

**LEXINGTON SCHOOL COMMITTEE MEETING**  
**Tuesday, January 3, 2012**  
**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.)

**7:40 p.m.     Superintendent's Announcements:**

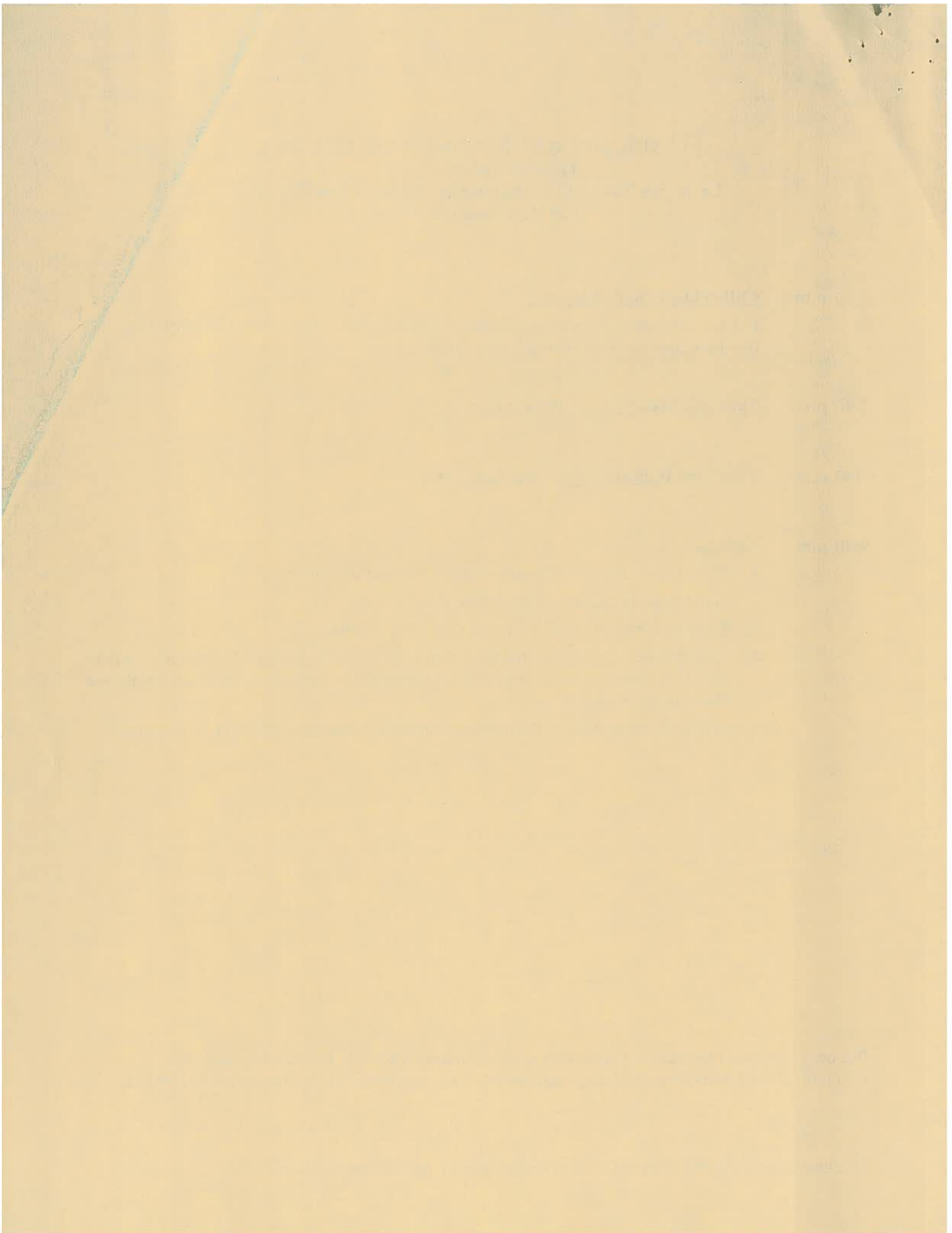
**7:45 p.m.     Members' Reports / Members' Concerns:**

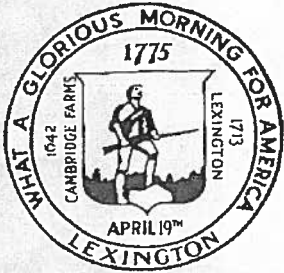
**8:00 p.m.     Agenda:**

1. Superintendent's FY13 Recommended Budget (30 minutes)
2. Three-Year Technology Plan (40 minutes)
3. Recommended 2012-2013 System Goals (45 minutes)
4. Vote to approve a motion that the Town Manager be authorized to execute a contract with a construction manager at risk contractor for construction of the new Estabrook Elementary School
5. Vote to Approve School Committee Minutes of December 20, 2011 (2 minutes)

The next meeting of the School Committee is scheduled for Tuesday, January 17, 2012, at 7:30 p.m. in the Town Office Building, Selectmen's Meeting Room, 1625 Massachusetts Avenue.

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





# Fiscal Year 2013 Superintendent's Recommended Budget

Submitted January 3, 2012

*Prepared By*

*Paul B. Ash, Ph.D.,  
Superintendent of Schools*

*Mary Ellen N. Dunn  
Assistant Superintendent  
Finance & Business Operations*

**Lexington Public Schools**

146 Maple Street ❖ Lexington, Massachusetts 02420

STATE OF TEXAS

COUNTY OF DALLAS

WARRANT FOR THE ARREST OF

THE UNDERSIGNED

HEREBY RECALLS

ALL WARRANTS

ISSUED BY HIM



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School Committee		1
Superintendent's Office	Administrator: Paul B. Ash, Ph.D.	2
Finance And Operations	Administrator: Mary Ellen N. Dunn	3
Human Resources	Administrator: Robert J. Harris	5
Legal Services		7
Administrative Technology	Administrator: Tom Plati	7
2000 Instructional Services		
K-12 Curriculum, Instruction & Professional Development	Administrator: Carol Pilarski, Asst. Supt.	1
K-12 English Learner Education	Program Leader: Robyn Dowling-Grant	4
K-12 Library Media Program	Program Leader: Harriet Wallen	6
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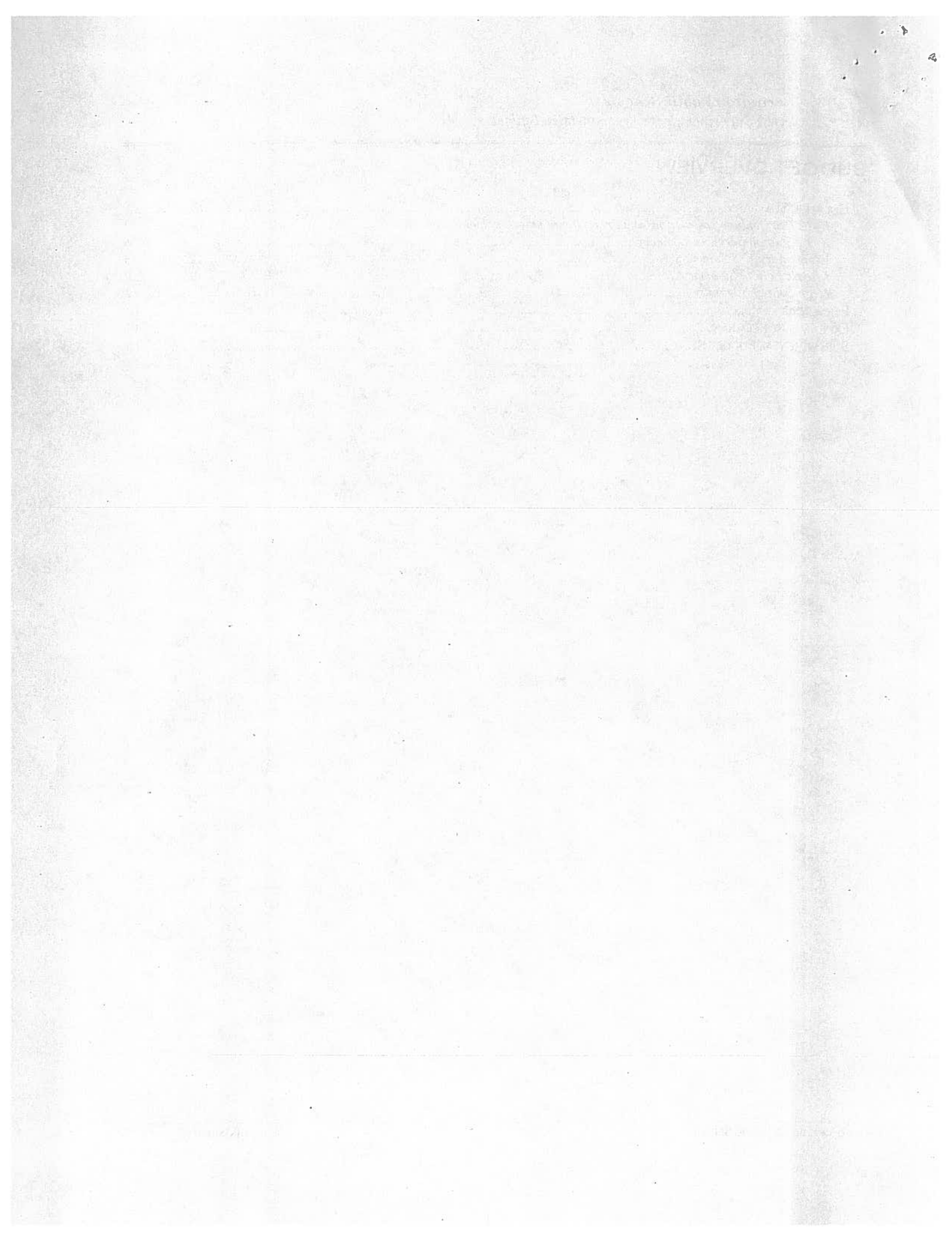
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Telephones/Cell Phones	Administrator: Mary Ellen Dunn	1
Department Of Public Facilities	Administrator: Patrick Goddard	2
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## Budget Summary

On September 20, 2011, the School Committee voted the FY13 budget guidelines and requested that the Superintendent present a level-service budget. For purposes of clarification, a level-service budget is defined as the funds necessary to replicate the current level of services provided and to meet all legal requirements, including current collective bargaining requirements and special education laws. The recommended level-service budget for 2012-2013 is \$75,765,721, which requires an additional \$2,620,836. The request represents an increase of 3.58% over the FY12 appropriation. The FY13 budget is based on the assumption that the loss of federal Education Jobs funds \$586,572, a 15% reduction in federal Title I grant funds, and a 10% reduction in the state kindergarten grant. The loss of these federal funds will be replaced by the increase in the state special education circuit breaker reimbursement rate (40% to 60%), which is projected to be \$2,318,428.

Appropriation Summary	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 ATM	FY 2013 Request	Dollar Increase	Percent Increase
<b>Compensation</b>	\$53,418,882	\$54,440,050	\$57,160,025	\$60,636,052	\$63,798,614	\$3,162,562	5.22%
<b>Expenses</b>	\$10,667,348	\$10,577,386	\$10,787,639	\$12,508,833	\$11,967,107	\$(541,726)	-4.33%
<b>Total 1100 Lexington Public Schools</b>	<b>\$64,086,230</b>	<b>\$65,017,437</b>	<b>\$67,947,664</b>	<b>\$73,144,885</b>	<b>\$75,765,721</b>	<b>\$2,620,836</b>	<b>3.58%</b>

The changes in the school budget are driven by four key factors:

- 1) Special Education Mandates: The cost of special education continues to be a key factor in the development of the school district budget. The major influences on special education costs include:
  - a. State Circuit Breaker funds – Last year, the Massachusetts legislature increased “circuit breaker” reimbursements for very expensive special education services from 40% to 65% of the cost above four times the foundation budget per student for FY12 (\$38,916). The increase in state aid added \$1,394,473 to the FY12 circuit breaker budget of \$1,402,149 for a total reimbursement of \$2,796,622. In FY13, we are projecting a 60% reimbursement rate and expect to receive \$2,318,428 based on November 2011 eligible students. The large increase in state aid and the use of a LABBB credit (\$250,000) in FY13 means that we will be able to reduce the local appropriation for out-of-district student placements by \$761,351 (12%)
  - b. Staffing needs – The major change in special education services in FY13 is the creation of an Intensive Learning Program at the Diamond Middle School. The program is needed for students on the autism spectrum who will transition from Fiske to Diamond next year. Other changes include the realignment of resources within the special education department to adjust for enrollment changes. The changes are listed at the end of the executive summary.
  
- 2) Personnel Salaries: The FY13 budget includes funds for all negotiated salary and step increases for all bargaining units. The FY13 personnel budget is based on current personnel, as of October 15, plus any known vacancies, program elimination, or identified program needs due to enrollment. It is assumed that all teachers on a leave of absence will return next fall. The district is adding 4.90 FTEs (FY 12 actual to FY 13 budget). The budget includes some staffing increases and decreases within the proposed budget that address the changing needs of the district. At the end of the budget book, I have included a section called Supplemental Staffing, which includes positions beyond level services. The additional positions are needed to address significant educational needs. The cost of all supplemental positions is \$530,993.
  
- 3) Reduction in State and Federal Title Grants: In FY13, the school department is projecting a 15% reduction in the Title I grant. Title IIA (aid for improving educator quality) is expected to decline by 15%, Title III (aid for limited English proficient students is expected to remain the same next year. The Full-Day Kindergarten Grant is expected to be reduced by 10%. We are assuming the METCO grant will be level-funded after substantial reductions during the past few years. Once the grant awards are known, any reduction in funding will result in reduction in staffing. The total estimated value of all federal cuts is



approximately \$250,000. Final reductions will not be known until late August when the grants are finalized.

- 4) Elimination of Federal Education Jobs Funding: On August 10, 2010, President Obama signed Public Law No. 111-226 which provides additional federal recovery funding to states. Title I of this law establishes a new "Education Jobs" program. The primary purpose of the Education Jobs program is to allow local school districts to retain existing employees, to recall or rehire former employees, and to hire new employees for the 2010-11 school year. As part of the FY12 funding, the School Committee along with the Board of Selectmen and Appropriations Committee agreed to use the funds to offset the benefits costs of school employees. These funds are now being made up by Chapter 70 funds and 60% reimbursement rate for Circuit Breaker eligible expenses.

The plan to transition from expiring federal funds is as follows:

**FY13**

Use of Avalon funds	\$250,000
LABBB Credit	\$250,000

**FY 14**

Use of Avalon funds	\$250,000	At the end of FY 14, the fund will be nearly exhausted
LABBB Credit	TBD	

**K-12 Curriculum, Instruction, and Professional Development Summary**

The Office of Curriculum, Instruction, and Professional Development supports, organizes, and manages high quality educational programs for Lexington students in over twelve programs and serves the district's PK-12 administrators and teachers. This office's FY13 goals include the continuation of the district's curriculum review process, continuation of data analysis, and building a data culture to inform curriculum and instruction designed to increase academic excellence and student achievement that is explicitly linked to district goals. We continue our commitment to building professional learning communities among our teachers and our use of common formative assessments to assist our work in closing the achievement gap and advancing overall student achievement.

The inclusion of a second district-wide goal focused on the concurrent development of pro-social skills is included as a significant part of the district's instructional mission. If student stress and their social, emotional, and organizational preparedness to learn are in anyway challenged or compromised, students' academic success can suffer, as well. The two goals must walk "hand in hand" in order to ensure overall student success. Consequently, the Office of Curriculum, Instruction, and Professional Development is hard at work with district administrators and program leaders to bolster the fundamental building blocks that will bring many complex and complicated elements together in a seamlessly aligned cycle that continuously addresses the four basic, yet essential questions all educators need to answer on a regular and on-going basis:

1. What do we want all students to know and be able to do? (Curriculum)
2. How do we teach so that all students can learn? (Instruction)
3. How will we know if students have learned what we have taught? (Assessment)
4. What will we do if they have NOT learned it OR if they already know it? (Interventions and Extensions)



Educational research has emphatically proven that a strongly embedded and on-going Professional Development (P.D.) program plays a key role in assuring that teaching and learning goals are met. This research and our everyday practice continue to demonstrate that a strong professional development program is, in fact, a critical component of highly effective schools and the advancement of student achievement. A strong professional development program that addresses the complexities of pedagogy is firmly grounded in "day-to-day teaching practice and is designed to enhance teachers' content specific instructional practices with the intent of improving learning" (Darling-Hammond and McLaughlin, 1995).

The Lexington Public Schools has historically demonstrated a longstanding commitment to professional development for its faculty and administrators. We are very pleased that we have been able to significantly increase the level of funding for professional development by using federal ARRA funds in FY10, 11, and 12, and local dollars in FY13 so that we may continue the program at the FY12 level. Some of the accomplishments in the past three years include a strong, in-depth series of optional, after-school offerings provided in the spring, summer, and fall of 2011 with another round scheduled for the spring of 2012. An impressive 825 teachers, in total, have elected to enroll in these LPS courses and workshops since the program was first developed and offered in the spring of 2010. During the past few years, more than sixty-five courses and workshops, focused on differentiated instruction, guided reading, best practices, Response to Intervention (RTI), Responsive Classroom, technology integration, and the advancement of 21<sup>st</sup> century literacies, and more, have been provided "in-district" for our faculty members. Additionally, a total of 350+ administrators and faculty have been able to participate in out-of-district courses (both in-state and out-of-state) with educational experts and colleagues from around the country. As a result, our staff has been able to bring back what they have learned to their school, their PLCs, and the district at-large. Required training to provide content specific information to teachers in the areas of mathematics and literacy skills, as well as education related to brain development, adult learning, and pro-social skills have taken place during the course of the school day on designated dates and two evening forums for parents focusing on self-regulatory behaviors.

In the summer of 2011, over 100 administrators, program leaders, and teachers joined the district at the Data Summit. This was the first ever two-day seminar of this size to be held in Lexington. Leading educational experts, Dr. Doug Reeves, Dr. Michael Wasta, Angela Peery, and Tony Flach both instructed and inspired the group in engaging discussion on how the collaborative use of student data can advance and improve student learning and increase achievement for ALL students. A similar district-wide conference is scheduled to take place in June of 2012 with RTI specialist, Michael Mattos.

Not only has our success in the area of Professional Development been acclaimed by our district's faculty via their end-of-course evaluation forms, but national recognition has come our way, as well. In the November 2010 issue of *Education Week*, a profile of the district's P.D. work was showcased. The article attests to the importance of our local efforts and its relative uniqueness in the country as we work to become a "learning system" – one that fosters teacher learning beyond the individual school and classroom level. We are indeed one of the only districts in the nation that has committed itself to the systemic and synergized importance of this work. Calls continue to come to the district on a regular basis asking for input and further discussion about our program and the work of our Professional Learning Communities in nurturing the work of both our teaching and learning strategies in furthering academic excellence.

However, the work is never done. The momentum must be sustained. There must be continuity and consistency, not only in the mission and vision, but also in our collective effort. The needs of teachers "new" to Lexington, as well as the needs of our experienced, veteran teachers must be continuously addressed. From the *Better Beginnings* course and mentor coaching for our new teachers to the changing and advanced needs of our experienced teachers, we must cover all the bases, both in our required and optional programs. Our Professional Development Committee continues to respond to the expressed needs of teachers by seeking feedback from teachers and staff. The committee continues to design and structure offerings that synthesize





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the goals of the district focused on improving student performance at every level with a specific concentration on reducing the achievement gap. A great deal of time and attention are required to organize the many aspects and details of a consolidated P.D. "system." Multiple components must be considered and addressed from beginning teachers to veteran teachers, from content to pedagogy, from in-district to out-of-district activities, from registrations to cancellations. The addition of a part-time Professional Development (P.D.) Coordinator has bolstered the consolidation, coordination, and coherency of our work in leading this effort forward.

The overall essence of this systemic P.D. program is centered on raising educator capacity to more effectively teach all students. We have focused on improving the work of PLCs, providing targeted and specific training in the development and identification of tiered intervention instructional models and strategies, collecting data to inform individual student instruction, integrating expanding technologies as educational tools in each classroom, encouraging increased interdisciplinary curricular goals, and much more. We are building further capacity by inviting and encouraging our highly knowledgeable and competent staff members to instruct courses that target specific programmatic needs with appropriate methodologies.

In the area of curriculum development, a committee of teachers, administrators, and community members continues with Year 3 of the K-12 English Language Arts (ELA) Curriculum Review/Program Evaluation Process. The work in this programmatic area is addressing the alignment of the Lexington Public Schools' ELA curriculum with the Common Core Standards recently adopted by the Commonwealth of Massachusetts. The district has invested in a web-based tool called *Atlas Rubicon*, which is being used to upload the priority standards for each grade level, along with the suggested instructional strategies that should accompany the teaching of these standards and the list of accompanying resources, activities, and materials that can be used to support success in this area. A considerable amount of training has been invested in opportunities for staff members to be trained in the use of Atlas, so that this electronic mapping tool helps them to access curricular, instructional and assessment information on-line.

The commitment to this ambitious curriculum renewal cycle will ensure that the Lexington Public Schools' curriculum is always aligned to state and national academic standards in a timely way, while at the same time ensure that we are offering the very best programs to our students. The curriculum cycle is an ever evolving process that never remains stagnant, as it is actively assessed and re-tooled to address student needs.

During the past few years, we have completed three programmatic curriculum reviews: Mathematics, Physical Education/Wellness, and Science/Engineering and Technology. Revisions in the mathematics documents will be re-considered in FY13 as a result of the State's adoption of the national Common Core Standards. This work has already begun and will continue intensively throughout the summer of 2012 and the next academic year. It should be duly noted that the new Common Core Standards significantly emphasize the importance of higher order thinking skills in each program area. These skills are highlighted as essential to success in post high school programs and student career paths. The fourth curriculum review, English Language Arts, is currently in its third year. In FY12, the district started its fifth curriculum in the area of Social Studies. This work began in August of 2011 and will continue through its third year in 2013-2014.

The curriculum office has established a standards-based Report Card Committee whose charge it is to research and design a standards-based K-5 report card that will replace the current elementary reporting instrument. The goal of this work is to provide a reporting tool to parents and students that will more accurately communicate student achievement and progress. The new report card will specifically outline those standards and skills that should be met by each student at each grade level in all academic areas, including pro-social behaviors and learning approaches. Performance indicators for each of these standards and skills will provide assessment information to the student and parent and will be recorded electronically by the teacher. The roll-out and instruction for teachers and parents on this new report card is scheduled to begin in January of 2012 and continue throughout the next academic year.



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We project that the K-5 enrollment will increase by twenty students next year. While twenty students would normally mean that we would hire 1 classroom teacher and 0.2 specialist teachers, the budget includes 3.8 unallocated teachers. The additional teachers are needed to reduce class sizes in schools that now have large class sizes and over-max aides (grade 4 at Harrington and Fiske) and provide staffing for classes that are already large and may exceed guidelines.

- 1) Changes in Expenditures: Only a portion of the K-12 Curriculum programs are eligible for Per Pupil expenditures. Each respective line item has received a portion of a per pupil increase.

K-12 Department Expense Budget  
 (general education budget only)  
 Level Service Per Pupil at Current Enrollment and Budget Allocation adjusted by # of students as of official October 1, 2011 enrollment

Line Number	Roll Up	FY11	# of Students	Per Pupil Allocation	Change	FY12	# of Student	Per Pupil Allocation	Change	FY13	# of Student	Per Pupil Allocation (+2%)	Change	\$ % Change	Pupil % Change
29	K-12 Curriculum	\$ 299,463	6,131	\$ 48.84	\$ 733	\$ 310,990	6,367	\$ 48.84	\$ 11,527	\$ 320,099	6,425	\$ 49.82	\$ 9,109		2.93%
30	K-12 Library Media	\$ 155,014	6,131	\$ 25.28	\$ 379	\$ 160,981	6,367	\$ 25.28	\$ 5,967	\$ 165,697	6,425	\$ 25.79	\$ 4,715		2.93%
31	Technology	\$ 212,281	6,131	\$ 34.62	\$ 519	\$ 220,453	6,367	\$ 34.62	\$ 8,171	\$ 226,910	6,425	\$ 35.32	\$ 6,457		2.93%
32	English Language Learners	\$ 10,325	6,131	\$ 1.68	\$ 25	\$ 13,723	6,367	\$ 1.68	\$ 3,397	\$ 14,125	6,425	\$ 2.20	\$ 402		2.93%
33	K-12 PE/Wellness	\$ 56,789	6,131	\$ 9.26	\$ 139	\$ 58,975	6,367	\$ 9.26	\$ 2,186	\$ 60,702	6,425	\$ 9.45	\$ 1,727		2.93%
34	K-12 Visual Arts	\$ 72,277	6,131	\$ 11.79	\$ 177	\$ 75,059	6,367	\$ 11.79	\$ 2,782	\$ 77,258	6,425	\$ 12.02	\$ 2,199		2.93%
35	K-12 Performing Arts	\$ 77,439	6,131	\$ 12.63	\$ 189	\$ 80,420	6,367	\$ 12.63	\$ 2,981	\$ 82,776	6,425	\$ 12.88	\$ 2,356		2.93%
36	Athletics	\$ 111,820	6,131	\$ 18.24	\$ 274	\$ 116,124	6,367	\$ 18.24	\$ 4,304	\$ 119,525	6,425	\$ 18.60	\$ 3,401		2.93%
		\$ 995,408	6,131	\$ 162.36	\$ 2,435	\$ 1,036,725	6,367	\$ 162.36	\$ 41,316	\$ 1,067,092	6,425	\$ 166.08	\$ 30,367		2.93%
		0.25%	0.25%	0.00%		4.15%	3.85%	0.00%		2.93%	0.91%	2.30%			0.90%





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## K-12 Student Services Summary

The cost of special education continues to be a key factor in the development of the school district budget. The major influences on special education costs include:

Program Changes for FY13:

- 1) Increases in out-of-district tuition: The total tuition amount is projected to increase from \$7,890,419 in the FY12 budget to \$8,157,380 in FY13 which is a 3.38% increase. However, the operating budget portion of the tuition account is projected to decrease by almost 12% due to the increase in circuit breaker and use of the LABBB credit. The tuition line item includes a 2.13% increase for private special education schools, an increase for private schools that have requested program reconstruction or extraordinary relief, and a 4% increase for collaborative tuitions.
- 2) Increase in State circuit breaker reimbursements:  
The state "Circuit Breaker" law partially reimburses school districts for special education placements that cost four times the foundation budget (\$38,916 per student for FY12). In FY13, we are projecting a 60% reimbursement rate and expect to receive \$2,318,428 based on November 2011 eligible students.
- 3) Staffing changes:
  - a. Additional staff will be needed at Fiske for new students who moved to Lexington in FY12 and for four students moving from the preschool to the Fiske Intensive Learning Program Learning Programs (ILP).
  - b. Beginning in FY13, we will start an Intensive Learning Program (ILP) at Diamond to meet the needs of the four fifth grade students in the Fiske ILP Program that will be moving up to Diamond next year. Some positions will be able to be transferred (with additional hours) from Fiske to Diamond, some positions will need to be added, and some positions will be filled from current FTEs in the district. The total new positions that will need to be added to the FY13 budget would be a .4 increase in Board Certified Behavior Analysts and a .36 increase in Student Support Instructors. The cost for the new program at Diamond will be \$105,516, which includes staffing, furniture, supplies, and materials. The program will allow our Hastings students to remain in-district. If LPS does not create an in-district program, the students would require an out-of-district placement at a cost of approximately \$460,640, including transportation.
  - c. Each year, the school district reexamines staffing numbers based on the number of students projected for each program. Based on known and anticipated students for FY13, this budget includes the following changes:
    1. 0.5 resource room reduction at Estabrook Elementary School
    2. No net change in staffing in the speech and language department. However, staffing levels will be changed in some of the schools. Through the realignment, we are able to achieve a cost avoidance covering the need for a .4 FTE speech and language increase at Diamond for the new Intensive Learning Program.
    3. A 1.2 FTE increase in occupational therapists and a 3.0 FTE reduction in certified occupational therapy assistants (COTAs) who are hourly employees. This change offers access to more highly skilled personnel who can both evaluate and service students. This recommended staffing pattern includes a cost avoidance of .3 FTE occupational therapists for the new Diamond Intensive Learning Program. The overall realignment of occupational therapists results in an anticipated cost savings of \$70,000.



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- A reduction of 2.0 special education teachers at the high school. A retirement that occurred in FY12 will not be filled. In addition, one additional reduction in special education teaching staff is recommended based on the number of students requiring services.

**Summary of  
 Speech, Occupational Therapy and Resource Room Staffing  
 Recommendations**

School	SLP FTE Changes	OT FTE Changes	Special Education FTE Changes
Bowman	.25 Decrease	.7 Increase in OT, eliminate COTA	No Change
Bridge	.2 Decrease	.5 Increase In OT, eliminate COTA	No Change
Clarke	No Change	.1 Decrease in OT	No Change
Diamond	.4 Increase (for new ILP program)	.1 Increase in OT	No Change
Estabrook	.2 Increase	.2 Decrease	.5 Decrease
Fiske	.15 Decrease	.2 Decrease	No Change
Harrington	No Change	.1 Decrease	No Change
Hastings	No Change	.4 Increase, eliminate COTA	No Change
Lexington High School	No Change	.1 Decrease	2.0 Decrease
Lexington Children's Place (Preschool)	No Change	No Change	No Change
<b>Total Net Change</b>	<b>0</b>	<b>1.2 Increase in OT, eliminate 3 COTAs</b>	<b>2.5 Decrease</b>
Cost Avoidance	.4 for ILP at Diamond	.3 for ILP at Diamond	None
Details	-0.4 SLP x \$60,000/year = -\$24,000	+1.2 OT x 60,000) = +\$72,000	-2.5 x \$60,000 = -\$150,000
		-3.0 COTAs = -\$124,000	
		- 0.3 OT x 60,000/year = -\$18,000	
<b>SAVINGS</b>	<b>\$24,000</b>	<b>\$70,000</b>	<b>\$150,000</b>

Changes in Expenses:

- Equipment (an additional \$24,940) is needed for specialized equipment and travel expenses. Each year the district receives requests for additional FM systems or sound field systems that are unanticipated for hearing impaired students. These who either move into Lexington or who require updated systems. The expense budget needs to increase from \$32,209 for equipment to \$56,149 and from \$6,906 for travel to \$10,906. The student services department has many itinerant staff who travel to and from the various buildings within a given day to provide services to students. The current budget is insufficient to cover the cost of mileage reimbursement. A \$4,000 increase is requested. In addition, two students with visual impairments are in need of various devices in order to access the curriculum. Augmentative communication (speech generating) devices are also needed for students to communicate effectively, participate in school, and for the district to comply with their IEP requirements.
- The Diamond ILP program is also in need of partial one-time expenses and an ongoing operating budget. The budget includes \$51,384 for equipment, technology, and other instructional supplies.
- Each Year a portion of the Student Services program budgets receive per pupil allocations for instructional supplies. Below is the change in per pupil allocation for these departments.

Line Number	Roll Up	FY11	# of Students	Per Pupil Allocation	Change	FY12	# of Student	Per Pupil Allocation	Change	FY13	# of Student	Per Pupil Allocation (+2%)	Change	\$ % Change	Pupil % Change
37	Early Childhood Program	\$ 65,875	90	\$ 731.94	\$ -	\$ 65,875	90	\$ 731.94	\$ -	\$ 67,193	90	\$ 746.58	\$ 1,318	2.00%	
38	Health Services	\$ 12,626	6,131	\$ 2.06	\$ 31	\$ 13,112	6,367	\$ 2.06	\$ 486	\$ 13,496	6,425	\$ 2.10	\$ 384	2.93%	
39	Psychologist	\$ 86,647	6,131	\$ 14.13	\$ 212	\$ 89,982	6,367	\$ 14.13	\$ 3,335	\$ 92,618	6,425	\$ 14.42	\$ 2,636	2.93%	
40.1	K-5 Student Services	\$ 30,050	2,675	\$ 11.23	\$ 550	\$ 32,308	2,876	\$ 11.23	\$ 2,258	\$ 32,817	2,864	\$ 11.46	\$ 509	1.57%	
	K-5 Guidance	\$ -	2,675	\$ -	\$ -	\$ -	2,876	\$ -	\$ -	\$ -	2,864	\$ -	\$ -		
40.2	6-8 Student Services	\$ 18,635	1,486	\$ 12.54	\$ (301)	\$ 18,886	1,506	\$ 12.54	\$ 251	\$ 20,568	1,608	\$ 12.79	\$ 1,682	8.91%	
	6-8 Guidance	\$ -	1,486	\$ -	\$ -	\$ -	1,506	\$ -	\$ -	\$ -	1,608	\$ -	\$ -		
40.3	9-12 Student Services	\$ 7,817	1,970	\$ 3.97	\$ (40)	\$ 7,877	1,985	\$ 3.97	\$ 60	\$ 7,905	1,953	\$ 4.05	\$ 28	0.36%	
40.4	K-12 Student Services	\$ 60,690	6,131	\$ 9.90	\$ 148	\$ 63,027	6,367	\$ 9.90	\$ 2,336	\$ 64,873	6,425	\$ 10.10	\$ 1,846	2.93%	
	K-12 Guidance	\$ -	6,131	\$ -	\$ -	\$ -	6,367	\$ -	\$ -	\$ -	6,425	\$ -	\$ -		
		\$ 282,341	6,131	\$ 785.78	\$ 601	\$ 291,067	6,367	\$ 785.78	\$ 8,726	\$ 299,470	6,425	\$ 801.49	\$ 8,403	2.89%	0.90%
		0.21%	0.25%	0.00%		3.09%	3.85%	0.00%		2.89%	0.91%	2.00%			



### Elementary K-5 Summary

In FY13 the K-5 enrollment is projected to increase by twenty students (2818 to 2838). Currently, there are 132 classrooms in the six K-5 schools.

Classroom teachers provide instruction in the core academic areas and are supported by experts and specialists in the fields of art, music, physical education, and library/media. Specialists provide developmentally appropriate instruction, and this instruction is interdisciplinary in nature whenever possible. Literacy and mathematics intervention specialists at each building work with all students, as well as at-risk students to provide assistance with their literacy and numeracy skills. Additionally, the K-5 specialists assist teachers with model lessons, lesson planning, and professional development. The K-5 Literacy and Math Department Heads and specialists work with administrators and teachers in program planning for cognitively gifted students to assure these students have appropriate programs in both reading and math.

Funds are allocated in department budgets to support ongoing programs that support ongoing, planned assessment to inform instruction, provide supplemental materials for comprehensive programs that are aligned with the Massachusetts State Curriculum Frameworks, and provide teachers with professional development in current instructional methodologies.

The overall school expense budgets for the elementary schools were based on a per pupil expenditure of approximately \$55.08 per student, which is a 2% increase over FY12. The principals then reallocated their school's allotment to the various needs within their building.

#### Program Changes for FY12:

- 1) K-5 School Support Personnel (0.40 Net FTE): The current staffing level does not provide sufficient coverage for safely overseeing recess and lunch periods and cannot safely provide coverage during indoor recesses. In addition, elementary schools lack sufficient coverage for classroom teachers during special education meeting times, which means we sometimes need to reassign special education assistants to cover classrooms.
- 2) Per pupil allocations for level service are applied in the following manner:

Elementary School Expense Budget  
(general education budget only)  
Level Service Per Pupil at Current Enrollment and Budget Allocation adjusted by # of students as of official October 1, 2011 enrollment

Line Number	Roll Up	FY11	# of Students	Per Pupil Allocation	Change	FY12	# of Student	Per Pupil Allocation	Change	FY13	# of Student	Per Pupil Allocation (+2%)	Change	\$ % Change	Pupil % Change
1	Bowman	\$ 26,082	483	\$ 54.00	\$ 378	\$ 28,674	531	\$ 54.00	\$ 2,592	\$ 28,201	512	\$ 55.08	\$ (473)	-1.65%	-3.71%
2	Bridge	\$ 27,000	500	\$ 54.00	\$ 3,726	\$ 27,972	518	\$ 54.00	\$ 972	\$ 28,311	514	\$ 55.08	\$ 339	1.21%	-0.78%
3	Estabrook	\$ 23,706	439	\$ 54.00	\$ 1,674	\$ 24,300	450	\$ 54.00	\$ 594	\$ 25,282	459	\$ 55.08	\$ 982	4.04%	1.96%
4	Fiske	\$ 23,652	438	\$ 54.00	\$ (3,240)	\$ 25,488	472	\$ 54.00	\$ 1,836	\$ 26,879	488	\$ 55.08	\$ 1,391	5.46%	3.28%
5	Harrington	\$ 21,168	392	\$ 54.00	\$ (810)	\$ 24,948	462	\$ 54.00	\$ 3,780	\$ 25,337	460	\$ 55.08	\$ 389	1.56%	-0.43%
6	Hastings	\$ 22,842	423	\$ 54.00	\$ 918	\$ 23,922	443	\$ 54.00	\$ 1,080	\$ 23,739	431	\$ 55.08	\$ (183)	-0.76%	-2.78%
		\$ 144,450	2,675	\$ 54.00	\$ 2,646	\$ 155,304	2,876	\$ 54.00	\$ 10,854	\$ 157,749	2,864	\$ 55.08	\$ 2,445	1.57%	-0.42%
10	K-5 Literacy	\$ 88,721	2,675	\$ 33.17	\$ 1,625	\$ 95,388	2,876	\$ 33.17	\$ 6,667	\$ 96,889	2,864	\$ 33.83	\$ 1,502	1.57%	
11	K-5 Math	\$ 65,068	2,675	\$ 24.32	\$ 1,192	\$ 69,957	2,876	\$ 24.32	\$ 4,889	\$ 71,059	2,864	\$ 24.81	\$ 1,101	1.57%	
12	K-5 Science	\$ 30,272	2,675	\$ 11.32	\$ 555	\$ 32,547	2,876	\$ 11.32	\$ 2,275	\$ 33,059	2,864	\$ 11.54	\$ 512	1.57%	
13	K-5 Social Studies	\$ 24,791	2,675	\$ 9.27	\$ 454	\$ 26,653	2,876	\$ 9.27	\$ 1,863	\$ 27,073	2,864	\$ 9.45	\$ 420	1.57%	
		\$ 208,852	2,675	\$ 78.08	\$ 3,826	\$ 224,545	2,876	\$ 78.08	\$ 15,693	\$ 228,081	2,864	\$ 79.64	\$ 3,535	1.57%	-0.42%
	<b>Elementary Total</b>	\$ 353,302	2,675	\$ 132.08	\$ 6,472	\$ 379,849	2,876	\$ 132.08	\$ 26,547	\$ 385,830	2,864	\$ 134.72	\$ 5,980	1.57%	-0.42%
		\$ 6,472	1.87%	0.00%		\$ 26,547	7.51%	0.00%		\$ 5,980	-0.42%	2.00%			





### Middle School Summary

The FY13 budget recommendation for the middle schools is driven by the following consideration:

The overall school expense budgets for the middle schools were based on a per pupil expenditure of approximately \$134.24 per student. The principals may reallocate their school's allotment to the various department needs within their building. In FY13, Clarke's enrollment is projected to decrease by seven students. Diamond's enrollment is projected to decrease by four students. If additional staffing is needed due to increased enrollment, the unallocated staffing set aside in the K-5 budget, if not needed, could be transferred to the middle school(s).

	Clarke Projected FY12	Clarke Actual FY12	Diamond Projected FY12	Diamond Actual FY12	TOTAL Projected FY12	TOTAL Actual FY12	Clarke Projected FY13	Diamond Projected FY13	TOTAL Projected FY13
Grade 6	292	297	255	250	547	547	259	264	547
Grade 7	266	256	257	259	523	515	300	253	523
Grade 8	261	272	263	274	524	546	259	262	524
<b>Total</b>	<b>819</b>	<b>825</b>	<b>775</b>	<b>783</b>	<b>1594</b>	<b>1608</b>	<b>818</b>	<b>779</b>	<b>1597</b>

The middle school experience is unique. With its team approach to teaching, our staff members work together to make the learning experience a positive one for all of our students. Each team strives to get to know each student and his/her unique learning and emotional needs and works hard to address these needs.

In FY12, the department leadership structure was reorganized from one department chair for each major subject at each school (five per school) to one department head per major subject for both middle schools. The new department heads have much greater authority to supervise and evaluate teachers and lead their respective departments. The chairs had one release period per day. The new department heads have two release periods per day for leadership responsibilities. Grade 6-8 department heads, supervise and evaluated teachers and assess, align, coordinate, and develop curriculum during department meetings and during Middle School Curriculum Council meetings. They identify appropriate instructional materials and issues that arise relevant to the middle school experience. They assist teachers in using curriculum documents and materials to provide high quality instruction to students. All middle school teachers work together to identify and discuss ways to help individual students explore and make connections in the curriculum. They serve as partners with parents to communicate about homework, schedules, parent conferences, and progress reports.

#### Middle School Program Changes:

1. Staffing Changes
  - a) General Education – no changes.
  - b) Special Education – An Intensive Learning Program will be established at Diamond (Please see the section on student services.)
  
2. Per pupil allocations for level service are applied in the following manner:







### High School Summary

The high school enrollment is projected to increase from 1953 students to 1966 students, which is a net increase of thirteen students. The FY12 budget was based on an enrollment of 1,941 students. The overall school expense budget for the high school was based on a per pupil expenditure of approximately \$179.09 per student.

Grade	FY12 Projected	FY12 Actual	FY13 Projected
9	453	465	530
10	479	479	460
11	514	507	474
12	495	502	502
<b>TOTAL</b>	<b>1941</b>	<b>1953</b>	<b>1966</b>

### High School Staffing Changes:

- 1) Staffing Changes:
  - a) Staffing changes are noted on the K-12 summary sheet included with this executive summary.
2. Per pupil allocations for level service are applied in the following manner:

High School Expense Budget  
(general education budget only)  
Level Service Per Pupil at Current Enrollment and Budget Allocation adjusted by # of students as of official October 1, 2011 enrollment

Line Number	Roll Up	FY11	# of Students	Per Pupil Allocation	Change	FY12	# of Students	Per Pupil Allocation	Change	FY13	# of Students	Per Pupil Allocation (+2%)	Change	\$ % Change	Pupl % Change
9	Lexington High School	\$ 127,443	1970	\$ 64.69	\$ (647)	\$ 128,413	1985	\$ 64.69	\$ 970	\$ 128,870	1953	\$ 65.99	\$ 457	0.36%	
21	Eng/Lang Arts	\$ 28,489	1970	\$ 14.46	\$ (145)	\$ 28,706	1985	\$ 14.46	\$ 217	\$ 28,808	1953	\$ 14.75	\$ 102	0.36%	
22	Foreign Language	\$ 34,733	1970	\$ 17.63	\$ (176)	\$ 34,997	1985	\$ 17.63	\$ 264	\$ 35,122	1953	\$ 17.98	\$ 124	0.36%	
23	Math	\$ 23,570	1970	\$ 11.96	\$ (120)	\$ 23,750	1985	\$ 11.96	\$ 179	\$ 23,834	1953	\$ 12.20	\$ 84	0.36%	
24	Science	\$ 85,021	1970	\$ 43.16	\$ (432)	\$ 85,669	1985	\$ 43.16	\$ 647	\$ 85,973	1953	\$ 44.02	\$ 305	0.36%	
25	Social Studies	\$ 35,356	1970	\$ 17.95	\$ (179)	\$ 35,625	1985	\$ 17.95	\$ 269	\$ 35,751	1953	\$ 18.31	\$ 127	0.36%	
26	Competitive Speech	\$ 4,099	1970	\$ 2.08	\$ (21)	\$ 4,130	1985	\$ 2.08	\$ 31	\$ 4,145	1953	\$ 2.12	\$ 15	0.36%	
27	Info Tech/Business	\$ -	1970	\$ -	\$ -	\$ -	1985	\$ -	\$ -	\$ -	1953	\$ -	\$ -		
28	Guidance	\$ 7,174	1970	\$ 3.64	\$ (36)	\$ 7,228	1985	\$ 3.64	\$ 55	\$ 7,254	1953	\$ 3.71	\$ 26	0.36%	
		\$ 345,885	1970	\$ 175.58	\$ (1,756)	\$ 348,519	1985	\$ 175.58	\$ 2,634	\$ 349,758	1953	\$ 179.09	\$ 1,240	0.36%	-1.64%
		-0.51%	-0.51%	0.00%		0.76%	0.76%	0.00%		0.36%	-1.61%	2.00%			



**Lexington Public Schools**  
2013 Superintendent's Recommended Budget

**Personnel**

Personnel costs (exclusive of benefits) make up 84% of the school budget. The FY13 Salaries and Wages budget for the school department is based on staffing levels in the FY12 Annual Town Meeting School Committee request. During the school year, the FTE allocation levels were modified to reflect program needs of the district. Position changes are discussed and highlighted for the reader in the program area budgets. The net staffing increase from the budget voted by the FY12 Annual Town Meeting to the FY13 recommended budget is 13.20 positions. The net staffing increase from the current FY12 actual FTEs funded to the FY13 recommended level service budget is net 4.90 positions.

Annually staffing changes occur for the following reasons:

1. Each year, the Superintendent recommends the inclusion of unallocated teaching positions in anticipation of enrollment shifts and changes as forecasted by the Enrollment Report. Once enrollment of kindergarten and secondary course selections take place in May, these positions are allocated to each Principal to address enrollment needs that arise after the budget is approved.
2. At the secondary level, Principals must reallocate staff within their buildings to address student course selection and class size. This means that the FTEs for all subject areas are modified from one year to the next.
3. During the summer the school department continues to experience enrollment shifts and changes due to students who move after school ends in June. Therefore, additional staff over the budget allocation must be added. Generally the staff added are a result of Individual Education Plans (IEP), English Language Learners (ELL), and Kindergarten students, or if the unallocated teachers were not enough due to shifting enrollment in the middle schools.
4. Each year due to program requirements and enrollment that occurs during the year, additional staff is requested during the next budget cycle.

The chart below shows only the budget to budget shifts from FY11, FY12, and FY13. Included in the budget detail in the 2000 Instructional Services section are the shifts and changes that have occurred within each program area.

TYPE	LINE No	ROLLUP	FY11 FTE	FY12 FTE	FY11 FTE	FY12 FTE	FY12 Actual FTE	FY12 Budget to Actual	FY12 Actual to Budget	FY12 Budget to Budget	FY13 FTE	FY13 Level Service	FY13 Change	Increase
SALARIES & WAGES	1	UNIT A - LEA	609.73	612.03	619.80	615.49	619.83	4.34	2.46	6.80	622.29			
	2	UNIT A - STIPENDS			-									
	3	UNIT A - COACHES												
	4	LESA - SECRETARIES	69.46	67.46	68.86	69.74	68.08	(1.66)	(0.76)	(2.44)	67.30			
	5	NON-UNION DISTRICT SUPPORT/MGRS	7.00	7.00	16.00	16.50	16.50	0.00	2.00	2.00	18.50			
	7	UNIT C - INSTR ASST.	110.40	85.40	87.34	74.28	78.42	4.14	(1.80)	2.25	76.53			
	7.2	UNIT C - STUDENT SUPPORT INSTRUCTORS		24.00	11.33	25.76	27.04	1.28	2.72	4.00	29.76			
	7.1	NON-UNION PARAPROFESSIONALS	4.76	3.87	4.55	1.90	14.67	12.77	0.00	12.77	14.67			
	8	ABA/BCBA INSTRUCTORS	9.60	9.60	3.41	2.90	2.33	(0.57)	0.57	-	2.90			
	9	OT ASSISTANTS	4.33	3.33	3.00	3.00	3.00	0.00	(3.00)	(3.00)	-			
	10	SPECIAL CLASS AIDES	14.54	13.02	11.01	23.15	10.66	(12.50)	0.60	(11.90)	11.25			
	13	TECHNOLOGY UNIT	9.50	4.50	5.00	12.00	12.60	0.60	0.40	1.00	13.00			
	13.1	TECHNOLOGY NON-BARGAINING		4.00	-									
	13.2	TECHNOLOGY ADMINISTRATION		1.00	-									
	14	CENTRAL ADMINISTRATORS	6.30	6.30	6.50	6.50	6.40	(0.10)	0.10	-	6.50			
	15	PRINCIPALS	9.00	9.00	9.00	9.00	9.00	0.00	0.00	-	9.00			
	16	ALA - ASST PRINC/SUPERVISORS	17.00	17.00	25.00	24.38	24.38	0.00	1.72	1.72	26.10			
	17	NURSE SUBS										\$	15,000	0.00%
	18	TEACHER SUBSTITUTES										\$	560,086	0.00%
	18	SECRETARY SUBSTITUTES										\$	50,000	0.00%
18	PARAPROFESSIONAL SUBSTITUTES										\$	35,000	0.00%	
20	SICK LEAVE BUY BACK													
		Sal Dif									\$	(500,000)	0.00%	
		TOWN SHARED EXPENSES									\$	189,723		
<b>SALARIES &amp; WAGES Total</b>			<b>871.02</b>	<b>867.51</b>	<b>870.80</b>	<b>884.60</b>	<b>892.91</b>	<b>8.30</b>	<b>4.00</b>	<b>13.20</b>	<b>897.80</b>	<b>897,748,014</b>	<b>13.20</b>	<b>3.22%</b>



**Lexington Public Schools**  
**2013 Superintendent's Recommended Budget**

Change in Level Service Staffing From FY12 (Current) to FY13 (Recommended)

Newly identified positions for the district are as follows.

LINE No	ROLL UP	Reason for Change	FY12 Actual to FY13 Budget
1	UNIT A - LEA	Physics, Mandarin, OT, ELL, Grant Reduction Impact	2.46
4	LESA - SECRETARIES	Reclassification of Positions, SSP Hours Added	(0.78)
5	NON-UNION DISTRICT SUPPORT/MGRS	Reclassification of Positions	2.00
7	UNIT C - INSTR ASST.	Instructional Assistants not needed to continue	(1.89)
7.2	UNIT C - STUDENT SUPPORT INSTRUCTORS	Diamond ILP Program	2.72
8	ABA/BCBA INSTRUCTORS	Diamond ILP Program	0.57
9	OT ASSISTANTS	Restructuring of Services	(3.00)
10	SPECIAL CLASS AIDES	Restructuring of Services	0.60
13	TECHNOLOGY UNIT	LHS Data Specialist conversion	0.40
14	CENTRAL ADMINISTRATORS	Maintain 0.50 Asst Student Service Dir. FTE	0.10
16	ALA - ASST PRINC/SUPERVISORS	Grant Reduction impact	1.72
			4.90





**Lexington Public Schools**  
2013 Superintendent's Recommended Budget

**Expenses by Program**

The School Department shows all financial reports in a program budget format. The line numbers below represent curriculum, instruction, services, and general expenses for operating the Pre-K through Grade 12 school system. More detail for each line item is available under each program expense budget.

TYPE	LINE No	ROLLUP	FY09 Actual	FY10 Actual	FY11 STA Revised Budget	FY11 Actual	FY12 ATM	FY13 Level Service	\$ Change	% Increase
1000	48	ADMINISTRATION	\$ 312,250	\$ 944,284	\$ 350,316	\$ 286,557	\$ 391,566	\$ 399,397	\$ 7,831	2.00%
1000	46	LEGAL SERVICES	\$ 324,343	\$ 197,206	\$ 208,000	\$ 316,622	\$ 218,000	\$ 222,360	\$ 4,360	2.00%
2000	29	K-12 CURRICULUM	\$ 255,605	\$ 339,251	\$ 634,461	\$ 498,337	\$ 711,867	\$ 748,685	\$ 36,818	5.17%
2000	30	K-12 LIBRARY/MEDIA	\$ 156,570	\$ 156,121	\$ 155,014	\$ 158,314	\$ 160,981	\$ 164,510	\$ 3,529	2.19%
2000	31	TECHNOLOGY	\$ 179,035	\$ 319,676	\$ 340,281	\$ 437,887	\$ 348,452	\$ 353,285	\$ 4,833	1.39%
2000	32	ENGLISH LANGUAGE LEARNERS	\$ 9,909	\$ 10,491	\$ 10,325	\$ 10,608	\$ 13,723	\$ 14,125	\$ 402	2.93%
2000	33	K-12 PE/ WELLNESS	\$ 55,555	\$ 76,078	\$ 56,789	\$ 55,726	\$ 58,975	\$ 60,268	\$ 1,293	2.19%
2000	34	K-12 VISUAL ARTS	\$ 62,793	\$ 66,077	\$ 77,277	\$ 63,114	\$ 75,059	\$ 76,704	\$ 1,645	2.19%
2000	35	K-12 PERFORMING ARTS	\$ 70,937	\$ 104,172	\$ 73,439	\$ 74,752	\$ 80,420	\$ 82,183	\$ 1,763	2.19%
2000	40.4	K-12 STUDENT SERVICES	\$ 263,777	\$ 173,887	\$ 156,531	\$ 123,329	\$ 231,802	\$ 262,124	\$ 30,322	13.08%
2000	40.4	K-12 GUIDANCE								
2000	43	SPECIAL EDUCATION CONSULTANTS	\$ 801,944	\$ 801,241	\$ 592,530	\$ 407,825	\$ 560,000	\$ 571,200	\$ 11,200	2.00%
2000	37	EARLY CHILDHOOD PROGRAM	\$ 56,818	\$ 17,061	\$ 65,875	\$ 39,616	\$ 65,875	\$ 67,193	\$ 1,318	2.00%
2000	40.1	K-5 STUDENT SERVICES	\$ 38,449	\$ 20,239	\$ 30,050	\$ 55,425	\$ 32,308	\$ 32,290	\$ (18)	-0.06%
2000	40.1	K-5 GUIDANCE								
2000	40.2	6-8 Student Services	\$ 38,737	\$ 42,026	\$ 75,183	\$ 37,230	\$ 75,434	\$ 128,500	\$ 53,066	70.35%
2000	40.2	6-8 GUIDANCE								
2000	40.3	9-12 Student Services	\$ 18,836	\$ 14,681	\$ 29,272	\$ 16,133	\$ 29,332	\$ 29,360	\$ 28	0.10%
2000	45	PRINT CENTER	\$ 226,571	\$ 225,965	\$ 278,100	\$ 216,939	\$ 278,100	\$ 283,662	\$ 5,562	2.00%
2000	47	TEACHER SUBSTITUTES	\$ 429,227	\$ -	\$ 111,000	\$ 26,779	\$ -	\$ -	\$ -	
2000	58	PRIOR YEAR EXPENSES	\$ 50,000	\$ 64,454	\$ -	\$ 49,998	\$ -	\$ -	\$ -	
2000	1	BOWMAN	\$ 23,267	\$ 36,173	\$ 26,082	\$ 25,753	\$ 28,674	\$ 28,201	\$ (473)	-1.65%
2000	2	BRIDGE	\$ 26,641	\$ 42,052	\$ 24,300	\$ 23,120	\$ 27,972	\$ 28,311	\$ 339	1.21%
2000	3	ESTABROOK	\$ 20,142	\$ 29,146	\$ 42,247	\$ 40,026	\$ 24,300	\$ 25,282	\$ 982	4.04%
2000	4	FISKE	\$ 20,490	\$ 28,063	\$ 31,352	\$ 30,920	\$ 25,488	\$ 26,879	\$ 1,391	5.46%
2000	5	HARRINGTON	\$ 21,156	\$ 25,596	\$ 21,168	\$ 21,347	\$ 24,948	\$ 25,337	\$ 389	1.56%
2000	6	HASTINGS	\$ 20,293	\$ 26,234	\$ 22,842	\$ 13,645	\$ 23,922	\$ 24,311	\$ 389	1.63%
2000	10	K-5 LITERACY	\$ 87,852	\$ 125,997	\$ 88,725	\$ 87,279	\$ 95,388	\$ 95,335	\$ (53)	-0.06%
2000	11	K-5 MATH	\$ 65,498	\$ 78,327	\$ 65,071	\$ 64,480	\$ 69,957	\$ 69,918	\$ (39)	-0.06%
2000	12	K-5 SCIENCE	\$ 30,033	\$ 28,989	\$ 30,274	\$ 29,648	\$ 32,547	\$ 32,529	\$ (18)	-0.06%
2000	13	K-5 SOCIAL STUDIES	\$ 20,219	\$ 7,940	\$ 24,792	\$ 23,617	\$ 26,653	\$ 26,638	\$ (15)	-0.06%
2000	7	CLARKE	\$ 20,948	\$ 36,494	\$ 23,624	\$ 27,079	\$ 23,967	\$ 26,398	\$ 2,431	10.14%
2000	8	DIAMOND	\$ 34,123	\$ 38,720	\$ 22,997	\$ 23,119	\$ 23,277	\$ 25,054	\$ 1,777	7.63%
2000	14	6-8 ENG/LANG ARTS	\$ 27,667	\$ 32,559	\$ 31,108	\$ 30,084	\$ 31,526	\$ 34,334	\$ 2,808	8.91%
2000	16	6-8 FOREIGN LANGUAGE	\$ 75,622	\$ 114,331	\$ 26,807	\$ 31,492	\$ 27,168	\$ 29,588	\$ 2,420	8.91%
2000	17	6-8 MATH	\$ 20,557	\$ 79,367	\$ 24,861	\$ 27,052	\$ 25,196	\$ 27,441	\$ 2,245	8.91%
2000	18	6-8 SCIENCE	\$ 35,768	\$ 149,213	\$ 41,254	\$ 49,397	\$ 56,512	\$ 60,299	\$ 3,787	6.70%
2000	19	6-8 SOCIAL STUDIES	\$ 22,903	\$ 22,484	\$ 24,927	\$ 29,183	\$ 24,561	\$ 26,749	\$ 2,188	8.91%
2000	20	6-8 INFO TECH/BUSINESS (Distributed to 6-8 Science and 6-8 Social Studies)								
2000	9	LEXINGTON HIGH SCHOOL	\$ 100,994	\$ 100,780	\$ 127,443	\$ 110,649	\$ 128,413	\$ 128,870	\$ 457	0.36%
2000	21	9-12 ENG/LANG ARTS	\$ 26,669	\$ 30,835	\$ 28,489	\$ 40,026	\$ 28,706	\$ 28,808	\$ 102	0.36%
2000	22	9-12 FOREIGN LANGUAGE	\$ 33,928	\$ 33,538	\$ 34,733	\$ 33,916	\$ 34,997	\$ 35,121	\$ 124	0.35%
2000	23	9-12 MATH	\$ 22,183	\$ 73,172	\$ 23,571	\$ 25,158	\$ 23,750	\$ 23,834	\$ 84	0.35%
2000	24	9-12 SCIENCE	\$ 82,374	\$ 85,752	\$ 85,022	\$ 90,848	\$ 85,669	\$ 85,973	\$ 304	0.35%
2000	25	9-12 SOCIAL STUDIES	\$ 34,427	\$ 51,324	\$ 34,871	\$ 39,440	\$ 35,625	\$ 35,751	\$ 126	0.35%
2000	26	9-12 COMPETITIVE SPEECH	\$ 2,579	\$ 2,259	\$ 4,099	\$ 2,009	\$ 4,130	\$ 4,145	\$ 15	0.36%
2000	27	9-12 POLICY DEBATE (Combined with Line #26)								
2000	28	9-12 GUIDANCE	\$ 19,696	\$ 10,056	\$ 7,174	\$ 8,192	\$ 7,228	\$ 7,254	\$ 26	0.36%
3000	36	ATHLETICS	\$ 78,011	\$ 75,067	\$ 111,820	\$ 57,516	\$ 116,124	\$ 118,670	\$ 2,546	2.19%
3000	38	HEALTH SERVICES	\$ 12,478	\$ 12,437	\$ 12,626	\$ 15,226	\$ 13,112	\$ 13,399	\$ 287	2.19%
3000	42	TRANSPORTATION SPECIAL EDUCATION	\$ 1,097,180	\$ 998,726	\$ 970,000	\$ 943,362	\$ 999,100	\$ 1,015,000	\$ 15,900	1.59%
3000	44	TRANSPORTATION	\$ 486,906	\$ 417,640	\$ 542,415	\$ 602,759	\$ 725,464	\$ 739,973	\$ 14,509	2.00%
4000	56	TELEPHONE/Call Phone/Pagers	\$ 19,113	\$ 21,140	\$ 30,725	\$ 15,657	\$ 32,261	\$ 32,906	\$ 645	2.00%
7000	59	REVOLVING FUND PROGRAMS	\$ 11,151	\$ 29,870	\$ -	\$ -	\$ -	\$ -	\$ -	
9000	41	TUITION * Net Circuit Breaker Offset	\$ 4,458,242	\$ 5,071,287	\$ 5,685,617	\$ 5,350,451	\$ 6,350,303	\$ 5,588,952	\$ (761,351)	-11.99%
<b>EXPENSES Total</b>			<b>\$ 10,310,466</b>	<b>\$ 11,488,470</b>	<b>\$ 11,515,479</b>	<b>\$ 10,787,639</b>	<b>\$ 12,508,832</b>	<b>\$ 11,967,107</b>	<b>\$ (541,755)</b>	<b>-4.33%</b>

Changes in specific line items are highlighted in the program section of the budget document.



**Supplemental Budget Requests**

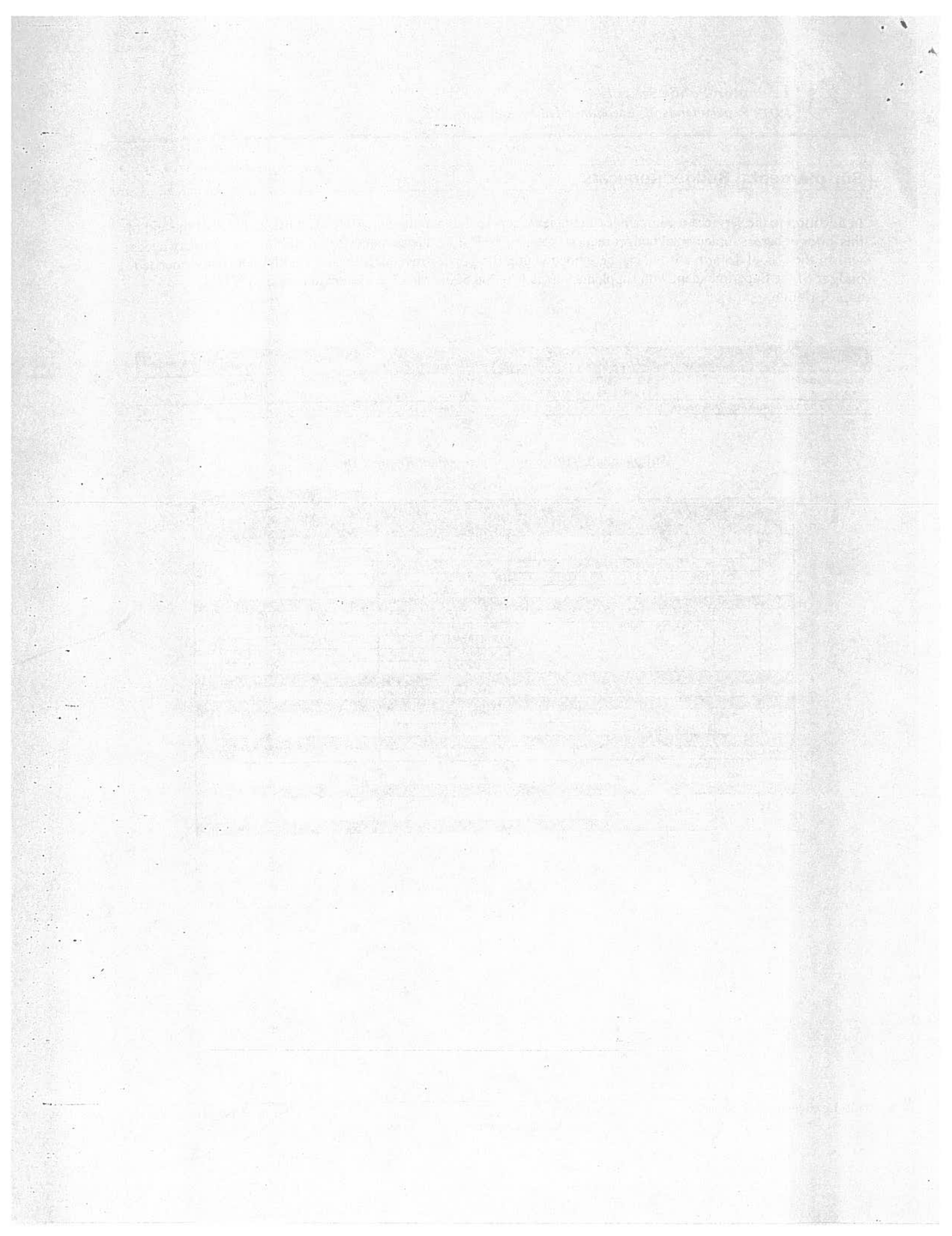
In addition to the services recommended in the level service budget, the Superintendent has included at the end of this budget book supplemental budget requests totaling \$541,137. These requests will address high priority needs within the school department and can be funded within the Town's revenue allocation model. The recommended budget of the Superintendent with supplementals is \$76,306,566, or a 4.17% increase over the FY12 appropriation.

Appropriation Summary	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 ATM	FY 2013 w/PIR	Dollar Increase	Percent Increase
<b>Compensation</b>	\$53,418,882	\$54,440,050	\$57,160,025	\$60,636,052	\$64,309,459	\$3,673,407	5.76%
<b>Expenses</b>	\$10,667,348	\$10,577,386	\$10,787,639	\$12,508,833	\$11,997,107	\$(511,726)	-4.28%
<b>Total 1100 Lexington Public Schools</b>	\$64,086,230	\$65,017,437	\$67,947,664	\$73,144,885	\$76,306,566	\$3,161,681	4.17%

Supplemental/Program Improvement Request Detail

Line #	DESE Function	Job Title	Location	OPERATING		
				Sum of FY13 FTE	Sum of FY13 Hours per Yr	Sum of FY13 Proj PAY
1	2220	DEPARTMENT HEAD	CLARKE	0.63		\$ 37,500
			DIAMOND	0.63		\$ 37,500
		2305 WORLD LANGUAGE TEACHER	LEXINGTON HIGH SCHOOL	0.20		\$ 10,433
		2357 INTEGRATION SPECIALIST - TECH	SYSTEM WIDE	0.70		\$ 36,516
		3200 NURSE	SYSTEM WIDE	0.80		\$ 46,329
1 Sum				2.95		\$ 168,279
4	2120	SECRETARY- DEPARTMENT HEAD	LEXINGTON HIGH SCHOOL	0.00	331.00	\$ 7,659
		2210 SCH SUPPORT PERS K-8	ESTABROOK	0.74	1,130.00	\$ 21,959
			HARRINGTON	0.74	1,130.00	\$ 21,959
			HASTINGS	0.74	1,130.00	\$ 21,959
		SYSTEM WIDE	0.74	1,130.00	\$ 21,959	
4 Sum				2.96	4,651.00	\$ 95,494
5	2710	ASST DIR OF GUIDANCE	LEXINGTON HIGH SCHOOL	0.50		\$ 56,358
5 Sum				0.50		\$ 56,358
13	4450	IIT FIELD TECHNICIAN	SYSTEM WIDE	1.00	1,455.00	\$ 39,811
		IIT FIELD TECHNICIAN - SUMMER DAYS	SYSTEM WIDE		750.00	\$ 20,521
13 Sum				1.00	2,205.00	\$ 60,332
<b>Grand Total</b>				<b>7.41</b>	<b>7,056.00</b>	<b>\$ 380,463</b>
	2325	Substitutes				\$ 22,100
	5000	Town Shared Expenses				\$ 108,574
<b>Total Salaries and Wages</b>						<b>\$ 511,137</b>
	5000	LPS Staff Wellness Program				\$ 30,000
<b>Total Supplemental/Program Improvement Requests</b>						<b>\$ 541,137</b>





# Lexington Public Schools

*Superintendent's FY 13 Level-Service  
and Recommended Budgets*

*Dr. Paul B. Ash  
Superintendent of Schools*

*Mary Ellen Dunn  
Assistant Superintendent for Finance and Business*

*January 3, 2012*

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## *Lexington's Vision:*

Excellent, Efficient, and Effective  
Schools

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## *Our Mission:*

High Achievement for ALL students

■ Accomplished by:

Collaboration

Respectful and Caring Relationships

Continuous Improvement

■ Answered with the promise of equity and access to  
the curriculum and programs for all students

Jan 31<sup>st</sup> public hearing on budget

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*Budget Overview*

1. LPS Budget Guidelines
2. What is a Level-Service Budget?
3. Cost of the FY 13 Level-Service Budget
4. Major FY 13 Budget Drivers

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*Budget Overview ... continued*

5. FY 13 Budget Highlights
6. Cost of Reducing Fees
7. FY 10 Comparison Per Pupil Costs (Source: DESE)
8. FY 13 Recommended Budget (includes additional recommendations)

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### *LPS Budget Guidelines*

In order to provide for the educational needs of Lexington students, the Superintendent will develop a fiscal year 2013 budget that will:

1. Continue the current level of services with the understanding that the School Committee will consider equal-cost substitutions in the recommended budget with all assumptions clearly defined.
2. Ensure all legal mandates will be met.
3. Ensure professional staffing guidelines will be met.
4. Continue to identify and plan alternatives that will provide services in more cost-effective ways.

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### *LPS Budget Guidelines ... continued*

5. Maintain capital assets in order to support the instructional program, protect the physical assets of the Town of Lexington, and to ensure the health and safety of our students and staff.
6. Identify ways to reduce the budget, if there are not sufficient monies available to fund a level-service budget.
7. Where possible, reduce or eliminate fees.
8. Include recommendations to increase the capital plan for technology where necessary, to move the district forward with its long-range capital plan.

Presented to the School Committee on September 26, 2011

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### *What Is a Level-Service Budget?*

Since no two school budgets can ever be exactly the same, a level-service budget is based on the following assumptions:

1. No new programs are recommended, except as required by law.
2. Current class size averages are maintained.

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***What Is a Level-Service Budget?***

- 3. Special education legal requirements are funded.
- 4. Contractual requirements are funded (e.g., utilities, union contracts, transportation contracts)
- 5. Instructional expense budgets are only adjusted for inflation, unless legally required. School and department budgets are equalized based on per pupil spending.

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***FY 13 Recommended Level-Service Budget***

FY 12 Budget	\$ 73,144,885
New Funds Needed	\$ 2,620,836
FY 13 Budget	\$ 75,765,721
Percent Increase	3.58%*

\* Incorporates Avalon Fund (\$250,000), LABBB credit (\$250,000), and Circuit Breaker at 60%

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***Major FY 13 Budget Drivers***

Increases in Personnel Costs (includes 4.9 new positions)	\$ 3,162,562
Special Education Tuition	\$ -761,351
Expenses	\$ 99,216
Specialized Equipment	\$ 90,000
Transportation	\$ 30,409
Total Increase	\$ 2,620,836

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### *FY 13 Budget Highlights*

#### Expanded Efforts to Provide Tiered Instructional Interventions (K-12)

- Pilot K-5 Interventionist positions at Bowman and Bridge
- Pilot 6-8 Mega Math Program at Diamond
- Incorporate student summative data into our student information system

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### *FY 13 Budget Highlights ... continued*

#### Furthering Academic Excellence

- K-12 Curriculum Reviews
  - K-12 ELA (final year)
  - K-12 Social Studies (2<sup>nd</sup> year)
  - K-12 Mathematics curriculum realignment to meet Common Core Standards
  - K-12 ELL curriculum alignment w/MA Standards
  - Technology – Define grades 1-9 core curricular experiences
- New standards-based K-5 report card
- Unallocated teaching positions for enrollment increases or shifts (3.8 FTE)

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### *FY 13 Budget Highlights ... continued*

#### Further Refinements of In-District Special Education Programs

- Diamond School Intensive Learning Programs
- Refine staffing and service delivery models based on enrollment changes
- \$90,000 for equipment (augmentative communications, Diamond I.L.P. and furniture)

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*FY 13 Budget Highlights ... continued*

**Nationally Acclaimed Professional Development Program**

- Research-based professional development designed to improve teaching and advance student learning
- Ongoing training in the use of student data to improve teaching and learning
- Focused, after-school courses and workshops for educators that are based on student needs *(Optional program with 825 enrollees since 2010)*

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*FY 13 Budget Highlights ... continued*

**Professional Development *(continued)***

- Targeted professional development during the school day to meet school and system needs
- Ongoing - PLCs, data driven instruction, common planning time, common formative assessments, ELL training for teachers, Teachers as Scholars, Primary Source, Project Alliance, Teacher mentoring and induction Program, EDCO courses

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*FY 13 Budget Highlights ... continued*

**Implementation of Technology**

- Increased utilization of technology for instructional practices
- Increased capacity for teachers to analyze student data
- Increased capacity for administrators and support staff to use technology
- Expanded use of websites for home and school communications

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## FY 10 Per Pupil Expenditures

Source - MA Department of Elementary and Secondary Education

WESTON	K-12	\$18,591
BROOKLINE	K-12	\$17,090
CONCORD-CARLISLE	K-12	\$17,004
NEWTON	K-12	\$16,597
LEXINGTON	K-12	\$15,862
WELLESLEY	K-12	\$15,392
LINCOLN-SUDBURY	K-12	\$14,825
WESTWOOD	K-12	\$13,814
ACTON-BOXBOROUGH	K-12	\$12,412
BELMONT	K-12	\$11,609
WINCHESTER	K-12	\$11,363

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## Program Improvements (Beyond Level-Service)

Title	Location	FTE	Amount
Department Heads (5 @ 0.25)	Middle Schools	1.25	\$75,000
World Language Teacher	High School	0.20	\$10,433
Integration Specialist - Technology	System-wide	0.70	\$36,156
Nurse	System-wide	0.80	\$46,329
Department Head Secretary	High School	Hours	\$ 7,659
School Support Personnel	Elementary	2.96	\$95,494
Asst. Dir. Guidance	System-wide	0.50	\$56,358
IT Field Technician	System-wide	1.00	\$39,811
IT Field Technician Summer Days	System-wide	Hours	\$20,521
Substitutes	System-wide		\$22,100
Town Shared Expenses	System-wide		\$108,547
LPS Staff Wellness Program	System-wide		\$30,000
<b>Total</b>	System-wide	7.41	\$541,137

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## FY 13 Recommended Budget (Level-Service and Program Improvements)

FY 12 Budget	\$ 73,144,885
New Funds Needed	\$ 3,161,681
FY 13 Budget	\$ 76,306,566
Percent Increase	4.17%*

\* Incorporates Avalon Fund (\$250,000), LABBB credit (\$250,000), and Circuit Breaker at 60%

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### Possible Fee Reductions

- Estabrook Busing (Reduce fee by 1/2)

Fee	% Reduction	Buses	Budget	Additional Appropriation Required	Total
\$600	0	3	\$225,768		
\$450	-25%	4		\$75,256	\$301,024
\$300	-50%	5		\$150,512	\$376,280
\$0	-100%	6		\$225,768	\$451,536

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### Possible Fee Reductions

- Eliminate the Instrumental Music Fee

Music Fee	Number of present fee	Number of students paying the full fee	Estimated revenue (FY13)	FY13 additional appropriation needed if there is no fee in FY13
150	422	\$ 63,260	\$ 63,260	

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### Possible Fee Reductions

- Eliminate the Kindergarten Fee

Kindergarten Fee	Number of present fee	Number of students paying the full fee	Estimated revenue (FY13)	FY13 additional appropriation needed if there is no fee in FY13	Estimated FY14 Chapter 70 aid with no fee in FY13	Additional FY14 Appropriation if there is no fee
1075	352	\$ 378,400	\$ 378,400	\$ 150,000	\$ 278,400	

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