

LEXINGTON SCHOOL COMMITTEE MEETING
Tuesday, February 10, 2015
Lexington Town Office Building, Selectmen's Meeting Room
1625 Massachusetts Avenue

- 7:30 p.m.** **Call to Order and Welcome:**
Public Comment – (Written comments to be presented to the School Committee;
oral presentations not to exceed three minutes.)
- 7:35 p.m.** **Superintendent's Announcements:**
- 7:40 p.m.** **School Committee Member Announcements:**
- 7:50 p.m.** **Public Hearing on the Superintendent's FY 16 Recommended Budget** (30 minutes)
- 8:20 p.m.** **Agenda:**
1. Report of the Ad hoc School Master Planning Committee (60 minutes)
 2. Vote to Approve the FY 16 Operating Budget (20 minutes)
 3. Vote to Approve the FY 16 Capital Budget (10 minutes)
 4. Financing Lexington High School Modularity (15 minutes)
 5. First Reading of Mission/Vision Statement (5 minutes)
 6. Superintendent's Evaluation (10 minutes)
- 10:20 p.m.** **Consent Agenda (5 minutes):**
1. Vote to Approve School Committee Minutes of October 7, 2014
 2. Vote to Approve School Committee Minutes of October 21, 2014
 3. Vote to Approve School Committee Minutes of November 18, 2014
 4. Vote to Approve School Committee Minutes of November 19, 2014
 5. Vote to Approve School Committee Minutes of December 15, 2014
 6. Vote to Approve School Committee Minutes of December 16, 2014
 7. Vote to Approve School Committee Minutes of December 17, 2014
 8. Vote to Approve School Committee Minutes of December 18, 2014
 9. Vote to Approve School Committee Minutes of December 19, 2014
 10. Vote to Approve School Committee Minutes of December 29, 2014
 11. Vote to Approve School Committee Minutes of January 6, 2015
 12. Vote to Approve School Committee Minutes of January 13, 2015
 13. Vote to Approve as Amended and Not Release School Committee Executive Session Minutes of December 16, 2014, 10:00 p.m.
 14. Vote to Approve as Amended and Not Release School Committee Executive Session Minutes of December 19, 2014
 15. Vote to Approve as Amended and Not Release School Committee Executive Session Minutes of December 29, 2014
- 10:25 p.m.** **Adjourn:**

The next scheduled meeting of the School Committee is as follows:

- Tuesday, February 24, 2015 – 7:30 p.m., Town Offices Building, Selectmen's Meeting Room, 1625 Massachusetts Avenue

All agenda items and the order of items are approximate and subject to change.

To: Members of the Lexington School Committee
From: Ad hoc School Master Planning Committee (AhSMPC)
Re: Final Report to the School Committee
Date: January 29, 2015

The Ad hoc School Master Planning Committee is pleased to make its final report to the School Committee.

Background

On May 13, 2014, the Lexington School Committee established the Ad hoc School Master Planning Committee (AhSMPC). The School Committee charged the AhSMPC to select an architectural firm specializing in educational planning, review the firm's findings on school capacities and jointly develop plans to respond to increasing enrollments. The School Committee requested the AhSMPC to address the following:

1. Assess capacity findings and utilize the enrollment projections developed by the Superintendent's Enrollment Working Group (EWG), and identify short-term and long-term options to align school capacities with anticipated enrollments;
2. Propose recommendations for addressing capacity, including costs and timing;
3. Integrate the capacity recommendations into the existing Lexington Public Schools Ten-Year Facility Master Plan;
4. Make a Final Report to the School Committee.

The membership of the Ad hoc School Master Planning Committee included two members appointed by the School Committee, one member appointed by the Board of Selectmen, two members appointed by the Permanent Building Committee, the Superintendent of Schools and the Director of Public Facilities. Also in attendance were liaisons from the Appropriation Committee and the Capital Expenditures Committee. In addition, individual School Committee members attended some meetings. Please refer to the end of this report for a list of participants. The AhSMPC met fifteen times from June through January 29, 2015.

The first task of the AhSMPC was completed in June with the selection and contracting of Symmes Maini & McKee Associates (SMMA) to perform the capacity analysis and education planning for growing enrollments and 21st century education. On September 17, 2014 SMMA presented a capacity overview [Phase 1] to School Committee. In response to the presentation, School Committee requested several short-term and long-term options be explored for the elementary schools [Phase 2]. SMMA completed the Master Plan Phase 1, Capacity Analysis and issued the report on November 10, 2014. They also completed the Master Plan Phase 2, Elementary Schools Short Term and Long Term Options Study, and issued the report on November 10, 2014. A draft summary of Master Plan Options [Phase 3] for meeting the capacity demands of the projected enrollment growth was received on January 12, 2015.

The EWG completed its final report in December of 2014 and presented the findings to School Committee on January 13, 2015. These final projections are incorporated into the AhSMPC analysis and recommendations.

Capacity

The SMMA Capacity Analysis, dated November 10, 2014, confirmed that five of the six elementary schools are at capacity or over capacity. In addition, the Pre-K program at Harrington School will be over capacity starting in February 2015. Only the Estabrook School, which opened February of 2014, has three available classrooms. The number of elementary general education classrooms available for Lexington is 143, with 140 being used for general education for 3,024 students in 2014-2015. Five elementary schools require additional spaces for physical education, art, music, library, English Language Learners, and special education programs.

The EWG final report projected an elementary enrollment for 2019-2020 of 3,188 students, with a 90% confidence limit of +/- 267. Using the same student density as in 2014-2015 (21.6 students/classroom), SMMA projects that this student enrollment forecast will require 148 classrooms. If the upper 90% capacity growth is realized (3,455 students), then 160 classrooms would be needed.

SMMA used a standard of 18 students/grade for grade K classrooms and 23 students/grade for grade 1-5 classrooms. This differs slightly from the 21.6 students/classroom used by the EWG.

The SMMA report also identified the capacity of both middle schools as in the range of 810 – 828 students each. Middle school room utilization is partly determined by a student team model used for grades 6-8. Currently, the two schools have a capacity of three teams per each of the three grades (9 teams per school) with a mean of 91 students per team. Due to fluctuations in grade enrollments, team size can vary from year to year. Each team is scheduled simultaneously among four classrooms for English language arts, science, social studies, and math, and then “off team” for music, art, foreign language, health, physical education, and special education classes. The 2014-2015 enrollment for Clarke Middle School is 824 and for Diamond Middle School is 793 with a total middle school population of 1,617. During this period, the average number of students per team is 90 for a total of 18 middle school teams.

The EWG final report projects middle school enrollment to reach 1830 students, with a 90% confidence limit of +/-70 in 2019-2020. Using the mean density of 91 students per team with current capacity, SMMA projects that this increasing student enrollment will require a capacity of just over 20 teams. If the upper 90% growth is reached (1900 students), then 21 teams will be required.

SMMA’s capacity analysis provided a range for Lexington High School from 2,250 to 2,290 students. This capacity includes the prefabricated modular building constructed during the summer of 2014 that added ten general education classrooms, and a second prefabricated building being constructed during the summer of 2015, which will add two general education classrooms.

The EWG final report projects high school enrollment to reach 2,290 students, with a 90% confidence limit of +/-120 in 2019-2020.

Recommendations

SMMA and the AhSMPC reviewed and discussed many options for meeting the school system's capacity requirements, including grade configurations, adding space to schools, and "right sizing" of school buildings. These multiple options are included in the Phase 3 report and are summarized in a matrix included in the report.

The Ad hoc School Master Planning Committee voted 6 to 1 the following recommendations to the School Committee. The minority report is attached. (Note that the recommendations are not listed in priority order.)

1. Elementary School Capacity:

a. Pre-K: Add space to the Pre-K program. It is likely that the current Harrington School location is the most cost effective solution, but this should be tested against a new, free standing Pre-K building or by adding this program onto a new Hastings School.

b. Bowman and Bridge: Add two pre-fabricated classrooms and a music room at Bridge and Bowman Schools to give the schools flexibility in managing increasing enrollments until permanent capacity is built in other schools. As soon as permanent district-wide capacity is available, redistrict students so that Bridge and Bowman enrollment is consistent with the capacity of a 24-section school, which will reduce the need for interior renovations.

c. Fiske: While the ability to add capacity at Fiske appears more difficult than other schools, it is worthwhile to perform schematics at Fiske while the other elementary schools are being studied.

d. Harrington: Add brick and mortar classrooms and right size core space as appropriate.

e. Hastings: Build a new Hastings School in order to add elementary school capacity and replace an obsolete building that does not meet modern educational standards. As part of the design process, confirm that the site is satisfactory for a new school. Given the need for parking, play space, and site circulation, it is expected that the old and new school buildings cannot coexist.

2. Middle School Capacity:

a. Diamond: Phase one is to install pre-fabricated classrooms to be used as swing space. Phase two is to construct new brick and mortar classrooms and right size the core space. In addition, Diamond is recommended to convert to Clarke's teacher planning room model to gain additional classroom capacity. The Diamond site provides a greater opportunity for expansion and thusly can accommodate more enrollment growth than Clarke Middle School.

b. Clarke: Add a four or five pre-fabricated classroom addition at Clarke to address

current overcrowding and the forecasted enrollment increase of approximately 140 students over the next three years.

3. High School Capacity:

With the 2013-15 additions of two pre-fabricated modular buildings at the Lexington High School, no immediate construction is recommended. Many of the functional areas of the school will remain overcrowded if enrollments levels are maintained or grow. A future expansion will likely be required within the next ten years.

Timing & Costs

Using the EWG Final Report as our guide, our timing reflects achieving the report’s target projection as the first priority and having a plan to achieve the 90% confidence interval growth projection if needed in the future. An appropriation should be requested at a March 2015 Special Town Meeting to enable the Town, through the Permanent Building Committee, to contract with Architects, Owner’s Project Manager (OPM), Construction Manager, and other construction professionals to manage the project.

The estimated project budget costs from SMMA’s Phase III report dated January 29, 2015 are as follows:

School	Estimated Cost	Description
Hastings	\$59,000,000	New construction without MSBA funding
Harrington	\$24,300,000	Brick & mortar construction, right sizing, and Pre-K expansion
Bridge	\$3,680,000	Two pre-fabricated classrooms and music room
Bowman	\$3,100,000	Two pre-fabricated classrooms and music room
Diamond	\$23,990,000	Phase One includes \$7,700,000 for a pre-fabricated building to replace the standard modular classrooms followed by Phase Two, brick & mortar construction
Clarke	\$4,610,000	Five pre-fabricated classrooms, plus circulation elements.

Total: \$118,680,000

The budget costs above have been estimated for a current bid and have been escalated at the annualized rate of 3.5% per annum so they represent (summer) 2016 bid dollars. If either the bid dates or per annum construction cost escalation differs from the assumption, the project costs will need to be revised. Similarly, if the scope of any of these projects differs from the cost model, the costs will need to be modified accordingly.

In order to provide the additional elementary and middle school capacity in conformance with the Enrollment Working Group’s timed projections, the AhSMPC recommends that the School Committee request \$4,080,000 at the 2015 March Special Town meeting to engage the consultant team to perform:

- project planning, feasibility study, and schematics for all projects listed above,
- design development for the Harrington and the Bricks and Mortar portion of Diamond, and
- full design services for the projects slated for Pre-Fabricated construction.

A future request will be presented at Town Meeting for the balance of design not already requested above and construction phase funding.

10 Year Facility Master Plan

These recommended pre-K, elementary and middle school projects are expected to require approximately five years to complete, depending on the availability of funds and the pace of actual enrollment growth. It is anticipated that in approximately five years, a major project will be required to add space at Lexington High School. It is anticipated that work will need to be phased, with additional space being added before any existing space can be replaced.

Members of the Ad Hoc School Master Planning Committee:

- Jon Himmel, Permanent Building Committee representative
- Carl Oldenburg, Permanent Building Committee representative
- Judy Crocker, School Committee representative
- Bill Hurley, School Committee representative
- Peter Kelley, Board of Selectmen representative
- Paul Ash, Superintendent of Schools
- Pat Goddard, Director of Public Facilities

Liaisons who regularly attended the meetings of the Ad Hoc Facilities Committee:

- Mollie Garberg, Appropriation Committee representative
- Alan Levine, Appropriation Committee representative
- Rod Cole, Capital Expenditures Committee representative
- David Kanter, Capital Expenditures Committee representative

Staff in attendance:

- Mark Barrett, Project Manager
- Sara Arnold, Recording Secretary

Minority Report

First off, let me say I fully support our schools and want them to be as great for my grandchildren as they were for 3 previous generations of my family. Lexington is a wonderful place to raise a family.

Although the Ad Hoc Space Master Planning Committee spent extraordinary time and effort to address our growing school age population, I believe the conclusion of the majority, to support a \$120,000,000 request to rebuild or in some way alter 7 of Lexington's 9 schools, is a mistake. I came to this position first as a Selectman who has the responsibility to work with all Town departments to help them deliver important services in a cost effective way. I also have reached this position after working on many committees for over 20 years to help advance capital building projects that work for their users as well as bring good values for taxpayers. To ask the citizens to spend \$120 million over the next 5 years, a cost that does not include the likely need of "right sizing" Bridge and Bowman Schools, is politically unwise and financially irresponsible. My view, which is an alternative to impacting 7 schools, some relatively new or renovated and many on sites that cannot responsibly support expansion, is to fast track a new Hastings and expand the dual-entranced Diamond. These 2 sites could very well meet our elementary and middle school needs.

I don't deny the schools' needs to address the consequences of Lexington being a great Town to live in. We should all be proud of living in a Town that's desirable to young families and one that is committed to delivering a quality in-district education to all. I believe we can responsibly and justifiably bring a proposal to taxpayers. One that will let us address the needs of our schools while showing a commitment to meet short-term challenges and deliver on long-term value.

I propose a funding request at the March 23rd Special Town Meeting to fast-track an analysis of the Hastings and Diamond sites, hopefully by extending our service contract with SMMA. The objective being to see if they will support a Hastings school of 600-650 elementary students, along with flexible support space. In addition, I support a 1,000 student Diamond with additional supporting program space. I believe we can get these answers by late spring at which time we could fund additional design money.

I do not support "carving up" other schools or spending money for short-term modulars or additions to schools that don't have the core space or sites to handle greater enrollments. Bridge and Bowman were recently, at an expense of over \$22 million, renovated for populations of 520 students each. Their districts should be "right-sized" not to exceed that number. Estabrook is brand new, it can handle more enrollment or other programs. Fiske and Harrington are each less than 10 years old and were designed for 500 students each. Their districts should be sized for that number.

Clarke is, at best, a challenging site. It only has one entry. It should not be expanded. Perhaps some "space mining" would help short and long term. I could support that. Knowing full well the unpredictability of forecasting enrollments, if in 3 years we see the need, I would replace Bowman using the old Hastings as swing space, giving us a new 600-student

school on the east side of town. The Bridge site is also limited. The school, not likely to be replaced, would be the smallest in enrollment.

As for short-term needs, I honestly believe we can get by using existing facilities with creative and more efficient space utilization. In doing so, we show the greater community that despite the need to seek additional money to meet Lexington's commitment to education we are doing so respecting the costs associated with it, the importance of good long-term value and the fact that Lexington must meet other vital capital needs.

Submitted by Peter C. J. Kelley

January 25, 2015

AD HOC SCHOOL MASTER PLANNING COMMITTEE

Final Report

February 10, 2015

Committee Members

- Jon Himmel, Permanent Building Committee
- Carl Oldenburg, Permanent Building Committee
- Judy Crocker, School Committee
- Bill Hurley, School Committee
- Peter Kelley, Board of Selectmen
- Patrick Goddard, Department of Public Facilities
- Paul Ash, Superintendent of Schools
- Molly Garberg, Appropriations Committee liaison
- Alan Levine, Appropriations Committee
- Rod Cole, Capital Expenditures liaison
- David Kanter, Capital Expenditures Committee liaison

Defining the Overcrowding Problem

1. Urgent

- SMMA Phase I recognizes that 8 out of 9 school buildings are at or over capacity

Enrollment Working Group Dec 2014

<i>Grade Group</i>	<i>Method</i>	<i>Enrollment in FY2020</i>	<i>Growth over FY2014</i>
Elementary (K-5)	HDM	3188 ± 267	260 ± 267
Middle School (6-8)	CSM	1830 ± 70	171 ± 70
High School (9-12)	CSM	2290 ± 120	269 ± 120
Total System	HDM	7279 ± 410	671 ± 410

*CSM = Cohort Survival Method

^LEM = Linear Extrapolation Method

- Solution is to add permanent long-term building capacity
- Scope of solution is to accommodate 5 year elementary and middle school enrollment forecasts

Defining the Overcrowding Problem

2. Complex

- Problem affects each school physically and programmatically
- Solutions are interdependent
- Solution shall be addressed in systemic manner

3. Requires Flexibility

- Can not accurately identify individual grade, special needs programming, or school enrollment growth
- Working with range of enrollment forecasts

Long-term Solutions

1. School Space Additions – based on building age & site
 - Pre-fabricated Modular Construction
 - Brick & Mortar Construction
 - New school building
2. School Space Modifications
 - School building right sizing – based on core space
 - Space mining
3. Redistricting
 - Employ once added capacity is online

Preliminary Elementary & Middle School Long-term Solutions

School	Estimated Cost	Description
Hastings	\$59,000,000	New construction without MSBA funding
Harrington	\$24,300,000	Brick & Mortar construction, right sizing, Pre-K expansion
Bridge	\$3,680,000	2 pre-fabricated classrooms and music rm
Bowman	\$3,100,000	2 pre-fabricated classrooms and music rm
Diamond	\$23,990,000	Phase 1 - \$7,000,000 pre-fabricated building to replaced standard modulars; Phase 2 – Brick & mortar construction
Clarke	\$4,610,000	5 pre-fabricated classrooms

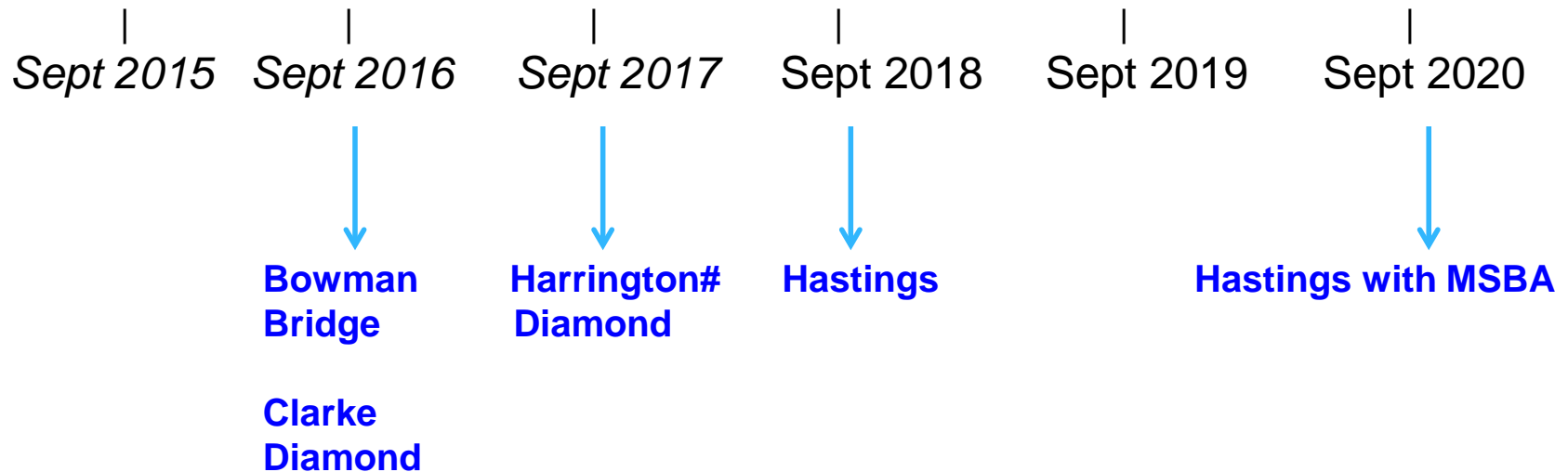
Total: \$118,680,000

Timeline for Adding Capacity

Immediate
(51+ students)*

Short-term

Long-term
(671+- 410 students)^



* = LPS Student Enrollment Oct 1, 2014

^ = Enrollment Working Group Dec 2014

= may be affected by Pre-K analysis, scope, and timing

Building Process

✓ Step 1 – School Master Plan (June STM 2014)

- Wisely used \$250,000 to determine building capacity and formulate School Master Plan (SMP)
- SMP eliminated many options and presents a subset of preliminary projects that best absorb growing enrollment

More information beyond the SMP scope is needed to move forward in a fiscally responsible manner. Goal is to not over or under build, but provide needed flexibility to accommodate fluctuating enrollments

Outstanding questions:

- a) Pre-K solution: locate at Harrington, Hastings or stand alone building
- b) Elementary solution: how big to build Hastings and scope of change to Harrington
- c) Middle School solution: the best location to add 3 teams

Building Process

Step 2 – Architect/OPM Team/ Evaluation Process (March STM 2015)

- Align educational need with preliminary project scope
- Further delineate details of individual projects
- Public process for input
- Include design & construction documents for pre-fabricated modulars
- \$4,080,000

Step 3 – Design & Construction program (fall STM 2015)

- Involves broader community conversation in refining school construction specifics, costs, schedules as they relate to programmatic needs and timeline
- Includes Town Meeting request for pre-fabricated construction
- Timeline allows for Hastings SOI submission
- \$\$

Building Process

Step 4 – Brick & Mortar Construction (winter 2016)

- Brick & mortar construction
- \$\$\$\$\$

Step 5 – Redistricting (Sept 2018)

- Employ once online capacity is available across district

Executive Report for:

Lexington Public Schools Master Plan
Phase 3—Master Plan Options

Prepared by:

SMMA | Symmes Maini & McKee Associates
1000 Massachusetts Avenue
Cambridge, MA 02138

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End of Phase 3 Report

Phase 1 Report —Capacity Analysis

Phase 2 Report—Elementary Schools, Short and Long Term Options

Executive Summary

1

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- 1.4 *Grade Configuration Discussion*
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- 1.11 *AhSMPC Meetings and Reports*

Executive Summary

1.1

Acknowledgements

Symmes Maini & McKee Associates (SMMA) would like to acknowledge the participation and guidance provided by the district administration, Master Plan Committee, and the teachers and staff of the District.

Ad hoc School Master Planning Committee (AhSMPC)

Dr. Paul Ash, Superintendent

Judy Crocker, School Committee

Bill Hurley, School Committee

Jon Himmel, Permanent Building Committee

Peter Kelley, Board of Selectmen (BoS)

Carl Oldenburg, Permanent Building Committee

Patrick Goddard, Director, Department of Public Facilities (DPF)

Committee Liaisons

Rod Cole, Capital Expenditures Committee

Mollie Garberg, Appropriation Committee

Alan Levine, Appropriation Committee

School Committee

Margaret Coppe, Chair

Judith Crocker

Jessie Steigerwald

Alessandro Alessandrini

Bill Hurley

Abigail Schwartz, Student Representative

Lexington Public Facilities Department

Patrick Goddard

Mark Barrett

1.2 *Introduction*

This report, Phase 3, is the third and final component of the Master Plan for the Lexington Public Schools. The Phase 1 Report—Capacity Analysis, and Phase 2 Report—Elementary Schools Short and Long Term Options Study, are included in this document. Phases 1 and 2 were completed in the fall of 2014 and accepted by the Ad Hoc committee.

Goals

Phase 3 of this Master Plan sets out to develop strategies for accommodating unanticipated student population growth, both experienced and projected. The growth is expected at all grade levels, PreK through grade 12.

We identify Lexington's overcrowding issue as a "town problem" that requires a town wide solution. As you will see throughout this report, each school has unique opportunities and constraints that suggest a range of solutions. We encourage the town to not try to reduce the solutions to a school by school solution. School by school solutions run the risk of "forcing" construction where it may not be easily accomplished or may lead to higher costs that maybe unwarranted.

The strategies include solutions for short term (5 years), and to the extent possible, long term (10 years), as well as "getting to 5 years". To do this, we have developed "component options" that propose varying locations for additions and or new construction. These component options are not intended as "designs" for the potential solution but rather a strategy for how and where construction might occur; how many students they might serve and conceptual estimates for each approach.

This Master Plan is not an implementation plan. The ideas will require detailed programming with administration, school staff and special program directors that lead to schematic design. These next steps will provide more detailed information to help the town make decisions on what, where and when to build. Multiple schedule options are provided to assist in developing "what if" timing strategies.

Next Steps following the study:

- Appropriate funds for further study at least through schematic design
- Hire a design team or teams for further study
- Based on conclusions of programming and schematic design alternatives (as described above), proceed with design and construction documents of priority projects
- Appropriate funds and construct priority projects
- Resubmit Hastings School SOI to the MSBA
- Conduct annual enrollment projections updates

1.3

Background / Enrollment

For Master Plans such as this one, most often the school district develops or has an outside consultant develop ten year population projections for the school district. The significant and varied enrollment growth experienced over the past several years suggested the need for an alternate approach. The following paragraphs (*in blue*) were written by a member of the Enrollment Working Group (EWG).

Over the past several years, Lexington schools have experienced growth in enrollment, which was not forecast by the Cohort Survival Method (CSM), the traditional approach. The Enrollment Working Group (EWG), assembled to review the issue and to advise on a solution, found that the CSM actually leads to credible five-year forecasts for the middle-school and high-school enrollment. However, it concluded that the CSM, as applied in Lexington, had a major shortcoming in forecasting Kindergarten enrollment. As a result, the CSM had consistently underestimated elementary-school enrollment.

Detailed historical analyses of Lexington’s housing stock and the school population led the EWG to develop the Housing Demographic Method (HDM) to forecast K – 5 enrollment. The method, described in the December 2014 report of the EWG, Five-year Enrollment Forecasts for the Lexington Public Schools, includes a means for calculating confidence intervals for forecasts based on the HDM. The EWG also introduced a method for estimating confidence intervals for forecasts based on the CSM.

The table below, reproduced from the EWG’s December 2014 report, summarizes the expected enrollments for FY2020 and their associated 90th percentile confidence limits based on a five-year forecast from FY2016 to FY2020. To put the enrollment forecasts in perspective, the table also displays the projected growth relative to FY2014. In its December 2014 report, the EWG cautions that the large confidence band for the fifth year of the elementary school forecasts supports its decision to limit the horizon such forecasts to five years.

Grade Group	Method	Enrollment in FY2020	Growth over FY2014
Elementary (K–5)	HDM	3188 ± 267	260 ± 267
Middle School (6–8)	CSM	1830 ± 70	171 ± 70
High School (9–12)	CSM	2290 ± 120	269 ± 120
Total System	HDM	7279 ± 410	671 ± 410

Since the growth of K – 5 enrollment is linear in time, the expected growth rate is 43 students per year, while the growth rate corresponding to the upper confidence limit is 83 students per year.

The EWG has restricted its forecasts to grade groups: It did not forecast enrollment by elementary school because it believed that such forecasts would have unacceptably large confidence intervals.

The above recommendations identifies a wide range of possible enrollments by way of the “confidence limits”. This suggests the need for flexibility in any “plan”. It also recommends the need for ongoing monitoring of enrollment projections. This suggests annual review using the Cohort Survival Method for one year projections and Housing Demographic Method (HDM) to forecast K–5 enrollment for five year increments.

In addition to the recommendations above, the Enrollment Working Group (EWG) has recommended the following:

1. The Cohort Survival Method as represented by the 8/26/14 enrollment report, be the enrollments used for all grades for the 2014–2016 school years.
2. The Cohort Survival Method as represented by the 8/26/14 enrollment report, be the enrollments used for grades 6–8 (middle schools) for the next 5 years (through school year 2019 - 2020) (EWG report para. 7.1, pg 16)
3. The Cohort Survival Method as represented by the 8/26/14 enrollment report, be the enrollments used for grades 9–12 (high school) for the next 5 years (through school year 2019–2020) (EWG report para. 7.1, pg 16)

The EWG report does not include a chart by grade by year as the survival cohort method typically would. It also does not attempt to determine where, (school district boundaries) within the town, where the increases may occur. A review of recent enrollment increases shows that increases have occurred throughout the town with only modestly higher numbers at the Bowman, Bridge and Fiske schools. These slightly higher numbers were not consistent and determined to not represent a trend.

Since this Master Plan needs to conclude with recommendations for construction of buildings and or building additions, certain assumptions need to be established. For purposes of the Master Plan, there has been an assumption that the elementary grade enrollments are anticipated to increase at an even rate of growth (52 students per year) and be distributed evenly across the six existing schools. This is the basis on which the Option Components and Options have been developed. What is key to accommodating the potential range of student enrollment growth is the need for flexibility. This pertains to the option components selected; the timing of implementing the option components and the flexibility for growth within a selected option component to the extent possible.

Population Increase Targets:

as agreed to by the AhSMPC

- Elementary Grades: 5 year: 166 +/-; (total 3,188 in 2019 - 2020) ten year: no recommendation from the EWG
- Middle schools: 5 year: 202 +/-; ten year; 255 students
- High School: 5 year: 158 +/-; ten year; 397 students

1.4

Grade Configuration Discussion

Lexington has had the current grade configuration (PreK, K–5, 6–8, 9–12) for some time. Many people may think that maintaining the current structure is a given, but a review and discussion of this issue is a good exercise to explore as part of the master planning process. The grade structure must be first and foremost educationally sound. All or most of the grade structured discussed below can be found in school districts across the Commonwealth and elsewhere.

Pros and Cons of different grade structures can include:

- Transitions to another school as part of a different Grade structure can be viewed as disruptive for certain students.
- Adding transitions can in some cases complicate bussing and increase bussing costs.
- Aggregating certain grades together can improve communication between age related teachers, e.g. PreK and K.
- Regrouping grades such as adding grade 5 to middle school can provide more opportunities for students in areas such as technology education and team teaching.
- Changing grade structures can in some cases make building use more efficient.

Grade Configuration Options

In addition to the current grade configuration (PreK; K–5; 6–8; 9–12), six additional grade configurations were initially explored. These were discussed at the 11/20/14 ad Hoc committee meeting. The options are graphically expressed on Exhibit 1.1.

- *Option 1:* PreK; K–8; 9–12 - was deleted. K-8 system schools require teams for the middle school grades (6–8) science rooms and specialty rooms for technology, engineering and or other elective courses. A K–8 based system is not viable with the current 6 elementary school buildings which lack those specialty rooms. This would assume Clarke and Diamond would also become K-8's. Since they do have science and specialty rooms, there could be a loss of parity across the system. It was also noted as most often used in urban systems.

- *Option 2:* PreK; K-2; 3-5; 6-8; 9-12 - was deleted. This option added a student transition which is felt to be adverse to the districts goals. It also would significantly change school district boundaries creating three K-2 districts and three 3-5 districts. This option would likely have considerable political opposition.
- *Option 4:* PreK-K; 1-5; 6-7; 8-2—was deleted. A two grade school is felt to be adverse to the districts goals. A PreK-K school would remove kindergartens from each of the six elementary schools and centralize them The resulting new school would be approximately 527 students, 96,500 square feet. At this time, there is no available, publicly owned site that could support that size new school building. An 8 - 12 would result in a large high school that would approach 3,000 students. It would also make a high school enlargement or replacement a priority project in addition to the PreK-K project.
- *Option 5:* K-4; 5-7; 8-12:—was deleted. An 8 - 12 would result in a large high school that would approach 3,000 students. A high school enlargement or replacement would likely need to become the priority project.
- *Option 6:* PreK-K; 1-5; 7-8; 9-12—was deleted. A two grade school is felt to be adverse to the districts goals. See Option 4 for similar comments.
- *Option 7:* PreK-4 and K-4; 5-8; 9-12—was added for additional exploration and discussion. The modified options are graphically expressed on Exhibit 1.2.

After discussing the opportunities and constraints of alternate grade configurations, the AhSMPC voted to recommend retention of, and advancing the Master Plan with the current grade configuration.

Current	Comments
	Status Quo, Most people are likely comfortable with this configuration
Option 1 	K-8 is inefficient in small elementary schools, likely require more classrooms
Option 2 	Adds a transition in within the elementary grades which can be disruptive; but likely reduces the number of classrooms needed
Option 3 	Relieves elementary schools only; requires early childhood school and MS additions
Option 4 	All elementary and both MS are relieved, Early Childhood and High School become the priority
Option 5	

Exhibit 1.1

Current	Comments
	Status Quo, Most people are likely comfortable with this configuration
Option 1: PreK; K - 8; 9 - 12: DELETED	
Option 2: PreK; K - 2; 3 - 5; 6 - 8; 9 - 12: DELETED	
Option 3 	Relieves elementary schools only; requires early childhood school and MS additions
Option 4: PreK - H; 1 - 5; 6 - 7; 8 - 12: DELETED	
Option 5: K - 4; 5 - 8; 8 - 12: DELETED	
Option 6: PreK - K; 1 - 6; 7 - 8; 9 - 12: DELETED	
Option 7 	3 Middle Schools at 624 students each

Exhibit 1.2

The three preferred grade configuration options (Exhibit 1.2) were discussed in the context of Lexington's school buildings and sites, including how buildings might be reconfigured or new buildings added.

- *Option 3:* A PreK–K school would remove kindergartens from each of the six elementary schools and centralize them. The resulting new school would be approximately 527 students, 96,500 square feet. At this time, there is no available, publicly owned site that could support that size new school building.
- *Option 7:* Reducing the populations in the elementary schools would relieve all six schools. The existing two middle school sites do not have the ability to accommodate additions to accept all 5th grades. Creating three grade 5–8 middle schools would: retain the two existing middle schools at similar sizes as current and require construction of a third 5–8 middle school. Each school would be approximately 820 students. The new middle school would be approximately 131,000 square feet. Only the Central Administration building site could be considered for that new school, the site of which is likely too small to support it.

After discussing the opportunities and constraints of alternate grade configurations, the AhSMPC voted to recommend retention of, and advancing the Master Plan with the current grade configuration.

1.5

Options Development

At each school, a series of "option components" were developed. These components took into account the educational program of each school; school committee's policies for class size and programs; building age and condition, site availability and opportunities; size of building core spaces (library, cafeteria, gym, etc.) and their ability to support current and or anticipated populations; building configurations and the ability to support building additions; twenty first century teaching and learning needs.

Component options were developed into a series of eight possible Master Plan options. This was done to group "components" that together would deliver the space needed to satisfy population goals for five or ten years in educationally sound and cost effective ways. Since most components can stand on their own, it is possible to assemble the components into other configurations.

At the 1/8/15 AhSMPC meeting which included multiple town boards, the AhSMPC voted to explore an Option 9.

Following the completion of this report, the ad hoc committee is expected to make a recommendation on a proposed Master Plan Option.

School Buildings / Sites included in this report:

- Bowman Elementary School
- Bridge Elementary School
- Estabrook Elementary School
- Fiske Elementary School
- Harrington Elementary School, (including the PreK program)
- Hastings Elementary School
- Clarke Middle School
- Diamond Elementary School
- Lexington High School
- Central Administration Building (old Harrington)
- Laconia Street Site

1.6

Right Sizing of Schools

SMMA has described the "right sizing" of schools as a recommended outcome of this Master Plan. The intent of this is to match the number of classrooms and resulting student populations with the capacity of the core spaces and non-core academic spaces, such as: Gym, cafeteria, library, music and art, as well as properly provide for special education. Right sizing may have slightly different implications at different schools.

Right sizing is defined within this study in a few ways:

Undersized spaces:

Some of the schools were designed with core spaces that do not meet current space standards. In some cases, the schools can get by as they are. If student populations are slightly reduced, pressure of undersized spaces is reduced. In other cases, enlarging certain core spaces may be advised. At Bridge and Bowman, consideration should be given to both reduce student populations and increase core program areas.

Music and Art:

The recent School Committee policy of dedicated spaces for Kindergarten music and art requires additional spaces that were never assumed in original designs of the schools due to the advent of all-day kindergartens.

Classroom size or configuration:

The conditions in this category vary widely across the schools. Some examples include:

- **Bowman and Bridge gyms:** are undersized but are reported as tight but workable
- **Fiske and Harrington cafeterias:** are undersized and as such put a strain in the scheduling of lunches.
- **Clark Middle School:** many of the classrooms on the third floor are triangular and undersized. The triangular classroom configuration is inefficient, further exacerbating their small size. A goal is to make them rectilinear and at or close to middle school classroom standards.
- **Lexington High School:** many of the classrooms throughout the school are undersized. In some cases significantly undersized. Right sizing would reconfigure the most undersized classrooms into appropriate sized and configured rooms for contemporary educational delivery.

1.7

Short-Term and Long-Term Building Options

Terms:

- Standard modular classrooms
- Pre-fabricated classrooms (construction)
- Permanent Construction (bricks and mortar)
- Comprehensive Renovations

Standard Modular Classrooms

Typically a short term solution, standard modular classrooms are often used to provide temporary classrooms during construction or when permanent construction is not feasible for whatever reason. Standard modular classrooms can be leased or purchased. When leased, they may be new construction or previously used. Typically of wood frame construction, they must be installed on concrete foundations, usually piers. When leased, they typically are heated and cooled by electricity. When purchased, other options are available. Life safety and technology systems are tied into the main building systems providing equal performance. The industry anticipates a useful life of approximately 10 years. Older versions of standard modular classrooms can be seen at the rear of the Bowman and Hastings schools.

Pre-Fabricated Classrooms (construction)

There is a range of options available within this category that vary quality, materials and longevity and accordingly price. These can be wood or steel construction, most often with concrete floors. Interior and exterior materials can be specified to meet aesthetic desires (to an extent). Life safety and technology systems are tied into the main building systems providing equal performance. Depending on the quality selected, the industry anticipates a useful life range of approximately 20 - 50 years. The new classrooms installed at Lexington High School during the summer of 2014 are a version of pre-fabricated construction. (Also see "Right Sizing" discussion)

Note: Discussion with the ad hoc committee lead them to select the pre-fab construction approach over the standard modular approach. The committees' feeling is the pre-fab, where proposed offers space solutions that are comparable to the age of the existing buildings.

Permanent Construction (bricks and mortar)

A long term solution, permanent construction would consist of conventional construction usually paired with some degree of renovations to the existing building. Additions are considered when the building is relatively new where the building infrastructure, core and site can accommodate the additional building area.

Comprehensive Renovations

There is a range of options available within this category, but most often include changes to most interior finishes, building engineering replacement, and upgrading of all building code requirements.

1.8

Getting to Five Years

SMMA is developing both 5 year and 10 year options for the schools.

With the long term goals defined, a path for getting to five years is necessary (phasing). Redistricting, to take advantage of unused spaces in the district is part of the solution, but it is recognized that some combination of swing space will be necessary to both relieve the pressure the schools are feeling as well as accommodate enrollment growth. This will vary with each school. For example, Bowman growth cannot be relieved by redistricting to Estabrook. The school district will likely not want to redistrict every year.

Swing space is normally provided with "standard modular classrooms", either leased or purchased. Some options describe the school to eventually be "right sized". In some cases, this will likely require modest additional square footage. Some options include using pre-fabricated construction to serve both as swing space during the first five years and as permanent, right sizing" space in the following years.

Other "Relief Valves" that were identified and presented to the School Committee at a meeting in September included:

- Populations Come In Lower than Forecast
- Dependent on Population Projections
- Slight Increase in Class Sizes
- Redistrict Adjustments
- Out of District for Pre-K
- Use Art and Music as Classrooms
- Divide the Gym into: Gym, Art and Music spaces

1.9

Options Under Consideration

As discussed above, component options were developed for each school. These were then assembled into Options 1 through 8 for further discussion. The AhSMPC then selected 11 components to be estimated. Many of the selected component options became the foundation for Option 9, which has been identified by the AhSMPC as the most likely components to advance to the next level of design. Since each component can be stand alone, additional options can be assembled. See Section 5 of this report for additional information.

1.10

Other Master Plan Programs and Considerations

PreKindergarten (PreK)

PreKindergarten, hereafter referred to as PreK, is centralized in one program and is currently located the Harrington School building. The options for this program are in the Section 2 of this Phase 3 Report.

Lextended Day

Lextended Day is a private after school program that serves Lexington students and families. It operates out of 5 of the 6 elementary schools. The majority of the spaces used by the program are gyms, cafeteria or other spaces that are unoccupied after hours. Modest storage areas that vary in size are in each of the buildings. At the next level of programming and design, the dedicated areas should be reviewed. A meeting report that records the meeting that took place between the Lextended Day director and SMMA is located in Section 3.2 of the Phase 1 Capacity Analysis Report.

LABBB

The LABBB Collaborative helps students with special needs reach their full potential through high quality programs that integrate academic, social, recreational and vocational services and enable participation in the least restrictive environment. The program serves students from Lexington, Arlington, Burlington, Bedford, and Belmont and Minuteman Vocational Technical School with a variety of special needs including students on the autism spectrum, students with multi-handicaps, pervasive development disorders, developmental delays, language deficits and social/emotional challenges. Students from outside the collaborative also attend the program.

The long standing relationship between the Lexington School Department and the LABBB Collaborative is expected to continue into the foreseeable future. This includes use of classrooms in the math building and others at Lexington High School.

A meeting report that records the meeting that took place between the LABBB staff and SMMA is located in Section 3.2 of the Phase 1 Capacity Analysis Report

District Wide Special Education Programs

In addition to the customary Special Education programs located in each of the nine schools in the district. Each of the schools also contains one or more district wide programs. These programs are defined below. The options included in this report include some additional classrooms and areas to serve special education students. At the next level of programming and design, all special education requirements should be reviewed in detail, including all of the special programs discussed below.

- DLP: Students who have significant developmental delays or intellectual/neurological impairments.
- Substantially Separate ILP: Students with autism spectrum disorder who require highly individualized services and have social/emotional, language and behavioral needs. These students may also have physical need and are typically spending most of their time substantially separate. Housed at Fiske Elementary and Diamond Middle Schools. Program to begin fall 2015-2016 with 4 classrooms at LHS. Ratio is 7:1.
- Integrated ILP: Students with autism spectrum disorder and other related disabilities. These students are typically receiving pull-out and push-in services but are mainstreamed as much as possible in their general education classrooms. Housed at Hastings Elementary and Clarke Middle Schools. Program at LHS began in the fall of 2014-2015 with 3 classrooms at LHS.
- TLP: Students with significant emotional and other needs that require therapeutic and academic support. These students are typically receiving pull-out and push-in services but are mainstreamed as much as possible in their general education classrooms. Housed at Estabrook Elementary, Bridge Elementary, Clarke Middle, Diamond Middle, and LHS.

- LLP: Students with significant language-based learning disabilities. Program typically begins in grade 3 when students increasingly apply their reading and writing skills. Students typically receive pull-out and push-in services –mainly focused on reading, writing, and English language arts - but are mainstreamed as much as possible in their general education classrooms. Program is located at Bowman Elementary, Clarke Middle, Diamond Middle, and LHS.
- MST – Multidisciplinary Support Team. Provides integrated academic and social/emotional supports for students. These students are mainstreamed as much as possible but have pull-out classroom support and counseling as needed.

Meeting report that records the meeting that took place between the SPED program director and SMMA is located in Section 3.2 of the Phase 1 Capacity Analysis Report.

Redistricting

The current and future elementary and middle schools vary on population capacity. This is a function of building sizes; ability of the sites to accommodate additional educational space and the placement of district wide special programs at the schools.

With an anticipated building program growing out of this Master Plan and an uncertainty of where student enrollment growth may occur within the town, changing of elementary school and middle school district lines will become a necessity.

Short term redistricting

Some redistricting is assumed necessary in the near term to accommodate the enrollment growth balanced with bringing on-line additional classroom spaces through the building program.

Long term redistricting

Long term redistricting will be an important part of implementing the Master Plan. Since redistricting is often a controversial subject with parents and impact on some students, it is best to do this infrequently. It is assumed that a comprehensive redistricting will take place once a new and enlarged Hasting School is completed.

Feeder Schools

Currently, each of the two middle schools are fed by three elementary schools. They are:

Clarke Middle School fed by Bridge, Bowman, and Harrington Elementary Schools

Diamond Middle School fed by Estabrook, Fiske, and Hastings Elementary Schools

With an anticipation that future Diamond MS will have a larger capacity than Clarke Middle School, the School Committee may need to consider a realignment of feeder schools or a creation of Middle School district lines that may not reflect current or even future elementary school district lines. This reconsideration will likely not occur until new middle school construction is in place.

Master Plan Updates

The Enrollment Working Group report includes a wide deviation in their enrollment forecasts. They also acknowledge that the Survival Cohort Method is reasonably reliable for one and two year projections. This suggests a need to monitor enrollment projections using this method on an annual basis.

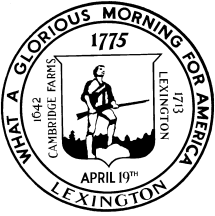
Since Master Plans are by nature, dynamic, it is recommended that the School Department review and update this Master Plan accordingly. We recommend a three to five year cycle for review and update. These updates should be coordinated between the school administration, School Committee and facilities department.

1.11

AhsMPC Committee Meetings

The Ad hoc Schools master Planning Committee (AhSMPC) has held approximately 17 meetings since May 2014. These meetings have covered a wide range of issues including: Hearing from the Enrollment Working Group (EWG) on issues of enrollment; hearing from SMMA on findings and possible option and development of recommendations to the Lexington School Committee. Meeting reports are available for reading and or downloading from the Lexington Public Schools website by visiting <http://lps.lexingtonma.org/> and then navigating to **School Overcrowding Issues**. From there, multiple paths can be followed for additional information:

- School Assignment/District Boundaries
- Enrollment Working Group Reports
- Ad Hoc School Master Planning Committee Reports and Minutes or
- Reports to the School Committee on School Overcrowding



Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420

Mary Ellen N. Dunn.
 Assistant Superintendent for Finance and Business Operations
 Chief Procurement Officer ~ School Department

Tel: (781) 861-2563
 Fax: (781) 863-5829
mdunn@sch.ci.lexington.ma.us

To: Paul Ash, Superintendent
 From: Mary Ellen Dunn, Assistant Superintendent for Finance and Business
 Date: February 6, 2015
 Re: FY 16 School Committee Operating and Capital Budget Request for 2015 Annual Town Meeting.

On February 10, 2015, the School Committee must take a vote to approve their operating request, fees, capital request, and other matters related to the budget for the 2015 Annual Town Meeting. The motions are provided below and attached.

The adjusted School Committee operating budget request for FY15 is as follows:

Funding Sources	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 15 Appropriation	FY 2016 Request	Dollar Increase	Percent Increase
Tax Levy	\$ 70,362,940	\$ 74,403,031	\$ 78,907,700	\$ 86,165,961	\$ 91,558,316	\$ 5,392,355	6.26%
Avalon Bay Mitigation Fund	\$ 250,000	\$ 250,000	\$ 250,000	\$ 49,088	\$ -	\$ (49,088)	-100.00%
Enterprise Funds (indirects)							
Fees & Charges	\$ 576,164	\$ 272,741	\$ 807,116	\$ 408,910	\$ 502,000	\$ 93,090	22.77%
Total 1100 Lexington Public Schools	\$ 71,189,104	\$ 74,925,772	\$ 79,964,816	\$ 86,623,959	\$ 92,060,316	\$ 5,436,357	6.28%

Appropriation Summary	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 15 Appropriation	FY 2016 Request	Dollar Increase	Percent Increase
Salary and Wages	\$ 60,874,480	\$ 64,117,953	\$ 68,264,740	\$ 73,496,851	\$ 78,675,324	\$ 5,178,473	7.05%
Expenses	\$ 10,314,624	\$ 10,807,819	\$ 11,700,076	\$ 13,127,108	\$ 13,384,992	\$ 257,884	1.96%
Total 1100 Lexington Public Schools	\$ 71,189,104	\$ 74,925,772	\$ 79,964,816	\$ 86,623,959	\$ 92,060,316	\$ 5,436,357	6.28%

* Amounts show are general fund only and does not reflect spending supported by Labbb Credit,Circuit Breaker Funds, Revolving Funds, or local/state/federal grant funds

Transfer to Unclassified (Health, Medicare, Workers Comp) \$ 623,783

Unallocated from Revenue Allocation Model \$ 1,314,657

1. Motion to transfer \$623,783 from the Revenue Allocation to Unclassified, for the purposes of health insurance, Medicare and workers compensation for new positions.

The School Department budgets for estimated costs associated with each position added/removed from its previous year's budgeted FTE amount. This transfer, to the Unclassified Account, includes estimated costs associated with health insurance, dental insurance, workers compensation, and Medicare. Health and Dental Insurance costs are calculated based on a fixed per FTE formula provided by the Town annually (pro-rated for fractional FTEs added). Worker's Compensation and Medicare costs are calculated using a percentage of the total salary for the position being added/removed. Medicare costs are 1.45% of the total position cost and workers compensation is 6.1% for every \$100 of the total position cost.

2. Motion to Approve the Lexington Public School Recommended Operating Budget for FY 15 in the Amount of \$92,030,317 and associated fees.
3. Motion to request Town Meeting, pursuant to Chapter 44, Section 53E ½; re-authorize the use of the Transportation Revolving Fund, and to authorize to expend amounts from such revolving fund accounts, and to determine whether the maximum amounts that may be expended from such revolving fund accounts in FY2015 shall be the \$850,000.
4. Motion to request Department of Public Facilities and School Department capital requests. {List of final requests to be provided by February 10 meeting date.}

FY16 School Committee Operating request for 2015 Annual Town Meeting

The operating budget request assumes the following fees:

General Fund Fees

Program	FY15 Fee	FY16 Proposed Fee	Reason for Change	Revenue Collected
Transcript Fees:	\$6.00 per official transcript for each college application requested.	\$6 per official transcript for each college application requested.	No Change	\$28,317 Three year average Offsets the cost of Asst. Registrar at High School
Student Parking Fees:	\$175 per semester	\$175 per semester	No Change	\$16,710 Three year average Offsets the cost of campus monitor plowing, and traffic management.

Special Revenue Funds: Revolving Funds

Program	FY14 Fee	FY15 Proposed Fee	Reason for Change	Revenue Collected
Field Trips and Extracurricular Activities	At Cost	At Cost	No Change	Student Activities: Costs are calculated for total cost of providing experience divided by the number of students attending.
Preschool Tuition	10 Hr/week program: \$3,240 15 Hr/week program: \$4,860 Lunch Bunch: \$1300 per year (1 hr – 4 day per week) Program will limit financial assistance slots available	10 Hr/week program: \$3,240 15 Hr/week program: \$4,860 Lunch Bunch: \$1300 per year (1 hr – 4 day per week) Program will limit financial assistance slots available	The program is seeing a rise in the number of parents of typical children seeking financial assistance. In addition, the program rate needs to stay current with recently negotiated labor contracts for employees within this program.	\$100,000 Revolving Fund: Offsets the cost of program staff and supplies and materials for typical students. It does not fund the Special Education component of this program.

FY16 School Committee Operating request for 2015 Annual Town Meeting

Program	FY14 Fee	FY15 Proposed Fee	Reason for Change	Revenue Collected
Athletics	<p>High School:</p> <ul style="list-style-type: none"> ▪ \$325.00 1st sport per student, ▪ \$325.00 2nd sport per student, ▪ 3rd sport free. \$650 maximum per high school only family (LHS Family Plan). ▪ All home game admissions free except MIAA tournament games and Thanksgiving Football Games <p>Middle School:</p> <ul style="list-style-type: none"> ▪ \$150.00 per varsity sport. ▪ \$125.00 per junior varsity sport. ▪ \$75.00 per session for intramural programs ▪ \$300 MS Family Plan Only ▪ \$850 maximum per family (LHS & MS Family Plan). <p>Before School Sports:</p> <ul style="list-style-type: none"> ▪ \$75 per session, or ▪ \$200 for three sessions ▪ FAMILY PLAN: discontinued. 	<p>High School:</p> <ul style="list-style-type: none"> ▪ \$325.00 1st sport per student, ▪ \$325.00 2nd sport per student, ▪ 3rd sport free. \$650 maximum per high school only family (LHS Family Plan). ▪ All home game admissions free except MIAA tournament games and Thanksgiving Football Games <p>Middle School:</p> <ul style="list-style-type: none"> ▪ \$150.00 per varsity sport. ▪ \$125.00 per junior varsity sport. ▪ \$75.00 per session for intramural programs ▪ \$300 MS Family Plan Only ▪ \$850 maximum per family (LHS & MS Family Plan). <p>Before School Sports:</p> <ul style="list-style-type: none"> ▪ \$75 per session, or ▪ \$200 for three sessions ▪ FAMILY PLAN: discontinued. 	No Change	\$450,000 Revolving Fund: Offsets the cost of staff, equipment, transportation, and other program needs
Transportation	<p>\$300.00 (due by May 16)</p> <p>\$500.00 (due by May 16 – July 1)</p> <p>Full Cost/Seat \$745 pp (due after July 1st)</p> <p>\$60.00</p> <p>\$50.00</p>	<p>\$300.00 (due by May 16)</p> <p>\$500.00 (due by May 16 – July 1)</p> <p>Full Cost/Seat TBD (due after July 1st)</p> <p>No Change</p> <p>No Change</p>	<p>No Change</p> <p>Incremental cost increase per seat based on yearly Transportation contract</p> <p>No Change</p> <p>No Change</p>	<p>\$850,000 Revolving Fund: Offsets the cost of program staff and supplies and materials for riders not eligible for Town paid transportation.</p>
Graduated Fee Schedule				
After School Bus (Elementary ONLY)				
LXPRESS Bus				

FY16 School Committee Operating request for 2015 Annual Town Meeting

Program	FY14 Fee	FY15 Proposed Fee	Reason for Change	Revenue Collected
School Lunch	No Change Breakfast - \$2.00 Lunch – 3.25	Proposed Price Increase for Student and Adult Lunches: Student Lunch price from \$3.25 to \$3:50 per lunch. Adult lunch price increased from \$4.25 to \$4.50 Breakfast price would remain at the same price \$2:00 per breakfast.	The district would like to request a lunch price increase for the elementary school, middle school, high school and adults beginning in FY16 and beyond. The lunch price would increase from \$3.25 to \$3.50 for students and from \$4.25 to \$4.50 for adults. Justification is as follows for this request: 1. Increasing cost of food prices in fruits, vegetable and meats. Meat commodity prices are slated to increase by 16% next year. 2. Capital Request for \$85,000 for LHS dishwasher from Capital Fund. 3. Eliminate of Styrofoam trays from program. This increase will offset the increased cost of compostable trays to be used throughout the district. 4. Due to the requirements of Healthy Hunger Free Kids Act, each meal is mandated to have a fruit or vegetable which increases the cost of a meal. 5. In order to attract and retain talented and knowledgeable staff, we need competitive wages for new employees just starting their careers in Food Service. In addition, the new minimum wage law in Massachusetts will increase wages to \$11.00 per hour by the year 2017. 6. Additional revenue can assist in covering costs for aging equipment that need replacement in the district on a yearly basis.	\$2,000,000 Revolving Fund: All revenue is held by the School Department. We currently have a Point of Sale system to remove cash from our schools and improve our reporting of sales for meals and a la carte items.

Article {#TBD} - Establish and Continue Departmental Revolving Funds

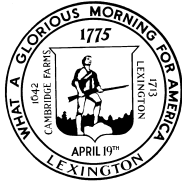
A revolving fund established under the provisions of Massachusetts General Laws Chapter 44, Section 53E½ must be authorized annually by vote of the Town Meeting. The fund is credited with only the departmental receipts received in connection with the programs supported by such revolving fund, and expenditures may be made from the revolving fund without further appropriation.

The School Committee annually submits a maximum revenue expenditure request for the Transportation Revolving Fund of \$830,000. This amount is derived from the maximum potential receipts that could be generated should ridership increase.

The district anticipates that ridership will continue to grow. As a result the request has been made to increase the \$830,000 annual expenditure cap to \$850,000 for FY16. The district anticipates expending approximately \$840,000 or higher from the revolving fund in FY15. If ridership continues to grow past the projected budget in which ridership is projected to be the same in FY16 as in FY15, an additional request to change the cap will need to be made.

Summary of Ridership Change:

In FY15 the district has experienced an increase of over 306 fee based riders (1,619 to 1,925). This increase represents an additional \$107,000 in revenue. In addition, the district has experienced an overall ridership increase of 337 riders between FY14 and FYY15. Other riders who are part of the overall increase are Town-paid or Town Subsidized riders that include Financial Assistance, Homeless, and distance eligible riders.



TOWN OF LEXINGTON
Department of Public Facilities

Patrick W. Goddard
Director of Public Facilities

Tel: (781) 274-8958
Email: pgoddard@lexingtonma.gov

February 5, 2015

To: Dr. Paul Ash
Superintendent of School

Re: LHS Modular Building Phase 2

Dr. Ash,

We received two proposals for the LHS Modular Building Phase 2 and they are both well above our total budget by \$500,000. The most advantageous proposal, Triumph Modular Construction, was the low bidder at \$2,724,484. Therefore, I recommend that we seek additional funds of \$500,000 in order to be able to complete Phase 2 as designed, and before school opens in August. As you told me, the incoming ILP students' needs cannot be met without these specially designed vocational spaces.

At the completion of Phase 1, we retained approximately \$250,000 of the \$5,805,000 Phase 1 project budget. We currently have \$2,583,033 in available funds to apply to the Triumph contract if we reallocate \$350,000 of the project furniture and technology budgets. With a remaining \$150,000 shortfall and a \$150,000 Appropriation Committee Reserve Fund transfer, we would have sufficient funds to sign the Triumph contract and lock in our slot in the facility that fabricates the modular components.

If the School Committee agrees to this plan and we receive the \$150,000 reserve fund transfer on February 12, 2015, then we will require an additional \$350,000 for furniture, equipment, technology, project management, and contingency funds. These funds should be sought at the March 23, 2015, Special Town Meeting so that we can soon make commitments in April on these deliveries. In order to maintain the level of funding being sought for school projects at the 2015 Annual Town Meeting, you and I discussed and agreed to recommend deferring the FY 16 Diamond guidance suite renovation "space mining" project and save \$350,000.

Sincerely

Pat Goddard



February 3, 2015

Mr. Patrick Goddard, Director of Public Facilities
Town of Lexington
201 Bedford St.
Lexington, MA 02420

Project: Request for Proposals: Lexington High School Modular Additions Phase II

Dear Mr. Goddard:

At your request, we are pleased to submit the following summary and recommendation for the offerors for the above referenced project.

Company	Proposal Price
Triumph Modular, Inc.	\$2,724,484
Vanguard Modular Building Systems, LLC	\$2,951,496

Two proposals, separate non-price and price, were received for the above listed project. The advertised estimate for the project was \$2,250,000.

TBA reviewed the non-price proposals for document completeness and for their technical proposal, prior to the opening of price proposals. Each was rated from highly advantageous to unacceptable in the categories listed in the request for proposals. Following a review and comparison of the proposals with the documents available to offerors TBA finds Triumph Modular, Inc. the most advantageous due to their closest adherence to the specifications, clear proposal documents, and their submitted schedule for completion of the project in the specified timeframe.

TBA has checked references (TBA being one for phase 1)for Triumph Modular, Inc.'s ability to perform work for the above-referenced project. All responses were favorable to their ability to perform the proposed work.

Pending approval of funds for the project and Triumph Modular's ability to hold their proposed price and schedule for the time needed to obtain funding, TBA recommends Triumph Modular, Inc. to the Town of Lexington and the Lexington Public Schools as the Contractor for the Lexington High School Modular Additions Phase II.

Sincerely,
TBA ARCHITECTS, INC.

Justin Humphreys, AIA, Associate

Draft with input from January 31, 2015 School Committee discussion

MISSION/VISION STATEMENT File: AD

The Lexington Public Schools serve to inspire and empower every student to become a lifelong learner prepared to be an active and resilient citizen who will lead a healthy and productive life. Educators, staff, and the community will honor diversity and work together to provide all students with an education that ensures academic excellence in a culture of caring and respectful relationships.

Guiding Principles:

We believe that all students can learn at high levels.

This is achieved by:

- Promoting a mindset that intelligence is not fixed and can continuously be developed
- Developing each student's unique gifts
- Nurturing physical, social, and emotional well-being
- Expanding learning through diversity
- Engaging students in relevant, experiential, and personalized learning
- Cultivating creative problem solving, critical thinking, and innovation
- Promoting integrity, civility, and global citizenship
- Creating an environment in which the community and schools are partners
- Fostering a culture of open communication, trust, and shared responsibility
- Empowering all staff to be collaborative educators, learners, and leaders
- Providing inspiring professional learning for all
- Providing all students with necessary and timely appropriate interventions and extensions to advance their learning