDPI Custodial Calculation

Appendix VI.3

LOCATION	Gross Sq. Ft.	FTE	Sq Ft / FTE	Students	Teachers	NCDPI FTE
Norwood High School	227,462	7.50	30,328	1,029	78.8	9.0
Coakley Middle	128,100	5.00	25,620	726	63.1	5.9
Balch Elementary	51,800	2.50	20,720	297	24.5	2.3
Callahan Elementary	33,500	2.00	16,750	237	21.7	1.8
Cleveland	49,000	2.50	19,600	338	25.3	2.4
Oldham	38,500	2.00	19,250	226	18.7	1.8
Prescott Elementary	36,000	2.00	18,000	256	20.4	1.8
Savage Center	122,000	2.00	61,000	na	na	na
Willett Early Childhood	38,500	2.00	19,250	371	21.9	2.1
Norwood System wide	724,862	27.5	26,359	3,480	274.4	29.7

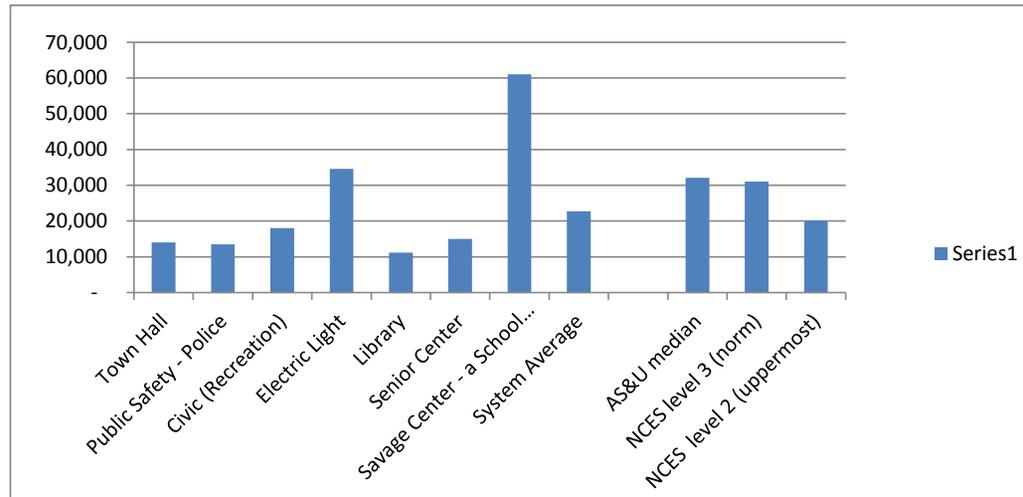
Source: North Carolina Department of Public Instruction

Square Feet per Custodian Town

Appendix VI.4

LOCATION	Sq Ft / FTE	Gross Sq. Ft.	FTE Custodians
Town Hall	14,000	28,000	2.00
Public Safety - Police	13,500	27,000	2.00
Civic (Recreation)	18,000	36,000	2.00
Electric Light	34,600	17,300	0.50
Library	11,200	28,000	2.50
Senior Center	15,000	15,000	1.00
Savage Center - a School Dept. facility	61,000	122,000	2.00
System Average	22,775	273,300	12.00

AS&U median	32,100
NCES level 3 (norm)	31,000
NCES level 2 (uppermost)	20,000



Source:

American School & University Magazine
38th Annual Maintenance & Operations Cost Study for Schools
National Center for Educational Statistics, School Facilities Task Force
Planning Guide for Maintaining School Facilities

Comparative Custodian Study

Appendix VI.5

Page 1

LOCATION	Gross Sq. Ft.	FTE	Sq Ft / FTE	Students	Students /FTE	Teachers	NCDPI
Norwood							
Norwood High School	227,462	7.50	30,328	1,029	137	78.8	9.0
Coakley Middle	128,100	5.00	25,620	726	145	63.1	5.9
Balch Elementary	51,800	2.50	20,720	297	119	24.5	2.3
Callahan Elementary	33,500	2.00	16,750	237	119	21.7	1.8
Cleveland	49,000	2.50	19,600	338	135	25.3	2.4
Oldham	38,500	2.00	19,250	226	113	18.7	1.8
Prescott Elementary	36,000	2.00	18,000	256	128	20.4	1.8
Savage Center	122,000	2.00	61,000	na	na	na	na
Willett Early Childhood	38,500	2.00	19,250	371	186	21.9	2.1
Total / Average	724,862	27.5	26,359	3,480	127	274	29.7
Dedham							
Dedham High School	323,000	7.00	46,143	700	100	64.0	10.2
Middle School	162,000	6.00	27,000	680	113	58.4	6.4
Avery	35,964	2.00	17,982	312	156	23.1	2.0
ECEC	26,000	2.00	13,000	306	153	16.7	1.5
Greenlodge	48,000	2.00	24,000	305	153	23.8	2.3
Oakdale	35,187	2.00	17,594	286	143	22.1	1.9
Riverdale	32,000	1.50	21,333	187	125	19.5	1.6
Total / Average	662,151	22.5	29,429	2,776	123	228	25.9
Natick							
High School	254,095	9.5	26,747	1603	169	105.1	11.2
Kennedy Middle	106,000	3.5	30,286	660	189	47	4.8
Wilson Middle	134,000	4.5	29,778	927	206	70.7	6.5
Bennett-Hemenway	80,000	3.5	22,857	622	178	35.9	3.8
Brown	54,000	2.5	21,600	483	193	29.8	2.8
Johnson	26,000	1.5	17,333	234	156	19.4	1.5
Lilja	54,000	2.5	21,600	406	162	25.3	2.6
Memorial	65,000	2.5	26,000	433	173	26.9	2.9
Total / Average	773,095	30	25,770	5,368	179	360	36.1

Comparative Custodian Study

LOCATION	Gross Sq. Ft.	FTE	Sq Ft / FTE	Students	Students /FTE	Teachers	NCDPI
Needham							
High School *	286,000	3	95,333	1614	538	104.5	11.9
Middle *	175,000	3	58,333	860	287	68.8	7.3
Broadmeadow	87,500	4	21,875	580	145	32.5	3.8
Eliot	64,506	3	21,502	389	130	24.2	2.7
High Rock	64,500	4	16,125	447	112	33.2	3.1
Hillside	45,300	4	11,325	421	105	27.2	2.5
Mitchell	54,000	4	13,500	489	122	25.9	2.7
Newman	120,000	5	24,000	719	144	41.3	5.0
Total / Average *	896,806	30	29,894	5,519	184	358	38.9

* Needham also has a cleaning service at the High School & Middle School

Wellesley							
High School	287,838	12.5	23,027	1480	118	116.9	12.2
Middle	230,000	10.5	21,905	1178	112	104.1	10.1
Bates	55,000	2.5	22,000	384	154	23.5	2.5
Fiske	42,000	2.5	16,800	345	138	20.4	2.1
Hardy	40,000	2	20,000	305	153	20.8	2.0
Hunnewell	35,583	2	17,792	290	145	20.9	1.9
Pre-School	13,000	0.5	26,000	106	212	7	0.7
Schofield	48,000	2.5	19,200	348	139	24.7	2.3
Sprague	70,000	3	23,333	398	133	26.4	2.9
Upham	36,474	2	18,237	233	117	17.8	1.7
Total / Average	857,895	40.0	21,447	5,067.0	127	382.5	38.3

Town Custodian Comparison

Appendix VI.6

	Norwood	Concord	Danvers	Dedham	Natick	Needham	Wellesley
Town Hall	2	1	1	1+	1+1 cleaner	2	2
Police	2	1	1	1.5	1 + .25 cleaner	1	2
Recreation	2	2		2	1		2
Electric Light	0.5	1					
Library	2.5	1	1		1	3	2.8
Senior Center	1					1	
Community Center		1			1+.5 cleaner		
DPW	0	2			.5 cleaner		
Fire					.25 cleaner		0
Facilities						1	
Total	10	9	3	4.5 +	5 + 2.5 cleaners	8	8.8

Comparative Costs

Appendix VI.7

DESE Functions	Norwood			Andover			Dedham		
	Expenditures	% of budget	per pupil cost	Expenditures	% of budget	per pupil cost	Expenditures	% of budget	per pupil cost
	4,637,999	8.82	1,359.48	7,510,978	7.90	1,217.36	3,457,774	7.16	1,257.88
Custodial Services (4110)	1,721,742	3.27	504.67	2,305,167	2.42	373.61	1,387,128	2.87	504.61
Heating of Buildings (4120)	269,745	0.51	79.07	26,938	0.03	4.37	388,693	0.81	141.40
Utility Services (4130)	1,024,030	1.95	300.16	1,497,372	1.57	242.69	756,810	1.57	275.31
Maintenance of Grounds (4210)	545,136	1.04	159.79	179,643	0.19	29.12	43,301	0.09	15.75
Maintenance of Buildings (4220)	967,664	1.84	283.64	742,965	0.78	120.42	546,068	1.13	198.65
Building Security System (4225)	39,574	0.08	11.60	0	0.00	0.00	0	0.00	0.00
Maintenance of Equipment (4230)	70,108	0.13	20.55	103,018	0.11	16.70	335,774	0.70	122.15
Extraordinary Maintenance (4300)	0	0.00	0.00	1,550,410	1.63	251.29	0	0.00	0.00

DESE Functions	Lexington			Natick		
	Expenditures	% of budget	per pupil cost	Expenditures	% of budget	per pupil cost
	7,172,956	6.12	1,086.84	4,381,688	5.94	831.95
Custodial Services (4110)	2,565,998	2.19	388.80	1,960,723	2.66	372.28
Heating of Buildings (4120)	796,423	0.68	120.67	277,948	0.38	52.77
Utility Services (4130)	1,868,194	1.59	283.07	940,910	1.28	178.65
Maintenance of Grounds (4210)	219,982	0.19	33.33	275,926	0.37	52.39
Maintenance of Buildings (4220)	1,571,279	1.34	238.08	380,372	0.52	72.22
Building Security System (4225)	17,883	0.02	2.71	35,323	0.05	6.71
Maintenance of Equipment (4230)	19,422	0.02	2.94	3,253	0.00	0.62
Extraordinary Maintenance (4300)	0	0.00	0.00	0	0.00	0.00

DESE Functions	Needham			Wellesley		
	Expenditures	% of budget	per pupil cost	Expenditures	% of budget	per pupil cost
	6,398,235	7.60	1,157.34	5,998,919	6.93	1,200.82
Custodial Services (4110)	2,765,779	3.28	500.29	2,176,506	2.51	435.68
Heating of Buildings (4120)	649,957	0.77	117.57	619,248	0.71	123.96
Utility Services (4130)	1,363,206	1.62	246.58	877,719	1.01	175.69
Maintenance of Grounds (4210)	145,101	0.17	26.25	218,387	0.25	43.71
Maintenance of Buildings (4220)	1,140,731	1.35	206.34	1,144,427	1.32	229.08
Building Security System (4225)	3,200	0.00	0.58	0	0.00	0.00
Maintenance of Equipment (4230)	81,342	0.10	14.71	810,965	0.94	162.33
Extraordinary Maintenance (4300)	0	0.00	0.00	71,800	0.08	14.37

Examples of Benefit Costs

Appendix VI.8

Plumber

Base Salary	\$54,000
Health Benefits	\$12,857
Medicare	\$783
Retirement	\$11,448
Potential full cost	<u>\$79,088</u>

Family Health

Junior Custodian

Base Salary	\$46,821
Health Benefits	\$10,704
Medicare	\$679
Retirement	\$10,376
Potential full cost	<u>\$68,579</u>

Family Health

Cleaning Service Model

Appendix VI.9

LOCATION	Gross Sq. Ft.	FTE	Cleaning Service	FTE Savings	Salary Savings	Benefit Savings	Net Savings
Norwood High School	227,462	7.50	\$ 250,208.20	5.50	\$257,515.50	\$129,040.76	\$136,348.06
Coakley Middle	128,100	5.00	\$ 140,910.00	3.00	\$135,000.00	\$69,148.50	\$63,238.50
Balch Elementary	51,800	2.50	\$ 56,980.00	0.50	\$22,500.00	\$11,524.75	-\$22,955.25
Callahan Elementary	33,500	2.00	\$ 36,850.00	0.00	\$0.00	\$0.00	-\$36,850.00
Cleveland	49,000	2.50	\$ 53,900.00	0.50	\$22,500.00	\$11,524.75	-\$19,875.25
Oldham	38,500	2.00	\$ 42,350.00	0.00	\$0.00	\$0.00	-\$42,350.00
Prescott Elementary	36,000	2.00	\$ 39,600.00	0.00	\$0.00	\$0.00	-\$39,600.00
Savage Center	122,000	2.00	\$ 134,200.00	0.00	\$0.00	\$0.00	-\$134,200.00
Willett Early Childhood	38,500	2.00	\$ 42,350.00	0.00	\$0.00	\$0.00	-\$42,350.00

The Amesbury Model calls for two custodian / maintenance workers covering two shifts approximately 6:30 AM to 10:30 PM. The custodian /maintenance staff (School employees) are supplemented by a contract cleaning service at approximately \$ 1.10 per square foot cleaned.

Source: Michael Bergeron, Amesbury Public Schools

Comparison of School Business Office

APPENDIX VII.1

FY 14 Staffing, Direct Costs and Indirect Cost Allocations

	Norwood	Burlington	Canton	Dedham	Milford	Stoughton	Walpole
Staffing:		<i>Did not Respond</i>				<i>Did not Respond</i>	
Business Manager/Director of Finance	1		1	1	1		1
Accounts Payable FTEs	1.7		1	1	1		1
Payroll FTEs	1		1	0.8	1		1
Accounting/Bookkeeping FTEs				1			1
Secretary (FTEs)	1		0.5	1			
<i>Other:</i>							
Admin. Assistants for Receivables, Grants etc.	0.3				1		1
Total Business FTE Staff	5		3.5	4.8	4		5
Direct Cost of Business Office	\$270,020	\$701,107	<i>Did not Report</i>	\$414,311	\$ 197,823	<i>Did not Report</i>	\$326,474
<i>Other Non Business Positions in Office and reported on Line of EOYR</i>							
Human Resources	1				1		
Town Allocation of Indirect Costs by Town	\$500,935	\$0	\$108,214	\$0	\$195,931		\$213,501
% Town Indirects of School Direct Cost	185.5%				99.0%		65.4%

Estimated Savings or Costs of Recommendations

Appendix VIII.1

<i>Section</i>		Estimated Savings*	Estimated Costs
II	Special Education		
	Eliminate 2 Elementary Paraprofessionals	\$ 76,000	
	Add 1 co-teaching position to Elementary level		\$ 84,500
	Professional Development Needs		\$ 20,000
	Tuition Revenue LEAD Program (\$22,000 to \$38,000)	\$ 30,000	
	Increase bus driver wages		\$ 20,000
	Ridership Program (Per Student)	\$ 7,000	
III	Non Classroom Information Technology		
	Reduce use of MS Office, use OPEN Office instead	\$ 10,000	
	Consolidate Phone Systems	TBD	
	Use Google Docs for Government	\$ 30,000	
	Training of Technicians		\$ 20,000
	Consolidation of IT Departments	\$ 20,000	
VI	Facilities and Grounds		
	Reduce School Custodial Staff 3.5 FTE	\$ 230,000	
	Reduce Town Custodial Staff 3.5 FTE	\$ 230,000	
	Use cleaning service at NHS and Coakley	\$ 200,000	
	Consolidate School and Town Groundskeeping, Reduce One Groundskeeper	\$ 65,000	