

Westerly Public Schools FY 2007-2008 Budget Request

As Approved by
the Westerly School Committee
December 20, 2006



Westerly Public Schools
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Thomas P. DiPaola, Ph.D.
Superintendent of Schools

January 8, 2007

Mr. Joseph Turo, Town Manager
Town of Westerly
45 Broad Street
Westerly, RI 02891

Dear Mr. Turo,

It is with great pleasure that I present to you the FY 2007-2008 budget adopted by the Westerly School Committee at their meeting of December 20, 2006. This budget addresses the educational goals and activities which will enable our students to be prepared for the many opportunities and challenges that await them.

The budget supports curriculum and instruction to meet the needs of Westerly's students and to meet the Rhode Island High School Regulations and the federal "No Child Left Behind Act". It also supports neighborhood schools and a continued commitment to technology that will enable our students to be successful. Although the budget represents an increase of 3.81% or \$1.8 million, it will require that we reduce current spending by over \$1.3 million. We are recommending a reduction of 54 teaching positions and 51 teaching assistant positions to achieve that reduction. We look forward to continued close collaboration throughout the budget process.

The Westerly School Committee has thoughtfully adopted a budget plan that addresses educational goals, maintenance of physical facilities and is fiscally responsible.

Sincerely,

Thomas P. DiPaola

Thomas P. DiPaola, Ph. D.
Superintendent of Schools

WESTERLY PUBLIC SCHOOLS

2007-2008 Budget Request

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December 20, 2006



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ORGANIZATION



School Committee Members:

Nancy Burns-Fusaro, Chair
James Murano, Jr., Vice Chair
Robert G. Kennedy, Clerk
Scott Bavasso
Mary Raftery
Louis P. Sposato, Jr.
Margaret C. Stewart

Superintendent:

Thomas P. DiPaola, Ph.D.

Administrative Team:

Sylvia Blanda, Assistant Superintendent
Ellen Eggeman, Director of Finance & Administration
Carol Brown, Director of Special Education
Mark Lamson, Director of Technology
John Sutcliffe, Director of Building & Grounds
Theresa Landry, Coordinator of Transportation

Building Leaders:

Paula Fusco, Westerly High School Principal
Anne Greene, Westerly High School Vice-Principal
James Spellman, Westerly High School Vice-Principal
Mary Nancy Toscano, Westerly High School Vice-Principal
Dennis Curran, Westerly Middle School Principal
Louise Kodzis, Westerly Middle School Vice-Principal
Stuart List, Westerly Middle School Vice-Principal
Debra Pendola, Bradford Elementary School Principal
Andrew Carrano, Ed.D., Dunn's Corners School Principal
Arlene Hawkins, Springbrook Elementary School Principal
Victor Ventura, State Street School Principal
Audrey Faubert, Tower Street School Principal

The Budget

Westerly Public Schools Vision/Mission

School Committee Vision Statement

“To provide opportunities in a safe and supportive environment for all students to learn and become productive model citizens able to meet high performance standards.”

School Committee Goals

- *Support excellence in student performance across all subgroups.*
- *Improve parent and community involvement.*
- *Recruit, retain and develop quality staff.*
- *Maintain the school facilities.*
- *Address the Westerly High School physical facilities issues.*
- *Address financial pressures.*

Westerly Public Schools Mission Statement

“A place where learning has no limits and academic excellence is measured one child at a time.”

Core Beliefs

- *Learning is the heart and soul of what we do.*
- *All children are unique individuals with special gifts and talents.*
- *Teaching is hard work in an organization where all children are expected to learn at high levels.*
- *All people in the organization, both children and adults, should be valued and respected.*
- *Risk taking, problem solving and creativity are traits we embrace.*
- *The community is our “customer” and their ideas and opinions are listened to and acted upon.*

Westerly Public Schools Recent Accomplishments

Recent Accomplishments

The Evidence:

- Seven high performing schools*
- Continue participation with RI Scholars Program
- Full implementation of the Westerly High School campus
- Continue to use resources efficiently through energy conservation measures
- Westerly High School diploma system cited by RIDE as exemplar for other RI schools
- Parents and families participate actively in all school events and activities
- Continue to operate within budget

*RIDE

The Budget

Westerly Public Schools Immediate Challenges

Immediate Challenges

- Continue to meet the Accountability Requirements of the No Child Left Behind (NCLB) Act
- Continue to meet the requirements of the RI Regents High School regulations in the areas of Literacy, Personalization and Graduation Requirements
- Continue to meet the requirements of the RI Diploma System which necessitates that all students demonstrate proficiency in English, Math, Science, Social Studies, Technology and the Arts
- Maintain all of the Westerly Public Schools physical plants
- Complete renovations to instructional areas on the Westerly High School Campus
- Ensure safe supportive educational settings for all members of the school community
- Differentiate instruction to meet the unique learning needs of each student
- Provide equitable resources to each school across the district

**Westerly Public Schools
Correlates of Effective Schools**

Correlates of Effective Schools

- Safe and Orderly Environment
- Climate of High Expectations
- Clear and Focused Mission
- Opportunity to Learn and Student Time on Task
- Home School Relations
- Frequent Monitoring of Student Success

Policies

Westerly Public Schools

No. 2010

School Committee Administrative Organization

Attch A

[Click here to view Page 6 - Administrative Organization Chart](#)

The Budget

Westerly Public Schools Enrollment Trends

[Click here to view Page 7 - Enrollment Trends](#)

The Budget

Westerly Public Schools Budget Planning Calendar

2006

- July 19 Send out Capital and Operating Budget Instructions
- July 28 Distribute Operating Budget Instructions
- August 1 Preliminary FY Report (Year End)
- September 6 Capital Budget to be formally presented to School Committee
- September 15 Final Operating Budget Due
- September 13 School Committee Work Session (Capital Budget) (anticipated)
- September 20 School Committee to adopt Capital Budget
- September 19, 20, 21, 22 Superintendent and Dir. of Finance to meet with Administrators, Directors, and Coordinators*
- October 2 FY 2006 InSite Data due to RIDE
- October 2 Capital Budget to Town
- October 24 Finance Board Meeting, Town Council Conference Room
- November 1 School Committee Meeting; 1st Quarter Report
- November 1 Operating Budget to be formally presented to the School Committee
- November 8 School Committee Work Session
- November 15 School Committee Meeting
- November 21 Planning Board, Town Council Conference Room
- November 29 School Committee Work Session
- December 6 School Committee Meeting / Work Session
- December 13 School Committee Work Session
- December 20 School Committee Meeting/ Adoption of Operating Budget

The Budget

Westerly Public Schools Budget Planning Calendar

2007

- January 6 Finance Board Organizational Meeting (anticipated)
- January 8 Submit Budget Request to Town Manager (Art. XI, 11-1-7, HRC)
- January 9 Town Manager submits Budget to Finance Board and Town Council (Art. III, Ch. 1, Sec 3, HRC)
- January 17 First meeting of Finance Board on School Budget (Art. III, 3-1-4, HRC)
- February 1 School Committee Meeting; 2nd Quarterly Report
- February 27 Finance Board Files recommended Budget with Town Council
- March 1 a) Public Hearings announced on the recommended Budget of the Finance Board
b) Town Council holds workshop to review the recommended Budget of the Finance Board
- March 6 Town Council holds workshop to review the recommended Budget of the Finance Board (anticipated)
- March 13 Town Council Public Hearing of Budget (anticipated)
- March 22 Town Council holds workshop to adjust the Budget of Finance Board (anticipated)
- March 27 Public Hearing to adopt Budget and enact property tax levy (anticipated)
- March 29 Town Council files proposed budget with Town Clerk (anticipated)
- April 3 Budget published in the newspaper by this date by Town Clerk (anticipated)
- April 12 Townspeople file a petition contesting any Budget items by this date (3-1-5bHRC), If no petition is filed, budget adopted (anticipated)
- April 19 Board of Canvassers validates signatures of Budget Petition (anticipated)
- May 3 School Committee Meeting; 3rd Quarter Report
- May 25 Referendum to be held within 35 days of the date the Board of Canvassers validates Budget

Budget is final upon certification of the results of the referendum (if any) by the Board of Canvassers.

WESTERLY PUBLIC SCHOOLS

2006-2007 School Calendar

| <u>Month</u> | <u>M</u> | <u>T</u> | <u>W</u> | <u>T</u> | <u>F</u> | <u>(days)</u> | <u>Month</u> | <u>M</u> | <u>T</u> | <u>W</u> | <u>T</u> | <u>F</u> | <u>(days)</u> |
|------------------|-----------|-----------|----------|-----------|----------|----------------|-----------------|-----------|----------|----------|----------|----------|---------------|
| August | 28 | 29 | 30 | 31 | | (2) | | | | | | | |
| September | X | 5 | 6 | 7 | 8 | (19) | February | 5 | 6 | 7 | 8 | 9 | (15) |
| | 11 | X | 13 | 14 | 15 | | | 12 | 13 | 14 | 15 | 16 | |
| | 18 | 19 | 20 | 21 | 22 | | | X | X | X | X | X | |
| | 25 | 26 | 27 | 28 | 29 | | | 26 | 27 | 28 | | | |
| October | 2 | 3 | 4 | 5 | 6 | (21) | March | | | | 1 | 2 | (22) |
| | X | 10 | 11 | 12 | 13 | (HS-20.5) | | 5 | 6 | 7 | 8 | 9 | |
| | 16 | 17 | 18 | 19 | 20 | | | 12 | 13 | 14 | 15 | 16 | |
| | 23 | 24 | 25 | 26 | 27 | | | 19 | 20 | 21 | 22 | 23 | |
| | 30 | 31 | | | | | | 26 | 27 | 28 | 29 | 30 | |
| November | | | 1 | 2 | 3 | (17) | April | 2 | 3 | 4 | 5 | X | (15) |
| | 6 | 7 | 8 | 9 | 10 | (Elem/MS-16.5) | | 9 | 10 | 11 | 12 | 13 | |
| | X | 14 | 15 | 16 | 17 | | | X | X | X | X | X | |
| | 20 | 21 | 22 | X | X | | | 23 | 24 | 25 | 26 | 27 | |
| | 27 | 28 | 29 | 30 | | | | 30 | | | | | |
| December | | | | | 1 | (16) | May | | 1 | 2 | 3 | 4 | (22) |
| | 4 | 5 | 6 | 7 | 8 | | | 7 | 8 | 9 | 10 | 11 | |
| | 11 | 12 | 13 | 14 | 15 | | | 14 | 15 | 16 | 17 | 18 | |
| | 18 | 19 | 20 | 21 | 22 | | | 21 | 22 | 23 | 24 | 25 | |
| | X | X | X | X | X | | | X | 29 | 30 | 31 | | |
| January | X | 2 | 3 | 4 | 5 | (21) | June | | | | | 1 | (11.5) |
| | 8 | 9 | 10 | 11 | 12 | | | 4 | 5 | 6 | 7 | 8 | |
| | X | 16 | 17 | 18 | 19 | | | 11 | 12 | 13 | 14 | 15 | |
| | 22 | 23 | 24 | 25 | 26 | | | 18 | 19 | 20 | 21 | 22 | |
| | 29 | 30 | 31 | | | | | | | | | | Total 181 |

August

28-29 – Professional Development (no school for students)
 30 – First Student Day
 30-5 – Kindergarten Orientation

September

4 – Labor Day
 6 – First Student Day for Kindergarten
 12 – Primary Day

October

9 – Columbus Day
19 – High School
 (½ day Student / ½ day Parent Conference)

November

6 – Professional Development (no school for students)
7 – Election Day/Professional Development
 (no school for students)
 13 – Veteran's Day
16 –Elementary and Middle School
 (½ day Student / ½ day Parent Conference)

23-24 – Thanksgiving

December

25-29 – Holiday Recess

January

1 – New Year's Day
 15 – Martin Luther King Day

February

19 – President's Day
 19-23 – Winter Recess

April

6 – Good Friday
 16-20 – Spring Recess

May

28 – Memorial Day

June

8 – Seniors Last Instructional Day
 15 – Commencement
18 or 18th day – Last Day (½ Day)
 19-20 – Make-up Days

End of Grading Period

| | Secondary | Elementary |
|-----------------|------------------|-------------------|
| 1 st | 11/08/2006 | 12/04/2006 |
| 2 nd | 01/24/2007 | 03/14/2007 |
| 3 rd | 04/04/2007 | 06/18/2007 |
| 4 th | 06/18/2007 | |

FINANCIAL INFORMATION



The Budget

Westerly Public Schools Budget Primer

The purpose of this primer is to clarify the annual budget and appropriations process.

Appropriation Process. According to Article XI, Section 7 of Chapter I of the Westerly Town Charter, the School Committee must present spending recommendations to the Town Manager. *The School Budget* reflects expenditures for both the current and upcoming fiscal year and identifies the sources of financing for those expenditures.

On or before the third Wednesday in November, the Superintendent of Schools must submit to the School Committee a budget containing a complete plan of estimated revenues and proposed expenditures. The Superintendent may include a personnel supplement detailing number and titles of positions, and estimates of personnel costs for the next fiscal year.

The budget is proposed by the Superintendent and considered by the School Committee, which may increase, decrease, alter, or strike out any item in the budget, provided that the action would not cause an excess of appropriations over anticipated revenue receipts.

On or before the second Monday in December, the School Committee must submit to the Town Manager a budget containing a complete plan of estimated revenues and proposed expenditures. Based on the Town Charter, Section 3 of Chapter I of Article III, the Town Manager shall submit to the Finance Board, with copies to the Town Council, the proposed budget of the Town of Westerly, including the school budget adopted by the School Committee, on the second Monday of January.

Fiscal Years. It is important when reading the budget to consider which fiscal year is being discussed. The town *fiscal year* runs from July 1 to the following June 30 and is numbered for the calendar year in which it ends. The *current fiscal year* is the one which ends the coming June. The *actual fiscal years* are the years, which concluded June of the one previous year. The *budget year* refers to the next fiscal year, which begins the July following the Town Council's adoption of the budget. Finally, *out-year* refers to the years beyond the budget year.

The School Budget reflects one actual year of spending, the School Committee's revised spending recommendations for the current fiscal year, and the School Committee's full recommendations for the budget year.

Classification of School Spending. The Westerly Public Schools classifies school spending by function and by category of expenditure.

The functions classify expenditures by grouping expenditures, which make for similar programs and purposes, as defined by the Rhode Island Department of Education. There are

The Budget

Westerly Public Schools Budget Primer

five functions defined in *The School Budget*: Instruction, Instructional Support, Operations, Other Commitments, and Leadership.

The following explains the five functions included in *The School Budget*.

The Instruction function within the Westerly Public Schools consists of Instructional Teachers, Substitutes, Instructional Paraprofessionals, Pupil Use Technology, and Instructional Materials.

The Instructional Support function includes Guidance and Counseling, Library and Media, Extracurricular, Student Health and Services, Curriculum Development, Staff Development and Support, Sabbaticals, Program Management, Therapists, Psychologists, and Social Workers.

The Operations function includes Transportation, Food Services, Safety, Building Upkeep and Utilities, Data Processing and Business Operations.

The Other Commitments function includes Budgeted Contingencies, Debt Service, Capital Projects, Pass Throughs (private), Retiree Benefits, Enterprise and Community Services, and Claims and Settlements.

The Leadership function includes Principals and Assistant Principals, School Office, Deputies and Administrators, Superintendent and School Committee, and Legal.

Categories of expenditures classify expenditures by budgeting and accounting objects of expenditure: school operations and capital. Objects of expenditures define how funds are encumbered and expended.

School Operations include expenses incurred while conducting the day-to-day business of Westerly Public Schools. This category includes “personnel” and “operating”. Personnel includes expenditures for salaries and wages, fringe benefits, consultant services, and workers’ compensation costs. Operating expenses comprise non-personnel expenditures for operations of Westerly Public Schools, including maintenance, supplies and materials.

Capital includes capital debt service and capital improvements. While the debt service component of capital improvements is reflected in the operating budget of the Town of Westerly, the majority of capital improvements are found in the *Capital Budget*. Debt service includes payments on short-term tax anticipation notes and long-term general obligation bonds.

The Budget

Westerly Public Schools Budget Primer

School Employees. A major part of the Westerly Public Schools operations category of expenditures is salary and wage payments to employees. Public service in school government is divided into the certified staff, non-certified staff and non-union staff. The certified staff comprises all positions that require certification, as defined in R.I.G.L. 16-16.1. The non-certified staff is divided into three (3) categories, including two (2) unions and administrators that are not required to be certified. The non-certified staff includes positions that require the performance of routine tasks, or those that require licenses and/or certificates. These employees are also promoted and discharged on the basis of rules and regulations established and administered by the contract, as approved by the Westerly School Committee and union representative.

School employment also includes special types of positions. In addition to regular full time positions, there are *seasonal* positions in the non-union category. Such positions require the employee to work an irregular schedule such that the employee is on call when needed, or for only a portion of the year, and only for a maximum of 720 hours in a 12-month period. Employees of the Buildings and Grounds Department who assist full-time staff during the summer are an example of seasonal employees.

Financing of School Spending. Frequent reference is made in *The School Budget* to "general operating" expenditures and expenditures from "restricted funds".

General operating receives the most attention in the budget because it is the largest of the "uncommitted" revenue sources available to the school. It is also the fund to which most general tax receipts are credited. The Westerly Public Schools may spend general operating funds for any educational purpose.

Federal funds, restricted receipts, and other funds, by contrast, are dedicated to a specific purpose. Other funds include private grants with local businesses and private enterprises.

Within the budget document, schedules contain expenditure data for one actual fiscal year, the current fiscal year and the budget year. The schedules display functional data by category of expenditure and school data by category of expenditure.

Budget Basis. *The School Budget* is prepared on the same basis that the town's year-end financial statements, which is a modified accrual basis. Briefly, this means that obligations of the school are budgeted as expenditures if the goods or services are expected to be received during the fiscal year, regardless of whether a cash payment is expected to be made by the school by June 30th of that year.

The Budget

Westerly Public Schools Budget Primer

The Budget Process. Production of a budget is a continuous process. It does, however, have certain discrete phases. In the School Department, the budget process begins as soon as the Budget is adopted by the Town Council. At that time the finance staff of Westerly Public Schools prepares the *Budget As Approved*, which reflects the budget enacted by the Town Council.

In July, budget instructions and site budgets are distributed by the Finance Office to the departments. At that time, departments are also instructed by the Finance Office to prepare a capital budget. The capital budget contains a five-year capital improvement plan.

Departments are requested to prepare operating budgets for submission by mid-September. The individual budgets submitted by the departments show expenditures. These data are shown for the actual year, the current year, and the request for the budget year.

Beginning mid-September, the Superintendent and the Director of Finance and Administration review agency budget requests with each requesting Department head. The Superintendent then makes a budget determination. This process is repeated for all issues in all departments. These decisions form the Superintendent's recommendations to the School Committee. The Finance Office compiles the individual recommendations, aggregates them, and prepares *The School Budget*. *The School Budget* reflects the revised current year funding plan as well as the budget year funding plan. The School Committee then reviews *The School Budget* with the Superintendent. The School Committee may increase, decrease, alter, or strike out any item in the budget. Adjustments are compiled by the Finance Office in order to finalize the recommendations, aggregate them, and forward an approved *School Budget* to the Town Manager.

The School Budget recommendations traditionally are incorporated in one appropriations bill, which is introduced to the Finance Board on the second Monday of January. The Town Manager shall review and revise the estimates as deemed necessary, except that no revisions may be made to the budget submitted by the School Committee.

Consideration by Board of Finance and the Town Council. The Finance Board shall hold its first meeting of the recommended annual school budget as soon as practicable. The Board of Finance has the power to recommend revisions to any of the proposed school budget items and must conduct one (1) public hearing after a tentative school budget has been formed. The Board of Finance shall submit to the Town Council not later than the first Monday in March a recommended consolidated town budget.

The Town Council reviews the recommendations of the Finance Board and may make revisions as it deems necessary or desirable. Two (2) public hearings are held on two (2) separate days

The Budget

Westerly Public Schools Budget Primer

and concluded no later than the first Monday in April. The Council files the proposed budget with the Town Clerk before this period expires.

Within seven (7) days of this filing, the Town Clerk publishes the proposed budget in a newspaper for general circulation. Within eight (8) days of the publishing of the budget any item or items may be contested by means of a petition, signed by two hundred (200) or more electors qualified to vote on financial matters of the Town. If the petition for change is filed within the eight (8) days with the required number of signatures, then the Board of Canvassers shall, within seven (7) days check the signatures and within thirty-five (35) days, a referendum shall be held. If no petition for change is filed within the eight (8) days, then the budget as proposed by the Town Council shall be considered adopted.

The Budget

Westerly Public Schools
Per Pupil Expenditures

[Click here to view Page 16 - State of RI Per Pupil Expenditures](#)

The Budget

Westerly Public Schools Statewide Comparisons

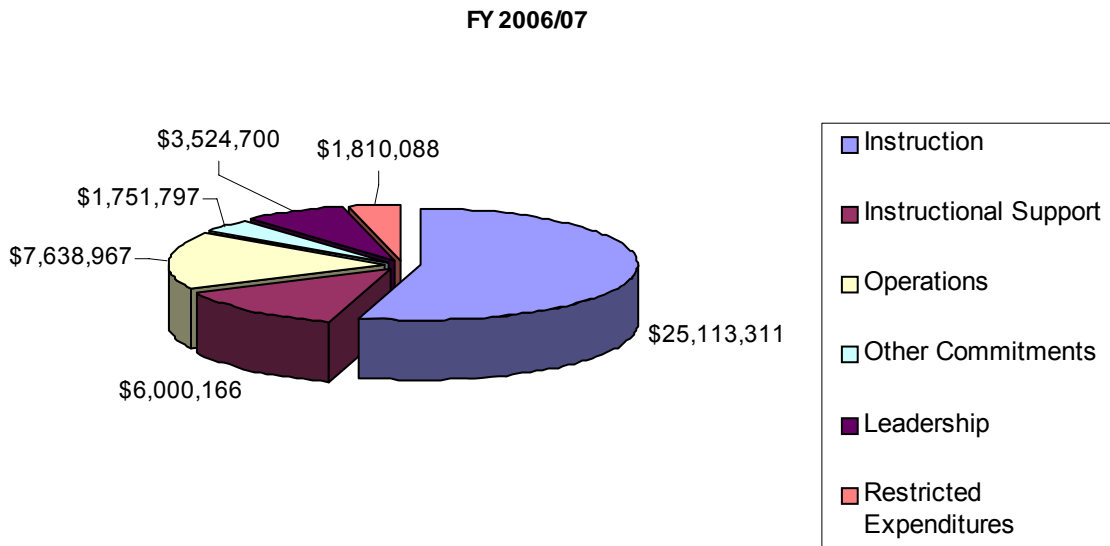
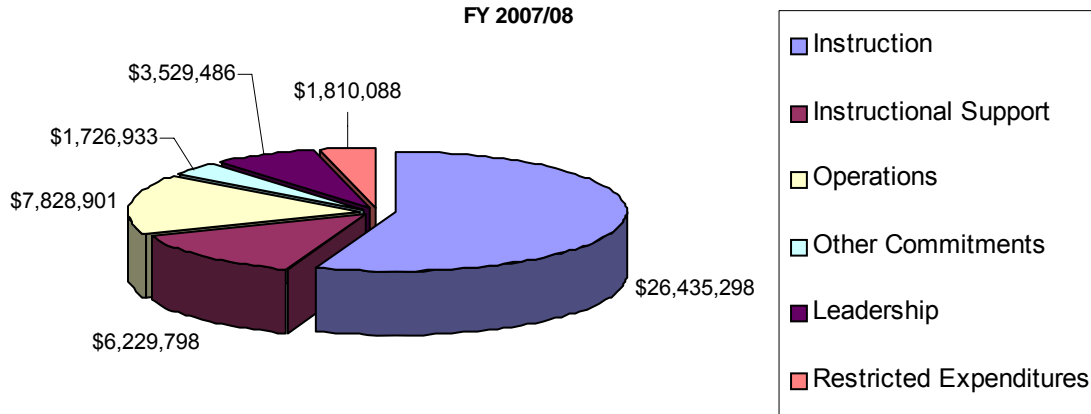
- [Per Pupil Cost Comparison \(surrounding districts\) – Page 17](#)
- [Per Pupil Cost Comparison Statewide – Page 18](#)
- [Instruction Statewide – Page 19](#)
- [Instructional Support Statewide – Page 20](#)
- [Operations Statewide – Page 21](#)
- [Other Commitments Statewide – Page 22](#)
- [Leadership Statewide – Page 23](#)

Overview - Expenditures

FY 2007-2008 Expenditures

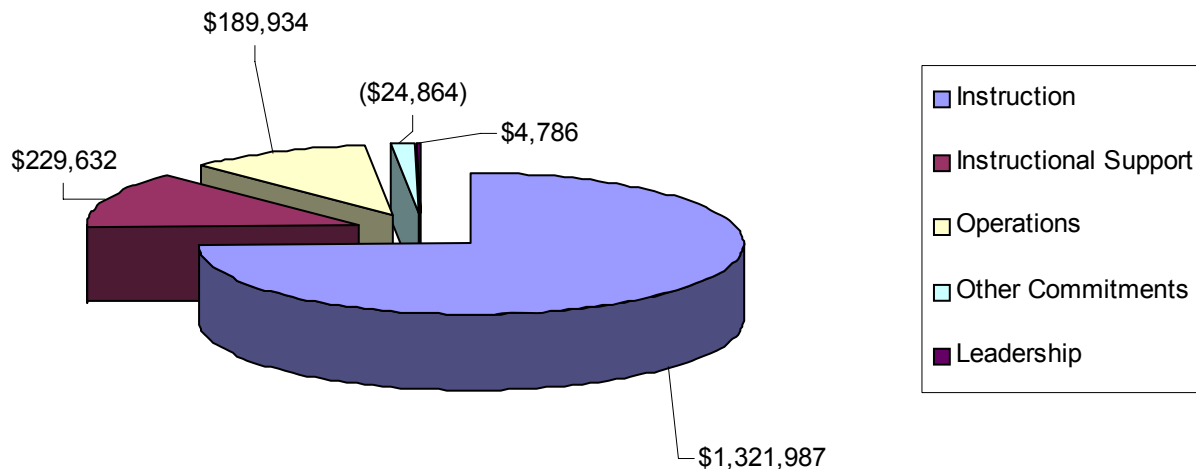
Expenditures for FY 2008 are \$47.6 million. Of this total: \$40.2 million or 85 percent is supported by local funds and \$6.8 million or 14 percent is supported by State Aid to education.

Expenditures by Function



Overview – Expenditures

Difference between 2007/08 and 2006/07



Instruction

On a functional basis, the largest percentage of expenditures is made in the Instruction area, which comprises \$26.4 million or 55.6 percent of the total budget in FY 2007-2008. This reflects a 5.3% increase or \$1,321,987 to FY 2006-2007, \$25.1 million.

Expenditures of the Instruction area include the salaries of Instructional teachers, Substitutes, Instructional Paraprofessionals, the funding for, Pupil Use Technology and Software, and Instructional materials.

Instructional Support

Expenditures for Instructional Support are recommended in 2007-2008 at \$6.2 million, equaling 13.1 percent of total expenditures. This reflects a 3.8% increase or \$229,632 increase to the 2006-2007 level of \$6.0 million.

Expenditures for Instructional Support is made up of salaries and related employment costs of Guidance and Counseling, Library and Media, Extracurricular, Student Health & Services, Curriculum Development, In-service, Staff Development, and Support, Sabbaticals, Program Development, Therapists, Psychologists, Evaluators, Personal Attendants and Social Workers.

Operations

Operations, comprises 16.5 percent of the Westerly Public Schools spending in 2007-2008. This reflects a 2.5% or \$189,934 increase to the 2006-2007 operating expenditures of \$7.6 million.

Overview - Expenditures

Expenditures for Operations include costs for Transportation, Food, Safety, Building Upkeep and Utilities, Data Processing, and Business Operation services.

Other Commitments and Leadership

Other Commitments and Leadership expenditures make up the balance in 2007-2008, totaling \$5.3 million or 11.0 percent of the total budget. Total projected expenditures in 2006-2007 for these functions are \$5.3 million. Therefore, 2007-2008 projected expenditures are anticipated to decrease by .4 percent or \$20,078.

Other Commitments and Leadership expenditures include salaries and miscellaneous expenses for Principals and Assistant Principals, School Office, Deputies and Administrators, Superintendent and School Committee, Retirement Benefits, Claims and Settlements, etc.

Restricted

Foundation Level School Support, RIGL 16-7-15 to 16-7-34 states that each school district shall be reimbursed for expenditures for services and instructional programs for students residing in conventional public housing units owned by public housing authorities which are not on local tax rolls.

- Whenever any state funds are appropriated for educational purposes, the funds shall be used for educational purposes only!
- All state funds must be used to supplement any and all money allocated by a city or town for educational purposes and, in no event, shall state funds be used to supplant, directly or indirectly.
- The amount of funding received (including state and federal aid) must not be less than the costs of the basic program during the reference year.

Overview – Revenues

Aid to Education

Based on the State of Rhode Island Executive Summary for the FY 2007 Budget, the State of Rhode Island spends over twenty-seven percent or \$1.64 billion of total expenditures towards education. \$912.4 million of this funding is targeted at Local Aid to Education, which is approximately fifty-six percent of all education expenditures, including higher education.

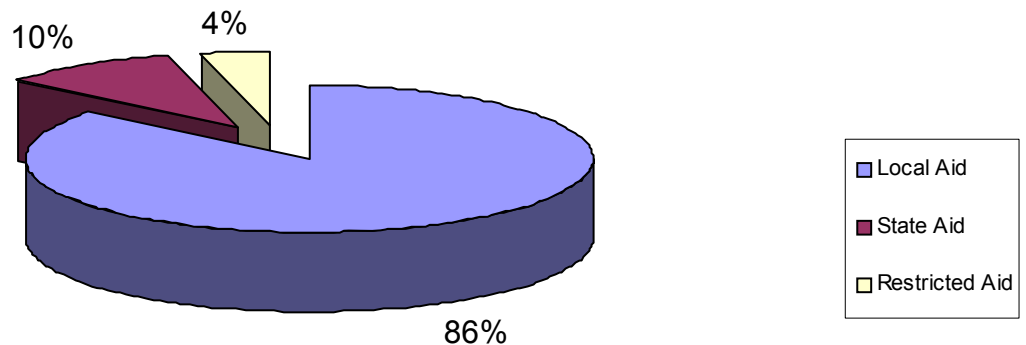
(The 2006 State of Rhode Island Executive Summary will not be available until January 2007).

Aid to Education is made up of General Aid, Local Aid, and Restricted Aid. General Aid to Education is the amount of funds the state provides the school department with, whereas Local Aid to Education is the amount of funds the Town provides. Restricted Aid to Education represents the amount of funds which the school department must receive based on RIGL 16-7, Rhode Island Foundation Support, despite the amount of funding already established.

As the following graphs and charts indicate, General State Aid to Education is slowly decreasing.

Sources of Revenue

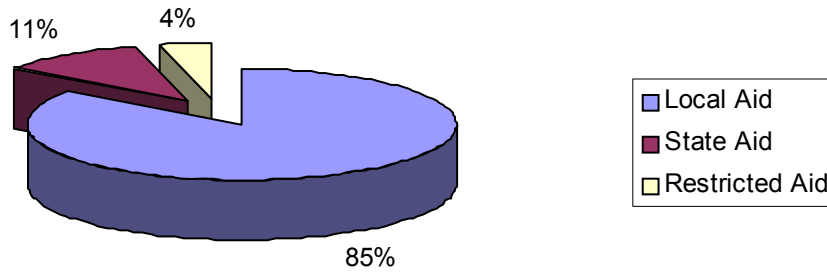
2007/08



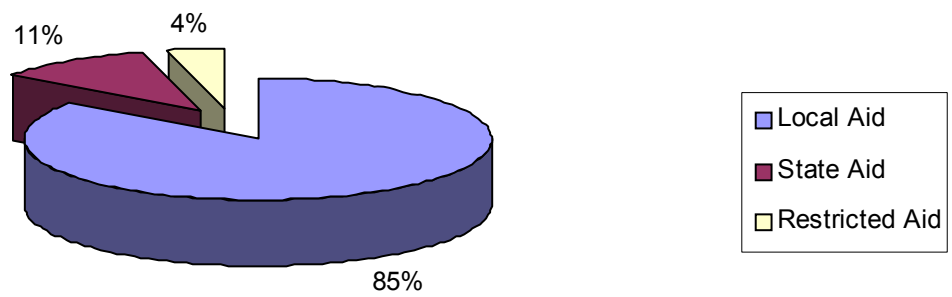
Overview – Revenues

Sources of Revenue

2006/07



2005/06



Overview-Revenues

History of Aid to Education for Westerly Public Schools (excludes Housing Aid)

| | FY 2002/03 | FY 2003/04 | FY 2004/05 | FY 2005/06 | FY 2006/07 | FY 2007/08 |
|---------------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| | Actual | Actual | Actual | Actual | Projected | Proposed |
| Revenue: | | | | | | |
| Local Aid to Education | 30,483,568 | 32,915,946 | 35,099,381 | 37,273,429 | 38,905,452 | 40,717,428 |
| State Aid to Education | 4,718,078 | 4,718,078 | 4,718,078 | 4,718,102 | 5,032,989 | 5,032,989 |
| Subtotal Aid to Education | 35,201,646 | 37,634,024 | 39,817,459 | 41,991,531 | 43,938,441 | 45,750,417 |
| | | | | | | |
| Restrictive Aid to Education | | | | | | |
| Literacy Set Aside | 130,288 | 131,592 | 134,075 | 136,433 | 136,433 | 136,433 |
| Student Equity Investment Fund | 867,815 | 891,525 | 966,341 | 1,036,262 | 1,036,262 | 1,036,262 |
| Early Childhood | 145,417 | 163,876 | 169,326 | 175,645 | 175,645 | 175,645 |
| Technology Funds | 80,348 | 82,552 | 82,697 | 84,538 | 84,538 | 84,538 |
| Professional Development | 78,641 | 80,798 | 80,940 | 144,945 | 144,945 | 144,945 |
| Language Arts Funds (LEP) | 22,392 | 85,754 | 81,546 | 102,455 | 102,455 | 102,455 |
| All Day Kindergarten | 79,000 | 102,500 | 126,000 | 109,000 | 109,000 | 109,000 |
| Vocational Education | 17,500 | 26,500 | 26,500 | 18,000 | 18,000 | 18,000 |
| Charter School Aid | 7,041 | 1,031 | 1,044 | 2,810 | 2,810 | 2,810 |
| Subtotal Restrictive Aid to Education | 1,428,442 | 1,566,128 | 1,668,469 | 1,810,088 | 1,810,088 | 1,810,088 |
| State Aid to Education | 6,146,520 | 6,284,206 | 6,386,547 | 6,528,190 | 6,843,077 | 6,843,077 |
| Total Aid to Education | 36,630,088 | 39,200,152 | 41,485,928 | 43,801,619 | 45,748,529 | 47,560,505 |

Overview-Revenues

State Aid to Education (includes Housing Aid)

| | FY 2002/03 | FY 2003/04 | FY 2004/05 | FY 2005/06 | FY 2006/07 | FY 2007/08 |
|---------------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| | Actual | Actual | Actual | Actual | Projected | Proposed |
| Revenue: | | | | | | |
| Local Aid to Education | 30,483,568 | 32,915,946 | 35,099,381 | 37,273,429 | 38,905,452 | 40,717,428 |
| State Aid to Education | 4,718,078 | 4,718,078 | 4,718,078 | 4,718,102 | 5,032,989 | 5,032,989 |
| Subtotal Aid to Education | 35,201,646 | 37,634,024 | 39,817,459 | 41,991,531 | 43,938,441 | 45,750,417 |
| | | | | | | |
| Restrictive Aid to Education | | | | | | |
| Literacy Set Aside | 130,288 | 131,592 | 134,075 | 136,433 | 136,433 | 136,433 |
| Student Equity Investment Fund | 867,815 | 891,525 | 966,341 | 1,036,262 | 1,036,262 | 1,036,262 |
| Early Childhood | 145,417 | 163,876 | 169,326 | 175,645 | 175,645 | 175,645 |
| Technology Funds | 80,348 | 82,552 | 82,697 | 84,538 | 84,538 | 84,538 |
| Professional Development | 78,641 | 80,798 | 80,940 | 144,945 | 144,945 | 144,945 |
| Language Arts Funds (LEP) | 22,392 | 85,754 | 81,546 | 102,455 | 102,455 | 102,455 |
| All Day Kindergarten | 79,000 | 102,500 | 126,000 | 109,000 | 109,000 | 109,000 |
| Vocational Education | 17,500 | 26,500 | 26,500 | 18,000 | 18,000 | 18,000 |
| Charter School Aid | 7,041 | 1,031 | 1,044 | 2,810 | 2,810 | 2,810 |
| Housing Aid | 595,488 | 585,775 | 620,356 | 659,385 | 1,538,291 | 1,538,291 |
| Subtotal Restrictive Aid to Education | 2,023,930 | 2,151,903 | 2,288,825 | 2,469,473 | 3,348,379 | 3,348,379 |
| State Aid to Education | 6,742,008 | 6,869,981 | 7,006,903 | 7,187,551 | 8,381,368 | 8,381,368 |
| Total Aid to Education | 41,943,654 | 44,504,005 | 46,824,362 | 48,606,677 | 52,319,809 | 54,131,785 |

Charter School Indirect Aid

Based on the Rhode Island Department of Elementary and Secondary Education, "Charter Schools are public schools authorized by the state of Rhode Island to operate independently from many state and local district rules and regulations. As a result of this flexibility, charter school operations are allowed to pursue innovative educational strategies designed to meet specific student achievement goals and objectives stated in their charter."

The Charter School Indirect Aid is a new fund that Westerly Public Schools has recently adopted.

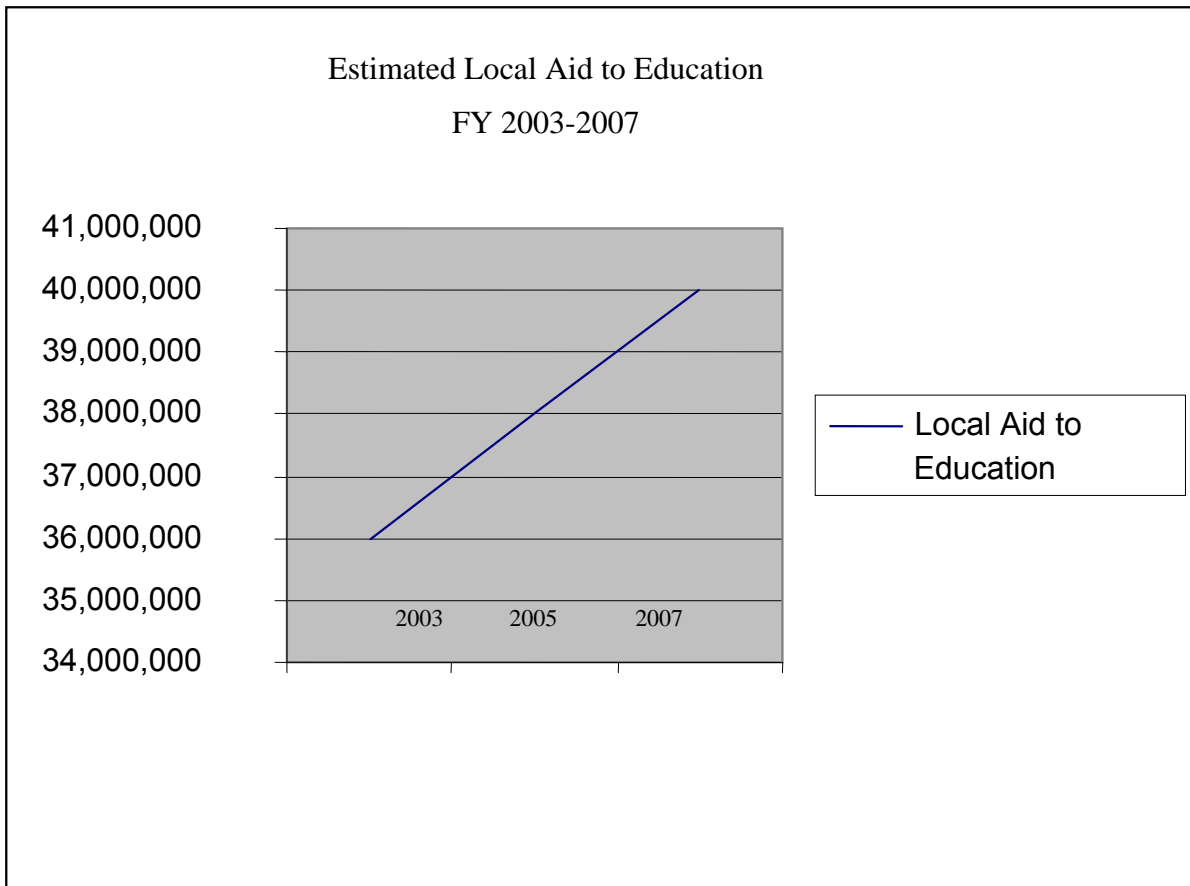
Section 16-77.11-2 of the RIGL describes the operation for creating the costs of a charter public school as totaling the per pupil payments for each student that attends the charter school. Per pupil payment for each student is determined on the per pupil cost of the district the student resides in.

Overview-Revenues

Local Aid to Education

Local Aid to Education represents monies collected from local property taxes and directed to support Westerly Public Schools.

In the past Local Aid to Education for the District of Westerly has had an estimated average increase of 2.0 million dollars annually. The growth reflecting the History of Aid to Education for Westerly Public Schools on page 29, is displayed below:

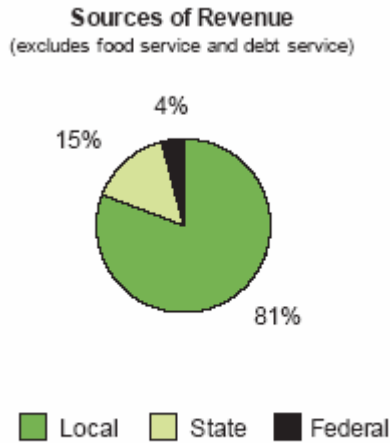


Overview- Sources of Revenue

Westerly Sources of Revenue

Data source: Form 31

(Excludes food service and debt service)

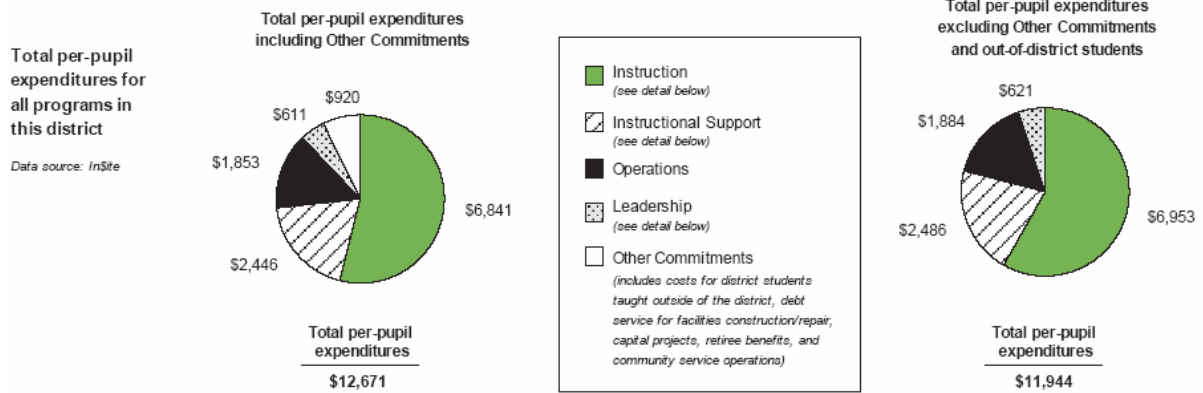


Data source: Form 31

Total Per Pupil Expenditures in Westerly

Equity and Adequacy of Resources: District Expenditures

Westerly District



Overview-Budget Highlights

2007-2008 Budget Development Highlights:

| | | 2006-2007 Appropriation | | |
|-------|--|-------------------------|-------------------|--------------|
| | General Operating | 43,938,429.00 | | |
| | Restricted | 1,810,088.00 | | |
| | Total | 45,748,517.00 | | |
| FTE | Item | Increase/(Decrease) | | |
| | Revenues | | | |
| | Decrease Medicaid revenues | 97,598 | | |
| | Net savings for telephone: e-rate | (20,068) | | |
| | Overstated adult education revenues | 70,470 | | |
| | Sub-total revenues | 148,000 | | |
| | Expenses | | | |
| | Required Salary and Benefit Increases | 2,559,051 | | |
| | Decrease school-to-career services (special education) | (43,240) | | |
| | Decrease OT based on actual usage | (35,644) | | |
| | Decrease outside consultation based on actual usage | (65,818) | | |
| | Eliminate food services supplemental | (41,531) | | |
| | Anticipated increase for electricity | 146,923 | | |
| | Mentorship stipends | 9,350 | | |
| | Special education out-of-district tuitions | 27,311 | | |
| | Net increase in gasoline expenditures | 49,333 | | |
| | BH maintenance and repair expenses | 62,150 | | |
| | Furniture and equipment for additional K classrooms | 15,606 | | |
| | School Committee dues | 13,557 | | |
| | School Committee liability | 15,726 | | |
| | Multi-peril insurance | 36,712 | | |
| 2.0 | Districtwide Coordinators | - | | |
| | Miscellaneous | 60,081 | | |
| | Sub-total expenditures | 2,809,566 | | |
| | Total Required for 2007-2008 | 2,957,566 | 48,706,083 | |
| | Anticipated Receipts | (156,423) | | |
| | Pre-School Tuitions | (30,300) | | |
| (6.0) | Instructional Teachers (step 4 with MS) | (471,534) | | |
| (6.0) | Special Education TA | (241,443) | | |
| | Postpone payout of Optional Incentive (WTA retirees) | (45,000) | | |
| | Decrease consultants (Title II) | (27,316) | | |
| | Eliminate cost of phase II | (25,000) | | |
| | Decrease School-to-career services (special education) | (27,000) | | |
| | Roof repair | (5,350) | | |
| | Decrease Professional Development | (40,606) | | |
| | Eliminate furniture and equipment for K classrooms | (15,606) | | |
| | Eliminate computer resource expenses (\$5,000/school + | (40,000) | | |
| | Eliminate additional site expenses | (20,000) | | |
| | Sub-total expenditures | (1,145,578) | | |
| | 2007-2008 Budget Request | 1,811,988 | 47,560,505 | 3.96% |

The Budget

Westerly Public Schools Revenues

[Click here to view Page 34 - Revenues](#)

The Administration

Westerly Public Schools

Mission Statement

“A place where learning has no limits and academic excellence is measured one child at a time.”

Building Operations

Westerly Public Schools currently educates 3,444 students from pre-school to grade 12. Our students are educated in seven schools comprised of nine buildings and two alternative programs. The central office administration provides support and leadership to the 3,444 students and approximately 550 certified and non-certified staff. The main objective of the central office staff is to assist the building based personnel in reaching our district goal of enabling all students to learn at high levels. The following departments are located in the school administration building: Curriculum and Instruction, Special Education and related services, Technology, Financial and Human Resources, Staff Development and Community Outreach, Transportation, Buildings and Grounds and food services, which is contracted out to a private vendor. The Superintendent of Schools is responsible for the overall leadership and management of all programs and personnel within the school administration building and the individual school sites. The Superintendent reports to a seven member elected School Committee that is responsible for the “care, control and management” of the Westerly Public Schools.

Objectives

- Promote outstanding achievement, high standards and expectations for learning.
- Promote the involvement and enhance the professional development of all staff.
- Promote student personal growth so that each can become a responsible contributing citizen.
- Promote organizational efficiency and protection of assets.
- Promote community support and involvement in the schools.

Performance Measures

- Improvement in reading and math skills for all students.
- Improve scores on the State Assessments for all students.
- Effective and responsible use of resources.
- Maintain physical facilities.
- Ensure safe and supportive schools.

The Budget

Westerly Public Schools

[Click here to view Page 36 - Westerly Public Schools Expenditures](#)

The Function

Westerly Public Schools Instruction

Function Definitions

The Instruction function within the Westerly Public Schools consists of Instructional Teachers, Substitutes, Instructional Paraprofessionals, Pupil Use Technology, and Instructional Materials.

Instructional teachers includes salaries and related employment costs for teachers who interact with pupils face-to-face, or via electronic means; classroom, hospital and home-bound teachers; the cost of third-party instructional services for district students; travel for hospital, home-bound, and itinerant teachers. *Only* the teaching portion of an expenditure for department chairpersons who also teach are included.

Substitutes includes certified teachers not on permanent assignment.

Instructional Paraprofessionals includes non-certified instructional aides or classroom aides. They do provide direct service to students in the classroom.

Pupil Use Technology and Software includes technology and software that pupils use and the salaries and related employment costs of staff who are dedicated to technology instruction, pupil-use network management, or computer lab support personnel. Includes expenditures for dedicated telephone lines, maintenance and repair, and service contracts.

Instructional Materials includes the cost of instructional materials and supplies and staff dedicated to managing the selection of those materials and supplies. Also includes costs of field trips that are instruction-related.

The Budget

Westerly Public Schools Instruction

[Click here to view Page 38 - Instruction Expenditures](#)

The Function

Westerly Public Schools Instructional Support

Function Definitions

The Instructional Support function includes Guidance and Counseling, Library and Media, Extracurricular, Student Health and Services, Curriculum Development, Staff Development and Support, Sabbaticals, Program Management, Therapists, Psychologists, and Social Workers.

Guidance and Counseling includes the salaries and related employment costs of guidance counselors that provide counseling to the general student population. Also includes field support coordinators that work directly with guidance counselors, and can include guidance and counseling administrators in the central office.

Library and Media includes the salaries and related employment costs of librarians and media technicians. Also includes the cost of media equipment, library books, and general media and library office costs. Also includes field support coordinators that work directly with librarians and media personnel, and administrators in the central office.

Extracurricular includes the salaries and related employment costs of coaches and staff related to sports, clubs and other extracurricular activities. Also includes cost of equipment, related facilities and utilities, and transportation. Includes non-instructional field trips (band, glee club, drama club, etc.) Excludes instructional field trips, which are assigned to Instructional Materials, Trips and Supplies.

Student Health & Services includes the salaries and related employment costs of nurses and medical staff. Includes community outreach services directed at the families of students, and attendance services.

Curriculum Development includes the salaries and related employment costs of staff assigned to improving curriculum or teaching curriculum concepts to teachers. If a Curriculum Department exists, this detail function includes all of the costs of that department (including secretaries, clerks, and curriculum materials). Includes expenditures for purchased curriculums, and purchased curriculum services.

In-service, Staff Development, and Support includes the cost of in-service training and other types of staff development. Also includes teacher mentoring program costs; teacher trainer costs; and non-instructional paraprofessionals, aides and graders assigned to teachers.

Sabbaticals includes all costs of salaries and benefits related to providing teacher sabbaticals.

Program Development includes the salaries and related employment costs of staff who develop, monitor, and maintain defined categorical programs (e.g. Special Education, Chapter 1/Title or General Education). Includes office costs and clerical costs associated with the administrator's activities. Also includes the portion of a teacher's salary related to serving as a department chair.

Therapists, Psychologists, Evaluators, Personal Attendants & Social Workers includes the salaries or contract fees and related employment costs serving specific needs of a defined program, regardless of funding source.

The Budget

Westerly Public Schools Instructional Support

[Click here to View Page 40 - Instructional Support Expenditures](#)

The Function

Westerly Public Schools Operations

Function Definitions

The Operations function includes Transportation, Food Services, Safety, Building Upkeep and Utilities, Data Processing and Business Operations.

Transportation includes all costs of transportation services associated with district students attending district schools. Also, includes the maintenance and operating costs associated with bus operations.

Food Service includes all costs of food service operations. This may include central and on-site food preparation salaries and related employment costs, or food service contracts, and administrators who administer food services.

Safety includes the cost of safety personnel (salaried or contracted) and the cost of safety devices and maintenance of safety equipment in schools and in buses. Includes crossing guards, school security personnel and related equipment.

Building Upkeep and Utilities includes the costs associated with running the day-to-day operations of facilities. Each detail function below includes expenses, if any, related to the office of the staff included in that detail function. Includes cost of utilities, desks, chairs, furniture and fixtures. Includes salaries and related employment costs and contracted services of custodians, janitors, and maintenance workers; and the cost of associated supplies, service contracts, and furnishings. Excludes capital outlay, lease expense, and debt service related to buildings.

Data Processing includes the cost of the data processing department (excludes student use technology). Includes salaries and related employment costs, equipment cost and data processing maintenance contracts.

Business Operations includes the cost of business offices (payroll, human resources, procurement, accounting and finance). Includes salaries and related employment costs, office expenses and all other departmental costs.

The Budget

Westerly Public Schools Operations

[Click here to view – Page 42 Operations Expenditures](#)

The Function

Westerly Public Schools Other Commitments

Function Definitions

The Other Commitments function includes Budgeted Contingencies, Debt Service, Capital Projects, Pass Throughs (private), Retiree Benefits, Enterprise and Community Services, and Claims and Settlements.

Budgeted Contingencies includes the amount of the budget reserved for Contingencies or undesignated.

Debt Service includes the cost of principal and interest payments made on debt (except for revolving credit).

Capital Projects includes capital expenditures for land, buildings, and improvements. Typically includes all expenditures in a district's Capital Projects Fund. If Capital Projects Fund expenditures include furniture and equipment, these expenditures are mapped to school or non-school buildings, as appropriate.

Parochial, Private, Charter and Public School Pass-Throughs includes dollars that are passed through the public school district to parochial, private charter and public schools. None of this cost benefits the school district. Includes contracted services of private schools for Special Education pupils. Also includes tuition to cover educational and special needs supplied by other sources where the day-to-day responsibility for the student is outside the district, as well as associated transportation costs.

Retirement Benefits and Other includes cost of retirement benefits paid to retirees out of current operating funds. The cost of pension funding for current employees is allocated as a related employment cost to other functional categories.

Enterprise and Community Service Operations includes activities that are financed and operated in a manner similar to private business enterprises, when the stated intent is that the costs are financed or recovered primarily through user charges. One example is athletics.

Claims and Settlements includes specific litigation awards or settlement of obligations resulting in the outlay of cash. Fees associated with legal services rendered are assigned to Legal under leadership.

The Budget

**Westerly Public Schools
Other Commitments**

[Click here to view Page 44 - Other Commitments Expenditures](#)

The Function

Westerly Public Schools Leadership

Function Definitions

The Leadership function includes Principals and Assistant Principals, School Office, Deputies and Administrators, Superintendent and School Committee, and Legal.

Principal and Assistant Principals includes the salaries and related employment costs of principals and assistant principals who work in schools. A principal usually has the responsibility of being the instructional leader for a specific school or schools. Any time spent by these individuals in face-to-face teaching is assigned to Instructional Teachers.

School Office includes the salaries, and related employment costs for administrative support staff for the principal and assistant principals. Also includes the basic administrative costs of running the school.

Deputies and Administrators includes the office costs, salary and related employment costs of deputy superintendents, senior administrators, research staff, public relations and program evaluators. The personnel included in the In\$ite function are thought of as the superintendent's cabinet. Any time spent by these individuals in face-to-face teaching is assigned to Instructional Teachers.

Superintendent and School Committee includes the salaries and related employment costs of the superintendent. Also includes the office and support staff costs that support these functions.

The Budget

Westerly Public Schools Leadership

[Click here to view Page 46 - Leadership Expenditures](#)

The Administration

Westerly Public Schools Administration

Mission Statement

"A place where learning has no limits and academic excellence is measured one child at a time."

Building Operations

Westerly Public Schools currently educates 3,444 students from pre-school to grade 12. Our students are educated in seven schools comprised of nine buildings and two alternative programs. The central office administration provides support and leadership to the 3,444 students and approximately 550 certified and non-certified staff. The main objective of the central office staff is to assist the building based personnel in reaching our district goal of enabling all students to learn at high levels. The following departments are located in the school administration building: Curriculum and Instruction, Special Education and related services, Technology, Financial and Human Resources, Staff Development and Community Outreach, Transportation, Buildings and Grounds and food services, which is contracted out to a private vendor. The Superintendent of Schools is responsible for the overall leadership and management of all programs and personnel within the school administration building and the individual school sites. The Superintendent reports to a seven member elected School Committee that is responsible for the "care, control and management" of the Westerly Public Schools.

Objectives

- Promote outstanding achievement, high standards and expectations for learning.
- Promote the involvement and enhance the professional development of all staff.
- Promote student personal growth so that each can become a responsible contributing citizen.
- Promote organizational efficiency and protection of assets.
- Promote community support and involvement in the schools.

Performance Measures

- Improvement in reading and math skills for all students.
- Improve scores on the State Assessments for all students.
- Effective and responsible use of resources.
- Maintain physical facilities.
- Ensure safe and supportive schools.

The Budget

Westerly Public Schools
Administration

[Click Here to view Page 48 - Administration Expenditures](#)

The School

Westerly Public Schools

Westerly High School

School Mission

“To prepare all students to become responsible, productive citizens through a cohesive curriculum, dedicated, trained staff, and a supportive community.”

School Operations

Westerly High School, built in 1937, currently has an enrollment of 1,159 students, grades 9-12. Starting this year, the high school is housed in two buildings, the Ward Building and Babcock Hall. The two buildings house 64 classrooms, two cafeterias, two auditoriums, two gymnasiums, a fitness center, a library, a video studio, a band and chorus room, two kitchen facilities, several computer labs, and a social services center known as Westerly Integrated Social Services Program (WISSP). In addition to the core areas of math, science, English, social studies, and foreign language, the high school has an extensive and varied curriculum that includes cosmetology, finance, culinary arts, reading instruction, graphic arts, computer repair, video productions, and theater. Westerly High School has adopted an exciting 4 x 4 block schedule. Beginning with the class of 2008, students will have the opportunity to participate in the RI Scholar program, which is an effort by area businesses and school to encourage students to complete a rigorous course of study. Many extra curricular activities are also offered, such as athletics, theater, music, chess, academic decathlon, youth leaders, yearbook, school newspaper, and student council. In addition to sending students to Chariho for vocational training, Westerly High School also has three alternative programs of its own: ACE, EXCEL and LINKS. The following groups share in the site decisions that are made at the high school: the Administration, the Faculty Collaborative, Department Heads, the Student Council, Class Officers, and the School Improvement Team.

School Objectives

- Continue to respond to the requirements of the High School Regulations, including common planning time, common tasks, and school-wide rubrics.
- Continue to prepare for the class of 2008 in which all students will be required to complete a senior project.
- Establish a digital portfolio system to track proficiency based graduation requirements for the classes of 2008 and beyond.

The Budget

**Westerly Public Schools
Westerly High School**

[Click here to view Page 50 - Westerly High School Expenditures](#)

The School

Westerly Public Schools **Westerly Middle School**

School Mission

“The Westerly Middle School is a community of diverse learners committed to excellence and respectful relationships for all. The school’s organization, programs, and instruction, are standards-based, developmentally appropriate, and designed to meet the unique social, emotional and intellectual needs of every Westerly Middle School student. Measuring success one child at a time, the middle school community strives to ensure that all students will become life-long learners and respectful, productive citizens.”

School Operations

Westerly Middle School houses Grades 6, 7, and 8, with 870 students. The building has been organized so that teams of teachers and their students are housed into small learning communities. Internet access is available in all rooms and PCs are available for each academic team. All teams have flexible block schedules providing at least 4 one-hour blocks of math, science, social studies, and language arts daily. World language is offered to all sixth and seventh grade students as an exploratory subject and is a full year option for most eighth graders. School improvement efforts are focused on reading, writing, and problem solving across the content areas, responding to the No Child Left Behind Act, planning for school-wide implementation of advisor-advisee, and work with the Principles of Learning through the Rhode Island Consortium for Learning. WMS maintains a safe, orderly environment with Students as Mediators, Rhode Island Family Truancy Court, the Westerly Juvenile Hearing Board, a school resource officer, student mentors, and character council. Community based activity/involvement has increased via the mentoring program, new after school programs, intramurals, the Westerly Community Credit Union Community Service Program, Feinstein programs, and the strong support of a hard working PTO.

Performance Measures

The indicators to be used are the 2006-07 NECAP results in reading, writing, and mathematics; in-district and school interim assessments; teacher assessments; and other data collected by school and district.

The Budget

**Westerly Public Schools
Westerly Middle School**

[Click Here to view Page 52 - Westerly Middle School Expenditures](#)

The School

Westerly Public Schools Bradford Elementary School

School Mission

“In an environment that encourages respect and promotes life-long learning, the Bradford School will provide an opportunity for each child to achieve educational success. In collaboration with families and community, the school will enhance growth opportunities for all children by providing them a quality curriculum and instructional practices that will allow them to realize their highest potential.”

School Operations

Bradford School houses 202 children in grades kindergarten through five. There are 12 heterogeneously grouped classrooms consisting of two full-day sessions of kindergarten, two 1st grades, two 2nd grades, two 3rd grades, two 4th grades and two 5th grades. Our support staff includes a .8 reading specialist, a speech and language pathologist, two special education resource teachers, one social worker, one part-time school psychologist, and one part time diagnostician. Bradford School also houses a district wide program for students with significant special needs and is staffed by a special education teacher. We provide specialists in physical education, art, music, and library media. Nine teaching assistants support our students in the classrooms. Talent development services are provided by district personnel two days per week. Coaching in the areas of math and differentiated instruction are provided by district personnel who work with staff. Our parent liaison provides support with our school/home relationships. Our school improvement team, as well as our parent volunteer network, actively provide direction and support as we work together toward meeting our goals.

School Objectives

- Continue to achieve recognition as a “high performing school” as measured by the Rhode Island Department of Education.
- Improve literacy and numeracy skills of students through implementation of the Bradford School Improvement Plan.
- Provide a continuum of activities, communication, and support services to enhance positive home–school relations.
- Continue to implement the Responsive Classroom social curriculum, in conjunction with our School Safety Patrol and Students as Mediators.

Performance Measures

- Continue to analyze state and local assessment results in reading, writing and mathematics and to determine how to best meet the needs of our students.
- Continue to examine student work and to draw conclusions about student learning.
- By June 2007, 90% of all parents will be involved in the educational process to aid in the successes of their children as measured by participation in parent teacher conferences and school-home compacts, school volunteer programs, the S.A.L.T. survey and the Bradford School P.T.O.

The Budget

Westerly Public Schools Bradford Elementary School

[Click Here to view Page 54 – Bradford Elementary School
Expenditures](#)

The School

Westerly Public Schools Dunn's Corners Elementary School

School Mission

"The mission of the Dunn's Corners School is to work collectively with staff, parents and community to enrich and improve the educational experiences of all students at our school."

School Operations

The Dunn's Corners School was opened in 1967 and was expanded in 1995. Enrollment during the 2005-06 school year was 316 students in grades kindergarten through 5. This year (2006-07) there are 15 heterogeneously grouped classrooms consisting of three full-day kindergartens (each with a classroom Teacher Assistant) two 1st grades, two 2nd grades, three 3rd grades, two 4th grades and three 5th grades. Support staff for students include one reading teacher, one part-time speech and language pathologist, one and one-half special education resource teachers, one-half academic enrichment teacher, a part-time social worker, and a part-time school psychologist. Dunn's Corners is the placement site for elementary level English Language Learners (ELL) students in Westerly and are serviced by an ELL Coordinator/Teacher, two ELL teachers, and two ELL Aides who are also translators. In addition, we have one full-time and a part-time physical education teacher, one full time nurse-teacher, two part-time art teachers, a part-time music teacher, and a full-time library/media teacher. Students are also supported by four full time special education teacher assistants, six recess/cafeteria/safety aides, one building assistant, and one school-year secretary and a principal. Two and one-half custodians keep our school clean and well-maintained. Parent volunteers are a valuable resource and provide classroom assistance within the school environment on a regular basis.

School Objectives

- Promote high standards and expectations for learning leading to high achievement by each student.
- Guide each student to become a responsible contributing citizen.
- Embrace community support and involvement in the schools.
- Enhance the professional growth of all staff.
- Provide a safe and healthy school environment.

Performance Measures

- Student performance as individuals and as a cohort will show satisfactory annual growth as measured by student work portfolios and State testing.
- Student, parent, and staff perceptions as measured through the State SALT Surveys will show strong confidence in the school as a high quality educational community.
- Student, parent, and staff perceptions as measured through the State SALT Surveys will show high confidence in the school as a safe and healthy environment for the students and staff.

The Budget

Westerly Public Schools Dunn's Corners Elementary School

[Click Here to view Page 56 - Dunn's Corners Elementary School
Expenditures](#)

The School

Westerly Public Schools Springbrook Elementary School

School Mission

"The Mission of Springbrook School is to provide a safe learning environment, fostering and encouraging each child to become a productive citizen, taking responsibility for self, respecting others, and supporting community."

School Operations

- Springbrook School houses 305 students in grades kindergarten through five.
- Fifteen heterogeneously grouped classrooms consisting of three full day kindergartens (with full-time teaching assistants), two sections each in grades one, three and five and three sections each of second, and fourth grades. One class in grades kindergarten, two and four are looping classrooms where the teacher and students have the option of continuing together for the next school year.
- Additional faculty include certified instructors in physical education, art, music, and library.
- Additional staff include special education teaching assistants, five lunch/recess staff members, one building aide, one school secretary and one principal.
- Support staff includes: two special education resource teachers, a reading specialist, a behavior specialist, a speech language pathologist, a certified nurse-teacher, part-time social worker, psychologist and diagnostician.

School Objectives

- Continue high performing school status as identified by R I Dept. of Education.
- Administer student assessments and analyze data to measure academic growth, determine student needs, and plan instruction as indicated in the Springbrook School Improvement Plan.
- Promote parent/community support and involvement in our school through our parent liaison.
- Implement job embedded professional development.
- Promote clear expectations, common language for instruction and in school culture, fair and credible evaluations, recognition of accomplishments and academic rigor.
- Promote a safe, orderly environment conducive to learning.

Performance Measures

- Examine student work to assess academic growth.
- State and district assessments.
- Review of SALT survey data.
- Implementation of School Improvement Plans.

The Budget

Westerly Public Schools Springbrook Elementary School

[Click here to view page 58 - Springbrook Elementary School Expenditures](#)

The School

Westerly Public Schools State Street Elementary School

School Mission

The mission of State Street School is to improve student achievement by:

- *Providing an academically enriched and nurturing environment*
- *Encouraging responsibility, accountability and critical thinking*
- *Involving the parents, community and the entire school in this endeavor*

School Operations

State Street School houses approximately 356 children in grades PK to 5, which includes four special education preschool classrooms and one mild/moderate special needs classroom. There are 15 heterogeneously grouped classrooms consisting of three full day kindergartens, two 1st grades, two 2nd grades, three 3rd grades, two 4th grades and three 5th grades. Our support staff includes, one reading specialist, two speech and language pathologists, 2 special education resource teachers, one part time social worker, one part time school psychologist, and one part time diagnostician. In addition, we provide specialists in physical education, art, music, library/media, literacy and talent development. Our school improvement team as well as our PTO are active and provide direction and support as we work toward meeting our goals.

School Objectives

It is our goal to make sure all components of literacy are consistently a part of daily instruction. It is our goal that State Street School will improve the way we instruct children in reading and writing via a comprehensive literacy program and understanding the principles of learning. We will use faculty meetings to implement and present the following strategies:

- "Everyone owns it" we will discuss and brainstorm ways to improve scores and share goals K to 5.
- We will look at the GLE's to help us set specific goals for teaching and how to assess every student.
- Clear expectations, Academic Rigor and Accountable Talk are three areas we have concentrated on and will continue this emphasis and discussion.
- K-5 staff will look at ongoing assessment data to determine where their students are and use that data to drive instruction.

Performance Measures

- Examine student work as a staff and apply professional judgment to draw conclusions about student learning at State Street School.
- Examine state and local assessment results and apply our best professional judgment to make assumptions concerning what our students know and are able to do within the classroom and school environment.
- State Street school is a pilot school using Response to Intervention. We are redefining the role of the Special Educator and hope that we provide support for children before they get into any kind of learning trouble. We are carefully looking at how we are progress monitoring this year to quickly assess children, establish benchmarks and progress monitor their interventions.

The Budget

Westerly Public Schools State Street Elementary School

[Click here for Page 60 - State Street School Expenditures](#)

The School

Westerly Public Schools Tower Street Elementary School

School Mission

“The Tower Street School community will provide an environment where students are respected as individuals who accept responsibilities for their choices and actions. The school will develop a positive attitude toward education success and develop a life-long desire to become caring and responsible adults able to work cooperatively, think critically, and communicate effectively in a changing society.”

School Operations

Tower Street School is a brick one story building built in 1954 and renovated in 1994. The current enrollment is 327. There are 18 heterogeneously grouped classrooms consisting of four full-day sessions of kindergarten, three classrooms of each grade first through fourth, and two classrooms of fifth graders. There is one district special education program at Tower Street School: primary STAR which had no enrollment in September but is currently being reinstated. Our support staff includes one reading specialist, one school nurse/teacher, one .8 FTE speech/language pathologist, two full and one part-time special education resource teachers, one behavior specialist, one part time social worker, one part-time school psychologist, and one part time diagnostician. We also have a part time parent liaison. In addition, we provide specialists in physical education, art, music, and library media. Our school improvement team, PTO, and family engagement committee are active and provide direction and support as we work toward meeting our goals.

School Objectives

- Foster high expectations for success.
- Provide a safe and orderly environment.
- Increase student opportunity to learn, and time on task.
- Frequently monitor student success.
- Promote academic rigor in lesson design.
- Encourage parent/school partnership.

Performance Measures

- By June 2009, 90% of our students will be achieving the standard in all reading subtests as measured by the NECAP. (current 69%)
- By June 2009, 90% of our students will be achieving the standard in all mathematics subtests as measured by the NECAP. (current 56%)
- By June 2006, 90% of all classroom teachers will be coached (Target met!)
- By June 2007, 95% of all parents and students will consider Tower Street School a safe place as measured by the SALT survey and address the decline in parent perception. (04-05= 93%) (current 85%)
- By June 2006, 90% of all parents will feel they can help their child with their math homework as measured by the SALT survey. (Target met!)

The Budget

Westerly Public Schools Tower Street Elementary School

[Click here to view Page 62 - Tower Street Elementary School Expenditures](#)

The Budget

Westerly Public Schools Salaries and Benefits

[Click here to view Pages 63 and 64 - Salaries and Benefits](#)

The Budget

Westerly Public Schools Variance of Benefits - Detailed

[Click here to view Page 65 - Variance of Benefits](#)

The Budget

Westerly Public Schools Variance by Category - Detailed

[Click here to view Pages 66-69 – Variance by Category](#)

The Budget

Westerly Public Schools Variance by Account

[Click here to view Pages 70 -72 – Variance by Account](#)

CAPITAL BUDGET REQUEST



The Capital Budget

Overview

FY 2007-FY 2011 Capital Budget Process

Westerly Public Schools has made progress towards improving the capital budgeting process. In the summer of 2004, departments were asked to provide information relating to the projects contained in the FY 2006-FY 2010 capital budget and any new projects to be proposed. This assisted the School Committee and Superintendent in achieving the first three steps in a capital budgeting process: (1) initial identification of projects to be considered for inclusion in the capital budget; (2) timing of required expenditures for projects selected for inclusion in the capital budget; and (3) determination of the impact on total municipal finances of the various financing alternatives. The status of projects funded in earlier capital improvement plans was analyzed for each department. An update on the timing of expenditures as well as those to be considered at future referenda was also assessed.

The capital improvement plan includes what are generally considered major capital projects, such as new construction, major reconstruction, remodeling, renovation, and so forth. These are projects that create new facilities or rebuild existing facilities. They would add or create value rather than protect the existing value. The plan also reflects planning funds provided to agencies to analyze the need and cost of projects proposed in later years. Agencies were asked to identify for each project: source of financing, the estimated disbursement schedule, and the categorical expenditures (i.e., design, land acquisition and construction).

The capital improvement plan meets several of the criteria noted for sound practice and meets the goals of the School Committee and Superintendent concerning capital budgeting.

Capital outlay is defined in Chapter 10, Planning, Article V, Annual Review of Capital Improvement Projects as:

“Improvements that are the type of project or acquisition that require bonding or multi-year funding, to include:

The Capital Budget

Overview

- (1) Acquisition or lease of land.
- (2) Construction of new buildings or facilities, including engineering, design and other pre-construction costs.
- (3) Improvements or additions to existing buildings or facilities, excluding annual replacements or items of routine maintenance and repair.
- (4) Purchase of major items of equipment.
- (5) Improvement shall have a minimum cost in excess of \$25,000. Expenditures for projects that meet the threshold are considered capital items and those below are considered operating items. The dollar threshold for capital items is to be increased by 4% every three years. Capital projects should occur no more often that once every three years.”

The Capital Budget

Overview

Scheduled dates for Capital Budget Planning

2006

- July 19 Send out Capital and Operating Budget Instructions
- August 29 Capital Budget (Draft) Requests Due
- September 6 Capital Budget to be formally presented to School Committee
- September 13 School Committee Work Session (Capital Budget)
- September 19, 20, 21, 22 Superintendent and Dir. of Finance to meet with Administrators, Directors, and Coordinators
- October 24 Finance Board Meeting, Town Council Conference Room

2007

- January 8 Submit Budget Requests to Town Manager (Art. XI, 11-1-7, HRC)
- January 9 Town Manager submits Budget to Finance Board and Town Council (Art. III, Ch. 1, Sec 3, HRC)
- January 17 First meeting of Finance Board on School Budget (Art. III, 3-1-4, HRC)
- February 27 Finance Board files recommended Budget with Town Council
- March 1
 - a) Public Hearings announced on the recommended Budget of the Finance Board
 - b) Town Council holds workshop to review the recommended Budget of the Finance Board
- March 6 Town Council holds workshop to review the recommended Budget of the Finance Board

The Capital Budget

Overview

Scheduled dates for Capital Budget Planning

- March 13 Town Council Public Hearing of Budget (anticipated)
- March 22 Town Council holds workshop to adjust Budget of Finance Board
- March 27 Public Hearing to adopt Budget and enact property tax levy
- March 29 Town Council files proposed budget with Town Clerk
- April 3 Budget published in the newspaper by this date by Town Clerk
- April 12 Townspeople file a petition contesting any Budget items by this date; (3-1-5bHRC) if no petition is filed, budget adopted
- April 19 Board of Canvassers validates signatures of Budget Petition
- May 25 Referendum to be held within 35 days of the date the Board of Canvassers validates Budget

Budget is final upon certification of the results of the referendum (if any) by the Board of Canvassers.

The Capital Budget

Westerly Public Schools Buildings and Grounds

Operations

The Westerly Public Schools is comprised of eight schools and one additional site. The Buildings and Grounds Department is responsible for five elementary schools, one middle school, one high school campus which includes Babcock Hall where our administrative offices are located, and one off-site high school building. These nine buildings total a square footage of 880,000. The Westerly Middle School opened on September 12, 2005 with 155,000 total square feet. The Buildings and Grounds Department is also accountable for maintaining 76 acres, including the additional 20 acres at the Westerly Middle School. School buildings and grounds are cleaned and maintained by 30 custodians, 2 fieldsmen and 1 electrician. During the summer months and other school vacations, staff extensively cleans, paints, and maintains floors and carpets. The 2 fieldsmen are responsible for the daily maintenance of the schools exterior areas, which consists of mowing, playground upkeep and all the playing fields. In the winter months the grounds personnel respond to numerous calls for plowing and sanding. They are also responsible for the maintenance of numerous pieces of equipment. Preventative maintenance has become a working tool for this department.

Objectives

- To maintain the buildings and grounds for a safe, clean and healthy environment for the students, staff and community who accesses our buildings.
- Foster community partnerships to allow access and use of the buildings and grounds.
- Promote efficiency and protection of assets.
- Promote community support and involvement of the schools.

Performance Measures

- Improve maintenance of buildings and grounds for all.
- Effective and responsible use of tax dollars.
- Improve community relations to enhance the use of school facilities.

[Click here to view Pages 78-79 - Building and Grounds Expenditures](#)

The Capital Budget

Westerly Public Schools Transportation

Operations

Westerly Public Schools Transportation Department is responsible for the safe transportation of approximately 3500 students to and from school daily. This transportation includes all 8 sites of Westerly Public Schools as well as one parochial school within our city limits. We also transport children to many out of town schools, including The Prout School, Monsignor Clark, Nuweetuon, Quest Montessori, Chariho Technical Center, Compass School, The Met Center, The Groden Ctr., South Shore, The Bradley School, Meadowbrook Waldorf, and Providence Center. The Transportation Department consists of a dispatcher, 41 bus drivers, 7 special education bus aides, and 31 monitors, who are directly responsible for the safe transportation of our students. Three mechanics ensure the buses are in good working order and also maintain and repair a variety of equipment for buildings and grounds. Six crossing guards ensure students walking arrive safely at school. The Student Safety Committee ensures that all students learn bus safety rules. The Transportation Director ensures compliance to all state and federal laws and regulations regarding school transportation while maintaining a high level of safety standards. The Transportation Director is also responsible for the leadership and management of all Transportation Department employees.

Objectives

- To enable each student, through safe and efficient transportation, to take full advantage of the complete range of curricular and extracurricular activities offered by the district's schools.
- To educate drivers and aides for the safe transportation of students.
- To raise public awareness on the issues of school transportation and the safety of our children.

Performance Measures

- Improve data collection methods.
- Continue to re-organize and consolidate bus routing.
- Continue to improve consistency of transportation policies and procedures.
- Improve accurate record keeping.
- Improve safe loading and unloading procedures at schools.
- Implement full use of Versa Trans.
- Continue monthly safety meetings to further educate employees.

[Click here to view Page 81 –Transportation Expenditures](#)

The Capital Budget

Westerly Public Schools Information Technology

Operations

To prepare all students to be successful in the 21st century, Westerly Public Schools offers an education that is rich in technology experiences and skills, yet firmly grounded in a curriculum that supports teaching and learning. By establishing “virtual learning communities” we can provide students the opportunity to learn anytime, anywhere. This will not be accomplished quickly; however, through careful planning and appropriate use, technology can actually allow this to happen. To achieve success, Westerly Public Schools must strive for continuous improvement in four key areas: Access, Information Resources, Infrastructure and Culture.

Access: Students and Teachers currently have access to the Internet and a network of nearly 1000 computers. It should be noted that of these 1000 machines during a given year approximately 25% are obsolete and another 20% are due for replacement.

Information Resources: By utilizing the state Master Price Agreement and by leveraging collaborative organizations such as RISTE, RINET, and RIDE, Westerly Public Schools always attempts to use tax dollars as effectively as possible. We purchase software and hardware solutions that seek to improve not only teaching and learning, but also the organizational efficiency of Westerly Public Schools.

Infrastructure: Currently our infrastructure consists of Voice, Video and Data networks. Individual school buildings consist of Local Area Networks that connect to our Wide Area Network and the Internet. This equipment needs maintenance and upgrades on a continual basis. Our model needs to follow other infrastructure replacement cycles such as those for our building roofs or our bus fleet.

Culture: We currently live in a culture where computer literacy is no longer optional. Westerly Public Schools provides extensive training to both staff and students in the ongoing use of computers and the most up to date technologies. Innovative programs provide problem solving and real world skills that will give our students the ability to thrive in a technology rich society.

[Click here to view Page 83 – Information Technology Expenditures](#)

The Capital Budget

Westerly Public Schools Summary of Expenditures

[Click here to view Page 84 - Summary of Expenditures](#)

INFORMATIONAL



Westerly Profile

The town of Westerly was incorporated on May 14, 1669. It measures 20 miles in length and 10 miles in breadth, for about 36 square miles. It is located in the southwest corner of Rhode Island, bounded on the west by the Pawcatuck River, which forms the boundary with Connecticut; Hopkinton bounds it to the north; Charlestown to the east; and Block Island Sound to the south. From a few families in the late 1600s it has grown to a population of approximately 22,966. In the summer the population nearly doubles due to the large number of vacationers and seasonal residences. Westerly has a manager-town council form of government, a full-time police department, and a volunteer ambulance corps and fire department. The town has the benefits of a state airport and train station, one of the best public libraries in the state, and the beautiful 15-acre Wilcox Park located in its downtown district.

Thousands of people in town depend on employment at Electric Boat, Amgen, Pfizer, Mohegan Sun and Foxwoods Resort Casino, located in Connecticut and Rhode Island. The town has its own thriving industries in textiles, a newly renovated hospital, a mail-order company, a donut company, electronics firms, a daily newspaper, several banks, numerous retail stores and restaurants. In the summer, the town's population swells by several thousand, which provides many seasonal jobs. Such commerce provides full and part-time employment to thousands of local residents, including many of our students. The median family income is \$44,613 (year 2000).

In 2002, the National Trust for Historic Preservation named Westerly as one of the 12 Most Distinctive Destinations in the country. Westerly's seven miles of sandy beaches are a mecca for tourism and has been best known for the granite that was once taken from its quarries for building purposes in neighboring towns and cities, and for monuments in various parts of the country. Its historic buildings and sense of history make it an attractive place to live and visit. Also having a rich heritage in the arts, many students participate in the Chorus of Westerly that takes part in an annual Summer Pops Concert in Wilcox Park and the Twelfth Night celebration each January. The arts are also represented in the many galleries downtown, dance studios, the celebration of First Night, summer Shakespeare in the Park productions and the Granite Theater. This support of the arts translates to highly successful music and art programs at both the middle and the high school.

Westerly is similar to other New England suburban towns in its racial and ethnic composition. Caucasians continue to comprise the largest racial grouping, and experienced the largest numeric increase since the 2000 census. The influx of Italian and Chinese to the area has spawned special classes at the high school to ease the transition and to teach them the English language and American customs. Westerly's culture continues to be enriched by citizens tracing African American, Asian, Hispanic, and Native American lineage.

Profile of Westerly Public Schools

Currently, the per pupil expenditure of \$12,657* is on par with the state average of \$12,036*. Eighty-nine percent from local funds and fifteen percent from state funds help support the budget of the public school systems. While development of the town has increased the last several years, it has felt the effects of the ever-growing Foxwoods Resort Casino and new shopping centers. The influx of casino workers has brought more school-age children and new cultures. The presence of new students puts more pressure on the schools' dwindling classroom space. Westerly has the potential to further expand its growing tourism base.

Westerly Public Schools is a progressive school system educating 3444 students in grades K-12. The town operates five public elementary schools that serve grades K through 5. The latest built, Westerly Middle School was completed in fall of 2005 just in time for the new school year. Grades 6 through 8 will be served at the new middle school while the former Babcock Middle School will be renovated and a new expansion to the existing high school will become an open campus. A landscaped field will be located between the existing high school and the old middle school. The quad will be designed to create a collegiate feel as students pass from building to building for classes. The only independent school in our community is the St. Pius X School, attended by 194 students grades K through 8. The high school serves approximately 1000 students in grades 9 through 12. No nonresident students pay tuition to attend the high school; however, we do send approximately 35 students to the nearby Chariho Regional Vocation School. Twelve other independent schools in Connecticut and Rhode Island serve about 125 Westerly students, ages 10 – 21. All totaled, 93% of the town's school-aged children attend the public schools of Westerly.

*See page 18 for details

State Financial Support of Education

The Constitution of the State of Rhode Island, Rhode Island State Law, and recent court cases give the responsibility for providing financial support of education to the General Assembly. The General Assembly has delegated a portion of that financial responsibility to local communities, which raise money for that purpose through property taxes. Over the years, the percentages of state and local support for education have varied.

Beginning in 1993, as a result of a Rhode Island Supreme Court decision, the General Assembly moved away from using a formula to establish the level of educational funding the state provided to each community. For several years, state funding for education to towns and cities decreased. In 1997, the General Assembly began to include any increase in the state level of funding for education in Article 31 and designated the use of these funds.

The impact of this funding process has resulted in an ever-decreasing proportion of state funding for local education in many communities, even though there has been a significant increase in the total amount of funding the state has provided to local communities for education. While the state has increased its support of education to Westerly Public Schools by \$1.7 million since 1997, the state percentage of support of education in Westerly has decreased by 1.2%.

The following chart illustrates the impact of state funding for education in Westerly:

| Year | Total Budget | *Budgeted State Aid¹ | *Actual State Aid² | Budgeted % | Actual % |
|-------------|---------------------|--|--------------------------------------|-------------------|-----------------|
| 1997 | 23,962,811 | 4,320,704 | 4,452,707 | 18.03 | 18.58 |
| 1998 | 25,314,044 | 4,452,707 | 4,702,928 | 17.59 | 18.58 |
| 1999 | 26,051,777 | 4,826,564 | 5,108,037 | 18.53 | 19.61 |
| 2000 | 30,666,524 | 5,307,707 | 5,393,170 | 17.31 | 17.59 |
| 2001 | 31,034,371 | 5,560,353 | 5,691,315 | 17.92 | 18.34 |
| 2002 | 32,867,066 | 5,994,381 | 5,994,381 | 18.24 | 18.24 |
| 2003 | 35,296,540 | 6,146,521 | 6,146,521 | 17.41 | 17.39 |

*State Aid does not include Literacy Set Aside or Housing Aid.

¹Numbers are from the State Budget Office *Executive Summary*.

²Numbers are from the State Budget Office *Budget As Enacted*.

The Governor proposed and the General Assembly approved the establishment of a formula that will distribute state aid to education based on a formula. Under this formula, twenty percent of the allocation would be based on a specific per-pupil amount for all communities, forty percent on poverty as measured by student participating in free and reduced lunch programs, and forty percent based on the current index for determining tax effort and municipal capacity.

Each year the department of administration determines the tax capacity and effort for each town and city through a statistical model that computes relative capacity and relative effort. The equity index, obtained by dividing the relative capacity by the relative effort, represents that town's, or city's ability to pay additional taxes. Westerly's equity index is 2.97. A town with an index above one can pay more for taxes than a town with an index below one. This system has its basis in legislation and seems fair on the surface.

State Financial Support of Education

However, this system does not take into consideration the decision by some towns to pass on the funding of certain municipal services to the individual. Such services include but are not limited to trash disposal, fire protection, road repair, etc. Towns that decide to require the taxpayer to fund these services directly are at a distinct disadvantage if a school funding formula is based on the town's ability to pay. The town or city that provides the most services through taxes gains an advantage.

In addition, the equity index is adjusted for family income when the equalized weighted assessed valuations are computed. This figure is also impacted by another index based on poverty levels of schools. The impact of poverty is a significant factor in determining the equity index. Therefore, poverty would actually be the basis for eighty percent of any state aid monies provided to cities and towns.

Rather than basing school funding formula on the taxes of the total town, only that portion of the tax rate committed to education should be utilized. Over the past four years a great deal of effort has been expended in developing and implementing an accountability system for school expenditures that can be compared from school district to school district. Local school district expenditures are now reported on a statewide basis using the In\$ite system. If a formula for a state aid to education is developed, that formula should be based on the amount of effort a municipality is making to support education. Including the amount of effort to provide other municipal services only serves to confuse matters and to further the less equitable distribution of state funding of local education that has taken place since 1993. Using the In\$ite data to develop a state aid formula and determining a municipality's effort in support of education is a more realistic approach to state funding and discourages the use of state educational monies to offset increases in municipal services.

There is much rhetoric concerning the effort that the State of Rhode Island is contributing to the funding of education; however, the state is far from providing the level of support to Westerly Public Schools that was provided a decade ago. The students of Westerly Public Schools and every other community in the state need to be included in the "ALL KIDS" agenda.

Capital Construction Aid (School Housing Aid): The School Housing Foundation Aid Program, or aid for educational capital expenses, reimburses local expenditures using a one-year reference. The Commissioner and the Board of Regents review each local community's request for reimbursement through the program. The program reimburses a community for eligible construction expenditures after the project is complete. The reimbursement rate is based on the cost of the project over the life of the bonds issued for the project.

It should be noted that although the reimbursement reference for completed projects is one year, there is a two-year reference for formula factors. For example, the FY 2000 allocations are based on 1998 wealth and enrollment levels. The construction aid share ratio calculation is similar to the operations aid share ratio calculation, i.e., based on a district's wealth compared to the aggregate state wealth. The average state housing aid share ratio is thirty-eight percent, with a minimum of thirty percent. A four percent bonus is awarded when a minimum of seventy-five percent of a project's cost is for energy conservation, asbestos removal, or handicapped access. Regional districts receive a two percent bonus for each regionalized grade for new construction projects, and an additional four percent bonus for renovation projects. The calculation also includes a debt service adjustment for heavily burdened districts.

State Financial Support of Education

Reimbursement is based on total expended project cost, plus related bond interest cost, not on the amount of the original bond issuance. For example, if a community issued \$6.5 million for ten years for a capital improvement to a school, but only spent \$6.0 million, the department would reimburse the community for the State's appropriate share of the \$6.0 million spent on the completed project, plus the bond interest payments over a ten year period. This statute was amended to include the use of lease revenue bonds, financial leases, capital reserve funding, and similar financial instruments to finance school construction. Communities used this amendment to receive project reimbursements commencing in FY 1999.

State Contributions for Teacher Retirement: RIGL §16-16-22 requires the state to make contributions to the teacher retirement system in Rhode Island. The state shall contribute a percentage of the employer's share, with the municipalities contributing the balance. The state's share has varied over the years, but since FY 1993 it has been fixed at forty percent, with the municipalities contributing sixty percent. Each district receives the same percentage, regardless of wealth.

The Governor and the General Assembly deferred the state's contributions to Teacher Retirement in both FY 1991 and FY 1992. Most municipalities also deferred the local portion of teacher retirement contributions for this period. The state deferrals, valued at \$22.4 million in FY 1991 and \$22.2 million in FY 1992, will be financed over twenty years, as will the local deferral. The annual calculation applied to the state contribution to Teacher Retirement includes an adjustment to accommodate the deferral liability. Five municipalities, including Burrillville, East Greenwich, Little Compton, New Shoreham and North Smithfield, did not participate in these deferrals. Because they have no deferral liability, these districts contribute a smaller percentage of teachers' salaries.

The following table displays the state contributions to Teacher Retirement since FY 1998. The State Retirement Board uses the districts' retirement contribution data to calculate the state obligation each month. In prior periods, districts have submitted approximately eighty percent of their payments for a fiscal year in that same fiscal year. This resulted in the state share of retirement payments extending into the subsequent year. Therefore, year-end expenditure data did not reflect the obligations in the proper fiscal year. In FY 1999, a payable was established which allowed all expenditures related to that fiscal year to be recorded in the proper fiscal year.

State Contribution for Teacher Retirement

| <u>Fiscal Year</u> | <u>Value</u> |
|--------------------|--------------|
| 1998 Actual | \$35,393,297 |
| 1999 Actual | \$31,630,634 |
| 2000 Actual | \$40,719,407 |
| 2001 Actual | \$35,355,234 |
| 2002 Revised | \$30,652,207 |
| 2003 Recommended | \$38,438,739 |

State Financial Support of Education

Categories of Aid since FY 1997

The FY 1998 Appropriation Act contained six new categories for education aid to local school districts. The FY 1999 Appropriations Act established two additional categories, the FY 2000 Act added one more, the FY 2001 Act provided for four more, and the FY 2002 Act added two more. These are described below.

Core Instructional Equity: Recognizing the need to address the inequities in resource distribution among the state's school districts, the General Assembly created the Core Instructional Equity Fund. Appropriations in this fund use population, equalized weighted assessed valuations, the most recent local tax data, the core instructional per pupil cost, and the most recent resident average daily membership to calculate the gap between a district's per pupil core instructional cost and the state median per pupil instructional cost. Only those districts that have such a gap, and have a capacity of less than .50 per the equity index, will receive funds under this provision. In FY 1998, funds totaling \$8.6 million were distributed from this category. FY 2002 finances appropriations totaling \$30.0 million.

Early Childhood Investment Fund: Resources distributed from this fund are targeted to improvement of student performance in the early grades. The distribution is based on each district's proportionate average daily membership in kindergarten through third grade relative to the statewide average for the same grades in the same year. These amounts are used in coordination with the literacy set-aside funds and may be used for early childhood pilot programs such as the Child Opportunity Zones. Three percent of these funds are to be set aside for literacy purposes. These funds are used for programs to close student performance gaps, as specified in each district's required strategic plan. In FY 1998, funds totaling \$3.6 million were distributed from this category. FY 2002 finances appropriations totaling \$6.5 million.

Professional Development Investment Fund: This fund was created to encourage the continued development of the skills of Rhode Island teachers. Distribution is based on pupil-teacher ratios. School districts receiving these funds may use it to replace up to ten percent of the amount spent in the prior fiscal year for professional development. The purpose of the fund is to close student performance gaps as specified in each district's required strategic plan. In FY 1998, funds totaling \$839,800 were distributed from this category. Fiscal year 2002 fund appropriations totaled \$3.9 million, including \$555,000 in Professional Development funds expended directly by the Department of Elementary and Secondary Education for statewide development activities.

Student Equity Investment Fund: This fund was established to target resources for improvement of fourth grade performances in mathematics, reading, and writing. The funds are distributed based on each district's proportionate share students eligible for federally subsidized meals, as compared to the statewide number. Three percent of these funds are to be set aside for literacy purposes. These funds are to be used for programs to close student performance gaps as specified in each district's required strategic plan. In FY 1998, funds totaling \$9.1 million were distributed from this category. FY 2002 finances appropriations totaling \$63.7 million.

Student Language Assistance Investment Fund: This fund was established to target resources to assist students requiring additional language services. The funds are to be

State Financial Support of Education

distributed based on each district's proportion of limited proficiency students as compared to the statewide number. These funds are to be used for programs to close student performance gaps, as specified in each district's required strategic plan. In FY 1998, funds totaling \$1.4 million were distributed from this category. FY 2002 finances appropriations totaling \$5.1 million.

Student Technology Investment Fund: Rhode Island's Comprehensive Education Strategy calls for support for all schools in educational technology. These resources may be used for curriculum development, in-service professional development, and infrastructure requirements. The funds are distributed based on each district's proportion of its average daily membership compared to the state total average daily membership. Districts may use these funds to replace up to ten percent of its technology related expenditures of the previous year. These funds are to be used for programs to close student performance gaps, as specified in each district's required strategic plan. In FY 1998, funds totaling \$1.4 million were distributed from this category. FY 2002 finances appropriations totaling \$3.4 million.

Targeted School Aid: This fund targets aid to those school districts with a tax effort index below 1.0, and a free and subsidized lunch count in grades kindergarten through third greater than forty percent. The distribution of aid is based on the ratio of the average daily membership of a district to the total average daily membership of all districts eligible for aid from the fund. Expenditures from the fund will be consistent with the district's strategic plan. FY 1999 was the first year targeted school aid was used as a category to distribute education aid to school districts. In FY 1999, funds totaling \$8.0 million were distributed from this category. FY 2002 finances appropriations also totaling \$8.0 million.

On-Site Visits: As part of the education initiative embodied in RIGL §16-7.1-2, each school district was mandated to develop a strategic plan. Each strategic plan must indicate the manner in which self-studies will be completed at the school level, in accordance with guidelines established by the Commissioner of the Department of Elementary and Secondary Education. This fund provides resources to assist districts with comprehensive on-site reviews with all districts to be visited ultimately. The schools to be reviewed for that year will be determined by the Commissioner. This fund was established in the 1998 legislative session, and \$394,165 was spent for this purpose. Appropriations of \$658,635 are provided in FY 2002 to continue the review process.

Charter School Fund: This fund was added in the 1999 legislative session and is designed specifically to provide funds to state charter schools. Six charter schools are currently in operation, most in the Providence school district. FY 2002 finances appropriations totaling \$6.4 million.

Full Day Kindergarten: This fund was established during the 2000 legislative session. It requires that funds are provided to school districts that have implemented full day kindergarten programs. Such districts would receive funds for October 1 pupil counts of \$1,500 per pupil if the district has a tax effort index of below 0.6, \$1,000 if the district has a tax effort index below 1.0, or \$500 if a district has a tax effort index of 1.0 or above. The FY 2002 budget includes appropriations of \$3.1 million.

Progressive Support and Intervention: The Legislature, in creating RIGL §16-7.1, charged the Board of Regents with the responsibility for adopting progressive support and intervention strategies for those schools and school districts that continue to fall short of performance goals. Funds for technical assistance, policy support, resource oversight and supportive partnerships to aid such districts were included in the 2000 legislative session. The FY 2002 budget includes \$4.7 million for this purpose.

State Financial Support of Education

Vocational Equity: This fund was also created in the 2000 legislative session. It provides a funding mechanism for those school districts that also support career and technical schools within their system. The FY 2001 budget appropriated \$1.7 million for this purpose. This allocation was determined using \$500 per student enrolled in the prior year in the local career and technical schools. FY 2002 continues this financing at the slightly lower level of \$1.6 million.

Textbook Expansion: In its 2000 session, the Legislature appropriated \$320,000 to expand coverage of reimbursable categories of textbooks for students that attend non-public schools. These funds are reflected as education aid. The FY 2002 budget continues to reflect \$320,000 for expanded textbook reimbursement.

Hasbro Children's Hospital: Reimbursement to Hasbro Children's Hospital for expenditures for teachers providing schooling to students in the hospital has been provided in previous budgets, but not included in the education aid category. The FY 2002 budget appropriates \$100,000 for this purpose, and categorizes this disbursement as education aid.

Gates Foundation Match: In the 2001 legislative session the General Assembly enacted appropriations for both FY 2001 and FY 2002 of \$664,000 as a match for Gates Foundation financing provided to the Providence and Coventry School Districts. Of the total, \$544,000 is allocated to Providence and \$120,000 is allocated to Coventry.

Group Home Funds: The FY 2002 budget contains \$7.3 million to change the way education was financed for children placed in group homes by the Department of Children, Youth and Families. This fund would provide \$15,000 per bed for those communities with children in group homes

Funding Patterns for FY 1998 through FY 2003

FY 1998 The FY 1998 plan for State Education Aid embodied in Article 31 incorporated an initiative transforming aid distribution principles. Expenditures for State Education Aid to local units of government totaled \$492.9 million, an increase of \$28.9 million from FY 1997 expenditures. The increase included \$1.1 million for Teacher's Retirement, \$1.2 million for the Regional Bonus, \$1.6 million in Capital Construction Aid, and \$25.0 million for the Student Investment Initiative. The Rhode Island Student Investment Initiative included: \$9.1 million for the Student Equity Investment Fund; \$1.4 million for the Student Technology Investment Fund; \$3.6 million for the Early Childhood Investment Fund; \$1.4 million for the Student Language Assistance Investment Fund; \$0.8 million for the Professional Development Investment Fund; and, \$8.7 million for the Core Instruction Equity Fund. This level of financing represented an increase in aid to local units of government of 6.4 percent from the previous year. The initiative represented a new direction in the formulation and distribution of education aid. It cited four basic principles to be addressed in enacting a comprehensive state education aid program:

- 1) Reducing resource inequities between school districts and schools.
- 2) Closing gaps in performance among different groups of students.
- 3) Targeting investments to improve student and school performance.
- 4) Establishing a predictable method of aid distribution, while reducing an over-reliance on property taxes to finance education.

The initiative was also designed to accelerate the Governor's Comprehensive Education Strategy, establishing standards for student achievement, and requiring school accountability

State Financial Support of Education

for student performance. Each school district was also required to develop a strategic plan defining student's knowledge and performance levels, and specifying actions to reduce performance shortfalls.

FY 1999 Fiscal year 1999 expenditures for State Education Aid to local units of government totaled \$533.0 million, an increase of \$40.1 million over the FY 1998 expenditure levels. FY 1999 continued the use of the Student Investment Funds established in the previous legislative session to target education aid. Two new investment categories were added in FY 1999, Targeted Aid and On-site Visits; these categories are directly tied to the initiatives passed in the 1997 legislative session, and to the implementation of the School Accountability for Learning and Teaching (SALT) initiative. The five urban districts of Providence, Pawtucket, Woonsocket, Central Falls, and East Providence gained the most from the additional funds provided for education aid. Appropriations in the FY 1999 budget for these districts were \$30.0 million greater than FY 1998 levels.

FY 2000 The FY 2000 Education Aid budget expanded the funding categories created in the FY 1999 budget by adding the Charter School Fund. Two charter schools in the Providence school district were in operation at that time. Expenditures for State Education Aid, including Housing Aid and Teacher Retirement, totaled \$584.3 million, an increase of \$51.3 million over FY 1999. Of the increase, \$31.7 million occurred in the nine Student Investment categories and \$6.9 million in General Operations Aid, including \$3.0 for Central Falls. The FY 2000 expenditures reflect increases in Housing Aid of \$3.0 million and Teachers' Retirement of \$9.8 million. Fiscal year 2000 appropriations provided all districts with a minimum 3.5 percent increase in education aid from the previous year. The districts of East Providence, North Providence, Johnston, Cranston and Burrillville received minimum increases of 6.75 percent. The four urban districts of Providence, Pawtucket, Central Falls and Woonsocket received minimum increases of ten percent over FY 1999 levels.

FY 2001 The FY 2001 budget expanded the Student Investment categories by establishing categories for Full Day Kindergarten, Progressive Support and Intervention, Vocational Equity, Textbook Expansion and Hasbro Children's Hospital. In addition funds were provided for a match of a Gates Foundation grant to the communities of Providence and Coventry. These new categories, plus Education Aid, Housing Aid and Teacher Retirement, total \$636.6 million. This represents a \$52.3 million increase over FY 2000. The increase includes adjustments in Housing Aid and in Teacher Retirement. Housing Aid increased from \$25.5 million in FY 2000 to \$30.8 million. Teacher Retirement decreased from \$40.3 million in FY 2000 to \$35.5 million in FY 2001. This represents a reduction of \$4.8 million, and is attributable to both a change in rates and to changes in the teacher salary base. Recognizing these adjustments, the net increase in funds directed to LEA's is \$51.8 million.

The budget provided for minimum increases in Education Aid per community of five percent. Burrillville and the four ring districts of East Providence, North Providence, Johnston and Cranston received a minimum increase of 7.5 percent. No community could receive an increase of more than 13.5 percent.

FY 2002 The Governor recommends \$673.5 million in education aid for FY 2002. This represents an increase of \$36.9 million, or 5.8 percent above FY 2001. Of the total increase, \$28.0 million occurs in general operations aid, and \$2.4 million in Charter Schools. A new investment fund was also established for Group Home financing that totals \$7.3 million. Other changes from FY 2001 are increases in Professional Development of \$10,749; On-Site Visits, \$36,878; Full-Day Kindergarten, \$699,000; Progressive Support and Intervention, \$155,749; and, Textbook Expansion, \$239,747. Further, the aid category of Vocational Education is lower in FY 2002 than in FY 2001 by \$52,500.

State Financial Support of Education

The Governor's recommendation includes decreases for Teachers' Retirement costs. These costs are recommended at \$31.1 million; approximately \$4.4 million lower than the FY 2001 level. This also represents a decrease of \$6.1 million from enacted levels. Of the total change, teacher retiree health costs reflect an increase from FY 2001 of \$320,454 and from the enacted budget an increase of \$82,743. The Governor's recommendation also includes changes in the School Construction program. The school construction amount has been updated and now reflects \$33.2 million, an increase from the FY 2001 and enacted FY 2002 level of \$2.4 million.

FY 2003 The Governor recommends \$703.5 million in education aid for FY 2003. This represents an increase of \$30.0 million above the FY 2002 level. However, for FY 2003, education funds include amounts provided for the Metropolitan Career and Technical School operations. When FY 2002 is restated to reflect the Metropolitan School, the FY 2003 increase is \$27.9 million. As described earlier, the majority of the increase occurs in Targeted Aid, \$10.2 million; Student Equity, \$5.0 million; Charter School Aid, \$4.0 million; Central Fall School District, \$1.2 million; and, Full-Day Kindergarten, \$933,500. Funds of \$1.9 million are added to General Education Aid to ensure a minimum increase of one percent above FY 2002 levels.

Special Education Beginning in FY 2001, at the initiative of the Governor, claiming of federal reimbursements by local districts for special education was enhanced significantly by expanding the types of eligible services and student eligibility criteria, and by initiating reimbursements, for administrative costs associated with operating special education programs. This reimbursement enhancement will improve the financing of these services at all schools, and particularly at Central Falls. The revised estimate for claims reimbursement for FY 2003 is \$10.7 million greater than FY 2000 levels.

GLOSSARY OF TERMS



Glossary of Terms

The following is a list of definitions for commonly used budget terms:

Account: Example: 10030200 District/Instruction
References the title for a particular department. Instruction encompasses all costs for regular classroom teaching including music, art and physical education.

ACE Program (Secondary Program): Diagnosis: IEP students who have demonstrated little success in the mainstream, basic program, or in referrals to local vocational technical facility. May have some coexisting behavioral issues and community involvement. Goal is for students to transition into full time jobs and/or on the job training and or apprenticeship.

Activity: An activity is a process or operation undertaken by an organization specifically designed to meet a program's objective. The process or operation is very clearly defined with a specified time frame and measurable outcome. Activities are used to meet objectives, which are used to meet program goals.

Actual Expenditures: Amounts certified by an auditor to have been spent in past fiscal periods. Actual expenditures are distinguished from budgeted amounts for incomplete fiscal periods which are planned or projected expenditures. Actual expenditures for fiscal year 2000 are based upon the District's preliminary closing and do not reflect any post-audit adjustments.

Appropriation: An act of the Town Council authorizing expenditures of designated amounts of public funds for the school budget for a fiscal year.

Base: The base is the component of a budget request or recommendation which reflects previous fiscal year appropriations. It may include inflation for a division's ongoing programs.

Basic Education Program (Special Ed., Secondary Program): Diagnosis: Mild/Moderately Retarded, Moderate/Severe Limited Disability. Mild/Moderate Behavior Disorder. Significant history of failure to successfully assimilate in one or more of the core academic areas, even with an adjusted program.

Beneficiary School: Outside tuition placement arranged by the Department of Children, Youth and Families (DCYF). DCYF bears the expense of the residential cost and Westerly Public Schools support the cost of the education.

Budget: A budget is a plan for the expenditure of funds to support school, program, or project.

Capital Budget: The Capital budget is the budget associated with acquisition or construction of major capital items, including land, buildings and structures, and equipment.

Capital Items: Land, buildings and improvements. Projects, procurement or services that have a long life.

Glossary of Terms

Current Services: Current services is a budget recommendation or request that encompasses the base budget plus allowances for addressing demand such as cost of living adjustments, caseload growth or phased-in statutory responsibilities.

Debt Service: Principal and interest payments budgeted by the Town for Bonded School projects. Determines Housing Aid.

Direct/Indirect Costs: Costs directly related such as teaching vs. administrative costs, which are considered indirect costs.

Elementary: Kindergarten through fifth grade or Pre-Kindergarten through fifth grade.

Excel (Secondary Program): Diagnosis: Regular education and special education students who display a profile commensurate with 2-4 year colleges or technical programming, but have demonstrated a significant non-responsiveness to traditional school programming. Also must have capacity to profit from computer-assisted programming (CAP). Program is housed in a separate facility and includes small group instruction, CAP and school to work. Must satisfy Westerly High School graduation requirements.

Expansion Program: Expansion or program change is the component of a budget request or recommendation which includes programs or purposes not previously funded by the School Committee (for example, new programs, additional positions, or expansion of existing programs beyond the scope for which they were initially authorized).

Federal Funds: Amounts collected and made available to the school usually in the form of categorical or block grants and entitlements.

Fiscal Year (FY): A 12-month accounting period which varies from calendar year and federal fiscal year. The fiscal year for Westerly Public Schools begins on July 1 and ends on June 30. The federal fiscal year begins on October 1 and ends on September 30.

Five Year Forecast: Financial projections of anticipated revenues and expenditures, including detail of principal revenue sources and expenditures by major program areas over five fiscal years.

Food Services: This account supports repairs and supplies for the food program per contract with Sodexo-Marriott Company.

Full-Time Equivalent Positions (FTE): A personnel measurement of the workforce, which constitutes a common denominator between full and part-time employment. To illustrate, an employee working full-time is counted as 1.0 full time equivalent position while an employee working half-time would be counted as a 0.5

Function: One of five broad categories that provides a simple overview of how district funds are used to operate schools and to educate students.

Glossary of Terms

Health Services: This account provides funding for School Nurse teachers, the School Physician and Dentist and expenses needed to support these services for students.

Homebound/Hospitalized: Tutoring services provided by certified teachers for students hospitalized or unable to attend school.

Housing Aid: A state aid program that reimburses school districts on the cost of school housing projects over the term of the bond or leases floated to support the project. Interest payments on bonds are also eligible for reimbursement beginning in FY 1991 if the bond was issued on or after July 1, 1988. Housing aid is based on the district's ability to pay, with the state share ratio determined annually. The Housing Aid share ratio compares the wealth per student by community to the wealth per student statewide. The minimum state share for Housing Aid set by law is 30 percent. Housing Aid features incentive bonuses for asbestos abatement, energy conservation, handicap accessibility and regionalization, as well as debt service adjustment for heavily burdened districts.

IEP: Individualized Education Program.

Incremental budgeting: Incremental budgeting requires that only additions or deductions to current budgeted expenditures be explained and justified. Funding decisions are made on the margin, based on the justification for the increased costs of operating agencies or programs. This process can be used in conjunction with either line-item budgeting and/or program budgeting.

Input: An input is the resource put into the program. Examples are dollars, number of employees, and equipment.

Job Share: One position held by two individuals. Benefits are shared between two persons.

LEP: Limited English Proficiency provides instruction to students whose primary language is not English. Also known as ESL, English as a Second Language.

Legal Services: The Town of Westerly selects and provides a School Solicitor for the School Committee. The Committee does not bear the expense. This account is provides for other legal expenses, such as updated Rhode Island General Law.

Line-Item Budgeting: Refers to objects or lines of expenditure (for example, personnel, supplies, contractual services, capital outlay) that are the focus of development, analysis, authorization and control of the budget.

Links (Secondary Program): Diagnosis: IEP students with clinically documented psychological and behavioral issues that significantly impact his/her ability to succeed in a traditional school setting. Student may be transitioning back from more restrictive settings to LINKS or may be acting as a preventive measure toward a more restrictive placement. Students are able to pursue 2-4 year degree programs and includes small group instruction and counseling. The program is linked to St. Francis Hospital and is housed in the Administration building.

Glossary of Terms

MDT: A Multidisciplinary Team that meets at the building with parents to agree on an individualized education program (IEP) for special needs students.

M/M: Mild to Moderately disabled students receiving services for 181 days or more in a self contained program for 50 percent of the day or more.

Medicaid Revenue: Revenue realized by applying for reimbursement for certain medically related services performed for children who are Supplemental Security Income eligible. The cost of these services is borne by the School District and we apply when certain criteria is met.

Middle School: Sixth grade through eighth grade.

Ninth Grade Academy (Secondary Program): Diagnosis: Regular and IEP students identified by Middle School staff as being at high risk for failure at the high school without continuation of the team approach used at the Middle School. Structure: common core of subject area teachers supported by a special education teacher.

Non-Public: References cost for Private/Parochial school students of Westerly. By law, we must provide transportation and textbooks for these students with certain limitations.

Nonrecurring Appropriation: An appropriation made for one-time items or projects. Examples include capital or major equipment purchases, special studies, and information technology upgrades.

Nontracked Collaborative (Secondary Program): Diagnosis: Mild Limited Disability/Behavior Disorder. Regular student/teacher, heterogeneous grouping, team-taught with Special Education teacher.

One-Time Ongoing Appropriation: This type of appropriation is made for ongoing programs for which future appropriations will have to be made.

Operating Budget: The operating budget is the budget established for operation of the schools agency or programs, typically based on Town Council appropriation.

Operating Surplus: The amount by which the Westerly Public Schools current appropriations exceed expenditures. The operating surplus calculation excludes any beginning year surplus which may be available to fund expenditures.

Performance Budgeting: Performance budgeting is similar to program budgeting. Performance budgets are constructed by program but focus on program goals and objectives; measured by short-term outputs, projected longer term outcomes, and cost/benefits analysis. Appropriations are not only linked with programs, but also with expected results specified by these performance criteria.

Program: A program is a separately identifiable and managerially discrete function within an organization designed to meet a statutory requirement or a defined student need.

Glossary of Terms

Program Budgeting: Program budgeting refers to budgets that are formulated and appropriations that are made on the basis of expected results of services to be carried out by programs. The focus on outcomes is usually over multiple years.

Program Measure: A management tool that measures empirically the outcome of a budget program's efforts to achieve an objective. The outcome is measured against a standard established by each school department and should indicate not merely what a program does but how well it does it.

Purchased Services: Contracts with private entities providing services for the District consistent with their objectives. The contract is established between the school department and a private, person, firm or non-profit agency.

Resource: Support services provided to special needs students on a part-time (less than 50 percent of their day) basis, such as one on one assistance with reading, math and speech.

Resource Hub (Secondary Program): Diagnosis: Primarily LD; other secondary disabilities. Staffed by a team of special education teachers. Helps students improve processing limitations, coping skills and monitors progress of students.

RIGL: Rhode Island General Law.

Secondary: Ninth grade through twelfth grade.

Site/Department Budget: Indicates monies provided to sites for purchasing. Purchasing decisions are site based.

Step Up Program (Secondary): Diagnosis: Mild/Moderate/Severe/Profound
Curriculum: Daily living skills, social skills, vocational skills, and functional academics.

STAR Program (Secondary Program): Diagnosis: Social, emotional, behavioral needs. Centralized, consistent and accessible form of intense emotional support, crisis intervention and academic support.

Subfunction: Two or more integral components of a budget program that can be separately analyzed to get a better understanding of the program.

Talent Development: The Office of Talent Development uses two School wide Enrichment Specialists to challenge all students to develop their strengths and reach their maximum potential.

Tracked Collaborative (Secondary Program): Diagnosis: Moderate Limited Disability/Behavior Disorder; smaller student teacher ratio +/-15, homogenous grouping.

Tracked Noncollaborative Class (Secondary Program): Diagnosis: Moderate Limited Disability/Behavior Disorder; smaller student teacher ratio +/- 15, homogenous grouping.

Glossary of Terms

Zero Based Budgeting: Zero based budgeting subjects all programs, activities and expenditures to justification (in contrast to incremental budgeting). Funding requests recommendations and allocations for existing and new programs are usually ranked in priority order on the basis of alternative service levels, which are lower, equal to and higher than current levels. This process can be used in conjunction with either line-item budgeting and/or program budgeting.

APPENDIX



The Budget

Westerly Public Schools Expenditure Classification by Organization

[Click here to view Page 101 – Expenditure Classification by Organization](#)

The Budget

Westerly Public Schools Expenditure Classification by Object

[Click here to view Pages 103-107 – Expenditure Classification by Object](#)

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