

**LEXINGTON SCHOOL COMMITTEE MEETING**  
**Tuesday, April 29, 2014**  
**Lexington Town Office Building , Selectmen's Meeting Room**  
**1625 Massachusetts Avenue**

**7:00 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.)

**7:05 p.m. Superintendent's Announcements:**

**7:10 p.m. School Committee Member Announcements:**

**7:20 p.m. Agenda:**

1. Vote to Approve Lexington High School 2014-2015 German Student Exchange Trip to Erding and Berlin, Germany, June 23 – July 15, 2015 (15 minutes)
2. Vote on Solar Task Force Recommended Solar Panel Installation (15 minutes)
3. Youth Risk Behavior Survey (45 minutes)
4. Vote on Recommendation to Address Fiske Overcrowding (45 minutes)
5. FY 2014 3<sup>rd</sup> Quarterly Financial Report (10 minutes)
6. Traffic Safety and Mitigation Policy (First Reading) (30 minutes)
7. Public Hearing on School Choice (5 minutes)

**If Time Permits:**

8. School Committee Liaison Assignments
9. Vote to Establish a Subcommittee to Examine School Holiday Recognition

**Consent Agenda (5 minutes):**

1. Vote to Approve Lexington High School 2014-2015 French Student Exchange Trip to Antony, France, and Brussels, Belgium, February 5-21, 2015
2. Vote to Accept a \$700 Donation from Weidong Wang and Microsoft Corporation for the Chinese Language Program at Lexington High School
3. Vote to Accept a \$250 Donation from Xiongwei Zhou and Rong Li in Support of the 2014 LHS Science and Engineering Fair

**10:10 p.m. Adjourn:**

**The next scheduled meetings of the School Committee are as follows:**

- Thursday, May 8, 2014 — 7:30 p.m., Cary Memorial Building, Battin Hall, 1605 Massachusetts Avenue (Discussion of the Superintendent Search)
- Tuesday, May 13 — 7:30 p.m., Town Offices Building, Selectmen's Meeting Room, 1625 Massachusetts Avenue (Regular Meeting)

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

## Solar PV Educational Program

Ameresco has prepared and structured a Solar PV Educational Program. The goal of this program is to educate students about the environmental benefits of using renewable energy, the history of solar PV, the science behind the technology, and the theory used in system design. After acquiring this knowledge base, student will be better able to understand and analyze data from their solar PV project's data acquisition system (DAS).

The Ameresco Solar PV Educational Program is meant to provide teachers with a database of teaching materials which includes all the necessary background and technical information as well as a compilation of lesson plans. Lessons are categorized by grade level for elementary school, middle school, and high school to ensure that lessons are catered to the appropriate grade level. Teachers are free to pick and choose the topics and lessons that are appropriate for their class and need not use all the materials provided. Ameresco looks forward to working with teachers, principals and other school officials to customize this program as the schools see fit.

The curriculum consists of fifteen (15) Solar PV Topics meant to guide students through an understanding of solar PV from an introduction in renewable energy to the analysis of actual data. Each Solar PV Topic consists of "Topic Information" which contains the necessary background information needed to teach the topic and a set of lesson plans divided by grade level. All lesson plans were obtained from a variety of school districts and solar educational programs. Links to these resources are provided with program materials. The age and grade recommendations are given by the authors and may not be applicable to all students.

The relevancy of the topics discussed in this program is far-reaching and extends past the subject of solar energy into every math, science, and social studies classroom. The topics of power, energy, electronics, the scientific method, economics, and history are valuable to any student. As part of these lessons, students will be encouraged to pass on the information they learn to the public at town and school events and, of course, have fun!



## Learning Objectives of Solar PV Topics

### **Topic 1: Renewable Energy**

The objective of this topic is to introduce students to renewable energy. Students will learn the terms “renewable” and “sustainable” and will be introduced to different forms of renewable energy. Students will learn the environmental, economic, and societal reasons for promoting renewable energy and will also learn how renewable energy may be used in emergency situations such as natural disasters.

### **Topic 2: A History of Solar Photovoltaic Power**

Students will be introduced to the main highlights in the history of solar PV power. They will learn that the history of solar PV dates back much further than the modern solar panels we know today. The information gives a summary of main points and students should be encouraged to research further on the topic.

### **Topic 3: Solar Photovoltaic (PV) Basics**

The objective of this topic is to provide an introduction to the key terms used in the discussion of solar photovoltaic (PV) systems. Students will learn where the term “photovoltaic” originated and will learn the difference between solar thermal and solar photovoltaic. Students will learn the difference between “stand-alone” and “grid-tied” systems and will learn the key components of “grid-tied” systems, like the one installed on their school.

### **Topic 4: Electromagnetic Radiation**

The objective of this topic is to introduce students to the electromagnetic radiation spectrum. The lesson will teach key terms used when discussing solar irradiation and discuss what may happen when solar radiation hits a solar panel.

### **Topic 5: Solar Irradiance**

The objective of this topic is to describe the source of solar radiation and the several paths the radiation may take once it reaches the Earth’s surface. This topic will also discuss the expected irradiance values for both direct and diffuse sunlight and how solar irradiance is measured.

### **Topic 6: The Earth’s Path**

The objective of this topic is to teach or refresh students on the science behind the Earth’s rotation on its axis and revolution around this sun. Students will learn how these cosmic motions affect our planet’s seasons as well as the length of our days and years. Students must understand these principles to understand the concepts of tilt and azimuth taught in future topics.



### **Topic 7: The Sun's Angles**

The objective of this topic is to teach students the different paths the sun takes in the sky from sunrise to sunset at different times of the year and in different geographical locations. These differences in paths derive directly from the Earth rotation and revolution. The Sun's location in the sky is used by solar engineers to determine how much a panel should be tilted and oriented to produce the most electricity.

### **Topic 8: The Photovoltaic Effect**

The objective of this topic is to teach students about the photovoltaic effect: the scientific principle which dictates how semiconductor materials in solar cells convert solar energy to electricity.

### **Topic 9: Solar Cell Types**

The objective of this topic is to teach students about the main classification of solar cells: crystalline and thin film. Students will learn that silicon is the most used material for solar cells as well as why naturally found silicon must be purified through manufacturing steps. Further discussion is given to the differences in processing methods between monocrystalline, polycrystalline, and thin film cells.

### **Topic 10: Electrical Basics in PV Wiring**

The objective of this topic is to introduce students to some of the key electrical terms used in the design of solar PV systems such as current, voltage, power, watts, and kilowatt hours. Students will also learn the difference between panels in series and panels in parallel and how this affects the overall voltage and current of the system.

### **Topic 11: Cell Parameters and I-V Curves**

The objective of this topic is to further describe the electrical parameters of solar cells through the discussion of the characteristic I-V (Current-Voltage) curves. Students will learn to identify points such as the photovoltaic current, the short circuit current, the open circuit voltage, and the maximum power point on curves of crystalline cells. These parameters are used to quantify the DC electrical performance of solar PV systems. Students will also learn more about the standard testing conditions for cells.

### **Topic 12: Factors Affecting Performance**

The objective of this topic is to teach students about the three main factors that affect the performance of solar PV systems: irradiance, temperature, and shading. Students will learn that current is dependent on irradiance and that voltage is dependent on temperature. Furthermore, students will learn the negative effects of panel or cell shading.



### **Topic 13: Inverters**

The objective of this topic is to teach students about different types of inverters and how they convert DC to AC current. Students will learn the difference between stand-alone grid-tied inverters and how they interact with the building and electric utility grid. Students will learn how to size systems and inverters to meet the building's needs and key features to look for when deciding on the inverter to use.

### **Topic 14: Design Process**

The objective of this topic is to teach students the process and procedures involved in designing a grid-tied solar PV system. Students will learn the differences between designs for proposals and construction as well as what must be included in layout drawings and electrical drawings. Students will learn the theory and practice behind shading analyses as well as the procedure used to choose a mounting system.

### **Topic 15: Data Analysis**

The objective of this topic is to teach students how to analyze actual data from solar PV systems such as the one providing electricity to their school. Students will learn why data must be recorded properly and what devices are used to measure environmental conditions. Students will learn how production graphs look from day to day and year to year as well as how the production graphs differ from sunny to cloudy days. Students will learn to compare actual data to modeled performance with tools such as PVWatts.



## Proposed Solar PV Systems on Town of Lexington Schools and Municipal Buildings:

Ameresco’s technical feasibility study identifies seven (7) schools and three (3) municipal buildings are viable sites for solar PV in the Town of Lexington with a total capacity of 2,663kW DC delivering 3,242,533 kWh in the first year. Our criteria to select these sites is based on roof age, available roof space, roof coverage by vents, drains, air handling and other units, roof pitch, and nearby tree shading. At some sites trees along the perimeter of the school will either have to be removed, or areas affected by tree shading will have to be avoided as array locations. Ameresco will make every effort to minimize any tree cutting at all sites. All proposed systems, with the exception of the Central Administration Building, will be installed with a ballasted racking system, eliminating roof penetrations. The Central Administration Building has pitched roof and flat roof sections, pitched roof sections will require roof attachments for system installation. All proposed sizes are preliminary and are subject to change based on site visits and structural and roof integrity reviews conducted by a structural engineer.

The following seven (7) sites are to be considered for ballasted roof mounted solar PV installation at the Town of Lexington Schools:

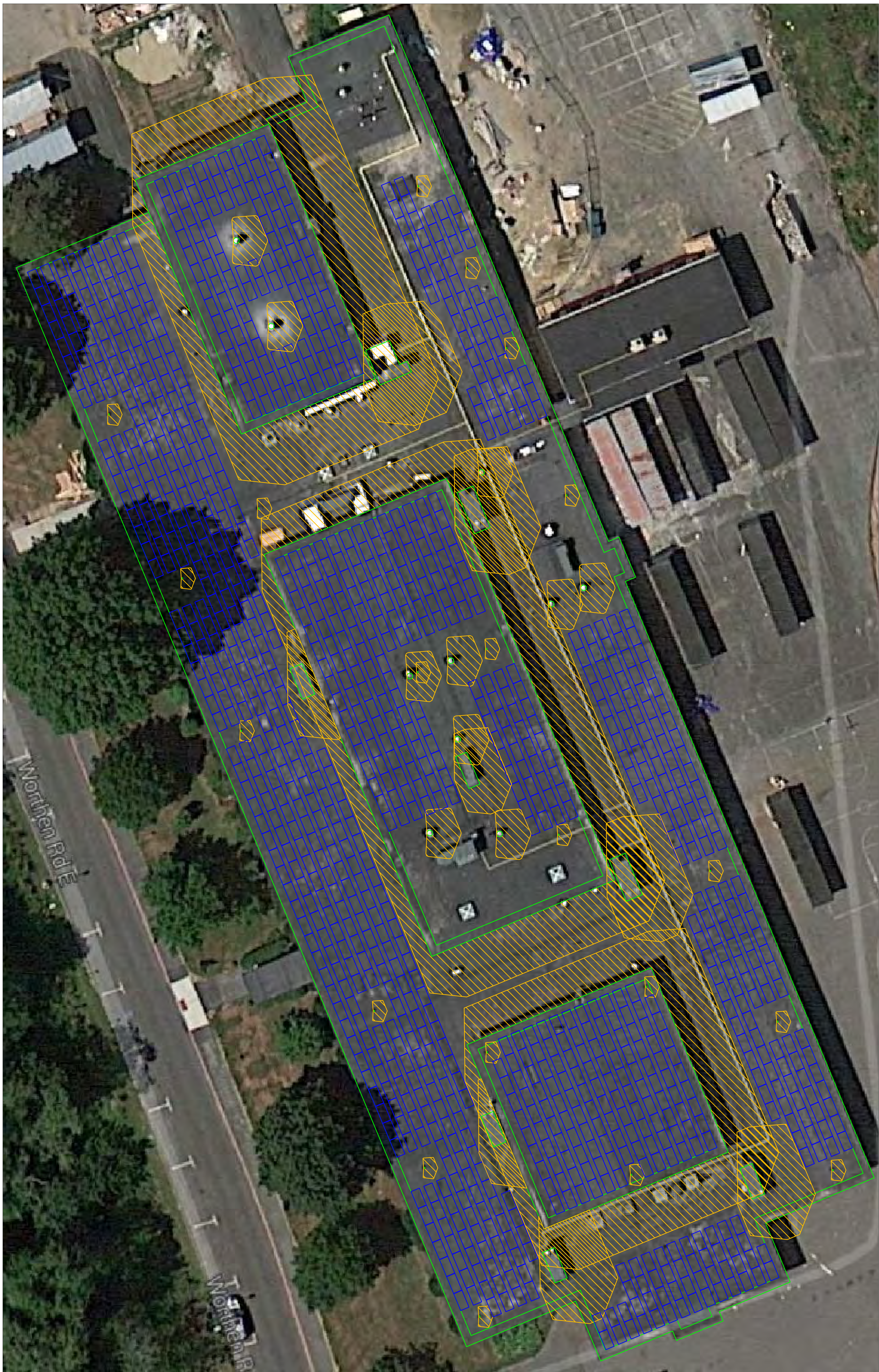
| Town of Lexington Solar PV on Schools: Proposed Sites |                |                         |                                |
|---|----------------|-------------------------|--------------------------------|
| Building  | Address        | System Capacity (kW DC) | Estimated Output (kWh), year 1 |
| Lexington High School                                 | 251 Waltham St | 779                     | 948,237                        |
| Bowman Elementary School                              | 9 Philip Rd    | 320                     | 389,558                        |
| Clark Middle School                                   | 17 Steadman Rd | 284                     | 343,883                        |
| Diamond Middle School                                 | 99 Hancock     | 241                     | 292,319                        |
| Fiske School  | 55 Adams St    | 201                     | 246,259                        |
| Harrington Elementary School                          | 328 Lowell St  | 201                     | 246,446                        |
| Estabrook School                                      | 117 Groove St  | 119                     | 143,217                        |
| <b>Total</b>  |                | <b>2,145</b>            | <b>2,609,919</b>               |



The following three (3) sites are to be considered for ballasted roof mounted and pitched roof attached solar PV installation at the Town of Lexington municipal buildings:

| Town of Lexington Solar PV on Municipal Buildings: Proposed Sites |                |                         |                                |
|---|----------------|-------------------------|--------------------------------|
| Building  | Address        | System Capacity (kW DC) | Estimated Output (kWh), year 1 |
| Samuel Hadley Public Service Building- Department of Public Works | 201 Bedford St | 261                     | 319,160                        |
| Central Administration Building                                   | 146 Maple St   | 205                     | 250,025                        |
| Cary Memorial Library   | 1874 Mass Ave  | 53                      | 63,429                         |
| <b>Total</b>  |                | <b>518</b>              | <b>632,614</b>                 |



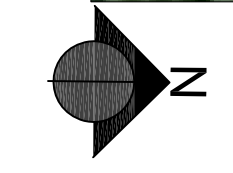


BOWMAN ELEMENTARY SCHOOL - OVERALL ARRAY LAYOUT  
SCALE: 1/16" = 1'-0"

- NOTES:**
1. SHADING PATTERNS CALCULATED BASED ON FEBRUARY 21ST FROM 0AM TO 9AM AND DECEMBER 21ST AT NOONTIME. IT TAKES INTO ACCOUNT SITE LATITUDE AND LONGITUDE.
  2. SHADING FOR OBJECTS NOT IMPACTING THE PV SYSTEMS NOT SHOWN.

|                          |       | POWER TABLE |          |         |       |              |                           |
|--------------------------|-------|-------------|----------|---------|-------|--------------|---------------------------|
| LOCATION                 | ARRAY | MODULE TYPE | WV @ STC | AZIMUTH | PITCH | MOUNT        | TYPE                      |
| BOWMAN ELEMENTARY SCHOOL | 1,087 | POLY 300-72 | 320.10   | 157     | 10    | BALUSTED TRD | (12) SOL ELECTRA PV 20 TL |
|                          |       |             |          |         |       |              | INVERTER                  |
|                          |       |             |          |         |       |              | TYPE                      |
|                          |       |             |          |         |       |              | CEC EFFICIENCY            |
|                          |       |             |          |         |       |              | WV @ CEC                  |
|                          |       |             |          |         |       |              | 275.02                    |

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Framingham, Massachusetts 01701  
(508) 661-2200

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BOWMAN ELEMENTARY SCHOOL  
9 PHILIP ROAD  
LEXINGTON, MA 02421

SOLAR PV ARRAY LOCATION  
320.1 kW DC STC PV ARRAY INSTALLATION

PHOTOVOLTAIC ARRAY LAYOUT

SCALE: 1/16"=1'-0"  
DRAWN BY: BKR  
CHECKED BY: LFA  
DATE: 03/25/14  
REVISIONS:



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- NOTES:**
1. SHADING PATTERNS IS CALCULATED BASED ON FEBRUARY 21ST FROM 6AM TO 6PM AND DECEMBER 21ST AT NOON TIME. IT TAKES INTO ACCOUNT SITE LATITUDE AND LONGITUDE.
  2. SHADING FOR OBJECTS NOT IMPACTING THE PV SYSTEMS NOT SHOWN.

|                    |              | ARRAY       |               | POWER TABLE |       |                 |                          | MOUNT          |               | INVERTER |  |
|--------------------|--------------|-------------|---------------|-------------|-------|-----------------|--------------------------|----------------|---------------|----------|--|
| LOCATION           | # OF MODULES | MODULE TYPE | KW P STC      | AZIMUTH     | PITCH | TYPE            | TYPE                     | CEC EFFICIENCY | KW AC CEC     |          |  |
| PITCHED ROOF AREAS | 275          | POLY 300-72 | 82.50         | 204         | 5     | ATTACHED - TBD  | (4) SOLLECTRIA PVI 20 TL | 96.5%          | 70.88         |          |  |
| FLAT ROOF AREAS    | 528          | POLY 300-72 | 158.40        | 204         | 10    | BALLASTED - TBD | (6) SOLLECTRIA PVI 20 TL | 96.5%          | 136.09        |          |  |
| <b>TOTAL</b>       | <b>803</b>   |             | <b>240.90</b> |             |       |                 |                          |                | <b>206.97</b> |          |  |



DIAMOND MIDDLE SCHOOL - OVERALL ARRAY LAYOUT  
SCALE: 1/32" = 1'-0"

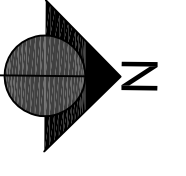
SCALE: 1/32"=1'-0"  
DRAWN BY: BKR  
CHECKED BY: LFA  
DATE: 03/24/14  
REVISIONS:

DIAMOND MIDDLE SCHOOL  
99 HANCOCK STREET  
LEXINGTON, MA 02421  
  
SOLAR PV ARRAY LOCATION  
240.9 kW DC STC PV ARRAY INSTALLATION  
  
PHOTOVOLTAIC ARRAY LAYOUT

**AMERESCO** 111 Speen Street, Suite 410  
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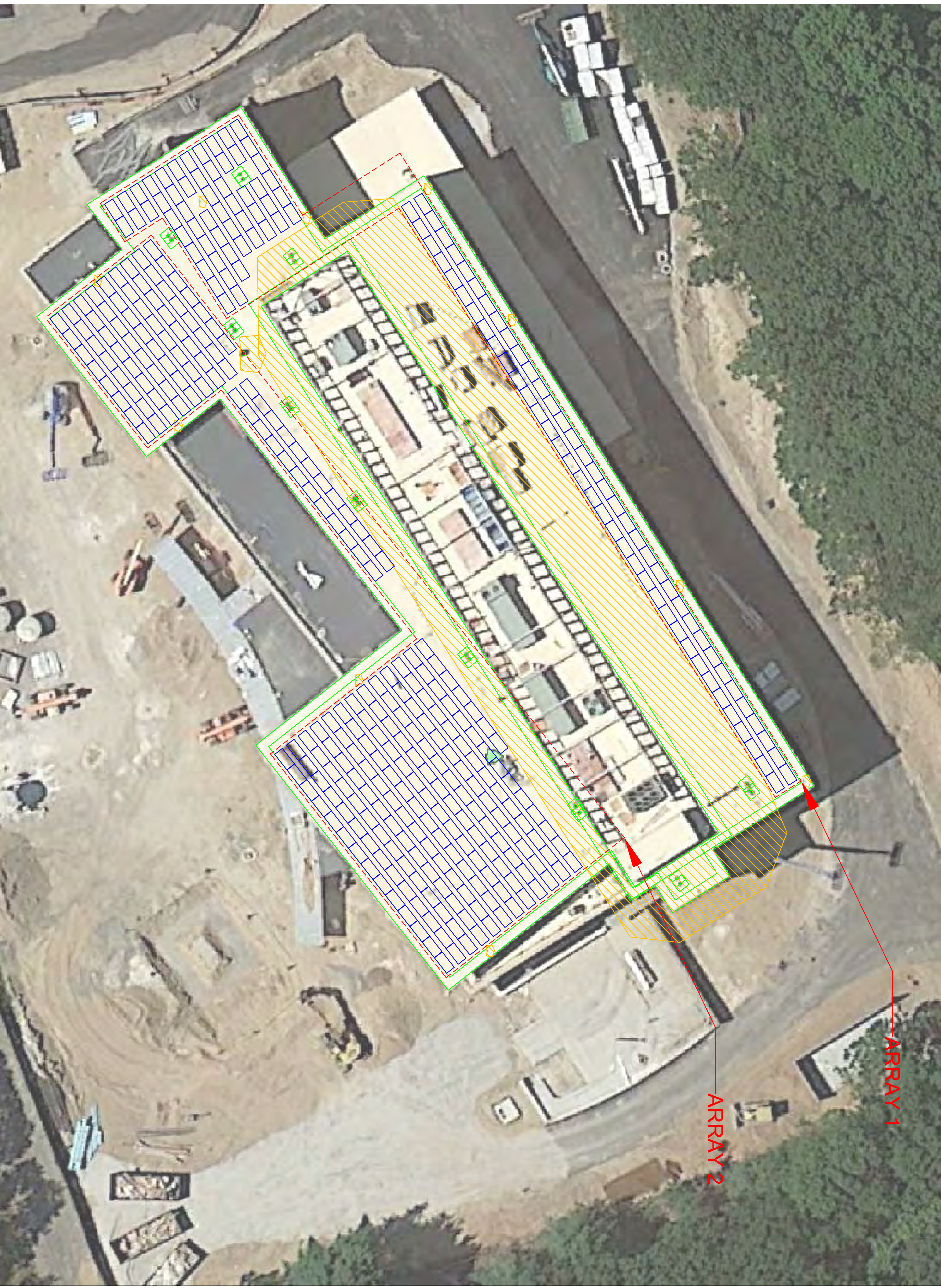
E-100



**NOTES:**

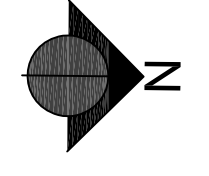
1. SHADING PATTERNS CALCULATED BASED ON FEBRUARY 21ST FROM 9AM TO 9PM AND DECEMBER 21ST AT NOONTIME. IT TAKES INTO ACCOUNT SITE LATITUDE AND LONGITUDE.
2. SHADING FOR OBJECTS NOT IMPACTING THE PV SYSTEMS NOT SHOWN.

| ARRAY        | POWER TABLE |              |             |               |         |       | MOUNT           |                        | INVERTER       |               |
|--------------|-------------|--------------|-------------|---------------|---------|-------|-----------------|------------------------|----------------|---------------|
|              | LOCATION    | # OF MODULES | MODULE TYPE | KW P STC      | AZIMUTH | PITCH | TYPE            | TYPE                   | CEC EFFICIENCY | KW AC CEC     |
| ARRAY 1      |             | 127          | POLY 300-72 | 38.10         | 147     | 10    | BALLASTED - TBD | (2) SOLECTRIA PM 20 TL | 96.5%          | 32.73         |
| ARRAY 2      |             | 269          | POLY 300-72 | 80.70         | 142     | 10    | BALLASTED - TBD | (3) SOLECTRIA PM 20 TL | 96.5%          | 69.34         |
| <b>TOTAL</b> |             | <b>396</b>   |             | <b>118.80</b> |         |       |                 |                        |                | <b>102.07</b> |



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JOSEPH ESTABROOK ELEMENTARY SCHOOL - OVERALL ARRAY LAYOUT  
SCALE: 1/16" = 1'-0"



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JOSEPH ESTABROOK ELEMENTARY SCHOOL  
117 GROVE STREET  
LEXINGTON, MA 02420

SOLAR PV ARRAY LOCATION  
118.8 kW DC STC PV ARRAY INSTALLATION

PHOTOVOLTAIC ARRAY LAYOUT

SCALE: 1/16"=1'-0"  
DRAWN BY: BKR  
CHECKED BY: LFA  
DATE: 03/25/14  
REVISIONS:

**NOTES:**

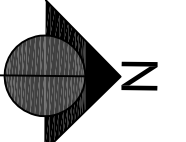
1. SHADING PATTERNS CALCULATED BASED ON FEBRUARY 21ST FROM 8AM TO 6PM AND DECEMBER 21ST AT NOONTIME. IT TAKES INTO ACCOUNT SITE LATITUDE AND LONGITUDE.
2. SHADING FOR OBJECTS NOT IMPACTING THE PV SYSTEMS NOT SHOWN.

|                            |       | POWER TABLE  |             |               |         | MOUNT |                 | INVERTER                 |               |               |
|----------------------------|-------|--------------|-------------|---------------|---------|-------|-----------------|--------------------------|---------------|---------------|
| LOCATION                   | ARRAY | # OF MODULES | MODULE TYPE | KW DC STC     | AZIMUTH | PITCH | TYPE            | TYPE                     | DC EFFICIENCY | KW AC DC      |
| JONAS CLARKE MIDDLE SCHOOL |       | 946          | POLY 300-72 | 283.80        | 206     | 10    | BALLASTED - TBD | (11) SOLLECTRIA PM 20 TL | 96.5%         | 243.83        |
| <b>TOTAL</b>               |       | <b>946</b>   |             | <b>283.80</b> |         |       |                 |                          |               | <b>243.83</b> |

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JONAS CLARKE MIDDLE SCHOOL - OVERALL ARRAY LAYOUT  
SCALE: 1/16"=1'-0"



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JONAS CLARKE MIDDLE SCHOOL  
17 STEDMAN ROAD  
LEXINGTON, MA 02421

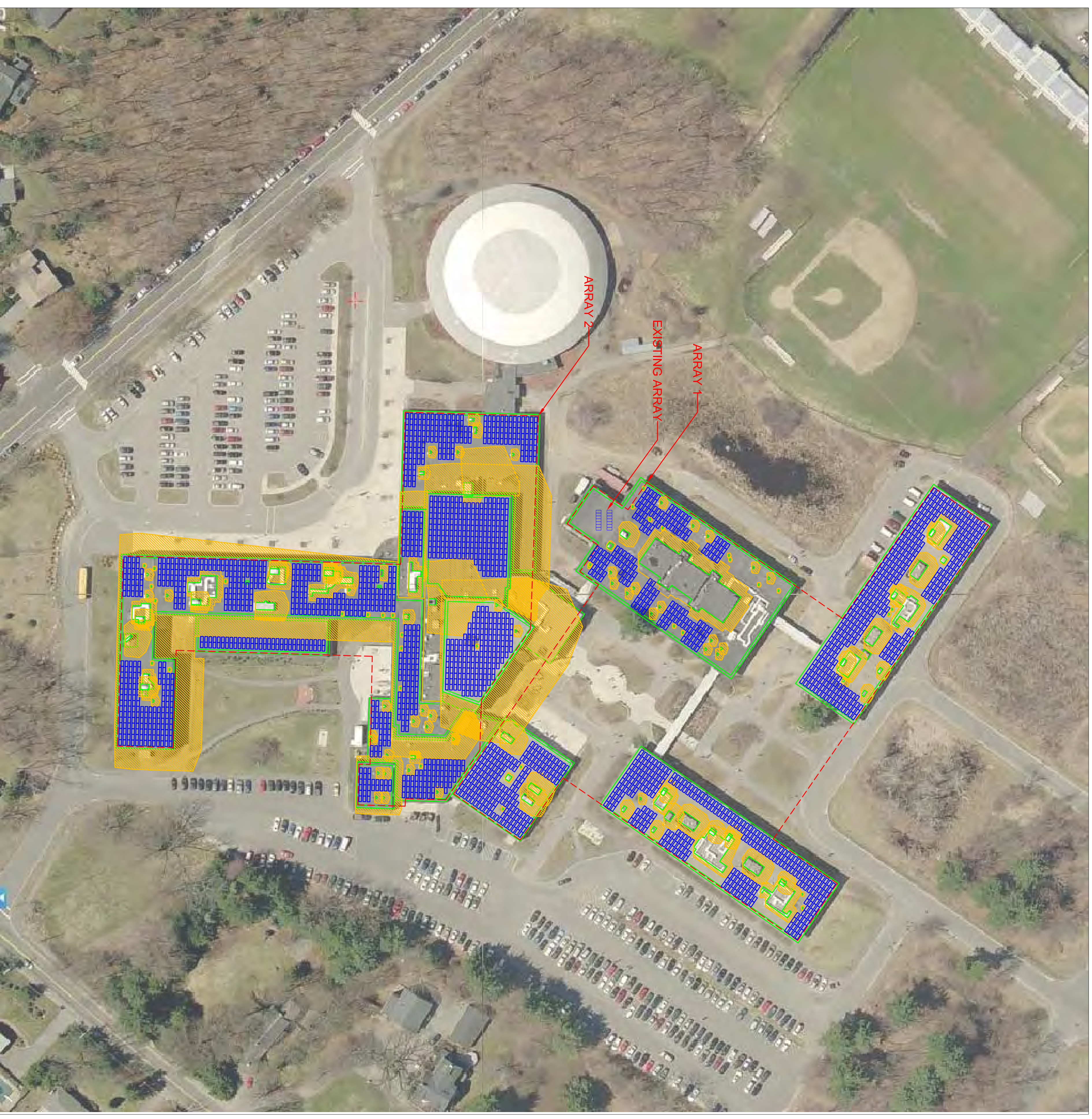
SOLAR PV ARRAY LOCATION  
283.8 kW DC STC PV ARRAY INSTALLATION

PHOTOVOLTAIC ARRAY LAYOUT

SCALE: 1/16"=1'-0"  
DRAWN BY: BKR  
CHECKED BY: LFA  
DATE: 03/26/14  
REVISIONS:

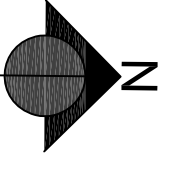
- NOTES:**
1. SHADING PATTERNS CALCULATED BASED ON FEBRUARY 21ST FROM 9AM TO 3PM AND DECEMBER 21ST AT NOONTIME. IT TAKES INTO ACCOUNT SITE LATITUDE AND LONGITUDE.
  2. SHADING FOR OBJECTS NOT IMPACTING THE PV SYSTEMS NOT SHOWN.

|                                 |       | POWER TABLE  |             |               |         | MOUNT |                | INVERTER                |                |               |
|---------------------------------|-------|--------------|-------------|---------------|---------|-------|----------------|-------------------------|----------------|---------------|
| LOCATION                        | ARRAY | # OF MODULES | MODULE TYPE | KW P STC      | AZIMUTH | PITCH | TYPE           | TYPE                    | CEC EFFICIENCY | KW AC CEC     |
| LEXINGTON HIGH SCHOOL - ARRAY 1 |       | 1,210        | POLY 300-72 | 363.00        | 215     | 10    | BALASTED - TBD | (14) SOLECTRIA PM 20 TL | 96.5%          | 311.88        |
| LEXINGTON HIGH SCHOOL - ARRAY 2 |       | 1,386        | POLY 300-72 | 415.80        | 182     | 10    | BALASTED - TBD | (16) SOLECTRIA PM 20 TL | 96.5%          | 357.24        |
| <b>TOTAL</b>                    |       | <b>2,596</b> |             | <b>778.80</b> |         |       |                |                         |                | <b>669.12</b> |



LEXINGTON HIGH SCHOOL - OVERALL ARRAY LAYOUT  
SCALE: 1/8" = 1'-0"

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LEXINGTON HIGH SCHOOL  
251 WALTHAM STREET  
LEXINGTON, MA 02421

SOLAR PV ARRAY LOCATION  
778.8 kW DC STC PV ARRAY INSTALLATION

PHOTOVOLTAIC ARRAY LAYOUT

SCALE: AS SHOWN  
DRAWN BY: BKR  
CHECKED BY: LFA  
DATE: 03/24/14  
REVISIONS:

# Proposed Schedule

Proposed Schedule for Solar PV for Town of Lexington Municipal and School Buildings

| Apr 2014  | May 2014                  | Jun 2014                                       | Jul 2014               | Aug 2014                           | Sep 2014                            | Oct 2014  |
|---|---------------------------|--|------------------------|------------------------------------|-------------------------------------|---|
| *MOU Executed:<br>April 21                                  |                           |  |                        |                                    |                                     |   |
| Detailed Structural Evaluation, System Engineering & Design |                           |  |                        |                                    |                                     |   |
|   | Interconn. Apps Submitted |  |                        |                                    |                                     |   |
| EMS Negotiations  |                           |  |                        |                                    |                                     |   |
|   | *Execute EMS:<br>May 30   |  |                        |                                    |                                     |   |
|   |                           | *Local Permits Received:<br>June 16            |                        |                                    |                                     |   |
|   |                           | *Execute Interconnection Agreement:<br>June 22 |                        |                                    |                                     |   |
|   |                           |  |                        | *Title Documents:<br>August 4      |                                     |   |
|   |                           | Equipment procurement                          |                        |                                    |                                     |   |
|   |                           |  | Construction (Schools) |                                    | Commissioning and Testing (Schools) |   |
|   |                           |  |                        | Construction (Municipal Buildings) |                                     | Commissioning and Testing (Municipal Buildings) |

| Chart Legend                               |
|--|
| *Town of Lexington Milestone Dates         |
| Ameresco development and construction task |

# Critical Milestone Dates for the Town

- MOU Execution: **April 24** (Completed)
- EMS and Associated Agreements Execution: **May 30**
- Interconnection Agreement: **June 16-22**
- Approval of Local Permits: **June 10-16**
- Provide Title Documents for Site/ Parcel: **August 10**

# **Executive Summary**

## **Youth Risk Behavior Survey Lexington High School *2013 Results***

**Reported by  
Jack McDevitt, Ph.D.  
Amy Farrell, Ph.D.**

## BACKGROUND INFORMATION

- 1,703 students participated in the spring 2013 Youth Risk Behavior Survey. Data were cleaned to remove extreme response cases resulting in a final analysis of 1,664 student responses. Those students were distributed across grades as follows:
  - 29% 9<sup>th</sup> grade (475)
  - 25% 10<sup>th</sup> grade (397)
  - 24% 11<sup>th</sup> grade (391)
  - 22% 12<sup>th</sup> grade (353)
- Similar surveys were given 1995 (n=655), 1999 (n=1,005), 2002 (n=1,422), 2004 (n=1,455), 2007 (n=1,533), 2009 (n=1,840) and 2011 (n=1,715).
- Youth Risk Behavior Survey focuses on various areas of risk facing youth in Massachusetts (i.e. alcohol, drugs, sexual activity, nutrition, violence). Lexington High School has integrated a number of specific questions that deal with high-risk issues that are being confronted by current programs such as stress, academic competition and risky sexual activity.

### Highlights from 2013 Survey

#### 1. Alcohol and Drug Use

Students at Lexington High School report using a number of illegal or unhealthful substances.

- 67% of students report drinking alcohol in their lifetime (decrease from 78% reported in 2011 and 2009) and 50% of students report having at least one drink of alcohol during the prior 30 days.
  - 24% of students reported binge drinking (five or more drinks in a row) at least once in last 30 days (down from 29% in 2011).
- 15% of students have ever tried smoking (down from 19% in 2011) and only 5% of the students report smoking cigarettes during the prior 30 days (down from 11 percent in 2009).
- 23% of students report using marijuana in their lifetime (down from 28% in 2011) and 14% of students report having used marijuana during the prior 30 days (down from 18% in 2011 and 2009).
  - Of students who report marijuana usage, 19% report getting marijuana from a friend and 5% report getting marijuana from a classmate.
- 3% of the students report sniffing glue or aerosol cans in their lifetime
- 4% of students report using over the counter medications to get high in their lifetime
- 2% of the students report using heroin in their lifetime
- 6% of students report using intravenous drugs in their lifetime
- 11% of students reported being on prescription medication for mental or behavioral issues

#### 2. Academic Stress

- 95% of students report being under some stress due to classes
  - 15% report being under “extreme stress” due to classes (up from 11% in 2011 and 13% in 2009)



- A larger proportion of the students who report being Asian or Southeast Asian report that classes cause them extreme stress (17% Asian or Pacific Islander, 17% Southeast Asian/Indian compared to 13% White, 9% Black and 11% Hispanic)
- 96% of students report being under some stress due to homework
  - 16% report homework causes “extreme stress” (up from 13% in 2011)
- Students feel much less stress from sports (45% no stress) and clubs (67% no stress)
- Planning for the future causes students stress
  - 31% of students report “extreme stress” planning for life after high school.
  - Students from all grades feel stress planning for future but extreme stress most acute among juniors and young women.
    - 9<sup>th</sup> grade 26%
    - 10<sup>th</sup> grade 34%
    - 11<sup>th</sup> grade 39%
    - 12<sup>th</sup> grade 26%
    - Males 20%
    - Females 40%
- 81% of students felt pressure from their parents to get good grades and 66% of students felt pressure from teachers to get good grades. 83% of students felt the atmosphere of the school encouraged academic competition and 78% felt atmosphere of town encouraged competition.
- Only 24% students thought their teachers were aware of their level of stress.
- Stress related to academic achievement has negative consequences.
  - When students feel they have not performed as well as they would have liked on an exam 49% of women report it “bothers them a lot” compared to 36% of men.
  - Students rated not performing well on an exam as causing them greater or equivalent stress (46% bothered a lot) as other stressful life events such as family illness (44% bothered a lot) or breaking up with a significant other (41% bothered a lot).

### 3. Harassment

- 21% of students report being a victim of harassment at school or because of something that happened at school (nearly identical to 2011). 16% of students report being threatened at school.
  - Of students who report being harassed:
    - 83% report being harassed by students while in school
    - 10% report being harassed by a teacher while in school
    - 30% report being harassed over the internet or by email
- Students unlikely to report harassment at school:
  - 26% told no one
  - 68% told friends
  - 30% told parents
  - 15% told school officials
- Males and females equally report being harassed. 9<sup>th</sup> and 10<sup>th</sup> graders report proportionately more harassment than 11<sup>th</sup> and 12<sup>th</sup> graders.
- Harassment does vary by student’s self-reported sexual orientation, bisexual and students who are unsure of their sexual orientation more likely to report harassment than heterosexual or gay or lesbian students.

## Suicide Ideation and Self Injury

- 15% of students (n=247) report they have seriously considered suicide in the last 12 months (up from 13% in 2011).
  - Young women are more likely to consider suicide (19%) than young men (11%). Asian and Southeast Asian students are slightly more likely to consider suicide (18%) than white students (14%)
  - Bisexual (41%), gay and lesbian (37%) and students who are unsure about their gender identity (27%) are more likely to consider suicide than heterosexual students (13%)
- 8% of students (n=137) made a plan to commit suicide over the last year (7% in Lexington in 2011, 16% nationwide and 13% Massachusetts in 2011).
- 3% of students (n=55) of students attempted suicide over the last year (same as 2011 in Lexington, 8% nationwide and 7% Massachusetts in 2011).
- 1% of students (n=16) reported an injury associated with a suicide attempt over the last year.
- 13% of students have engaged in self-injurious behavior in the last year (e.g. cutting, burning)

## 4. Sex

Approximately 14% of Lexington students report that they have ever had sexual intercourse (compared to 17% in 2011 and 20% in 2009). Not surprisingly, sexual experience varies greatly by age. The following list indicates the proportion of students in each grade who reported that they have had sexual intercourse at least once:

- 4% of 9<sup>th</sup> graders
- 8% of 10<sup>th</sup> graders
- 19% of 11<sup>th</sup> graders
- 29 % of 12<sup>th</sup> graders

For those students who reported that they have had sexual intercourse, 66% reported that they used a condom during the last sexual intercourse (down from 70% in 2011). Of those students who reported having sex but not using a condom, 65% indicated they or their partner took birth control pills.

22% of Lexington students report that they have ever had oral sex (down from 27% in 2011 and 29% in 2009). Like intercourse, the proportion of students who report having oral sex at least once varies by grade. The following list indicates the proportion of students in each grade who reported that they have had oral sex at least once:

- 7% of 9<sup>th</sup> graders
- 18% of 10<sup>th</sup> graders
- 27% of 11<sup>th</sup> graders
- 40% of 12<sup>th</sup> graders

Of those students who have had oral sex, 23% of students report that they have had oral sex with four or more partners in their lifetime (up from 17% in 2011).

32% of students reported sending or receiving a sexual message electronically. 18% of students reported sending or receiving a sexual picture electronically (compared to estimated 20% of teens nationwide according to Lounsbury, Mitchell and Finkelhor, 2011)

## 5. Coping Strategies and Supports

The 2013 YRBS included questions dealing with student's views of themselves and their responses to certain situations or problems.

- 83% of students indicate that they can depend on their family and friends to support them if they encounter problems.
- 77% of students indicate that when confronted with problems they can usually find several solutions.
- 67% of students indicate that their belief in their self gets them through hard times
- 69% of students indicate that they can handle many things at once

The survey also indicates that programming at LHS designed to help reduce stress may be having a positive impact.

- Students also report a number of healthy responses for dealing with stress. Students most commonly dealt with stress by exercising (67%), listening to music (40%), and reading (48%). But some students coped with stress by using alcohol (55%) or drugs (11%), sleeping (57%) and watching television (49%)

The health education program also appears to have a positive impact on student decision making

- 62% of students report that they receive the most accurate information about sex from their health teachers. This far exceeded friends (16%), parents (19%) or the internet (23%).
- 61% of students report that they receive the most accurate information about alcohol and substance abuse from their health teacher compared to friends (10%) and parents (10%).
- However, parents and friends are still the most important people that influence their decision making regarding sex and other risky behavior.



# Lexington Public Schools

146 Maple Street ♦ Lexington, Massachusetts 02420

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

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fax: (781) 863-5829

**To:** School Committee  
**From:** Paul B. Ash, Ph.D.  
Superintendent of Schools  
**Re:** Recommendations on Fiske School Overcrowding – April 29, 2014  
**Date:** April 21, 2014

Based on current grade 4 numbers at Fiske School and known parent decisions to move out of town this summer, the current projected grade 5 enrollment for 2014-2015 is 81 students. Since the school does not have any additional classrooms, I recommend that the 81 students be assigned into three classrooms of 27 students each and that we do not convert the art or music rooms into an additional classroom.

#### Recommendations:

1. If the grade 5 class sizes remain at 27 students, which is one student over the current class size guideline of 26 students, I recommend that we follow the teachers' contract and assign an overmax aide for ten hours per week to each grade 5 classroom with 27 students. Hiring an overmax aide has been the long-standing practice throughout the school system when class sizes exceed the class size guideline. For example, in 2010, 2012, and 2013, in grade 5 at the Fiske School, we added overmax aides when class sizes reached 27 or 28 students.
2. If, however, any grade 5 class reaches 28 or more students by August 1, then I request we be authorized to hire a 0.55 teacher for that classroom and not hire an overmax aide.

Mr. Martellone and I are very confident that we can provide grade 5 students with an outstanding education in classes with 27 or 28 students by adding a highly qualified, licensed part-time teacher to work with the full-time teacher. The additional teacher will mean that there will be two teachers to provide individual/small group instruction during scheduled core academic work. Additionally, there will be two teachers to plan and deliver the lessons. Adding a co-teacher is a long-established model to either deliver specialized services that cannot be delivered by one teacher or as a way to reduce the effective student/teacher ratio.

Mr. Martellone and I continue to reject converting the art or music rooms into general education classrooms. Doing so would significantly reduce the quality of art or music instruction for all Fiske students.



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

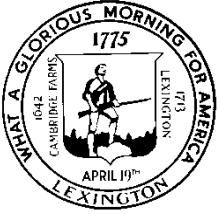
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**To:** School Committee  
**From:** Paul B. Ash, Ph.D.  
Superintendent of Schools  
**Re:** Recommended Use of FY 2014 Surplus Funds  
**Date:** April 23, 2014

In this attached financial summary, Mary Ellen reports that she conservatively projects a \$573,343 budget surplus after holding back a \$500,000 reserve account. Given this surplus, I request School Committee permit the administration to spend \$300,000 of the surplus on some high priority capital and expense items. During the past few years, the School Committee has approved spending of surplus funds after the 3<sup>rd</sup> quarterly report.

The additional funding would be allocated as follows:

1. Technology – In order to equalize the number of laptops in all elementary schools, Tom recommends we purchase one Macbook laptop cart of thirty computers for Bowman, Bridge, Fiske, Harrington and Hastings. Tom received a quote of \$154,849.75, which is a 9% discount off the State bid price of \$170,000.
2. Furniture – Add \$7,000 to the furniture budget to cover extra costs.
3. Educational materials – Principals will submit to Carol a list of requests for educational materials for preK-12 classrooms. Based on the highest needs, Carol will approve requests up to \$138,150.25.



# Lexington Public Schools

146 Maple Street ❖ Lexington, Massachusetts 02420

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[mdunn@sch.ci.lexington.ma.us](mailto:mdunn@sch.ci.lexington.ma.us)

To: Paul Ash, Superintendent  
 From: Mary Ellen Dunn, Assistant Superintendent for Finance and Business  
 Date: April 22, 2014  
 Re: FY 2014 – 3<sup>rd</sup> Quarter Financial Report

The projected FY 2014 balance is \$573,343, in addition to a \$500,000 reserve for unanticipated expenses. The major source of these funds is due to positive balances in the out-of-district tuition and personnel accounts.

| Appropriation Summary | FY2014<br>ATM | Transfers/<br>Adjustments | Revised<br>Budget | 3rd Qtr<br>Projected YTD | Balance<br>Favorable/<br>(Unfavorable) | %<br>Expended |
|-----------------------|---------------|---------------------------|-------------------|--------------------------|--|---------------|
| Compensation          | \$ 68,649,329 | \$ 310,850                | \$ 68,960,179     | \$ 68,710,285            | \$ 249,894                             | 99.64%        |
| Expenses              | \$ 12,664,634 | \$ (224,306)              | \$ 12,440,328     | \$ 11,616,878            | \$ 823,450                             | 93.38%        |
| Total                 | \$ 81,313,963 | \$ 86,544                 | \$ 81,400,507     | \$ 80,327,163            | \$ 1,073,343                           | 98.68%        |

|   |                      |
|---|----------------------|
| Special Town Meeting Adj                | \$ 86,544            |
| <b>Adjusted Balance after Transfers</b> | <b>\$ 81,400,507</b> |

|                 |              |
|-----------------|--------------|
| Reserve Balance | \$ (500,000) |
| Available Funds | \$ 573,343   |

**Salaries and Wages:** Projections are based on current staffing and estimated wage settlements known as of the end of the April 4 payroll cycle. See Table 1 for more detail regarding the staffing fluctuations, the impact of long-term substitutes, and salary settlements from collective bargaining. While the FY 14 staffing level increased by 15.17 positions, the projected balance is \$249,894. The surplus is derived by subtracting the cost of personnel who were hired after the start of the school year from the salary of staff members who resigned or went on a leave of absence. This number will continue to fluctuate through the close of the fiscal year. In addition, please note that we are holding in reserve \$284,845 should the Massachusetts Judicial Supreme Court rule against the School Committee in a high profile personnel case.

**Grant Summary:** The district lost approximately \$86,554 in sequestration funds, which was replenished by vote of the special town meeting. In addition, the school committee approved the transfer of FTEs and funds for FY14 across all of our grants. See Table 2 at the end of the report for more detail on grants funds. See Table 4 for approved transfer of FTEs and funding request.

**Expenses:** Overall the expense budget appears to be in balance. At this time of the school year we focus on three specific line items: Program Budgets, Out-of-District Transportation, and Special Education Out-of-District Tuitions. These accounts can be highly variable through the end of the year. See Table 5 for line item detail.

### **Program Budgets:**

**General Education:** As of April 17, the program budgets show a balance of \$308,716. The operating budget closes May 1 and will result in a reduction or elimination of this amount. Requisitions continue to be processed daily for the instructional supplies and services required through the last day of school.

**Special Education:** As of April 17, the program budgets show a balance of \$345,861. The operating budget closes May 1 and will result in a reduction of this amount. Requisitions continue to be processed daily for the consulting services, additional instructional supplies and services required through the last day of school. It is unlikely that all of the funds will be expended prior to the end of the fiscal year.

*Lexington Public Schools – FY2014 3<sup>rd</sup> Quarter Report as of March 31, 2013*

**Legal Services:** Due to the ongoing litigation requirements for the district and underfunding this line account for FY 14, we have encumbered an additional \$100,000. The legal services account was in deficit by \$32,066 prior to the encumbrance being considered. The School Committee is requested to transfer \$100,000 from Out-of-district tuitions to fund the additional \$100,000 we project will be needed in the Legal Services account.

**Transportation:**

**Regular Transportation:** The budget is in balance and we do not anticipate any over expenditures to the program.

**Homeless Transportation:** The district is anticipating the need to continue support transportation of homeless students. Under the McKinney Vento Act, the school district where the student resides and the school district where the student attends split the cost of transportation to and from school. Currently we are sharing costs for students from Boston, Somerville, Everett, and Burlington. The homeless transportation account has expended \$67,835 for the fiscal year. We are still receiving invoices and notifications from the districts where the students attend. The school district is only reimbursed for out of district transportation. In-district transportation is the district’s responsibility.

**Special Education Transportation:** Special Education transportation budget is beginning to show a deficit of \$(19,726) based on the students we are transporting. The budget projection does not include any transportation funds in reserve for any of the projected high-risk students who may be placed in out-of-district schools before the close of the school year. During the 3<sup>rd</sup> and 4<sup>th</sup> quarter of the fiscal year we begin to see changes and the impact of 45-day placements in this account. We will continue to monitor this account, as it is likely to continue to grow over the next quarter.

**Out-of-district Tuition:** The out-of-district tuition budget is currently paying the tuition for 129 students. This is an increase of 21 students over budget. Due to a projected budget surplus in this account and in the overall budget, the administration recommends that we do not use the \$400,000 tuition credit and that we keep this credit as a future source of funds. This report assumes that we will not use the LABBB credit. We are still waiting for the final determination for some out-of-district schools that have applied for reconstruction or adjustments for special circumstances adjustments. We are projecting the highest potential cost.

**Tuition Projection as of March 31, 2013**

|                         | FY14 Budget   | Revised Revenue | Approved Transfers | Revised Budget | FY14 Projected YTD | FY14 Balance |
|-------------------------|---------------|-----------------|--------------------|----------------|--------------------|--------------|
| Total Tuition Projected | \$ 8,147,563  |                 | \$ (352,855)       | \$ 7,794,708   | \$ 7,496,768       | \$ 297,940   |
| LABBB Credit            | \$ (250,000)  | \$ (150,000)    | \$ 400,000         | \$ -           | \$ -               | \$ -         |
| Circuit Breaker         | \$(2,629,751) | \$ (246,451)    | \$ -               | \$(2,876,202)  | \$ (2,876,202)     | \$ -         |
| Projected Total         | \$ 5,267,812  | \$ (396,451)    | \$ 47,145          | \$ 4,918,506   | \$ 4,620,566       | \$ 297,940   |

**Tuition Projection Detail as of March 31, 2014**

| DOE<br>Function<br>Code | DOE<br>Function<br>Title | program<br>type               | Sum of<br>FY14<br>ATM<br>Budget<br>Head<br>Count | Sum of<br>FY14ATM<br>tuition<br>projection | Sum of<br>FY14<br>current<br>head<br>count | Sum of<br>Current<br>FY14<br>estimated<br>tution |
|-------------------------|--------------------------|-------------------------------|--|--|--|--|
|                         | <b>9100 Tuition to</b>   |                               | 9  | \$ 422,223                                 | 8  | \$ 257,774                                       |
|                         |                          | extended services             |  | \$ 8,732                                   |  | \$ 3,738   |
|                         |                          | short term                    |  | \$ 36,921                                  | 2  | \$ 46,530  |
|                         |                          | summer                        |  | \$ 45,428                                  |  | \$ 31,862  |
|                         |                          | <b>Tuition to Mass. Schc</b>  | <b>9</b>   | <b>\$ 513,303</b>                          | <b>10</b>                                  | <b>\$ 339,904</b>                                |
|                         | <b>9100 Total</b>        |                               | <b>9</b>   | <b>\$ 513,303</b>                          | <b>10</b>                                  | <b>\$ 339,904</b>                                |
|                         | <b>9200 Tuition to</b>   | residential                   | 1  | \$ 128,720                                 | 2  | \$ 262,063                                       |
|                         |                          | <b>Tuition to Out-of-Stat</b> | <b>1</b>   | <b>\$ 128,720</b>                          | <b>2</b>                                   | <b>\$ 262,063</b>                                |
|                         | <b>9200 Total</b>        |                               | <b>1</b>   | <b>\$ 128,720</b>                          | <b>2</b>                                   | <b>\$ 262,063</b>                                |
|                         | <b>9300 Tuition to</b>   | 1:1 Aide                      |  | \$ 89,500                                  |  | \$ 41,600  |
|                         |                          |                               | 53   | \$ 3,204,341                               | 64   | \$ 3,039,888                                     |
|                         |                          | PT                            |  |  |  |  |
|                         |                          | residential                   | 10   | \$ 2,203,426                               | 12   | \$ 2,197,794                                     |
|                         |                          | short term                    |  | \$ 9,511                                   |  | \$ 26,635  |
|                         |                          | summer                        |  | \$ 36,408                                  |  | \$ 45,839  |
|                         |                          | summer &                      | 1  | \$ 81,440                                  |  |  |
|                         |                          | summer pr                     | 2  | \$ 55,645                                  | 1  | \$ 9,890   |
|                         |                          | <b>Tuition to Non-Public</b>  | <b>66</b>  | <b>\$ 5,680,272</b>                        | <b>77</b>                                  | <b>\$ 5,361,646</b>                              |
|                         | <b>9300 Total</b>        |                               | <b>66</b>  | <b>\$ 5,680,272</b>                        | <b>77</b>                                  | <b>\$ 5,361,646</b>                              |
|                         | <b>9400 Tuition to</b>   | 1:1 Aide                      |  | \$ 94,010                                  |  | \$ 3,095   |
|                         |                          |                               | 26   | \$ 1,204,565                               | 33   | \$ 1,263,724                                     |
|                         |                          | extended services             |  | \$ 28,655                                  |  | \$ 29,500  |
|                         |                          | short term                    |  | \$ 33,696                                  | 4  | \$ 48,224  |
|                         |                          | summer                        |  | \$ 131,160                                 | 3  | \$ 172,934                                       |
|                         |                          | summer                        |  |  |  |  |
|                         |                          | summer &                      | 6  | \$ 333,208                                 |  | \$ 10,098  |
|                         |                          | summer-LESP                   |  |  |  | \$ 5,580   |
|                         |                          | <b>Tuition to Collaborati</b> | <b>32</b>  | <b>\$ 1,825,294</b>                        | <b>40</b>                                  | <b>\$ 1,533,155</b>                              |
|                         | <b>9400 Total</b>        |                               | <b>32</b>  | <b>\$ 1,825,294</b>                        | <b>40</b>                                  | <b>\$ 1,533,155</b>                              |
|                         | <b>Grand Total</b>       |                               | <b>108</b>                                       | <b>\$ 8,147,589</b>                        | <b>129</b>                                 | <b>\$ 7,496,768</b>                              |



**Table 1: 3<sup>rd</sup> Quarter Operating Budget Salary and Wage projection**

| LINE No                           | ROLL UP                                       | FY14 FTE      | FY14 Budget (adj)    | Current FTEs (through 4/4/14 payroll) | FTE Difference -Favorable (Unfavorable) | Salaries Projection (through 4/4/14 payroll) | \$ Difference - Favorable (Unfavorable) | Notes (Illustrates material changes)   |
|-----------------------------------|---|---------------|----------------------|---------------------------------------|---|--|---|--|
| 1                                 | UNIT A - LEA                                  | 648.92        | \$ 51,103,719        | 610.84                                | 38.08                                   | \$ 48,602,776                                | \$ 2,500,943                            | 1. SLEA > SAIA = 10.45 FTE<br>2. SNOM > SIEA = 1.50 FTE<br>3. 30.50 FTEs on LOA, shifted to Long Term Subs<br>4. 3.19 FTE Vacancy<br>5. \$284,845 - M. Zagacali settlement |
| 2                                 | UNIT A - STRENDS                              |               | \$ 610,000           |                                       |   | \$ 633,778                                   | \$ (33,778)                             |  |
| 3                                 | UNIT A - COACHES                              |               | \$ 594,733           |                                       |   | \$ 516,126                                   | \$ 78,607                               |  |
| 4                                 | LESA - SECRETARIES                            | 75.85         | \$ 2,824,131         | 76.73                                 | (0.88)                                  | \$ 2,928,734                                 | \$ (104,604)                            | 1. 1.52 FTE Vacancy  |
| 5                                 | NON-UNION DISTRICT SUPPORT/MSERS              | 20.80         | \$ 1,619,029         | 20.30                                 | 0.50                                    | \$ 1,572,561                                 | \$ 46,468                               | 1. SCO > SNOM = 1.45 FTE<br>2. SNOM > SCO = 1.0 FTE  |
| 7                                 | UNIT C - METR ASST./ Student Support/A.S.Asst | 133.19        | \$ 4,450,313         | 143.42                                | (10.24)                                 | \$ 4,626,278                                 | \$ (175,975)                            | 1. 0.92 FTEs on LOA, shifted to Long Term Subs<br>2. 2.77 FTE Vacancy<br>3. -14.24 FTE Supplemental Positions  |
| 7.1                               | NON-UNION PARAPROFESSONALS                    | 9.37          | \$ 700,000           | 11.66                                 | (2.29)                                  | \$ 985,981                                   | \$ (285,971)                            | 1. SAIA > SNOM = 2.00 FTE<br>2. SCO > SNOM = 1.25 FTE  |
| 8                                 | ABA/BCBA INSTRUCTORS                          | 3.09          | \$ 314,735           | 3.25                                  | (0.16)                                  | \$ 310,373                                   | \$ 4,362                                | 3. OMNIX Aide Conversion: SNOM > Other positions = 5.33 FTE  |
| 9                                 | OT ASSISTANTS                                 | 3.00          | \$ 151,429           | 3.00                                  | -                                       | \$ 127,026                                   | \$ 24,403                               | 4. SNOM > SLEA = 1.50 FTE  |
| 10                                | SPECIAL CLASS AIDES                           | 12.85         | \$ 400,936           | 12.16                                 | 0.69                                    | \$ 400,779                                   | \$ 158                                  | 5. -5.31 FTE Supplemental Positions<br>6. 0.25 FTE Vacancy   |
| 11                                | TECHNOLOGY UNIT                               | 13.00         | \$ 693,848           | 13.00                                 | -                                       | \$ 624,236                                   | \$ 69,612                               | 1. 0.85 FTE Vacancy  |
| 14                                | CENTRAL ADMINISTRATORS                        | 6.50          | \$ 1,031,923         | 7.00                                  | (0.50)                                  | \$ 1,113,601                                 | \$ (81,678)                             | Transfer SPED Dir. to operating budget (0.5 FTE)   |
| 15                                | PRINCIPALS                                    | 9.00          | \$ 1,185,288         | 9.00                                  | -                                       | \$ 1,188,092                                 | \$ (2,804)                              | 1. SLEA > AIA = 10.45 FTE<br>2. SAIA > SNOM = 2.00 FTE<br>3. SAIA > SCO = 1.00 FTE   |
| 16                                | AIA - ASST PRINC/SUPERVISORS                  | 28.00         | \$ 2,913,618         | 35.95                                 | (7.95)                                  | \$ 3,630,862                                 | \$ (727,244)                            | 4. 0.50 FTEs on LOA, shifted to Long Term Subs   |
| 17                                | NURSE SLEBS                                   |               | \$ 15,300            |                                       |   | \$ 15,300                                    | \$ -                                    |  |
|                                   | TEACHER SUBSTITUTES                           |               | \$ 755,000           |                                       |   | \$ 552,818                                   | \$ 202,182                              |  |
| 18                                | LONG TERM SUBSTITUTES                         |               |                      | 31.92                                 |   |  |   | 1. 30.50 FTEs from SLEA currently on LOAs<br>2. 0.92 FTEs from SLED currently on LOAs<br>3. 0.50 FTEs from SAIA currently on LOAs  |
|                                   | SECRETARY SUBSTITUTES                         |               | \$ 16,133            |                                       |   | \$ 25,723                                    | \$ (9,590)                              |  |
|                                   | PARAPROFESSONAL SUBSTITUTES                   |               | \$ 50,000            |                                       |   | \$ 50,000                                    | \$ -                                    |  |
| 20                                | SICK LEAVE BUY BACK                           |               |                      |                                       |   | \$ -   | \$ -                                    |  |
|                                   | S&DF  |               | \$ (500,000)         |                                       |   | \$ -   | \$ (500,000)                            |  |
| TOWNS                             | SHARED EXPENSES                               |               |                      |                                       |   | \$ -   | \$ -                                    |  |
|                                   | All other - operating                         |               |                      |                                       |   | \$ -   | \$ -                                    |  |
|                                   | Grant/Revolving Activity                      |               |                      |                                       |   | \$ -   | \$ -                                    |  |
|                                   | Adjustments                                   |               |                      |                                       |   | \$ -   | \$ -                                    |  |
| <b>SALARIES &amp; WAGES Total</b> |   | <b>963.56</b> | <b>\$ 68,960,179</b> | <b>978.73</b>                         | <b>(15.17)</b>                          | <b>\$ 68,710,285</b>                         | <b>\$ 249,895</b>                       |  |

**Table 2: 3rd Quarter Grant Salary and Wage projection**

|                               | FY13 Award -<br>Level Funded for<br>FY14 | FY14 Actual<br>Award | Sequestration,<br>enrollment, and<br>low income<br>change | % Change<br>in Award | Revised FY14<br>Projection as<br>of March 31st | Projected<br>(deficit)/<br>Balance FY14<br>Awards<br><br>(col.C - col.I) |
|-------------------------------|--|----------------------|---|----------------------|--|--|
| <b>Federal Grant Title</b>    |  |                      |   |                      |  |  |
| Title I                       | \$ 170,263                               | \$ 151,274           | \$ (18,989)   | -11.15%              | \$ 150,888                                     | \$ 386   |
| Title II                      | \$ 91,217                                | \$ 86,954            | \$ (4,263)  | -4.67%               | \$ 87,673                                      | \$ (719)   |
| Title III                     | \$ 67,893                                | \$ 57,937            | \$ (9,956)  | -14.66%              | \$ 57,937                                      | \$ (0)   |
| Title III Immigrant           | \$                                       | \$ 39,500            |   |                      | \$ 39,301                                      | \$ 199   |
| 94-142                        | \$ 1,549,196                             | \$ 1,514,322         | \$ (34,874)   | -2.25%               | \$ 1,504,436                                   | \$ 9,886   |
| Early Childhood               | \$ 40,116                                | \$ 38,408            | \$ (1,708)  | -4.26%               | \$ 33,778                                      | \$ 4,630   |
| Total Federal Grants          | \$ 1,918,685                             | \$ 1,888,395         | \$ (69,790)   | -1.58%               | \$   | \$ 14,383  |
| <b>State Grant Title</b>      |  |                      |   |                      |  |  |
| METCO                         | \$ 1,319,096                             | \$ 1,342,033         | \$ 22,937   | 1.74%                | \$ 1,315,457                                   | \$ 26,576  |
| Essential School Health       | \$ 116,440                               | \$ 116,440           | \$  | 0.00%                | \$ 115,990                                     | \$ 450   |
| Academic Support              | \$ 10,600                                | \$ 10,400            | \$ (200)  | -1.89%               | \$ 10,400                                      | \$ -   |
| Full-Day Kindergarten         | \$ 205,000                               | \$ 233,666           | \$ 28,666   | 13.98%               | \$ 221,077                                     | \$ 12,589  |
| Special Education Entitlement | \$ 47,842                                | \$ 27,976 est        | \$ (19,866)   | -41.52%              | \$ 27,976                                      | \$ -   |
| Total State Grants            | \$ 1,698,978                             | \$ 1,730,515         | \$ 31,537   | 1.86%                | \$ 1,690,900                                   | \$ 39,615  |
| Reserved by Town              | \$ 3,617,663                             | \$ 3,618,910         | \$ (38,253)   | 0.03%                | \$   | \$ 53,998  |
| Represents Anticipated Cut    | \$ 750,000                               |                      |   |                      |  |  |
|                               | 20.73%                                   |                      |   |                      |  | 1.49%  |

Title II deficit caused by lane change in February for Fitzgerald  
Does not reflect Unit C or D Contract Settlements

Lexington Public Schools – FY2014 3<sup>rd</sup> Quarter Report as of March 31, 2013

**Table 3: Transfer Requests**

| From  | To             | Rationale                    | Amount    |
|---|----------------|------------------------------|-----------|
| Out-of-District Tuitions (budget allocation transfer) | Legal Services | Unfunded litigation expenses | \$100,000 |

**Table 4: Approved transfer requests for the fiscal year to date**

| From  | To  | Rationale  | Amount      |
|---|---|--|-------------|
| Out-of-District Tuitions (budget allocation transfer) | Homeless Transportation Account             | Unfunded mandate for transporting homeless students to school of origin from Lexington.                            | \$ 75,000   |
| Out-of-District Tuitions (budget allocation transfer) | Emergency Response Account (4000)           | Approved in FY13 to fund annual Crisis Team Training   | \$ 30,000   |
| Out-of-District Tuitions (budget allocation transfer) | FY14 Teacher Evaluation Training (3257)     | Approved in FY13 to fund annual Supervision and Evaluation roll out  | \$ 80,000   |
| Out-of-District Tuitions (budget allocation transfer) | Other Professional Development needs (3257) | Approved in FY13 to fund unknown and unanticipated training costs due to new RETELL, PARCC and other DESE changes. | \$ 40,000   |
| Out-of-District Tuitions (budget allocation transfer) | Various Expense Lines listed above          | Reduction of tuition allocation will fund expense allocations listed above   | \$(225,000) |
| Grant Funds – Expenses Transfer -                     | Salaries and Waves (1420, 2210, 3205)       | Sequestration and Structural Deficit in Grants – transferring FTEs from grant funds to operation budget            | \$ 214,409  |
| Special Town Meeting                                  | Salary and Wages (1420)                     | Sequestration Funds  | \$ (86,554) |
| Out-of-District Tuitions (budget allocation transfer) | Salaries and Wages (2210, 3205)             | Reduction of tuition allocation will fund special education related staffing positions to the operating budget.    | \$(127,855) |
| Net Budget Adjustment                                 |   |  | \$ -        |

Grant Staffing Transfer: 3.5254 FTE

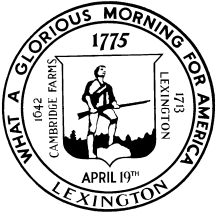
| <b>94-142</b>          |            |                         |                                     |         |
|------------------------|------------|-------------------------|-------------------------------------|---------|
| <b>Position</b>        | <b>FTE</b> | <b>Transfer Request</b> |                                     |         |
| Dir Sped Ed - Grant    | 0.4        | \$ (67,000.00)          |                                     |         |
| Spec Class Aide        | 0.56       | \$ (17,187.45)          |                                     |         |
| SPED IA                | 0.8533     | \$ (26,189.44)          |                                     |         |
| Behavior Specialist    | 0.55       | \$ (40,174.75)          |                                     |         |
| Behavior Specialist    | 0.45       | \$ (29,041.20)          |                                     |         |
| Secretary Grant Coord. | 0.475      | \$ (17,067.44)          |                                     |         |
|                        |            | \$ (196,660.28)         |                                     |         |
| <b>Title I</b>         |            |                         |                                     |         |
| <b>Position</b>        | <b>FTE</b> | <b>Transfer Request</b> | <b>FTE Transfer</b>                 |         |
| Reading Specialist     | 0.345      | \$ (559.63)             | 0.3390                              | 0.0060  |
| Reading Specialist     | 0.348      | \$ (839.45)             | 0.3390                              | 0.0090  |
| Reading Specialist     | 0.38       | \$ (3,530.88)           | 0.3390                              | 0.0410  |
| Reading Specialist     | 0.477      | \$ (12,871.53)          | 0.3390                              | 0.1380  |
| MTRS                   |            | \$ (1,601.85)           |                                     |         |
|                        | 1.55       | \$ (19,403.34)          | 1.3560                              | 0.1940  |
| <b>Title IIA</b>       |            |                         |                                     |         |
| <b>Position</b>        | <b>FTE</b> | <b>Transfer Request</b> | Adjust FY14 FTE's as below to cover |         |
| Reading Specialist     | 0.345      | \$ (2,453.05)           | 0.3187                              | 0.0263  |
| Math Specialist        | 0.3105     | \$ 645.89               | 0.3187                              | -0.0082 |
| Math Specialist        | 0.345      | \$ (1,910.20)           | 0.3200                              | 0.0250  |
| MTRS                   |            | \$ (334.56)             |                                     | 0.0000  |
|                        | 1.00       | \$ (4,051.92)           | 0.9574                              | 0.0431  |

deficit

Lexington Public Schools – FY2014 3<sup>rd</sup> Quarter Report as of March 31, 2013

**Table 5– Expense Detail**

| Line #             | Program                           | Sum of FY14          | Sum of Budget Transfer | Sum of REVISED BUDGET | Sum of YTD EXPENDED | Sum of ENCUMBRANCE/REQ | Sum of AVAILABLE BUDGET | Notes as of 4/17/2014                              |
|--------------------|-----------------------------------|----------------------|------------------------|-----------------------|---------------------|------------------------|-------------------------|--|
| 1                  | Bowman                            | \$ 29,745            | -                      | \$ 29,745             | \$ 16,119           | \$ 1,444               | \$ 12,183               |  |
| 2                  | Bridge                            | \$ 29,072            | -                      | \$ 29,072             | \$ 19,271           | \$ 5,034               | \$ 4,767                |  |
| 3                  | Estabrook                         | \$ 26,328            | -                      | \$ 26,328             | \$ 16,082           | \$ 3,449               | \$ 6,797                |  |
| 4                  | Fiske                             | \$ 27,112            | -                      | \$ 27,112             | \$ 23,442           | \$ 548                 | \$ 3,122                |  |
| 5                  | Harrington                        | \$ 24,759            | -                      | \$ 24,759             | \$ 22,025           | \$ 2,033               | \$ 701                  |  |
| 6                  | Hastings                          | \$ 24,603            | -                      | \$ 24,603             | \$ 12,645           | \$ 124                 | \$ 11,834               |  |
| 7                  | Clarke                            | \$ 27,986            | -                      | \$ 27,986             | \$ 13,803           | \$ 7,305               | \$ 6,877                |  |
| 8                  | Diamond                           | \$ 25,415            | -                      | \$ 25,415             | \$ 17,470           | \$ 4,577               | \$ 3,368                |  |
| 9                  | Lexington High School             | \$ 134,685           | -                      | \$ 134,685            | \$ 70,427           | \$ 36,539              | \$ 27,719               |  |
| 10                 | K-5 ELA/Lang Arts                 | \$ 97,361            | -                      | \$ 97,361             | \$ 80,617           | \$ 21,004              | \$ (4,260)              |  |
| 11                 | K-5 Math                          | \$ 71,404            | -                      | \$ 71,404             | \$ 70,530           | \$ 525                 | \$ 349                  |  |
| 12                 | K-5 Science                       | \$ 33,220            | -                      | \$ 33,220             | \$ 23,411           | \$ 5,200               | \$ 4,609                |  |
| 13                 | K-5 Social Studies                | \$ 27,204            | -                      | \$ 27,204             | \$ 19,242           | \$ 4,118               | \$ 3,844                |  |
| 14                 | 6-8 ELA/Lang Arts                 | \$ 35,635            | -                      | \$ 35,635             | \$ 20,220           | \$ 5,226               | \$ 10,190               |  |
| 16                 | 6-8 WORLD LANGUAGE                | \$ 30,709            | -                      | \$ 30,709             | \$ 25,289           | \$ 2,970               | \$ 2,450                |  |
| 17                 | 6-8 Math                          | \$ 28,480            | -                      | \$ 28,480             | \$ 19,919           | \$ 3,962               | \$ 4,599                |  |
| 18                 | 6-8 Science                       | \$ 62,052            | -                      | \$ 62,052             | \$ 38,498           | \$ 9,299               | \$ 14,255               |  |
| 19                 | 6-8 Social Studies                | \$ 27,762            | -                      | \$ 27,762             | \$ 18,901           | \$ 6,302               | \$ 2,559                |  |
| 21                 | 9-12 ELA/LANG Arts                | \$ 30,108            | -                      | \$ 30,108             | \$ 27,972           | \$ 1,218               | \$ 919                  |  |
| 22                 | 9-12 WORLD LANGUAGE               | \$ 36,706            | -                      | \$ 36,706             | \$ 29,666           | \$ 10,437              | \$ (3,398)              |  |
| 23                 | 9-12 Math                         | \$ 106,468           | -                      | \$ 106,468            | \$ 85,440           | \$ 20,960              | \$ 69                   |  |
| 24                 | 9-12 Science                      | \$ 89,852            | -                      | \$ 89,852             | \$ 23,958           | \$ 19,758              | \$ 46,136               |  |
| 25                 | 9-12 Social Studies               | \$ 102,364           | \$ (65,000)            | \$ 37,364             | \$ 20,194           | \$ 4,116               | \$ 13,053               |  |
| 25.1               | DEBATE & COMPETITIVE SPEECH       | \$ 4,332             | \$ 65,000              | \$ 69,332             | \$ 56,223           | \$ 1,195               | \$ 11,914               | K-12 & Program Budgets remaining:                  |
| 29                 | K-12 CURRICULUM                   | \$ 819,092           | \$ 40,000              | \$ 859,092            | \$ 333,632          | \$ 524,460             | \$ 1,000                | Shipend Transfer needed?                           |
| 30                 | LIBRARY/MEDIA                     | \$ 169,897           | -                      | \$ 169,897            | \$ 100,914          | \$ 32,906              | \$ 36,077               |  |
| 31                 | TECHNOLOGY                        | \$ 380,662           | -                      | \$ 380,662            | \$ 332,195          | \$ 53,543              | \$ (5,076)              |  |
| 32                 | ENG LANG LEARNER EDUC             | \$ 27,272            | -                      | \$ 27,272             | \$ 26,258           | \$ 3,998               | \$ (2,984)              |  |
| 33                 | PE/Wellness                       | \$ 67,242            | -                      | \$ 67,242             | \$ 43,954           | \$ 15,517              | \$ 7,770                |  |
| 34                 | VISUAL ARTS                       | \$ 79,216            | -                      | \$ 79,216             | \$ 56,607           | \$ 16,994              | \$ 5,615                |  |
| 35                 | K-12 Performing Arts              | \$ 84,874            | -                      | \$ 84,874             | \$ 67,427           | \$ 12,102              | \$ 5,345                |  |
| 36                 | Athletics                         | \$ 122,556           | -                      | \$ 122,556            | \$ 42,618           | \$ 2,626               | \$ 77,312               |  |
| 37                 | Early Childhood Program           | \$ 68,335            | -                      | \$ 68,335             | \$ 32,467           | \$ 15,918              | \$ 19,950               |  |
| 38                 | Health Services                   | \$ 16,038            | -                      | \$ 16,038             | \$ 15,248           | \$ 446                 | \$ 343                  |  |
| 40.1               | K-5 Student Services              | \$ 32,976            | -                      | \$ 32,976             | \$ 62,361           | \$ 17,370              | \$ (46,755)             |  |
| 40.11              | K-5 Guidance                      | -                    | -                      | -                     | -                   | -                      | -                       |  |
| 40.2               | 6-8 Student Services              | \$ 141,871           | -                      | \$ 141,871            | \$ 25,789           | \$ 11,571              | \$ 104,511              |  |
| 40.21              | 6-8 Guidance                      | -                    | -                      | -                     | -                   | -                      | -                       |  |
| 40.3               | 9-12 Student Services             | \$ 29,717            | -                      | \$ 29,717             | \$ 6,753            | \$ 3,997               | \$ 18,967               |  |
| 40.31              | 9-12 Guidance                     | \$ 7,581             | -                      | \$ 7,581              | \$ 9,275            | \$ 403                 | \$ (2,097)              |  |
| 40.4               | K-12 STUDENT SERVICES             | \$ 267,244           | -                      | \$ 267,244            | \$ 42,697           | \$ 33,263              | \$ 191,284              | Student Services Program Budgets remaining:        |
| 40.5               | K-12 Guidance                     | \$ 4,100             | -                      | \$ 4,100              | \$ 7,366            | \$ 3,149               | \$ (6,415)              | \$   |
| 41                 | TUITION                           | \$ 5,267,812         | \$ (349,306)           | \$ 4,918,506          | \$ 3,144,084        | \$ 1,476,482           | \$ 29,940               | Assumes \$400k LABBB Credit NOT Used               |
| 42                 | Transportation: Special Education | \$ 1,058,300         | -                      | \$ 1,058,300          | \$ 640,265          | \$ 437,761             | \$ (19,726)             |  |
| 43                 | Special Educ. Consultants         | \$ 571,200           | -                      | \$ 571,200            | \$ 224,254          | \$ 280,874             | \$ 66,072               |  |
| 44                 | Transportation: Regular Education | \$ 1,316,267         | \$ 75,000              | \$ 1,391,267          | \$ 1,286,271        | \$ 97,831              | \$ 7,165                |  |
| 45                 | PRINT/COPY CENTER                 | \$ 283,662           | -                      | \$ 283,662            | \$ 157,258          | \$ 126,404             | \$ (0)                  |  |
| 46                 | LEGAL SERVICES                    | \$ 222,360           | -                      | \$ 222,360            | \$ 195,095          | \$ 159,331             | \$ (132,066)            | Assumes \$100K in additional services through June |
| 47                 | Teacher Substitutes               | -                    | -                      | -                     | \$ 12,183           | -                      | \$ (12,183)             | Frontline Substitute Software - Budget in Line 48  |
| 48                 | Administration                    | \$ 440,799           | -                      | \$ 440,799            | \$ 310,853          | \$ 114,193             | \$ 15,753               | Need to transfer Crisis Team Training out.         |
| 56                 | Telephone                         | \$ 52,199            | \$ (16,000)            | \$ 36,199             | \$ 33,326           | -                      | \$ 2,873                | Projection carried in Salaries and Wages           |
| 58                 | Prior Year Unpaid Bills           | -                    | -                      | -                     | -                   | -                      | -                       |  |
| 60                 | Emergency Planning & Training     | -                    | \$ 26,000              | \$ 26,000             | \$ 17,883           | -                      | \$ 8,117                | Expenses charged to Administration                 |
| <b>Grand Total</b> |                                   | <b>\$ 12,664,634</b> | <b>\$ (224,306)</b>    | <b>\$ 12,440,328</b>  | <b>\$ 7,998,395</b> | <b>\$ 3,618,483</b>    | <b>\$ 823,450</b>       |  |



# 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*

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[mdunn@sch.ci.lexington.ma.us](mailto:mdunn@sch.ci.lexington.ma.us)

To: Paul Ash, Superintendent  
From: Mary Ellen Dunn, Assistant Superintendent for Finance and Business  
Date: April 24, 2014  
Re: Traffic Safety and Mitigation Policy Recommendation

Included for your review is the proposed Traffic Safety and Mitigation policy for the first reading by the School Committee. The policy request came from a variety of constituencies in the community. All of whom encourage the school department to standardize our rules and policies governing traffic and safety on school property.

The School Committee began to address the traffic congestion and safety issues in February 2013. The decision was made in October 2013 to first adopt a policy, address Clarke and Estabrook immediately, and to request funds from Town Meeting for long-term traffic safety and mitigation design and infrastructure improvements for all school properties.

The implementation of the Traffic Safety and Mitigation Policy will be as follows:

1. Policy Development and Implementation
  - a. Policy First Reading: scheduled for April 29
  - b. Policy Second Reading: scheduled for May 27
  - c. Policy Third Reading: scheduled for June 10
  - d. Town Counsel Review: scheduled to be completed by April 16.
  - e. Policy Implementation begins June 2014
2. Infrastructure Improvements to improve policy compliance - ongoing

The proposed policy was developed using a broad base of community and constituency feedback. The policy document was developed using the work of the Ad Hoc School Transportation Safety Study Committee (STS), Ad Hoc Estabrook Task Force, Traffic Safety Advisory, Board of Selectmen, Department of Public Works standards and practices, Safe Routes to Schools data for each school site, Evaluation and Preliminary Recommendations report from World Tech Engineering, and a literature search for other equivalent public school policies and guidance documents.

Feedback and input on the draft language was solicited from various Town of Lexington boards and committees, who interact with school traffic, support mass transit, bicycling, and walking. The primary groups are members of the Transportation Forum. In addition, Principals, school department employees, and the Department of Public Facilities management were also included in the feedback loop. Most recently, the parent community was surveyed and their voices are also present in the final version.

As a result of the feedback collected since February 2013, three companion guidance documents are being developed for the community, parents, and employees.

1. [Lexington Public Schools Standard Signage And Pavement Markings Guide](#) (draft)
2. [Traffic Safety & Mitigation Policy Guidance](#) (student handbook document)
3. Traffic Safety and Mitigation Web Page (<http://lps.lexingtonma.org/Page/3962>).
  - a. School Committee Updates and Presentations
  - b. Traffic Policy Comment and Review Process
  - c. School Traffic Policy Implementation
  - d. Traffic Enforcement
  - e. Traffic Safety and Mitigation Resources

*Lexington Public Schools – Traffic Safety and Mitigation Policy Recommendation*

Following the proposed policy additional information is provided

1. Feedback from the community;
2. Common remarks regarding the policy, companion guidance, and traffic congestion at schools; and
3. The proposed implementation of the Traffic Safety and Mitigation Policy.

1 **LEXINGTON SCHOOL COMMITTEE POLICY**

|    |  |                                  |
|----|--|----------------------------------|
| 2  |  |                                  |
| 3  | <b>TRAFFIC SAFETY &amp; MITIGATION</b> | <b>First Reading:</b> _____      |
| 4  |  |                                  |
| 5  |  | <b>Second Reading:</b> _____     |
| 6  |  |                                  |
| 7  |  | <b>Date Approved by</b>          |
| 8  |  | <b>School Committee:</b> _____   |
| 9  |  |                                  |
| 10 |  | <b>Signature of Chair:</b> _____ |
| 11 |  | <b>Page 1 of 4</b>               |

12  
13 **I. PURPOSE/POLICY:**

14 The School Committee and administration strive to ensure overall safety of students,  
15 employees, and community members while on school property. The School Committee  
16 encourages walking, bicycling, school bus, car pool, and other means of mass transit to  
17 access school property. In addition, the School Committee is aware of and understands that  
18 traffic conditions on school property and subsequently residential streets abutting school  
19 property affect the neighborhoods' livability.

20  
21 The goal of the School Committee Traffic Safety and Mitigation Policy is to improve  
22 safety by affecting driver behavior and the quality of life for residents, pedestrians,  
23 bicyclists, and motorists. In addition, it is to ensure that school traffic plans do not hinder  
24 quick response time for emergency service vehicles including fire trucks, police cars,  
25 ambulances, and large vehicles such as school buses and trucks used for providing essential  
26 municipal, school, and resident services.

27  
28 The School Committee is responsible for traffic safety and mitigation on school property.  
29 Principals are responsible for following School Committee policy and for the safe and  
30 proper transfer of students to/from home. The principal's jurisdiction is the management  
31 and operations of school grounds and school owned/contracted vehicles. Visitors, parents,  
32 guardians, and designated care-givers are responsible for following all posted policies,  
33 regulations and guidelines for traffic safety and mitigation on and around school property.

34  
35 Traffic safety and mitigation improvement can be achieved through education,  
36 enforcement, and engineered traffic calming programs. Traffic calming is defined as a  
37 combination of mainly physical measures that reduce the negative effects of motor vehicle  
38 use, alter driver behavior, and improve conditions for non-motorized street users.

39  
40 **II. SCOPE OF RESPONSIBILITY:**

41 The superintendent will monitor the implementation of the policy and provide support to  
42 principals and the transportation coordinator who are responsible for implementing the  
43 policy and establishing student to parent transfer procedures for the school buildings.  
44 Traffic plans, signage, direction are part of this policy and must follow MUTCD standards.  
45 The School Superintendent or designee is appointed to the Traffic Safety Advisory  
46 Committee

47  
48 Any changes to posted traffic plans for each school building must be reviewed by the  
49 Traffic Safety Advisory Committee before being approved by the School Committee and  
50 implemented by the building principal.

1  
2 **III. ADMINISTRATION**  
3

4 The following shall be enforceable at all times, but with diligence during school hours,  
5 commencing 7:00 a.m.-6:00 p.m. on days Lexington Public Schools is in session,  
6 including summer school programs:  
7

- 8 1. Traffic and parking regulations promulgated by the Commonwealth of  
9 Massachusetts and the Town of Lexington must be followed and are enforceable  
10 by the Lexington Police Department on school property.  
11
- 12 2. All school traffic plans shall use the Lexington Public Schools Standard Signage  
13 and Pavement Markings Guide and shall be Manual on Uniform Traffic Control  
14 Devices (MUTCD) compliant.<sup>1</sup>  
15
- 16 3. Violations of traffic regulations or safety and mitigation policies may be subject  
17 to fines and other penalties permitted by law.  
18
- 19 4. School traffic plans, policies, and guidance will be posted on the district web site  
20 for each school location and reviewed annually by the principal and the school  
21 department’s liaison to the Traffic Safety Advisory Committee.  
22
- 23 5. School hours will be posted on district calendars and web sites.  
24
- 25 6. Instructions given by school designated traffic personnel must be followed.  
26 School traffic personnel are identified as any individual wearing a garment that  
27 meets the requirements of ANSI 107 (OSHA) and using hand-signaling devices,  
28 such as STOP/SLOW paddles, to control traffic through specified temporary  
29 traffic control zones.  
30

31 The following actions are prohibited:  
32

- 33 • PARKING, STANDING, OR WAITING to drop off or pick up students in  
34 designated bus lanes.  
35
- 36 • Domesticated animals on school property under town by-law § 187-96 during  
37 arrival and dismissal and no unrestrained animal at any time on school property.  
38 All owners are responsible for cleaning up after their animals if they are brought  
39 on school property.  
40
- 41 • Jaywalking. Use all painted crosswalks for crossing driveways and in parking  
42 lots. Avoid illegal or reckless pedestrian crossing of a roadway or driveway.  
43
- 44 • Exiting a vehicle in a non-curbside lane (driver’s side).  
45
- 46 • U-turns on school property or adjacent public ways.  
47

---

<sup>1</sup> <http://mutcd.fhwa.dot.gov/>



- 1 • Double-parking.
- 2
- 3 • Blocking an intersection in a neighborhood or on school property.
- 4
- 5 • Dropping off or picking up passengers in a driveway or traffic lane.
- 6
- 7 • Horn honking, except as a warning of imminent danger.
- 8

9 In an effort to support safe arrival and dismissal of all students and employees, the  
10 principal may:

- 11
- 12 • Require submission of license plate numbers upon request for all vehicles driven  
13 by visitors, parents, employees, students, and family-designated drivers;
- 14
- 15 • Use license plate information to grant permission and privileges, provide notice or  
16 educational material, or assess authorized fines, penalties, to owners and  
17 operators;
- 18
- 19 • Assign parking spaces for employees; (Visitor and handicap parking will be  
20 designated on the posted plan for the school.)
- 21
- 22 • Remove illegally parked vehicles or other obstructions from traffic flow areas and  
23 invoice the owner of the vehicle or obstruction for the removal cost;
- 24
- 25 • Restrict cars from standing, parking, or idling in the pick-up zone prior to the  
26 designated time;
- 27
- 28 • Require use of placard or other signs to identify vehicles picking up students in  
29 designated vehicle lanes;
- 30
- 31 • Establish written transfer procedures for a child from the school house to the  
32 parent or other authorized designee;
- 33
- 34 • Not allow students to be loaded into vehicles in undesignated areas;
- 35
- 36 • Discourage the use of cell phones in the drop-off or pick-up lane/zone; (All  
37 drivers, regardless of age or license status, are banned from texting while behind  
38 the wheel.<sup>2</sup>)
- 39
- 40 • Removing privileges of parents to pick up their student should the owner/operator  
41 behavior be deemed unsafe to other motorists, employees, or students.
- 42

43 **Legal Reference:**

- 44
- 45 1. Manual on Uniform Traffic Control Devices (MUTCD) – FHWA;
- 46 a. State Supplement: Massachusetts Amendments to the 2009 MUTCD (January 2012)
- 47 (PDF, 1.9MB);
- 48 b. State Traffic Control Detailed Drawings, Policies, Design Manuals: Massachusetts DOT
- 49 Highway Division Manuals

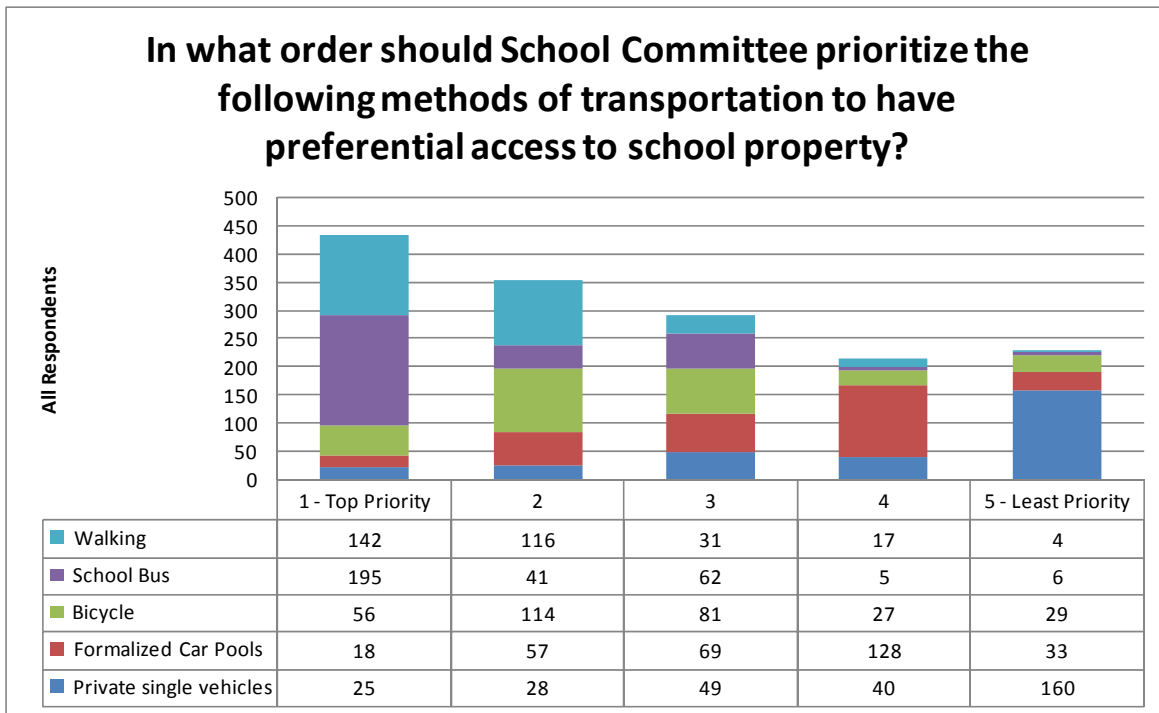
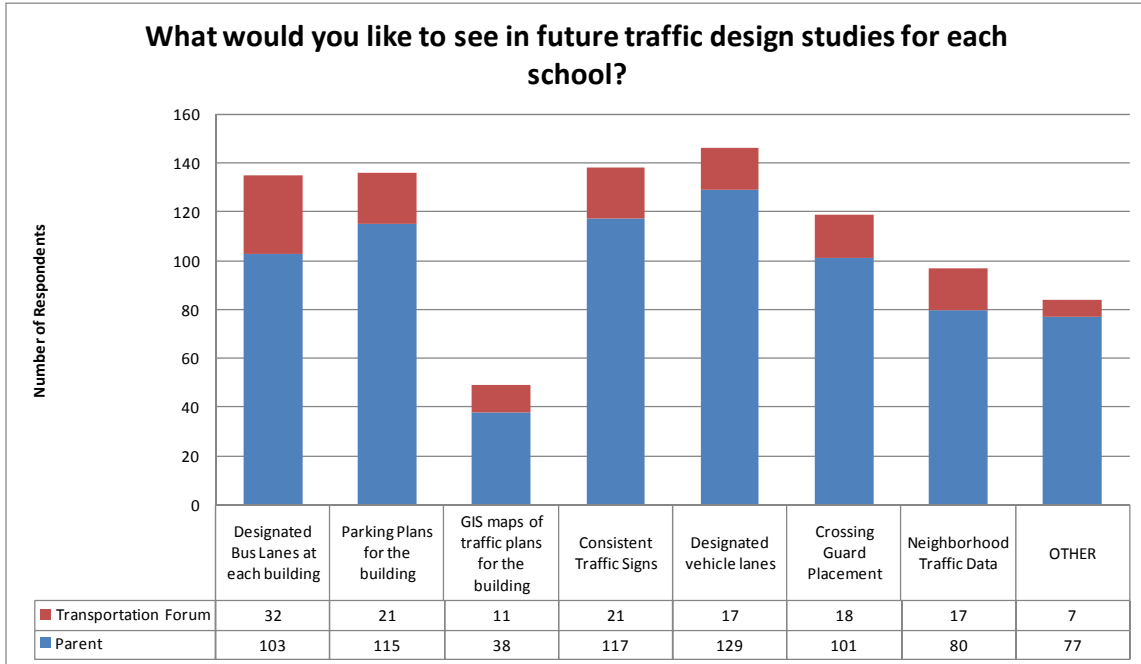
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<sup>2</sup> <http://www.dmv.org/ma-massachusetts/safety-laws.php#Cell-Phones-and-Texting>

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2. No Idling:
    - a. 540 CMR: REGISTRY OF MOTOR VEHICLES (Chapter 386 of the Acts of 2008)
    - b. Town By-Laws: § Chapter 46. Engine Operation Of Stopped Vehicles
  3. Animals on School Grounds: Town By-Laws: §187-96 Prohibited activities, Clause L.
  4. Restraint of dogs required; licenses: Town By-Laws: §9-2.
  5. Parking: Town By-Laws: § 135-5.0, General Regulations, 5.1, Off-Street Parking And Loading.

*Lexington Public Schools – Traffic Safety and Mitigation Policy Recommendation*

**Feedback from the community:**



**Common remarks regarding the policy, companion guidance, and traffic congestion at schools is as follows:**

1. General sentiment: “The policies as outlined are excellent; however, without the cooperation of [parents], local police, and residents nothing will change. More needs to be done to ensure parent participating and adherence to traffic policies.”
2. School Department needs to take responsibility for traffic on school property and provide solutions to traffic issues in addition to policy;
3. Improve coordination with Police and Fire for improved safety;
4. Improve coordination with DPW sidewalk plowing and maintenance around schools and in neighborhoods;
5. Clarify DPF maintenance plan for pavement markings, signage, and driveway paving program;
6. Policy addresses parents as drivers and students as passengers but doesn't acknowledge students as drivers;
7. Increase emphasis on encouraging people to walk, bike, or ride the bus to school, and discouraging people from driving cars there, for both safety and environmental reasons;
8. Improve communication of recommended walking routes to schools from various neighborhoods;
9. Add additional sidewalks to certain areas around neighborhoods (list will be submitted to DPW for consideration);
10. Hire trained traffic enforcers who wear OSHA yellow jackets. Principals should not be the only enforcement authority at arrival/dismissal time;
11. Increase the use of universal signage for non-English speakers;
12. Address/publish parking plans for special events and improve communication to neighbors and police;
13. Address specific building related traffic issues raised (specific suggestions were included and will be shared with Principals and with site plan review commencing as part of ATM Article 13);
14. Conflict about use of cell phones by drivers while in car lines (equal for and against their use);
15. Improve arrival/dismissal procedures at schools (specific suggestions were included and will be shared with Principals);
16. Improve communication and consistently enforce Town By-Law (§187-96 Prohibited activities, Clause L) regarding no domesticated animals on school property.
17. Review length of time between levels for start/stop time of schools, too tight for travel and bus routes to arrive on time.

| Full-Day Schedule |                       | Half-Day Dismissal  |
|-------------------|-----------------------|---------------------|
| Grades K-5;       | 8:45 a.m. – 3:15 p.m. | Elementary 12:15    |
| Grades 6-8;       | 8:00 a.m. – 2:50 p.m. | Middle School 11:45 |
| Grades 9-12;      | 7:45 a.m. – 2:25 p.m. | High School 11:15   |

**The proposed implementation of the Traffic Safety and Mitigation Policy will be as follows:**

1. Policy Development and Implementation
  - a. Publication and Communication Plan:
    - i. Published in all student handbooks,
    - ii. Posted on new Traffic Safety and Mitigation web page on home page (currently a link from Finance and Business Operations page) and
    - iii. Emailed to all parents of registered students.
  - b. Policy Education Plan
    - i. Work with each building's Safe Routes to School Committee on school specific education
    - ii. Generate mailings and communication specific for Bus, Bike, Walk, and cars
  - c. Policy Enforcement
    - i. Implement Bus Captains as part of managing after school program bus program
    - ii. Work with Police Department on training program for employees assigned to assist in traffic management at schools
    - iii. Work with Police and Principals on enforcement capabilities and when and how penalties are issued to violators.
2. Infrastructure Improvements to improve policy compliance.
  - a. Clarke Middle School Bus Loop– 2013 ATM Article 14j
    - i. Project review underway,
    - ii. Temporary measures implemented for Fall 2014, and
    - iii. Anticipated capital request for 2015 Annual Town Meeting.
  - b. Estabrook Elementary School –
    - i. Project review underway,
    - ii. Temporary measures implemented for Spring 2014,
    - iii. Final plan implementation scheduled for September 2014
  - c. Bridge Elementary School – 2014 ATM 13 (pending)
    - i. Project review will begin July 1, 2014
    - ii. Temporary measures implemented for Fall 2015, and
    - iii. Anticipated capital request for 2016 Annual Town Meeting.
  - d. Lexington High School – 2014 ATM 13 (pending)
    - i. Project review will begin July 1, 2014
    - ii. Temporary measures implemented for Fall 2015, and
    - iii. Anticipated capital request for 2016 Annual Town Meeting.
  - e. A schedule for all others schools will be jointly developed with the Department of Public Facilities and the School Department to implement a full review of each school property for temporary and long term improvements.

## Proposed School Committee Liaison Assignments — March 2014 (DRAFT)

| Organization  | Liaison Member                               |
|---|--|
| Appropriation Committee                             | Margaret Coppe                               |
| Board of Selectmen                                  | Margaret Coppe                               |
| Capital Expenditures Committee                      | Margaret Coppe                               |
| Chamber of Commerce                                 | Jessie Steigerwald                           |
| Ad Hoc Community Center Task Force                  | Alessandro Alessandrini                      |
| Council on Aging / Human Services                   | Alessandro Alessandrini                      |
| Diversity Task Force                                |  |
| EDCO  | Jessie Steigerwald                           |
| Estabrook Advisory Council                          | Alessandro Alessandrini                      |
| Family and Community Engagement Subcommittee        | Mary Ann Stewart and Alessandro Alessandrini |
| Health Benefits Committee                           | Mary Ann Stewart and Margaret Coppe          |
| Human Rights Committee                              |  |
| Legislation   | Mary Ann Stewart                             |
| Lexington Education Foundation (LEF)                | Margaret Coppe                               |
| Lexington High School Representative                |  |
| Library Executive Trustees (Appointed by Board)     | Mary Ann Stewart                             |
| Mass Association of School Committees (MASC)        | Jessie Steigerwald                           |
| Permanent Building Committee                        | Margaret Coppe and Mary Ann Stewart          |
| Planning Board                                      |  |
| Policy Subcommittee                                 | Margaret Coppe and                           |
| PTA/PTO Presidents' Council                         | Jessie Steigerwald and                       |
| School Council Roundtable                           | Jessie Steigerwald                           |
| School Health Advisory Council (SHAC)               | Alessandro Alessandrini                      |
| School Transportation and Safety Study Committee    | Jessie Steigerwald                           |
| Special Education Parent Advisory Council (SEPAC)   | Alessandro Alessandrini                      |
| TMMA Executive Board                                | Mary Ann Stewart and                         |
| 2020 Vision Committee                               | Margaret Coppe                               |
| Ad Hoc Committee for Youth at Risk                  | Margaret Coppe and Alessandro Alessandrini   |
| Youth Services Council                              | Jessie Steigerwald                           |
| Appointed Positions                                 |  |
| LexMedia Board of Directors                         | Jeffrey Leonard                              |
| Monroe Center for the Arts                          | Thomas Griffiths                             |
| Town Facilities Master Planning Committee (ad hoc)  | Jessie Steigerwald                           |
| Unions  | School Committee Liaison                     |
| Association of Lexington Administrators (ALA)       |  |
| Custodians and Maintenance (SEIU)                   | Alessandro Alessandrini                      |
| Lexington Education Association Unit A (LEA-A)      | Mary Ann Stewart                             |
| Lexington Education Association Unit C (LEA-C)      | Margaret Coppe                               |
| Lexington Education Association Technology Unit     |  |
| Lexington Education Secretaries Association (LEA-D) | Jessie Steigerwald                           |

Memo: Proposal for a Sub-Committee on LPS & Holiday Recognition  
Date: April 8, 2014  
From: Jessie Steigerwald

Attached is a draft charge for a School Committee sub-committee on Holiday Recognition. It is written to focus on gathering community input about holidays rather than the complete school calendar. (However, the community indicated there is interest in many aspects of the school calendar. The charge could be expanded to include the whole calendar. I recommend breaking out the holiday recognition component first, and then re-evaluating the next step based on the recommendation generated by the first step.)

Having a focused sub-committee provides the community with a formal and transparent process with posted agendas, minutes and a final report presented to the School Committee.

I look forward to receiving your feedback & can try to incorporate it into a second draft - or we can simply discuss it. I think creating a sub-committee really needs to be posted on an agenda, so I'm not sure that we can get to discuss this as a group until it is posted.

I listed 1 (or 2) administrators as members - though they could just as easily be liaisons if that is less stressful, given all of the other initiatives now in progress. Paul or Carol might speak to this.

To keep the group smaller, more people could be listed as liaisons instead of members. However, we do need to recognize that while CAAL and IAL are official & organized groups who have reached out about specific holidays, there are many different cultures represented in the Lexington community – consider just the Greek Orthodox community, Japanese and Korean communities, to name a few. Keeping an open invitation to liaisons from other cultural groups could be respectful, while also allowing the sub-committee to have a definite roster so it can begin work.

In terms of LICA - my suggestion is to reach out to LICA to invite them to consider whether 1 or 2 liaisons best represents their group. As a citizen pointed out, it is important to be mindful of the separation of church & state. However, as we already received feedback regarding the religious holidays we do recognize, I suggest including LICA as liaisons. I think the most respectful approach is to see who they would self-select to represent the various faith communities in town. Having the formal town-wide group speak to this makes more sense to me than relying on any single individual resident to represent any specific religion.

Since the meeting would be posted and public, we are not excluding anyone from the conversations - and, instead, are welcoming anyone who wants to follow the discussion.

## 4-8-14 Draft - Holiday Recognition Subcommittee

### Background:

LPS currently recognizes State and Federal holidays, as well as Rosh Hashanah, Yom Kippur and Good Friday. The School Committee has received feedback from community members who would like to see this policy revised – either to recognize more holidays in recognition of Lexington’s demographic and cultural diversity, or to eliminate some holidays to either decrease the number of days off from school or to separate religious holidays from the public school calendar.

### Charge:

To invite input from the community regarding Lexington Public Schools’ recognition of holidays, ideally through a school-wide survey, and to make a recommendation regarding future holiday recognition for consideration in designing the academic calendar for Lexington Public Schools.

“Community” includes Lexington families with children enrolled in the public schools, and staff who work in Lexington’s public schools. Feedback may also be gathered from families that are expected to enter Lexington public schools through LexFun!

### 7-9 Members to represent the following:

- 1 (or 2) School Committee representatives
- 2 representatives from the PTA/PTO Presidents’ Council (members include representatives from SEPAC, METCO and LexFun)
- 1 representative from Lexington Education Association (union representative)
- 1 high school student (selected by Student-Faculty Senate)
- 1 representative from Chinese American Association of Lexington
- 1 representative from the Indian Americans of Lexington
  
- 1 (or 2) administrators selected by Superintendent

### Liaisons:

- 1 (or 2) representatives from Lexington Interfaith Clergy Association
- Invite any other organized cultural group (Korean, Japanese, other)