



Fiscal Year 2011

School Committee

Annual Town Meeting Budget

As voted: February 22, 2010

The full document and updates will be posted at
<http://lps.lexingtonma.org/businessandfinance.html>

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Lexington Public Schools

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BUDGET OVERVIEW

Budget Summary

On February 22, the School Committee voted the FY11 budget requested by the Superintendent. The Superintendent presented a level-service with program realignments contained in the request. For purposes of clarification, a level service budget is defined as the funds necessary to replicate the current level of services provided and meet all legal requirements, including current collective bargaining requirements and special education laws. The recommended budget for 2010-2011 requires \$1,789,133 which is an increase of 2.67% over the FY10 Appropriation at the Spring Town Meeting.

	FY 2009 Actual	FY 2010 Restated	FY 2011 Requested	Dollar Increase	Percent Increase
Salaries and Wages	\$ 53,418,882	\$ 56,290,945	\$ 57,548,883	\$ 1,257,938	2.23%
Expenses	\$ 10,410,466	\$ 10,667,348	\$ 11,198,543	\$ 531,195	4.98%
Total	\$ 63,829,348	\$ 66,958,293	\$ 68,747,426	\$ 1,789,133	2.67%
ARRA			818,090		
Grand Total			\$ 69,565,516	\$2,738,992	4.09%

The budget recommendation is driven by three key factors:

1. Special Education Mandates:

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

- a. increases in out-of-district tuition expenses
- b. increase in contracted services for specialized service delivery for students and evaluations of students
- c. decreases in transportation costs
- d. a major decrease in State circuit breaker reimbursements
- e. additional staff needed in the Fiske and high school intensive learning programs (ILP) and one additional teacher for the Clarke developmental learning program (DLP)

2. Personnel Salaries:

The FY11 budget includes funds for all step increases for all bargaining units. All collective bargaining contracts expired at the end of the 2008-2009 school year except the LPS custodian contract that will expire on June 30, 2010. The FY11 personnel budget is based on current personnel as of October 15, plus any known vacancies. It is assumed that all teachers on a leave of absence will return next fall.

3. Reduction in State and Federal Grants:

In FY11, we are projecting a 15% reduction in all federal and state grants, except the federal special education grant which is level-funded. The major grants include: Title I (aid for schools that meet poverty requirements), Title IIA (aid for improving educator quality), Title III (aid for limited English proficient students), and Full Day Kindergarten Grant (fund code 701). The projected grant reductions are expected to exceed \$70,000. Due to the projected 15% reduction in the METCO grant, the portion of full-day kindergarten assistants currently charged to the METCO Grant will be transferred to the FY11 operating budget (we expect this to exceed \$68,481).



K-12 Curriculum, Instruction, and Professional Development Summary

The Office of Curriculum, Instruction, and Professional Development supports, organizes, and manages high quality educational programs for Lexington students and serves its 621.60 FTE PK-12 teachers. The FY11 goals include the continuation of the district's curriculum review process, continuation of data analysis, and building a data culture to inform curriculum and instruction designed to increase academic excellence and student achievement that is explicitly linked to school and district goals. We continue our commitment to building professional learning communities among our teachers and our use of common formative assessments to assist our work in closing the achievement gap and advancing overall student achievement.

The Lexington Public Schools has had a longstanding history of commitment to a high quality Professional Development (P.D.) program for its faculty and administrators. Both educational research and everyday practice continue to acknowledge that a strong professional development program is a critical component of highly effective schools and the advancement of student achievement. Unfortunately, in recent years, Lexington's ability to offer these training opportunities has been severely limited due to fiscal constraints.

Now, however, with the availability of recently approved ARRA (American Reinvestment and Recovery Act – *stimulus money*), the district is able to redirect, renew, and invigorate its focus on this well-needed and long awaited opportunity to advance our P.D. efforts. Over the course of the next 24 months, plans are underway to improve our program by utilizing a portion of the ARRA stimulus money to establish an embedded professional development program that can be sustained over subsequent years. A Professional Development Committee has been established by the Superintendent. The charge of this committee is to create a core P.D. program for our faculty that focuses on the district's mission of ***Equity & Excellence for ALL***, a program fixed on improving student performance at every level with a specific focus on reducing the achievement gap. It is a program that is centered on increasing our collaborative efforts, as educators, through the application of principles inherent in Professional Learning Communities (targeted and specific training in the development and identification of tiered intervention instructional models and strategies, collecting data to inform individual student instruction, integrating expanding technologies as educational tools in each classroom, encouraging increased interdisciplinary curricular goals, and much more).

Additionally, a committee of teachers, administrators, and community members continues to work on Year 3 of the Curriculum Review/Program Evaluation Process in the area of K-12 Science, Engineering & Technology. During the final year of its review work, the Science Task Force continues to align and write the K-12 curriculum, to identify appropriate pilot implementations, and to identify and plan appropriate professional development for teachers.

In the beginning of academic year 2009-2010, the district began Year 1 of the curriculum review process in the area of English Language Arts. The commitment to this ambitious curriculum renewal cycle will ensure that the Lexington Public Schools curriculum is always aligned to state and national academic standards in a timely way, while at the same time ensure that we are offering the very best programs to our students.

With efforts in three programmatic areas completed or nearly complete (Mathematics, Physical Education/Wellness, and Science/Engineering and Technology), the curriculum office has established a Report Card Committee whose charge it is to research and design a standards-based K-5 report card that will replace the current elementary reporting instrument. The goal of this work is to provide a reporting tool to parents and students that will more accurately communicate student achievement and progress with a target year for implementation in 2012.



The previously scheduled area for this year’s curriculum review cycle had been Social Studies. However, in the absence of programmatic leadership K-5, a decision has been made to postpone this evaluation. The funds originally targeted for the beginning of this review will be utilized to create a standards-based report card, to support the recommendations of the Science/Engineering/Technology portion of the science review, and to purchase materials and texts for the middle school mathematics program.

K-12 Student Services Summary

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

- a. Increases in out-of-district tuition: The cost of out of district tuition and transportation continues to be a major budget driver. The tuition account is projected to increase by approximately **16.38%**, net of circuit breaker funding.

- b. Increases in contracted services for specialized service delivery to students: Due to annual changes and reviews of individual education plans, we have seen an increase in the need to hire outside contractors for service delivery. Outside contractors are hired for specific services that the school district either does not have enough hours to warrant a part-time or full-time employee or the specialization is not available unless through a contract service model. In addition, we have an increase need for specialized services related to case consultations and legal proceedings.

- c. Decreases in transportation costs: Our actual known transportation costs are expected to decrease by \$297,000 (\$322,000 vehicle cost less \$25,000 transferred to salaries and wages for coordinator) from FY10 budget appropriation for all special education transportation costs. However, changes in student placement can impact both tuition and transportation costs. While the tuition for a day placement is usually significantly less than a residential tuition, transportation costs will increase if that student must be transported each day instead of only on weekends. Therefore, we have level funded our transportation budget to anticipate the potential changes in student placements. We have budgeted for potential placements for next year which could add \$130,000 to our actual transportation costs.

In the Spring of FY08, Lexington Public Schools began discussing collaboration with Arlington, Burlington, Waltham, and Watertown to combine routes so that students who attend the same school could share one vehicle. In FY09, the five districts combined 20 routes with approximately 100 students sharing rides and saved the town \$186,000. During FY09 business managers, student services directors, and transportation coordinators met monthly to discuss expansion of the pilot program. For FY10, the LABBB/EDCO Transportation Network has expanded with the addition of Belmont Public Schools. The two year (possible three year) multi-town bid for transportation went out in May 2009. At that time, it included 96 programs and 375 students. Lexington and Belmont included all in-district students in the bidding process for more competitive prices. Given the expansion and success of the program, we expect FY10 costs to be similar to last year. As of the FY10 2nd quarter financial projection, the school district is anticipating \$408,000 in savings as a result of the consolidation of the program this year.

The collaboration of member districts and the administrative support from LABBB/EDCO is essential to keep this efficiency effort going. It is delicately balanced and as long as all parties remain consistent and motivated, we should be able to maintain some level of cost containment for this program.

Old model	FY08 Actual	\$1,035,236
Pilot	FY09 Actual	<u>\$ 849,070</u>
Realized Savings returned to town		\$ 186,166



- d. A major decrease in State circuit breaker reimbursements: The State “Circuit Breaker” law partially reimburses school districts for out-of-district special education placements that cost four times the foundation budget (approximately \$38,636 per student for FY10). Last year, after town meeting, the State reduced the reimbursement rate to all school districts from 72% to 42%, which lowered our anticipated FY10 reimbursement by \$600,000. In FY11, we are projecting a 40% reimbursement rate and expect to receive \$1,304,154 based on November 2009 eligible students.
- e. Additional staff is needed in the Fiske and high school intensive learning programs (ILP) and the Clarke developmental learning program (DLP), due to a projected increase in enrollments. The budget includes funds for the additional staff. In addition, the budget includes two unallocated teachers which we have traditionally budgeted and held in reserve. Since enrollment numbers will change, we have budgeted two unallocated teachers in order to respond to enrollment increases/shifts.

Elementary K-5 Summary

In FY11, the K-5 enrollment is projected¹ to decrease by 24 students (2,675 students in FY10 to 2651 students in FY11). Currently, there are 128 classrooms in the six K-5 schools. In order to provide level service, we will need to maintain 128 teachers in FY11.

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

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

The overall school expense budgets for the elementary schools were based on a per pupil expenditure of approximately \$132.08 per student, which is unchanged from FY10. The Principals then reallocated their school’s allotment to the various needs within their building.

¹ <http://lps.lexingtonma.org/Current/EnrollmentPresentation5JAN10.pdf>



Middle School Summary

The FY11 budget recommendation for the Middle Schools is driven by the following consideration:

The overall school expense budgets for the middle schools were based on a per pupil expenditure of approximately \$131.61 per student. The principals then reallocated their school's allotment to the various department needs within their building.

	Clarke Projected FY10	Clarke Actual FY10	Diamond Projected FY10	Diamond Actual FY10	TOTAL Actual FY10	Clarke Projected FY11	Diamond Projected FY11	TOTAL Projected FY11 ²
Grade 6	262	253	211	266	519	247	257	504
Grade 7	263	234	243	224	458	256	269	525
Grade 8	261	266	261	243	509	234	224	458
Total	786	753	715	733	1486	737	750	1487

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

Grade 6-8 Department Chairs assess, align, coordinate, and develop curriculum during department meetings and during Middle School Curriculum Council meetings. They identify appropriate instructional materials and issues that arise relevant to the middle school experience. They assist teachers in using curriculum documents and materials to provide high quality instruction to students. All middle school teachers work together to identify and discuss ways to help individual students explore and make connections in the curriculum. They serve as partners with parents to communicate about homework, schedules, parent conferences, and progress reports.

Middle School Staffing Changes:

1. One teacher and 4.5 instructional assistants can be reduced, due to a decline of 12 students at Clarke and Diamond in the intensive learning programs,
2. One additional teacher is needed in the developmental learning program, due to a projected enrollment increase in students and an increase in the number of students requiring small group instruction at the 6, 7, and 8th grade levels.

² <http://lps.lexingtonma.org/Current/EnrollmentPresentation5JAN10.pdf>



High School Summary

For FY11, the high school enrollment is projected to increase from 1,970 students to 1,981 students, which is an increase of eleven students. The FY10 budget was based on an enrollment of 1,999. The overall school expense budget for the high school was based on a per pupil expenditure of approximately \$175.58 per student.

Grade	FY10 Projected	FY10 Actual	FY11 Projected
9	532	508	499
10	496	507	498
11	468	497	497
12	503	458	487
TOTAL	1999	1970	1981³

High School Staffing Changes:

One additional special education teacher needs to be added to the intensive learning program. The high school enrollment in the ILP program is expected to increase by 13-15 students. Also, in order to meet the needs of the high school ILP students, an additional 4.5 Instructional Assistants are needed. In addition to the teacher and the instructional assistants a Board Certified Behavior Analyst (BCBA) is needed to provide clinical supervision, home to school program consultation and parent communication to Clarke, Diamond, and Lexington High School. This BCBA will also provide home based programming previously provided by outside vendors for non-high school ILP students.

³ <http://lps.lexingtonma.org/Current/EnrollmentPresentation5JAN10.pdf>



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Personnel

Personnel costs (exclusive of benefits) make up 84% of the school budget.

FUND	LINE NO	Roll Up	Sum of FY10 FTE	Sum of FY11 FTE Request	Sum of FY11 FTE Change
OPERATING	1	UNIT A -LEA	620.13	625.60	5.47
	4	LESA - SECRETARIES	67.47	70.36	2.90
	5	NON-UNION DISTRICT SUPPORT/MGRS	14.25	15.00	0.75
	7	UNIT C - INSTR ASST.	88.97	87.34	(1.63)
		UNIT C - STUDENT SUPPORT INSTRUCTORS	24.00	21.23	(2.77)
	7.1	NON-UNION PARAPROFESSIONALS	5.36	4.55	(0.81)
	8	ABA/BCBA INSTRUCTORS	9.60	3.41	(6.19)
	9	OT ASSISTANTS	3.33	3.00	(0.33)
	10	SCHOOL AIDES	13.02	11.01	(2.00)
	13	TECHNOLOGY UNIT	4.50	5.00	0.50
	14	CENTRAL ADMINISTRATORS	6.30	6.50	0.20
	15	PRINCIPALS	9.00	9.00	0.00
	16	ALA - ASST PRINC/SUPERVISORS	19.00	19.00	0.00
	17.1	NURSE SUBS			0.00
	17.2	TEACHER SUBSTITUTES			0.00
	18.1	SECRETARY SUBSTITUTES			0.00
18.2	PARAPROFESSIONAL SUBSTITUTES			0.00	
OPERATING Sum			884.93	881.01	(3.91)
	1	UNIT A -LEA	5.80	5.80	0.00
	4	LESA - SECRETARIES	0.45	0.45	0.00
	5	NON-UNION DISTRICT SUPPORT/MGRS	3.00	2.25	(0.75)
	7	UNIT C - INSTR ASST.	1.27	1.14	(0.13)
	7.1	NON-UNION PARAPROFESSIONALS	29.00	29.00	0.00
REVOLVING Sum			39.52	38.64	(0.88)
	1	UNIT A -LEA	20.05	20.05	0.00
	4	LESA - SECRETARIES	7.48	7.48	0.00
	5	NON-UNION DISTRICT SUPPORT/MGRS	0.50	0.50	0.00
	7	UNIT C - INSTR ASST.	7.76	14.41	6.65
	7.1	NON-UNION PARAPROFESSIONALS	8.40	8.40	0.00
	8	ABA/BCBA INSTRUCTORS	2.00	2.00	0.00
	10	SCHOOL AIDES	0.56	0.53	(0.03)
	17.1	NURSE SUBS			0.00
18.2	PARAPROFESSIONAL SUBSTITUTES			0.00	
GRANT Sum			46.74	53.37	6.63
Grand Total			971.19	973.03	1.83



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Expenses by Program

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

LINE No	TYPE	ROLL UP	FY2007 Actual	FY08 Actual	FY09 Actual	FY10 REVISED BUDGET	FY11 Request	Sum of \$ Change over revised Budget	% Increase
1	EXPENSES	BOWMAN	10,671	22,597	\$23,267	\$25,704	\$26,082	\$378	1.47%
2		BRIDGE	15,978	20,522	\$26,641	23,274	24,300	1,026	4.41%
3		ESTABROOK	16,887	18,270	\$20,142	23,032	23,706	1,674	7.60%
4		FISKE	11,664	27,099	\$20,490	26,892	31,352	4,460	16.58%
5		HARRINGTON	12,635	22,878	\$21,156	21,978	21,168	(810)	-3.69%
6		HASTINGS	15,357	14,458	\$20,293	21,924	22,842	918	4.19%
7		CLARKE	9,800	11,207	\$20,948	23,593	23,624	31	0.13%
8		DIAMOND	18,915	28,910	\$34,123	23,781	22,997	(784)	-3.30%
9		LHS	103,529	111,746	\$100,994	128,090	127,443	(647)	-0.51%
10		K-5 LITERACY	103,378	90,763	\$87,852	87,100	88,725	1,625	1.87%
11		K-5 MATH	46,101	72,950	\$65,498	63,879	65,071	1,192	1.87%
12		K-5 SCIENCE	23,753	39,450	\$30,033	29,719	30,274	555	1.87%
13		K-5 SOCIAL STUDIES	22,581	17,792	\$20,219	24,338	24,792	454	1.87%
14		6-8 ENG/LANG ARTS	19,837	26,092	\$27,667	31,610	31,108	(502)	-1.59%
15		6-8 FOREIGN LANGUAGE	14,459	23,321	\$75,622	27,240	26,807	(433)	-1.59%
16		6-8 MATH	13,520	21,064	\$20,557	25,262	24,861	(401)	-1.59%
17		6-8 SCIENCE	30,084	35,768	\$35,768	41,991	41,254	(737)	-1.76%
18		6-8 SOCIAL STUDIES	15,057	20,030	\$22,903	25,260	24,927	(333)	-1.32%
19		6-8 INFO TECH/BUSINESS (Distributed to 6-8)	7,309						
20		6-8 LANG ARTS	26,855	26,265	\$26,669	28,634	28,489	(145)	-0.51%
21		6-8 MATH	21,596	34,506	\$33,928	34,909	34,733	(176)	-0.50%
22		6-8 SCIENCE	10,143	20,292	\$22,183	23,690	23,571	(119)	-0.50%
23		6-8 FOREIGN LANGUAGE	73,417	82,918	\$82,374	85,453	85,022	(431)	-0.50%
24		6-8 SOCIAL STUDIES	31,008	33,056	\$34,427	35,050	34,871	(179)	-0.51%
25		6-8 COMPETITIVE SPEECH	1,117	1,516	\$2,579	4,120	4,099	(21)	-0.51%
26		6-8 POLICY DEBATE (Combined with Line #25)	108						
27		6-8 GUIDANCE	2,717	5,281	\$19,696	7,210	7,174	(36)	-0.50%
28		6-8 CURRICULUM	71,217	127,710	\$255,605	298,333	434,066	135,733	45.50%
29		6-8 LIBRARY/MEDIA	103,690	135,293	\$156,570	134,635	155,014	379	0.25%
30		6-8 TECHNOLOGY	95,961	317,391	\$179,035	211,762	242,281	30,519	14.41%
31		6-8 ENGLISH LANGUAGE LEARNERS	8,883	60,988	\$9,909	10,300	10,325	25	0.24%
32		6-8 PE/ WELLNESS	44,810	55,523	\$55,555	56,650	56,789	139	0.25%
33		6-8 VISUAL ARTS	56,418	63,823	\$62,793	73,100	73,277	177	0.24%
34		6-8 PERFORMING ARTS	78,441	61,397	\$70,937	77,250	77,439	189	0.24%
35		6-8 ATHLETICS	294,815	126,364	\$78,011	111,546	111,820	274	0.25%
36		6-8 EARLY CHILDHOOD PROGRAM	13,520	31,920	\$56,818	65,875	65,875	-	0.00%
37		6-8 HEALTH SERVICES	6,977	11,414	\$12,478	12,395	12,626	31	0.25%
38		6-8 PSYCHOLOGIST (Combined with Student Services)	75,815						
39		6-8 K-5 STUDENT SERVICES	15,655	10,033	\$38,449	29,500	30,050	550	1.86%
40		6-8 GUIDANCE	18,936	33,715	\$38,449	75,183	75,183	-	0.00%
40.1		6-8 Student Services	0						
40.2		6-8 GUIDANCE	0						
40.3		6-8 Student Services	7,857	23,738	\$18,836	29,272	29,272	-	0.00%
40.4		6-8 Student Services	60,542	122,202	\$263,777	141,894	156,531	14,637	10.32%
40.5		6-8 GUIDANCE	0						
41		6-8 TUITION - Net Circuit Breaker Offset	4,287,066	4,440,886	\$4,458,242	5,237,079	5,685,617	448,538	8.56%
42		6-8 TRANSPORTATION SPECIAL EDUCATION	896,513	1,073,155	\$1,097,180	1,292,153	970,000	(322,153)	-24.93%
43		6-8 SPECIAL EDUCATION CONSULTANTS	725,739	781,695	\$801,944	474,913	592,530	117,617	24.77%
44		6-8 TRANSPORTATION	1,335,414	386,200	\$486,906	444,434	542,415	97,981	22.05%
45		6-8 PRINT CENTER	202,489	263,464	\$226,571	278,100	278,100	-	0.00%
46		6-8 LEGAL SERVICES	139,625	228,535	\$324,343	208,000	208,000	-	0.00%
47		6-8 TEACHER SUBSTITUTES	567,424	399,030	\$429,227	111,000	111,000	-	0.00%
48		6-8 ADMINISTRATION	243,930	379,905	\$312,250	350,316	350,316	-	0.00%
49		6-8 TELEPHONE/Cell Phone/Pagers	121,153	127,055	\$19,113	30,725	30,725	-	0.00%
50		6-8 PRIOR YEAR EXPENSES	102,626	125,200	\$50,000				
51		6-8 REVOLVING FUND PROGRAMS	236,313	191,518	\$11,151				
			\$0		\$0				
			\$10,490,306	\$10,406,905	\$10,410,466	\$10,667,348	\$11,198,543	\$531,195	4.98%



Lexington Public Schools
2011 School Committee Budget

Revenue Offsets (General Fund)

The Town follows a revenue sharing model that provides for the prior year appropriation, adjusted for new revenue under an allocation model of 72%/28%.

General Fund - Base	\$ 66,958,293
General Fund - Projected Revenue Increase	1,789,133
Total General Fund Request	68,747,426
ARRA Funds	818,090
Total Available Revenue to School Department	\$ 69,565,516

Local Receipts

The school district collects revenue for the Town through fees that offset programs and services. The following is the detail of the projected revenue for the upcoming fiscal year. Through the course of the budget discussions, the revenue projected may change based on review of the “Total Cost of the Program” generating revenue.



Town of Lexington
Revenue Projections

Table 3-G: Local Receipt Detail - Schools Departmental Revenue

Local Receipt Category	FY05 Actual	FY06 Actual	FY07 Actual	FY08 Actual	FY09 Actual	Projected FY2010	FY10 Recap	Projected FY2011
10010070-41801	\$ 871,522	\$ 1,103,689	\$ 901,701	\$ 415,914	\$ 326,431	\$ 292,720	\$ 292,720	\$ 291,500
10010200 43401 TUITION	\$ -		\$ -		\$ -	\$ -	\$ -	
10010200 43402 SCHOOL BUS TICKETS	\$ 529,994	\$ 711,129	\$ 131,521	\$ 12,946	\$ -	\$ -	\$ -	
10010200 43403 ATHLETIC FEES	\$ 237,137	\$ 240,634	\$ 409,080	\$ -	\$ -	\$ -	\$ -	
10010200 43601 RENTALS OF SCHOOL BUILDINGS	\$ 27,377	\$ 117,078	\$ 131,548	\$ 132,647	\$ -	\$ -	\$ -	
10010200 48403 MEDICAID REIMBURSEMENT	\$ 77,014	\$ 34,848	\$ 117,342	\$ 77,989	\$ 135,537	\$ 113,000	\$ 113,000	\$ 110,000
10010200 43404 MUSIC FEES			\$ 97,925	\$ 104,250	\$ 112,987	\$ 101,080	\$ 101,080	\$ 105,000
10010200 43405 STUDENT PARKING FEES			\$ 14,286	\$ 16,013	\$ 8,716	\$ 15,140	\$ 15,140	\$ 13,000
10010200 43406 TRANSCRIPT FEES				\$ 28,068	\$ 26,472	\$ 25,000	\$ 25,000	\$ 25,000
10010090 43299 E-Rate Filing Reimbursement			\$ 33,000	\$ 44,000	\$ 42,720	\$ 38,500	\$ 38,500	\$ 38,500

Notes:

Projections based on inspection of history of actual collections with the exception of Medicaid reimbursement which is based on estimate from the Asst. Supt. of Administration and Finance
 10010200 43402 SCHOOL BUS TICKETS: the receipts have been reclassified as revenue of the School Bus Transportation Revolving Fund created at the 2008 ATM.

10010200 43403 ATHLETIC FEES: Effective FY08, these receipts were reclassified as revenues of the Athletic Fee Revolving Fund created by the School Committee per authority granted to it by Mass. General Laws

10010200 43601 RENTALS OF SCHOOL BUILDINGS: the receipts have been reclassified as revenue of the Building Rental Revolving Fund created at the 2008 ATM.



Lexington Public Schools
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Local Receipt Category

Tuition:

Many years ago, the district accepted foreign students and charged tuition.

School Bus Tickets:

In FY08, school bus transportation bus pass revenue was removed as a general fund receipt. These revenues are now used for direct delivery of the respective service. More information is available in the budget section for this program.

Athletic Fees:

In FY08, athletic fees were removed as a general fund receipt. These revenues are now used for direct delivery of the respective service. More information is available in the budget section for this program.

Rental of School Buildings:

Per School Committee policy, the school department charges a rental fee for the use of school space after school hours. Revenue from these receipts pays for custodial overtime and physical repairs; any remaining balance is a general fund receipt for other overhead costs not directly charged to the use of the renter. This revenue source has moved to a Department of Public Facilities Revolving Fund.

Medicaid Reimbursement:

The Town receives reimbursement from the Federal Government through Medicaid for Administrative and Health Professional Services performed for students on an IEP who are Medicaid eligible. The Medicaid Program funding is dependent on continued support from the Federal Government. Its continuation or modification is contingent upon legislative action.

Music Fees:

As a result of the 2006 failed override, the School Committee implemented an elementary music fee of \$300 to offset the instrumental music program. Revenue offsets the cost of providing lessons and instruction for instrumental music students.

Student Parking Fees:

Students are charged parking fees for parking at the high school. A limited number of senior student parking spots will be assigned by lotteries to be held early in the fall and spring semesters. Student parking at Lexington High School is a privilege, and it is expected that each student will abide by the posted signs and all rules and regulations. Parking stickers are required no matter how infrequently the student may be bringing his or her own car or parents' vehicle to school. Stickers will be granted to seniors as space permits. Parking stickers cost \$108 per semester. There are approximately 60 parking spots that are offered. Fees support the general operating budget for campus monitor, plowing, and traffic management.

Transcript Fees:

Students are charged \$6.00 per official transcript for each college application requested. The fee for transcripts went from \$2.00 each to \$6.00 each on 8/1/2007 in order to fund a portion of the part-time Assistant Registrar. Any transcript request from a post-graduate is \$10.00 per official transcript.

E-Rate Filing Reimbursement:

“The Schools and Libraries Program of the Universal Service Fund makes discounts available to eligible schools and libraries for telecommunication services, Internet access, and internal connections. The program is intended to ensure that schools and libraries have access to affordable telecommunications and information services.”⁴ The school district files for applicable telephone, cell phone, internet, and technology purchases on behalf of the Town.

⁴ Universal Service Fund: <http://www.universalservice.org/sl/>



Reimbursement Programs

Circuit Breaker

During FY04, the Circuit Breaker Reimbursement Program replaced a program referred to as the 50/50 account, where the State paid 50% of the residential tuitions directly to the residential school in which the placement had been made; the school district paid the other 50%. In FY05, The state shifted from a pay-as-you go reimbursement program for residential tuitions to a broader-based, still-partial, special education reimbursement program.

The state's Circuit Breaker Fund reimburses the school district at the rate of 35-75% for in-district and out-of-district student costs which exceed four times per pupil foundation amount. The state sets this amount annually. Eligible costs include instructional services, various types of therapies, and specialized equipment. Circuit Breaker specifically excludes Transportation and Building Infrastructure costs.

Currently the state is projecting a reimbursement rate of 40% for FY10 and FY11. During FY10, the district lost \$600,000 in anticipated Circuit Breaker funding due to the current economic downturn.

During the fiscal year, the school district receives quarterly progress payments based on the prior-year's approved claim submission. At the end of the fiscal year, the school district submits a final claim form to the DESE (typically in July) for the prior fiscal year expenditures. A fifth and final payment is made in August or September to fully fund the prior year obligations. (If the progress payments totaled less than the Fund's full obligation, that final adjustment is an additional payment; if the progress payments totaled more than the Fund's full obligation, the excess would be netted from the next-following progress payment.). All Circuit Breaker funds received go into the Circuit Breaker Revolving Account, and does not require further appropriation, and must be expended by the following June 30.

Lexington Public Schools has chosen to project current- and future-year reimbursement amounts as an offset to the projected budget. Each year, there is a potential for a change in the percentage of reimbursement utilized by the State within the Special Education Circuit Breaker Account. The foundation rate changes each year, which also impacts potential reimbursement to the school district. For budgeting purposes and to provide the Town with the best information available we have calculated the projected circuit breaker reimbursement for the new fiscal year on tuitions only. The budget practice is to use the Circuit Breaker account for residential tuition payments, resulting in the residential tuition line being a "net" figure. This will allow transparency and consistency in maintaining what the total cost of each tuition category (Day, Collaborative, and Residential) is for future years.



Circuit Breaker Claim History

FY10 PROJECTED CIRCUIT BREAKER STUDENT DETAILS						FY11 PROJECTED REIMBURSEMENT					
Students Claimed	Projected Claim Amount	Total Cost Share	Adj FY09FY10 Claim Amount	Foundation	Net Claim	Avg Claim Rate	% Change in Net Claim (\$)	40% Reimb	Total Reimb	Adj	Total Adjusted Reimb
74	6,119,448		6,119,448	2,859,064	3,260,384	\$ 44,059	16.66%	1,304,154			1,304,154
FY09 CIRCUIT BREAKER STUDENT DETAILS						FY10 PROJECTED REIMBURSEMENT					
Students Claimed	Projected Claim Amount	Total Cost Share	Adj FY09 Claim Amount	Foundation	Net Claim	Avg Claim Rate	% Change in Net Claim (\$)	40% Reimb	Total Reimb	Adj	Total Adjusted Reimb
88	4,479,314		6,042,236	3,247,536	2,794,700	\$ 31,758	5.08%	1,117,880			1,117,880
FY08 CIRCUIT BREAKER STUDENT DETAILS						FY09 REIMBURSEMENT					
Students Claimed	Projected Claim Amount	Total Cost Share	Adj FY08 Claim Amount	Foundation	Net Claim	Avg Claim Rate	% Change in Net Claim (\$)	72% Reimb	Total Reimb	Adj	Total Adjusted Reimb
70	5,138,076		5,138,076	2,478,560	2,659,516	\$ 37,993	-6.48%	1,914,856			1,914,856
FY07 CIRCUIT BREAKER STUDENT DETAILS						FY08 REIMBURSEMENT					
Students Claimed	Projected Claim Amount	Total Cost Share	Adj FY07 Claim Amount	Foundation	Net Claim	Avg Claim Rate	% Change in Net Claim (\$)	72% Reimb	Total Reimb	Adj	Total Adjusted Reimb
91	5,994,627	84,028	5,910,599	3,066,700	2,843,899	\$ 31,252	20.54%	2,047,607			
FY06 CIRCUIT BREAKER STUDENT DETAILS						FY07 REIMBURSEMENT					
Students Claimed	Total Claim Amount	Total Cost Share	Adj FY06 Claim Amount	Foundation	Net Claim	Avg Claim Rate	% Change in Net Claim (\$)	75% Reimb	Total Reimb	Adj	Total Adjusted Reimb
80	4,964,705	93,561	4,572,353	2,213,120	2,359,233	\$ 29,490	36.82%	1,769,425	1,769,425	-31,520	1,737,905
FY05 CIRCUIT BREAKER STUDENT DETAILS						FY06 REIMBURSEMENT					
Students Claimed	Total Claim Amount	Total Cost Share	Adj FY05 Claim Amount	Foundation	Net Claim	Avg Claim Rate	% Change in Net Claim (\$)	75% Reimb	Total Reimb	Adj	Total Adjusted Reimb
66	3,794,719	67,933	3,726,786	2,002,440	1,724,346	\$ 26,126	-5.36%	1,293,260	1,293,260		1,293,260
FY04 CIRCUIT BREAKER STUDENT DETAILS						FY05 REIMBURSEMENT					
Students Claimed	Total Claim Amount	Total Cost Share	Adj FY04 Claim Amount	Foundation	Net Claim	Avg Claim Rate	% Change in Net Claim (\$)	72% Reimb	Total Reimb	Adj	Total Adjusted Reimb
86	4,449,306	105,704	4,343,602	2,521,520	1,822,082	\$ 21,187	-3.84%	1,311,904	1,311,904	54,662	1,366,566
FY03 CIRCUIT BREAKER STUDENT DETAILS						FY04 REIMBURSEMENT					
Students Claimed	Total Claim Amount	Total Cost Share	Allowable Claim Amount	Foundation	Net Claim	Avg Claim Rate	% Change in Net Claim (\$)	35% Reimb	Total Reimb	Adj DOE Residential Payments	Total Adjusted Reimb
89	4,556,061	150,504	4,405,557	2,536,163	1,894,747	\$ 21,289		663,161		-71,907	591,254



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Fee Programs

Fees are assessed for a number of programs in the district. The school committee sets these fees annually during the budget process or as information become available.

Program	FY10 Fee	FY11 Proposed Fee	Reason for Change	
Elementary Instrumental Music	\$300	\$300	No Change	General Fund: Offsets the cost of providing lessons during the school day at the elementary level.
Field Trips and Extracurricular Activities	At Cost	At Cost	No Change	Student Activities: Costs are calculated for total cost of providing experience divided by the number of students attending.
Preschool Tuition	10 Hr/week program: \$3,000 15 Hr/week program: \$4,250 Lunch Bunch: \$1200 per year (1 hr – 4 day per week)	No Change	No Change	Revolving Fund: Offsets the cost of program staff and supplies and materials for typical students. It does not fund the Special Education component of this program.
Full-Day Kindergarten Tuition	\$1,075	\$1,075	No Change	Revolving Fund: Offsets the cost of teacher salaries and some free or reduced tuition through the Financial Assistance program.
Athletics	High School: \$300.00 1st sport per student, \$300.00 2nd sport per student, 3rd sport free. \$600 maximum per family (Family Plan). Middle School: \$100.00 per varsity sport. \$65.00 per junior varsity sport. \$60.00 per session for intramural programs For Before School Sports: \$60.00 per year. FAMILY PLAN: If the user fee for school athletics exceeds \$600.00 for the entire family, grades 5 - 12, you qualify for the Family Plan.	High School: No Change Middle School: \$200.00 per varsity sport. \$100.00 per junior varsity sport. \$75.00 per session for intramural programs For Before School Sports: \$75.00 per year. FAMILY PLAN: No Change.	*NOT YET VOTED* The fee increase being proposed is for the Middle School and Elementary programs. Both Programs are well below market rate and are not covering their cost of providing the programs being offered. The result has been a reduction in funds available for uniform replacement and equipment replacement at the High School level.	Revolving Fund: Offsets the cost of equipment, transportation, and other program needs
Transportation	<ul style="list-style-type: none"> • \$600 with a family cap of \$1,650 • Early Bird Registration: \$550 with a family cap of \$1,600 • Hayden Transportation: \$300 per seat; no cost for Fee rider • Joint Custody: \$300 per seat/route 	No Change	No Change	Revolving Fund: Offsets the cost of program staff and supplies and materials for riders not eligible for Town paid transportation.



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Program	FY10 Fee	FY11 Proposed Fee	Reason for Change	
School Lunch	<ul style="list-style-type: none"> Breakfast: \$2.00 (all levels) Lunch: a maximum of \$3.50 (all levels) Milk: a maximum of \$0.60 Sensible Sides are available at the Elementary schools from \$0.50- \$1.25. Middle and High Schools offer several a la carte options from \$ 0.50- \$1.25. Premium Lunches are available at the High School for \$4.50. 	<ul style="list-style-type: none"> Breakfast: \$2.00 (all levels) Lunch: a maximum of \$3.75 (all levels) Milk: a maximum of \$0.60 Sensible Sides are available at the Elementary schools from \$0.50- \$1.25. Middle and High Schools offer several a la carte options from \$ 0.50- \$1.25. Premium Lunches are available at the High School for \$4.50. 	<p>*NOT YET VOTED*</p> <p>The cost of the program for food and delivery of products has been variable over the last year. The program is also going out to bid and will be embedding the School Wellness Policy and Nutrition Guidelines into the contract language. We anticipate that a management company will need additional room in the pricing structure to continue the work Chartwells started in upgrading the nutrition in our meals. Our goal would be to keep the pricing the same, however, administration would like permission to increase the lunch pricing if warranted.</p>	<p>Revolving Fund: All revenue is held by the School Department. We are installing a Point of Sale system to remove cash from our schools and improve our reporting of sales for meals and a la carte items.</p>

Other Revenue Sources

Avalon Bay Education Trust Fund Escrow Agreement: Per the agreement dated May 31, 2006, the Avalon Bay Communities agreed to pay \$7,100 per student registered in the Lexington Public Schools over 111 students. Commencement of the payments started upon occupancy of 290 units. The estimated revenue for FY12 is \$370,000.

American Recovery & Reinvestment Act (ARRA): \$818,045 According to the U.S. Department of Education, all ARRA funds are meant to be spent quickly to save and create jobs; used to improve student achievement through school improvement and reform, tracked accurately, with both uses and results reported publicly, and invested wisely to minimize the 'funding cliff' associated with commitments that cannot be sustained once the funding stream ends. Federal guidance and details are posted on the United States Department of Education website at: <http://www.ed.gov/policy/gen/leg/recovery/implementation.html>.⁵ There are specific rules and guidelines as to how these funds are to be expended <http://www.doe.mass.edu/arra/idea.pdf>. Therefore due to the complexity, the district has chosen to include in the operating budget all ARRA funds for Special Education and Professional Development and offset the costs allowable that occur during the fiscal year. This ensures that when these funds are no longer available we can evaluate the continuation of the services that have been incorporated into the district program.

⁵ <http://www.doe.mass.edu/arra/>



Salaries and Wages

Personnel by Category

Personnel costs (exclusive of benefits) make up 84% of the school budget. The table below provides a comparison of personnel costs from FY08 to FY11.

LINE No	ROLL UP	FY08 FTE	FY08 Actual	FY09 FTE	FY09 Actual	FY10 FTE	FY10 APPROP	FY10 ADJSTMTS	FY10 REVISED BUDGET	FY11 FTE
1	UNIT A -LEA	600.03	\$ 38,769,572	609.73	\$ 40,957,413	612.03	\$ 42,991,217	\$ 59,000	\$ 43,050,217	625.60
2	UNIT A - STIPENDS		\$ 225,909		\$ 255,243		\$ 302,110	\$ 396	\$ 302,506	
3	UNIT A - COACHES		\$ 443,421		\$ 490,189		\$ 513,605	\$ -	\$ 513,605	
4	LESA - SECRETARIES	67.41	\$ 2,273,517	69.46	\$ 2,436,434	67.46	\$ 2,513,117	\$ -	\$ 2,513,117	70.36
5	NON-UNION DISTRICT SUPPORT/MGRS	7.00	\$ 365,838	7.00	\$ 420,586	7.00	\$ 422,900	\$ -	\$ 422,900	15.00
7	UNIT C - INSTR ASST.	112.83	\$ 2,643,760	110.40	\$ 2,948,748	85.40	\$ 3,149,353	\$ -	\$ 3,149,353	87.34
7.2	UNIT C - STUDENT SUPPORT INSTRUCTORS					24.00	\$ 167,808	\$ -	\$ 167,808	21.23
7.1	NON-UNION PARAPROFESSIONALS			4.76		3.87	\$ 438,139	\$ -	\$ 438,139	4.55
8	ABA/BCBA INSTRUCTORS	5.60	\$ 117,867	9.60	\$ 276,869	9.60	\$ 469,220	\$ -	\$ 469,220	3.41
9	OT ASSISTANTS	3.33	\$ 106,397	4.33	\$ 103,670	3.33	\$ 157,303	\$ -	\$ 157,303	3.00
10	SCHOOL AIDES	15.30	\$ 335,993	14.54	\$ 382,900	13.02	\$ 358,670	\$ -	\$ 358,670	11.01
13	TECHNOLOGY UNIT	8.75	\$ 425,972	9.50	\$ 529,776	4.50	\$ 600,480	\$ -	\$ 600,480	5.00
13.1	TECHNOLOGY NON-BARGAINING					4.00		\$ -		
13.2	TECHNOLOGY ADMINISTRATION					1.00		\$ -		
14	CENTRAL ADMINISTRATORS	6.10	\$ 836,989	6.30	\$ 888,735	6.30	\$ 865,384	\$ -	\$ 865,384	6.50
15	PRINCIPALS	9.00	\$ 1,084,573	9.00	\$ 1,169,829	9.00	\$ 1,133,300	\$ -	\$ 1,133,300	9.00
16	ALA - ASST PRINC/SUPERVISORS	17.00	\$ 1,400,612	17.00	\$ 1,608,496	17.00	\$ 1,620,547	\$ -	\$ 1,620,547	19.00
17	NURSE SUBS		\$ 8,404		\$ 21,059		\$ 10,000	\$ -	\$ 10,000	
	TEACHER SUBSTITUTES		\$ 711,897		\$ 817,215		\$ 128,423	\$ 304,973	\$ 433,396	
18	SECRETARY SUBSTITUTES		\$ 35,545		\$ 51,942		\$ 50,000	\$ -	\$ 50,000	
	PARAPROFESSIONAL SUBSTITUTES				\$ 46,576		\$ 35,000	\$ -	\$ 35,000	
20	SICK LEAVE BUY BACK				\$ 13,200					
	Staffing Costs due to anticipated Federal grant reductions									
TOWN	SHARED EXPENSES		\$ 609							
WAGES Total		852.35	\$ 49,786,875	871.62	\$ 53,418,882	867.51	\$ 55,926,576	\$ 364,369	\$ 56,290,945	881.01

Categorization of Positions and Work Year:

The School Department often receives questions about the number of staff. In the past, we have shown both head counts and full-time equivalencies (FTE).

In this budget, head counts are no longer shown in the operating budget document. Instead, the School Department has reviewed positions typically stated as head counts and moved them to a flat dollar appropriation. For example, Unit A- Stipends and Unit A-Coaches are both lines whereby there are no FTEs but a dollar amount based on head count filled. These are additional pay amounts for a specific function for a specific period of time. These positions are shown in the budget document under the various programs and the Athletics department.

The School Department has traditionally presented their Full-time Equivalency (FTE) summary by bargaining unit. However, this format does not allow the reader to know the basis of work year of 1.0 FTE. Table A, which follows, is the Line Number and Roll up for each category presented in the budget and the basis for a 1.0 FTE.



TABLE A: 1.0 Full-time Equivalency (FTE)

NO	Roll Up	FTE Based in	Work Year
		Work Week Hours	(Days or Months)
1	Unit A – LEA Teachers	No set work day or week in hours	184 days
	Unit A – LEA Coordinators	No set work day or week in hours	196 days
2	Unit A - Stipends	No set work day or week in hours	Club/Organization
3	Unit A - Coaches	No set work day or week in hours	season
4	LESA – Secretaries ⁶	37.5 or 40 hours	12 month/260 Days
	LESA – Secretaries ⁷	37.5 hours	214 Days
5	Central Office Support	40 hours	12 month/260 Days
7	Unit C - Instructional Assistants	37.5 hours	186 Days
7.1	Paraprofessional	40 hours	10 month
7.2	Student Support Instructors (new FY10)	40 hours	224 Days
8	ABA/BCBA Services	40 hours	184/224 Days
9	Occupational Therapy Assistants	37.5 hours	10 month
10	School/Class Aides	37.5 hours	195 days
13	Technology Unit: Technology Facilitators	37.5 hours	194 Days
	Technology Unit: All others	37.5 hours	12 month/260 Days
13.1	Technology Non-Bargaining	37.5 hours	194 days
13.2	Technology Administration	40 hours	12 month/260 Days
14	Central Office Administration	40 hours	12 month/260 Days
15	Principals	40 hours	12 month/260 Days
16	ALA – HS Deans, MS Asst Principal, Dir. Guidance, HS Assoc Principal	No set work day or week in hours	12 month/260 Days
	ALA – SPED Supervisors, Nurse Leader	No set work day or week in hours	207 days
	ALA – Elem Asst Principal	40 Hours	184 days
17	Teacher/Nurse (Long -Term Substitutes)	No set work day or week in hours	On Call
18	Instructional Asst/Secretary Substitutes	No set work day or week in hours	On Call
20	Sick Leave		

⁶ The above definitions require a recalculation of all FY11 full time equivalencies As a result, MUNIS payroll coding and salary table calculations will also need to be adjusted over the summer to align the definitions to the budget document as approved by School Committee.

⁷ *Ibid.*



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Personnel Budget by "Roll Up" descriptions defined

Line No. 1 Unit A – LEA Teachers: Unit A members are licensed teachers, department heads, and coordinators. They work either 184 or 196 days and have a salary table recognizing their level of education from bachelors to PhD and the number of years teaching. Also included in base compensation are funds for Department Heads, Department Chairs, and Team Leaders. Job Descriptions with no FTEs are extended year salaries and are not funded with dedicated FTEs.

LINE NO	Roll Up	DESE FUNC	JOB_DESC	OPERATING	REVOLVING	GRANT	Grand Total	
1	UNIT A -LEA	2110	Coordinator	5.45			5.45	
			K-5 SOCIAL STUDIES COORDINATOR	1.00			1.00	
			LEA President	1.00			1.00	
			PE/Wellness Asst Coordinator	0.50			0.50	
			2110 Sum		7.95			7.95
			2120	Summer School Director				
			2120 Sum					
			2220	Coordinator	2.80			2.80
				Department Chair	2.50			2.50
				Evaluation Team Leader	5.00		2.00	7.00
				MST Lead Teacher	1.00			1.00
				MST Lead Teacher C	1.00			1.00
			2220 Sum		12.30		2.00	14.30
			2305	Business Teacher	1.10			1.10
				Classroom Teacher	2.00			2.00
				Debate Teacher	1.00			1.00
				Drama Teacher	3.55			3.55
				Elementary Classroom Teacher	108.00			108.00
				English Teacher	39.75			39.75
				Foreign Language Teacher	33.40			33.40
				Health/Wellness Teacher	3.00			3.00
				Instructional Technology Teacher	3.90			3.90
				Kindergarten Teacher	14.20	5.80	1.00	21.00
				Math Teacher	40.95			40.95
				Music Teacher	16.93			16.93
				PE/Wellness Teacher	22.81			22.81
				Preschool Teacher	3.00		1.30	4.30
				Science Teacher	42.75			42.75
				Social Studies Teacher	39.90			39.90
				Special Needs Teacher	77.75		5.50	83.25
				Summer School Teacher (Extended Year)				
				Visual Arts Teacher	16.60			16.60
	2305 Sum		470.59	5.80	7.80	484.19		
	2310	Eng Lang Learner Teacher	8.45		0.50	8.95		
		MATH COACH	1.00			1.00		
		Math Instructional Specialist	6.00			6.00		
		Reading Specialist	20.95			20.95		
		Reading Teacher	4.75			4.75		
		Study Skills	3.90			3.90		
	2310 Sum		45.05		0.50	45.55		
	2315	Technology Integration Specialist	4.00			4.00		
	2315 Sum		4.00			4.00		
	2320	Assistive Technology Specialist			1.00	1.00		
		Behavioral Specialist	1.00			1.00		
		Occupational Therapist	6.00		1.30	7.30		
		PE/Adaptive Teacher	1.90			1.90		
		Speech/Language Specialist	20.10			20.10		
		Vision Specialist	0.27		0.50	0.77		
	2320 Sum		29.27		2.80	32.07		
	2340	Librarian	10.00			10.00		
	2340 Sum		10.00			10.00		
	2710	Guidance Counselor	21.90		2.00	23.90		
		Social Worker	7.20		3.00	10.20		
	2710 Sum		29.10		5.00	34.10		
	2800	Psychologist	7.35		0.95	8.30		
	2800 Sum		7.35		0.95	8.30		
	3200	Nurse	10.00		1.00	11.00		
	3200 Sum		10.00		1.00	11.00		
	Grand Total		625.60	5.80	20.05	651.45		



Line No. 2 Unit A - Stipends: Within the Unit A – LEA contract there are stipend positions for various academic, administrative, or extracurricular activities. These positions generally reflect work and activities that are completed outside of the traditional school day.

Unit A – LEA Teacher Stipends – Part A

Level 1:	\$7144	HS Science Team ⁸ HS Math Team ⁹
Level 2:	\$5177	Lincoln-Douglas Debate Director HS Music Director ¹⁰ HS Drama Director ¹¹ Marching Band ¹² Policy Debate Director
Level 3:	\$3303	HS Yearbook College Testing
Level 4:	\$1967	MS Math Team MS Science Team Pit Orchestra HS Assistant Debate Coach HS Newspaper HS Science Fair HS Drama Club Assistant Lincoln-Douglas Debate Coach Model United Nations
Level 5:	\$1760	MS Drama Director MS Music Director Elementary Music/Drama MS Science Fair HS Class Advisor MS Student Council Foreign Exchange Hosting Foreign Exchange Abroad MS Study Skills HS National Honor Society MS Team Leader MS Department Chair Facilitator of Professional Development & Department Activities for Library & Media Services SSD (Standardized Testing) Coordinator for Students with Special Needs
Level 6:	\$880	MS Yearbook MS Publications Elementary Library Page Webmaster
Level 7:	\$129	FL Exam Coordinator: per language

⁸ The dollar amounts listed are total of the yearly stipends for the Director of the activity and any Assistant Directors. The Director will determine the need for and number of any Assistants. Assistants must be paid minimally at level 6, but may receive more as determined by the Director of the activity.

⁹ *ibid*, same as above.

¹⁰ *ibid*, same as above.

¹¹ *ibid*, same as above.

¹² *ibid*, same as above.



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Unit A – LEA Teacher Stipends- Part B
(Under Memorandum of Agreements)

- \$500 Stipend: Mentor/Coach Committee (5-10)
- \$1,000 Stipend: Mentor Position (20-30), Content Coach (20-30)
- \$1250 Stipend: Building Technology Liaison (12-15)
- \$1400 Stipend: Per Credit Hour stipend for Lexington Public Schools Academy
- \$4,000 Stipend: Spring Drama Director (1)
- \$2,100 Stipend: AIMS Web Data Manager (6 Elementary)
- \$2,100 Stipend: LHS Chemical Safety Officer (1)
- \$33 per hour/\$150 per day: Professional Development/Curriculum Development Stipend
- \$4,400 Stipend: METCO Extended Learning Program (MELP) Teacher (8)
- \$3,000 Stipend: METCO Extended Learning Program (MELP) Coordinator (1)

Non Union – Employee Stipends

- \$50 per hour: Translation Services
- \$50 per hour/\$2500 per annum: Guest Performing Artist
- \$1700 Stipend: Website Editor (10)
- \$8,000 Stipend: Stage Manager (1) Transferred to Department of Public Facilities
- \$18,000 Stipend: LHS Scheduler Stipend (1)



Line No. 3 Unit A – Coaches: Within the Unit A – LEA contract there are stipend positions for interscholastic athletic personnel. These positions generally reflect work and activities that are completed outside of the traditional school day with School Committee recognized sports teams.

COACHES' SALARY GROUPS

Level I

Head Football
Athletic Trainer (per season)

Level II

Head - Basketball
Head - Ice Hockey

Level III

Head - Soccer
Head - Volleyball
Head - Field Hockey
Head - Softball
Head - Outdoor Track
Head - Lacrosse
Head - Indoor Track
Head - Wrestling
Head - Baseball

Level IV

Assistant - Basketball
Assistant - Indoor Track
Assistant - Ice Hockey
Assistant – Football
Head Swimming
Head Cross Country

Level IV – cont'd

Head Golf
Head Tennis
Equipment Manager (three seasons)

Level V

Assistant Soccer
Assistant Field Hockey
Assistant Baseball
Assistant Softball
Assistant Lacrosse
Assistant Volleyball
Assistant Cross Country
Assistant Swimming
Assistant Wrestling
Assistant Outdoor Track

Level VI

Head Cheerleading
Head MS Softball
Head MS Field Hockey
Head MS Cross Country
Head MS Baseball
Head MS Basketball
Head MS Track/Field
Head MS Soccer

Level VII

MS Assistant Athletic Director
Assistant Trainer (per season)

Level VIII

Assistant MS Soccer
Assistant MS Field Hockey
Assistant MS Baseball

Level IX

MS Intramural Coach

Level X

MS Clinician

Level XI

Assistant Athletic Director at LHS

Level XII

Elementary Before/After School Sports



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Line No. 4 LESA - Secretaries (Lexington Educational Secretaries Association): The Lexington Educational Secretaries Association provides the administrative support function. The positions in this unit are both 12-month and 10-month positions, both full-time and part-time. While most positions are 37.5 hours per week, there are a number at 40 hours per week. In order to make this unit have an accurate measure of a Full-time Equivalent we are proposing to transition the calculation of an FTE to be based on a 12 month employee. Employees who work in our “10 month positions” will have their FTE based on 260 work days x 7.5 hours. Thus, an individual who works 184 school days, with 10 holidays for 7.5 hours will be a 0.74 FTE.

LINE NO	Roll Up	DESE FUNCTION	JOB_DESC	OPERATING	REVOLVING	GRANT	Grand Total
				G	G	T	
4	LESA - SECRETARIES	1210	Receptionist - Supt	0.80			0.80
		1210 Sum		0.80			0.80
		1220	Admin Asst - Central Office	1.76			1.76
		1220 Sum		1.76			1.76
		1230	Admin Asst - Dir Student Services	1.00			1.00
			Secy - Student Services	1.00			1.00
		1230 Sum		2.00			2.00
		1410	Accts Payable Clerk	1.96			1.96
			Payroll Clerk	2.00			2.00
			Secy - Business Office	0.51			0.51
		1410 Sum		4.47			4.47
		1420	Secy - HR	1.00			1.00
		1420 Sum		1.00			1.00
		2110	Materials Manager - K-5 Science	0.21			0.21
			Secy - Coordinator	2.07	0.45		2.52
			Secy - Department Head - Spec Educ	0.52			0.52
			Secy - METCO			0.40	0.40
		2110 Sum		2.80	0.45	0.40	3.65
		2210	Admin Asst - Elementary Principal	6.00			6.00
			Admin Asst - HS Principal	1.00			1.00
			Admin Asst - MS Principal	2.00			2.00
			Asst Registrar	1.00			1.00
			Receptionist - HS	1.00			1.00
			Registrar	1.00			1.00
			School Support Personnel	20.08			20.08
			School Support Personnel - METCO			5.60	5.60
			Secretary - Coordinator			1.00	1.00
			Secy - Building Services				
			Secy - HS Asst Principal	4.00			4.00
			Secy - MS Asst Principal	2.00			2.00
		2210 Sum		38.08		6.60	44.68
		2220	Secy - Department Head - English/Lang Arts	0.50			0.50
			Secy - Department Head - Foreign Lang	0.50			0.50
			Secy - Department Head - Math	0.50			0.50
			Secy - Department Head - MST	0.53		0.48	1.00
			Secy - Department Head - Science	1.00			1.00
			Secy - Department Head - Social Studies	0.50			0.50
			Secy - Evaluation Team	1.00			1.00
		2220 Sum		4.53		0.48	5.00
		2340	Library Support Aide	4.52			4.52
			Technician - Language Lab	1.00			1.00
			Technician - Technology Aide	3.00			3.00
		2340 Sum		8.52			8.52
		2710	Secy - Guidance	4.41			4.41
		2710 Sum		4.41			4.41
		3510	Secy - Coordinator	1.00			1.00
		3510 Sum		1.00			1.00
		3520	Special Funds Manager	1.00			1.00
		3520 Sum		1.00			1.00
Grand Total				70.36	0.45	7.48	78.29



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Line No. 5 Non-Union District Support/Managers (formerly Central Office Support): This category of employees who are equivalent to executive administrative assistants, confidential employees (those that handle confidential personnel information and labor negotiations materials), non-teacher junior level managers, and non-union central office employees. We have added the following employees to this group as they match the definition of the newly defined group.

- **Technology Non-Bargaining:** The grouping contains the technology department staff that are under individual employment agreements and are not covered by the Technology Unit Agreement. The positions are School Database Administrator, Training Specialist, System Administrator, and Technical Specialist.
- **Technology Administration:** The individuals in the positions of director or assistant director of information technology department will be included in the summary total of this line.

LINE NO	Roll Up	DESE FUNC	JOB_DESC	OPERATING	REVOLVING	GRANT	Grand Total		
5	NON-UNION DISTRICT SUPPORT/MGRS	1110	Recording Secretary	0.25			0.25		
		1110 Sum			0.25			0.25	
		1210	Admin Asst - Superintendent Special Assistant to the Superintendent	1.00				1.00	
		1210 Sum			1.00			1.00	
		1230	Student Services Finance & Operations Manager	1.00				1.00	
		1230 Sum			1.00			1.00	
		1410	Accounting Manager Asst to Business Office School Finance Manager	1.00 1.00 1.00				1.00 1.00 1.00	
		1410 Sum			3.00			3.00	
		1420	Admin Asst - Human Resources	2.00				2.00	
		1420 Sum			2.00			2.00	
		1450	Information Technology Director IT Database Administrator	1.00 1.00				1.00 1.00	
		1450 Sum			2.00			2.00	
		2110	Director of Adult Education Director of METCO			1.00		0.50	1.00 0.50
		2110 Sum				1.00	0.50		1.50
		2120	Asst Director of Adult Education			1.00			1.00
		2120 Sum				1.00			1.00
		2315	IT Training Specialist Technology Services Specialist	1.00 1.00					1.00 1.00
		2315 Sum			2.00				2.00
		2330	Admin Asst - Print Shop	1.00					1.00
		2330 Sum			1.00				1.00
		3300	Transportation Coordinator	0.75		0.25			1.00
		3300 Sum			0.75	0.25			1.00
		3510	Athletic Director	1.00					1.00
		3510 Sum			1.00				1.00
		4450	IT Systems Administrator IT Technical Support - Summer	1.00					1.00
		4450 Sum			1.00				1.00
		Grand Total				15.00	2.25	0.50	17.75

Line No. 6: Formerly assigned to Facilities employees.



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Line No. 7 Unit C – Instructional Assistants: Members of this bargaining unit provide classroom support and instruction to students. The majority of students served are special education students. Previously these individuals were referred to as “tutors.” However, under No Child Left Behind, a tutor has a new definition, which does not fit this class of employee. {Full Time equivalency is based on using 187 days x 7.5 hours (183 school days, 1 training day, plus 3 contract days).}

Summer School Instructional Assistants: Funds are budgeted to pay for extended contract time for positions in district summer school program.

Line No. 7 Unit C – Student Support Instructors (formerly Line No. 7.2): A new category of employee is being added by converting Unit C – Instructional Assistants into Student Support Instructors. These positions are directly related to the Early Childhood and Fiske ILP (Intensive Learning Program). The Student Support Instructor position will work 37.5 to 40 hours per week on a flexible, less traditional, workweek for up to 224 days. These positions will address the recurring home-based services and consistency of services for special education students. The staff in these positions will be trained and higher level of instructional skills providing consistency of services beyond the school year. They will be providing services on site and home-based and other higher-level instructional responsibilities than our Special Class Aides or Instructional Assistants provide.

LINE NO	Roll Up	DESE FUNC	JOB_DESC	OPERATING	REVOLVING	GRANT	Grand Total
7	UNIT C - INSTR ASST.	2330	Instructional Asst - Early Childhood		0.11		0.11
			Instructional Asst - METCO			6.66	6.66
			Instructional Asst - METCO (Summer)			3.00	3.00
			Instructional Asst - Spec Educ	87.34	1.03	4.75	93.12
			Instructional Asst - Summer (Extended Year)				
	2330 Sum	87.34	1.14	14.41	102.89		
UNIT C - STUDENT SUPPORT INSTRUCTORS	2330	Student Support Instructor		21.23			21.23
		2330 Sum	21.23			21.23	
Grand Total				108.57	1.14	14.41	124.12

Line No. 7.1 Paraprofessionals (formerly Non-B Instruct Paraprofessionals): This group consists of FTEs (Campus Monitor, Kindergarten Assistants, Home Tutors and on-call Print Shop employees) and Head Counts (temporarily for adult education instructors - revolving fund). Eventually we will provide the flat dollar amount under the program summary for Home Tutors, Adult Education Instructors, Summer School Instructional Assistants, and other seasonal, intermittent, or temporary employees. With the introduction of the Student Support Instructor position, hiring employees who will work 37.5 to 40 hours per week on a flexible, less traditional, workweek will address the recurring home-based services and consistency of services for special education students. Thus, leaving infrequent, non-recurring, tutoring designated under the category of Home/Hospital services. Home/Hospital services will be budgeted at a flat dollar amount since it will be difficult to budget for an unknown demand or requirement for services.

LINE NO	Roll Up	DESE FUNC	JOB_DESC	OPERATING	REVOLVING	GRANT	Grand Total
7.1	NON-UNION PARAPROFESSIONALS	2310	Adult Educ Instructor		13.00		13.00
			Music Lesson Instructor		16.00		16.00
		2310 Sum	29.00			29.00	
		2330	Home/Hospital Tutor	1.88			1.88
			Home/Hospital Tutor (Teacher)	1.75			1.75
			Kindergarten Asst			9.60	9.60
		2330 Sum	3.63		9.60	13.23	
		3200	Doctor				
		3200 Sum					
		3600	Campus Monitor	0.93			0.93
3600 Sum	0.93			0.93			
Grand Total				4.55	29.00	9.60	43.15



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Line No. 8 ABA/BCBA Services (Applied Behavior Analyst/Board Certified Behavior Analyst): These positions provide behavioral assessments and assist in the development and implementation of positive behavior intervention plans, along with providing consultation to staff and parents.

LINE NO	Roll Up	DESE FUNCTION	JOB_DESC	OPERATING	GRANT	Grand Total
8	ABA/BCBA INSTRUCTORS	2320	Applied Behavioral Analysis - Coordinator	0.60		0.60
			Applied Behavioral Analysis - Grandfathered	0.35		0.35
			Applied Behavioral Analysis - Tutor	0.47		0.47
			Brd Certified Behavioral Analyst	2.00	2.00	4.00
2320 Sum				3.41	2.00	5.41
Grand Total				3.41	2.00	5.41

Line No. 9 Occupational Therapy Assistants: These employees provide direct services to students to develop skills in fine motor, gross motor, visual motor, and visual perceptual development, as well as in sensory processing. This group works under the direction of an Occupational Therapist (Unit A).

LINE NO	Roll Up	DESE FUNCTION	JOB_DESC	OPERATING	Grand Total
9	OT ASSISTANTS	2320	Occupational Therapy Asst	3.00	3.00
			2320 Sum	3.00	3.00
Grand Total				3.00	3.00

Line No. 10 School Aides (Special Class Aides): These employees are instructional assistants in our highly involved or intensive district-wide special education programs. Their compensation is above that of an instructional assistant due to the personal care and behavioral support they provide to our more involved students.

LINE NO	Roll Up	DESE FUNCTION	JOB_DESC	OPERATING	GRANT	Grand Total
10	SCHOOL AIDES	2330	Special Class Aide	11.01	0.53	11.55
			2330 Sum	11.01	0.53	11.55
Grand Total				11.01	0.53	11.55

Line No. 11: Formerly assigned to Facilities employees.

Line No. 12: Formerly assigned to Facilities employees.

Line No. 13 Technology Unit: This particular categorization was a hybrid, but has been broken out by employee group to be in line with the methodology of categorization. It now only contains the members of the Technology Unit. In the past it contained all other Technology Department employees who work under individual employment agreements with the School District listed below in lines 13.1 and 13.2.

LINE NO	Roll Up	DESE FUNC	JOB_DESC	OPERATING	Grand Total
13	TECHNOLOGY UNIT		1450 Data Coordinator	1.00	1.00
			1450 Sum	1.00	1.00
			4450 Field Technician	3.00	3.00
			Network Administrator	1.00	1.00
4450 Sum				4.00	4.00
Grand Total				5.00	5.00

Line No. 13.1 Technology Non-Bargaining: moved to Line No. 5

Line No. 13.2 Technology Administration: moved to Line No. 5

Line No. 14 Central Administrators (formerly CO-Administration) This categorization includes Superintendent, Deputy Superintendent, Assistant Superintendents, Directors, and Assistant Directors working under the Superintendent that have individual employment contracts and are not in a functional area of any other classification of employee.



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LINE NO	Roll Up	DESE FUNC	JOB_DESC	OPERATING	Grand Total	
14	CENTRAL ADMINISTRATORS	1210	Superintendent	1.00	1.00	
		1210 Sum			1.00	1.00
		1220	Asst Supt for Curriculum	1.00	1.00	
		1220 Sum			1.00	1.00
		1230	Asst Director Student Services	0.50	0.50	
			Director of Student Services	1.00	1.00	
		1230 Sum			1.50	1.50
		1410	Asst Supt For Finance & Business	1.00	1.00	
		1410 Sum			1.00	1.00
		1420	Asst Supt for Human Resources	1.00	1.00	
		1420 Sum			1.00	1.00
		1450	Director of Education Technology	1.00	1.00	
		1450 Sum			1.00	1.00
Grand Total				6.50	6.50	

Line No. 15 Principal: Contains all nine building principals.

LINE NO	Roll Up	DESE FUNC	JOB_DESC	OPERATING	Grand Total
15	PRINCIPALS	2210	HS Principal	1.00	1.00
			K-8 Principal	8.00	8.00
		2210 Sum			9.00
Grand Total				9.00	9.00

Line No. 16 ALA – Assistant Principal/Supervisors: Reflects the number of Assistant/Associate Principals, Supervisors, and administrators without teaching responsibilities who are part of the Association of Lexington Administrators bargaining contract. Changes in this contract include the elimination of the MST Coordinator from this unit and the addition of the Nurse Lead and the Lexington Children’s Place Director. In addition, one Supervisor of Special Education K-8 position has been transferred from grant funded to the operating budget.

LINE NO	Roll Up	DESE FUNC	JOB_DESC	OPERATING	Grand Total	
16	ALA - ASST PRINC/SUPERVISORS	2110	Coordinator	1.00	1.00	
			Out-of-District Coordinator	1.00	1.00	
			Supervisor of Spec Educ 9-12	1.00	1.00	
			Supervisor of Spec Educ K-8	2.00	2.00	
		2110 Sum			5.00	5.00
		2210	Assistant Principal - Elementary	3.00	3.00	
			Assoc Principal	1.00	1.00	
			HS Dean	4.00	4.00	
			MS Asst Principal	4.00	4.00	
		2210 Sum			12.00	12.00
		2710	Director of Guidance	1.00	1.00	
		2710 Sum			1.00	1.00
		3200	Nurse Lead	1.00	1.00	
3200 Sum			1.00	1.00		
Grand Total				19.00	19.00	



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Line No 17 & 18 Substitutes: There are no FTEs budgeted under substitutes. However, the budget for substitutes is split into two categories, Payroll and Contracted Services. The district budgets a lump sum for these services and can have two sources of funding, operating budget or grants. The Personal Services for Substitutes cover the estimated cost of the following short-term employees:

1. a permanent substitute for the high school (This is an individual on daily call to fill in for teachers on short or day of notice);
2. Long-Term Teacher Substitutes, who are individuals who are hired for ten or more continuous days to cover a classroom for a teacher who is on a short-term leave of absence.
3. Nurse Substitutes: All of our school nurses are provided by contract sick days, personal days and professional development opportunities. If the building nurse should leave the building for a planned period, the district must have a nurse on site to respond to student emergencies. We have combined these expenses with the Teacher substitute line for reporting purposes.
4. Instructional Assistant Substitutes: The district has not been budgeting for these substitutes. These costs have been shown against the Unit C: Instructional Assistant Line.
5. Secretary Substitutes: a secretary substitute is hired if an administrative assistant will be absent for an extended period of time. However, this category has been used also to pay for other temporary or seasonal employees such as the recording secretary for school committee and a part-time, on-call employee for the School District's print shop.

LINE NO	Roll Up	DESE FUNC	JOB_DESC	OPERATING
17.1	NURSE SUBS	3200	Nurse - Substitute	\$10,000
17.2	TEACHER SUBSTITUTES	2325	Substitute Teacher - Long Term	\$35,847
			Substitute Teacher - Permanent Substitute	\$23,184
			Teacher Substitute - Daily	\$374,365
18.1	SECRETARY SUBSTITUTES	2210	Secy - Print Shop	\$0
			Secy - Substitute	\$35,000
18.2	PARAPROFESSIONAL SUBSTITUTES	2330	Instructional Asst - Substitute	\$25,000
			Special Class Aide - Substitute	\$25,000
Grand Total				\$528,396

Line No. 19: Formerly assigned to Crossing Guards employees.

Line No. 20 Sick Leave: While there are no FTEs associated with this category, the district has periodically paid under a grandfather clause in the Unit A contract which includes a Sick Leave buyback payment. This line will eventually go away when eligible employees retire.



Program Highlights

2000 Instructional Services

Instructional activities involving the teaching of students, supervising of staff, and developing and utilizing curriculum materials and related services.

K-12 Curriculum, Instruction and Professional Development
--

The Office of Curriculum, Instruction, and Professional Development, in conjunction with the newly established Office of Educational Technology and Assessment, have been working collaboratively in their plans to support the FY11 budgetary goals. It is our mutual belief that “Curriculum and Instruction” and “Teaching and Learning” are at the core and foundation of all we do as a school district. Our collective efforts, therefore, are purposely designed to strengthen the work of professional learning communities among our teachers, as we work together to support the district’s work in closing the achievement gap and advancing overall student performance at ALL levels. The district’s curriculum review process, the continuation of data analysis, and the building of a data culture designed to highlight promising practices are critical components in building this success. The integration of technology as a powerful instructional tool in these efforts is paramount and essential to our success. This will require substantial training in classroom teaching strategies and an understanding of the linkages to Lexington’s curricular goals.

How do we accomplish this mission? There is no doubt that Professional Development (P.D.) plays an enormous role in this endeavor. Research has clearly demonstrated the strong correlation that exists between a sustained and embedded P.D. program and the advancement of student achievement. The Lexington Public Schools has had a longstanding history of commitment to a high quality Professional Development program for its faculty and administrators. Although in recent years, Lexington’s ability to offer these training opportunities has been severely limited due to fiscal constraints, we are now able to redirect, renew, and invigorate our focus on this well-needed and long awaited opportunity to advance our P.D. efforts thanks to the availability of ARRA dollars (American Reinvestment and Recovery Act – *stimulus money*).

Over the course of the past six months, the Professional Development Committee has developed an extraordinary program of offerings that is reflected in the attached 2010 Spring Catalog program¹³. These courses are optional but have been received with tremendous positive response. In reviewing the many varied and rich course offerings, you will notice that three themes emerge: a focus on instructional practices, the use of assessment protocols, and the implementation of educational technology as an instructional tool. The backdrop for each of these courses is centered on increasing our collaborative efforts, as educators, through the application of principles inherent in Professional Learning Communities that stress the importance of sharing, coaching, and reflective practice.

What is extraordinary about these offerings is that they represent high quality, research based courses and workshops that are specifically designed to improve the quality of teaching and learning for all students and all teachers. The collection of courses/workshops, in some cases, will be taught by outside providers like Teachers 21 and Research for Better Teaching (RBT) and others will be conducted by our in-house staff.

As the most effective Professional Development is characterized by continuous and sustained effort, we aim to continue the work initiated in the current year by offering similar opportunities in the next fiscal year. The FY11 Professional Development plan for the Lexington Public Schools will continue to reflect a vision for adult

¹³ <http://lpspd.lexingtonma.org/>



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learning that is collaborative, continuous, embedded in daily practice, and focused on student achievement. The model will build on the wealth of knowledge and experience those teachers and practitioners have and afford every educator an opportunity to enrich his or her own practice.

As we strive to differentiate instruction for our student population, so must we commit ourselves to differentiating instruction for our teaching staff. A variety of required and optional courses will be offered in FY11. As you can see from the chart below, ARRA money will be available to provide for the many educational opportunities for teachers and administrators that have not been easily accessible in the past. Some of this work might be provided by consultants, other work might be accomplished via teachers working in summer workshops addressing specific areas of need, or allow and encourage participation in local, statewide, and/or out-of-state conferences. The possibilities are many.

EXPENSE	COST
AIMSweb (K-5 literacy assessment tool)	\$25,000
Conference Registrations	\$10,000
Travel Costs	\$10,000
Materials & Supplies	\$30,000
Equipment	\$10,000
Professional Services	\$50,000
Teacher Stipends	\$75,000
Technology Integration Specialist	\$80,150
P.D. Program Administrative Support	\$11,000
Field Technician	\$19,500
TOTAL	\$320,650

We thank the School Committee for their support in this important district-wide initiative and invite you to observe and or participate in any of the courses currently being offered or those to be held in the FY11 academic year. We look forward to sharing further details with you at our Tuesday night meeting and will be happy to answer any questions you might have at that time.

Program Improvement Request

K-5 Social Studies Coordinator (Add 1.0 FTE): The School Committee requested the addition of the K-5 Social Studies Coordinator position to address the upcoming scheduled curriculum review. This position was eliminated as part of the 2006 failed override.

K-12 Curriculum Program Improvement Request: (Add 1.0 FTE Elementary Math Coach)
 The Lexington Public Schools has committed itself to the philosophy of “continuous improvement” for ALL students. In order to meet that goal, critical emphasis and focus have been placed on the following efforts: providing curricular and instructional strategies that address the learning profiles of ALL students; advancing achievement/performance levels for ALL students; reducing the achievement gap; and designing a model for tiered intervention (Response to Intervention-RTI) for struggling students. The current K-5 Mathematics Department staffing is not sufficient in number to provide all students with appropriate instructional interventions or teachers with essential, embedded, content-based professional development. The data clearly indicates that the gradual addition of Mathematics specialists over the course of the last 10 years have significantly increased overall student performance and have helped reduce the achievement gap. The addition of a 1.0 Mathematics Coach will provide staff with the necessary on-going and frequent training required to grow this program even further.



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This individual would be responsible for providing differentiated support to classroom teachers with a focus on professional practice and an in-depth content knowledge of K-5 Mathematics. The Mathematics coach would collaborate with teachers to broaden their repertoire and implementation of research-based promising practices.

Elimination of FY10 positions that are currently vacant: Due to a change in school priorities and needs, I recommend the positions listed below be abolished and the funds are reallocated to offset the cost of new positions. The reallocation equals approximately 069% of the personnel budget. The most significant change is the elimination of Applied Behavioral Analysis (ABA) Tutors that previously worked in the Fiske School Intensive Learning Program. With the adoption of a new service delivery model with Student Support Instructors, four (4) ABA tutor are no longer needed.

Increase estimated Salary Differential from \$450,000 to \$500,000: Over the last two to three years the salary differential realized by the district has been declining. The primary cause has been the economy. Teachers aren't retiring at the same rate, nor are individuals moving due to family job changes. In addition, our retention rate of new teachers has been rising, thus, we do not have as many teachers leaving to seek other teaching opportunities to with our neighbors. While initially we were conservative on our salary differential, we feel that we may have been too conservative in our initial Level Service estimate.

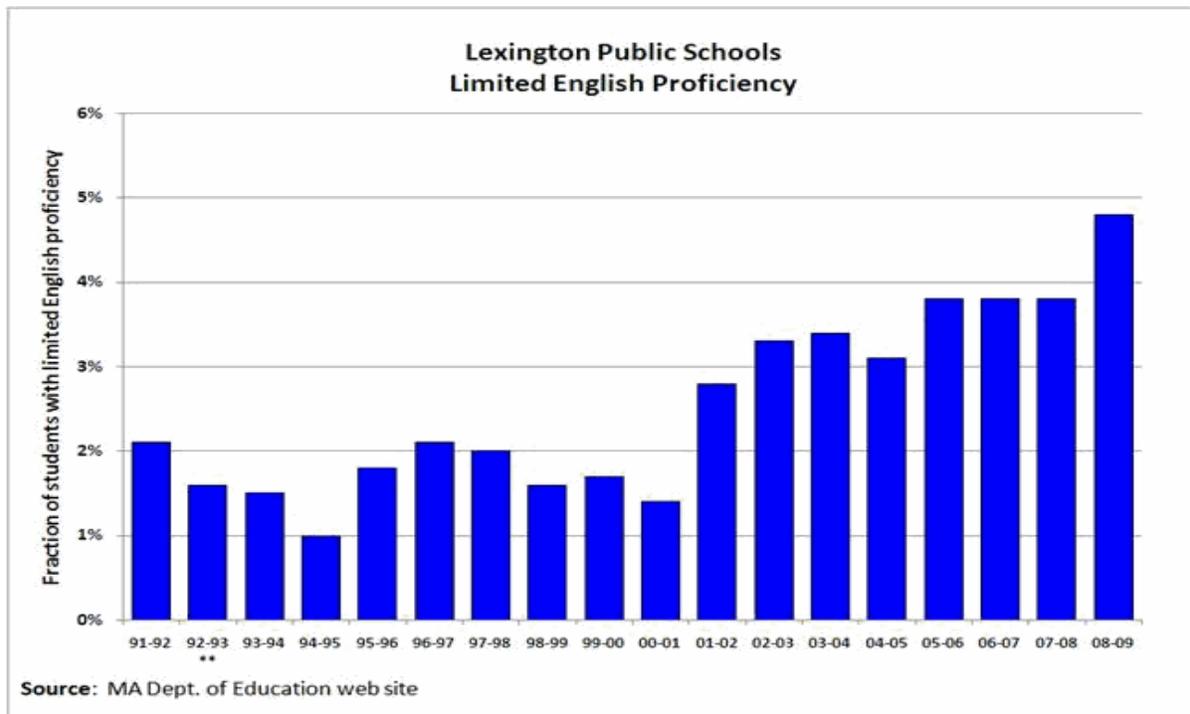


K-12 English Learner Education

ORGANIZATION/PROGRAM DESCRIPTION

The English Learner Education program serves limited English proficient students in the Lexington Public Schools and assists all classroom and content area teachers K-12 in the development and implementation of instruction that is comprehensible to English language learners. Goals of this office include daily delivery of effective English language development instruction to each limited English proficient student, that is based on the *Massachusetts English Language Proficiency Benchmarks and Outcomes*, improved learning outcomes in all curriculum areas through the use of effective instructional strategies and intensive academic language instruction, K-12, and professional development in second language acquisition and sheltered English instruction targeted to the classroom and content teachers of these students. Included in the goals of this office are ongoing data analysis, annual program evaluation, and cooperative work with classroom teachers, guidance counselors, Special Education, K-5 Department Heads, K-12 Department Heads, other Program Leaders, and building principals.

As you can see in the following chart, Lexington's number of students requiring ELL services has steadily been increasing over the course of the last 8 years.





K-12 Technology Program

ORGANIZATION/PROGRAM DESCRIPTION

The Lexington Public Schools' technology program supports all district technology needs: administration and management, and curriculum and instruction. Virtually everyone in the district from the Superintendent, to the School Principals, to custodians, and our approximately 6,200 students all have appropriate access to computer hardware, communication tools, software applications and the Internet. This includes district-wide administrative and management hardware and software such as administrative databases and student information system programs. It also includes the hardware and software needs of teachers, staff and students. To support the end-user's technology needs the technology program includes: the wide-area network (WAN) that is shared with the municipality, which connects our nine schools and the central office to each other and to the Internet; building-level local area networks (LANs) connecting the 2,000 plus end-user computers; and network servers, printers, wireless devices, and peripherals such as scanners, electronic interactive whiteboards and computer projection systems.

Program Goals/Objectives

In FY10, the Technology Department continued to implement the program goals outlined in its five-year Technology plan. Combining both capital and operating funds, FY10 work includes:

- Restructuring the Technology Department. In July, 2009, a Director of Educational Technology and Assessment position was created and filled. The Director has the responsibility for developing, communicating, and implementing the District's plan for instructional and administrative use of technology.
- Replacing over 500 of our aging computers and adding an additional 75 new student workstations. A substantial number of these computers were laptops that were placed in classrooms at the elementary schools and in portable computer carts at the high school and middle schools. The District's goal is to maintain a 5 to 6 year replacement cycle for our aging computers and to add additional student workstations in areas where technology was insufficient to meet instructional needs.
- Implementing a multi-faceted district training program to increase staff and teacher technical competencies. In FY10 an Instructional Technology Specialist was hired to coach/mentor elementary school teachers in uses of technology in the classroom. Professional development activities were instituted for classroom teachers at all grade levels to encourage the use of technology to improve classroom instruction and improve student achievement.
- Improving Internet access by deploying a content filter and increasing bandwidth to the different schools.
- Purchasing needed software and subscription based Internet materials to support curriculum objectives and improve academic achievement of our students.
- Improving staff's access to electronic information to inform instruction and carry on school operations through the implementation of the X2 student information package.
- Maintaining a sufficient technology support structure to service the thousands of help desk requests and deploy our new hardware and software.



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- o Encouraging web-site communications by developing a cadre of teachers to develop their own web sites using an on-line vendor template.

FY11 Budget and Program Priorities

In FY11, we plan to continue building on our critical core technology outlined in our current five -year Technology Plan, amended to incorporate new technologies and instructional program initiatives. The operating budget request reflects funds needed to sustain the district’s investment in educational technology. In FY11, we will focus on improving and significantly widening the use of instructional technology in our classrooms to support our curriculum goals and improve student achievement. The key to accomplishing this goal will be the purchase of appropriate software/on-line services and the employment of appropriate professional development workshops and utilizing teacher coaches. In addition, we will address ways of improving our communications by encouraging individual teacher web site development and beginning the process of significantly changing our procedures for maintaining our school and district web sites. Our work with the X2 student information system will be refined and expanded so that educators gain increased comfortability utilizing the system.

STAFFING SUMMARY:

Program	LINE NO	Roll Up	DESE FUNCTION	JOB_DESC	OPERATING	GRANT	Grand Total
Technology Dept	1	UNIT A -LEA	2315	Technology Integration Specialist	4.00		4.00
			2315 Sum		4.00		4.00
			2320	Assistive Technology Specialist		1.00	1.00
	2320 Sum				1.00	1.00	
	5	NON-UNION DISTRICT SUPPORT/MGRS	1450	Information Technology Director IT Database Administrator	1.00 1.00		1.00 1.00
			1450 Sum		2.00		2.00
			2315	IT Training Specialist Technology Services Specialist	1.00 1.00		1.00 1.00
			2315 Sum		2.00		2.00
			4450	IT Systems Administrator IT Technical Support - Summer	1.00		1.00
			4450 Sum		1.00		1.00
	13	TECHNOLOGY UNIT	1450	Data Coordinator	1.00		1.00
			1450 Sum		1.00		1.00
			4450	Field Technician Network Administrator	3.00 1.00		3.00 1.00
	4450 Sum		4.00		4.00		
	14	CENTRAL ADMINISTRATORS	1450	Director of Education Technology	1.00		1.00
1450 Sum			1.00		1.00		
Technology Dept Total					15.00	1.00	16.00
Grand Total					15.00	1.00	16.00



Program Improvement Request

Overall Rationale

A survey of some comparable school districts for FY10 in terms of technology personnel indicate that although Lexington has comparable numbers of technology staff supporting network facilities and managing data, the district has substantially less personnel supporting technology as repair technicians and as instructional technology specialists. (See table below). These two types of support staff are the ones that are in the buildings supporting individual teachers and administrators with a myriad of different technology situations.

	Lexington	Andover	Winchester	Wellesley	Needham	Concord-Carlisle	Newton
Network/ TechAdmin	2	2	1	2	1	1	3
Data Manager	2	2	1	2	2	1	4
Web Design/Online facilitator							2
Technicians/ HelpDesk	4	4	3	4.5+ 5.5 assist.	6	5	7
Instructional Technology Specialists	1	5	3	4	5	5	10.2+ 1 coordinator
Student Enrollment	6235	6123	4100	4896	5115	3143	11700

The State D.E.S.E. benchmarks recommend at least 1.0 FTE persons to support 200 computers. Currently Lexington has 4 technical support individuals (3 field technicians plus tech support specialist) supporting approximately 2200 computers or 1 person per 550 computers, and this ratio will get worse as additional workstations are added to the Lexington system.

Instructional technology specialists are essential components of successful technology programs. Instructional technology specialists have classroom teaching experiences. These specialists will consult with teachers, model effective teaching with technology, collaborate with teachers to develop appropriate, technology-rich lessons, and provide workshops on technology integration. Also, these individuals provide valuable guidance and insights to the technology department as they move forward with the district’s program. Massachusetts D.E.S.E. benchmarks recommend 1.0 FTE instructional technology specialist per 60-120 instructional staff. Lexington has over 600 instructional staff and 1 instructional technology specialist.

Summer work days to current three (3) Field Technician positions (currently under 194 day contract by 35 days for each of 3 field technicians): The District expects to purchase approximately 500 computers this summer plus an array of accessories (printers, projectors, etc). To ready these computers (install software, place in location), remove 450 computers from circulation, plus do necessary work and imaging on our 1800 remaining computers is a full summer and indeed a full year operation. Additionally, field technicians still need to support the many staff members who are using their computers during the summer months. It took us until November 30th, to place technology equipment purchased in Summer 09. Without additional support, we will be in a similar position. Having consistent summer help will allow us to better distribute new software and hardware throughout the district prior to school opening, and to support the increasing number of summer programs with technical needs. It will also allow us time to develop technical and team skills of the staff which will improve service.



10 summer work days to Technology Specialist position: Same as for the Field Technician positions. This position has substantial responsibility for distribution and imaging of new technology.

Instructional Technology Specialists (Add 1.0 FTE for Middle School, two- 0.5 FTE for High School, 1.0 FTE for Elementary School): Instructional technology specialists are essential components of successful technology programs. Instructional technology specialists have classroom teaching experiences. These specialists will consult with teachers, model effective teaching with technology, collaborate with teachers to develop appropriate, technology-rich lessons, and provide workshops on technology integration. Also, these individuals provide valuable guidance and insights to the technology department as they move forward with the district's program. Currently, we have a 1.0 FTE instructional technology specialist servicing our six elementary schools. Massachusetts D.E.S.E. benchmarks recommend 1.0 FTE instructional technology specialist per 60-120 instructional staff. Lexington has over 600 instructional staff and 1 instructional technology specialist. Adding these 3.0 FTE positions would finally put us on par with the districts noted in above table.

Technology Aide positions (add 1.0 FTE for elementary schools, 1.0 FTE for Middle Schools, 1.0 FTE for High School; Work year=194 days): These technology aides as the first line in troubleshooting technical problems. Our schools have computer labs, computer laptop carts, and many classrooms with multiple workstations. In addition there are a substantial number of ancillary devices (i.e. projectors, printers etc) in the different buildings. All of these need devices need to be maintained and ready for student/teacher use. The technology aides will regularly inspect our computer labs, computer laptop carts, and classrooms with multiple workstations to make sure all is in order and respond and solve simple technology problems. As indicated earlier, the State D.E.S.E. benchmarks recommend at least 1.0 FTE persons to support 200 computers. Currently Lexington has 4 technical support individuals (3 field technicians plus tech support specialist) supporting approximately 2200 computers or 1 person per 550 computers. In a survey in May 2009, 63% of High School teachers and 68% of Middle School teachers consider *computers too unpredictable- they crash or software doesn't work right* (nearly 50% rated it a 5 major obstacle on a 1-5 Likert scale). Moreover, 53% of all respondents *would be more likely to use computers if technology support was more readily available*, 61% responded in this manner in the Middle school and 68% in Grades 4 & 5. We certainly have made strides to improve this situation this year. However, supporting technology equipment in our buildings is still a problem, and will worsen as more and more teachers and students increase the utilization of the hardware and software.

Building and District Website Editor Stipends (6 elementary editors @ \$1500, 2 Middle School editors @ \$1500, 1 High School Editor @ \$2000, 1 District Editor @ \$3000; Total cost= \$17,000): These Editors would be responsible at each building and at the District for organizing and reviewing the content being input to the different Web Sites that have been created through template of outside vendor. This vendor serves as a hosting service for the content. Editors also would have responsibility for some inputting information. Training would be provided these editors.



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EXPENSE SUMMARY:

State Func - Seg 7	FY11 Funct	ACCOUNT DESCRIPTION - new	Data				
			Sum of 2007 ACTUAL	Sum of FY08 YTD EXP	Sum of FY09 YTD EXP/ENC	Sum of FY10 BUDGET	Sum of FY11 ALLOCATION
1450	District-wide Information Mgmt & Tech	EQUIP-SERVICE & REPAIR	\$0	\$3,500	\$0	\$0	0
		OFFICE SUPPLIES	\$0	\$0	\$0	\$0	0
		OUT OF STATE TRAVEL	\$4,217	\$3,062	\$5,198	\$0	0
		PROFESSIONAL SERVICES	\$0	\$0	\$0	\$0	0
2357	Professional Development Stipends, Providers and Expenses	PROFESSIONAL SERVICES	\$1,200	\$0	\$3,600	\$55,978	119,000
		HARDWARE	\$0	\$0	\$0	\$0	30,000
2451	Classroom Instructional Technology	COMPUTER SOFTWARE	\$0	\$0	\$0	\$0	0
		EQUIP-SERVICE & REPAIR	\$7,078	\$24,413	\$41,270	\$79,612	20,000
		MEMBERSHIP/DUES/LICENSES & SUB	\$49,165	\$22,744	(\$3,000)	\$515	8,000
		MILEAGE	\$0	\$0	\$0	\$3,375	4,000
		OUT OF STATE TRAVEL	\$0	\$0	\$0	\$0	0
		REPAIR PARTS	\$27,732	\$125,285	\$21,604	\$36,050	15,762
		SUBSCRIPTIONS	\$0	\$0	\$0	\$0	0
2455	Instructional Software	SUPPLIES	\$0	\$0	\$0	\$0	0
		SUPPLIES & MATERIALS	\$3,330	\$4,227	\$5,771	\$5,150	15,519
Grand Total			\$95,961	\$317,391	\$179,035	\$211,762	242,281

Enrollment increases projected in FY11 for the Fiske Intensive Learning Program may make it necessary to convert the Fiske computer lab into a general classroom. In order to accomplish this conversion, a computer mobile lab consisting of a mobile cart with 30 computers and printer will need to be purchased. Cost of this hardware purchase will be \$30,000.

Technology Department Program Improvement Request: Expenses

The District budget for educational software and technology online instructional materials is insufficient to support the program needed. The entire operating K-12 Technology Operating budget in FY10 is \$211,762. In the FY09 and FY10 operational budget, approximately \$45,000 was available for software purchases and technology online instructional materials. All the rest of the monies was earmarked for District services such as X2 (\$70,000 a year), library automation, First Class, various technical maintenance contracts, repair costs, small equipment replacement, supplies, and travel/conferences. Although it is somewhat difficult to get a comparison figure in this area, Quality Educational Data, an educational technology data vendor, estimated an average \$17.42 for per pupil expenditure for instructional software for the 2004-05 school year. Assuming an inflation rate of 3% a year this figure would extrapolate to a \$19.60 per pupil expenditure. For the size of Lexington's school district this would mean a \$122,200 yearly expenditure on instructional software/subscriptions (compared to our \$45,000 yearly budget).

	Expense Recommendations
Software and On-Line Technology to Improve Curriculum/Instruction	\$65,000
TeacherWeb Subscriptions (additional 250 subscriptions)	\$ 8,000
District and School Web Sites (Outside content provider subscription plus startup costs)	\$25,000
Total	\$98,000

Additional background information in support of this request:



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1. We will be purchasing additional workstations in the High School as well as for the primary grades. Every new computer requires basic software to be purchased such as Microsoft Office and the appropriate suite of curriculum software.
2. Software needs to be added or upgraded to key areas of our District to support our curriculum. In some cases such as our High School art program no such software is currently in place.
3. Little attention has been made in recent years by the district to support technology software purchases for the learners in mathematics or language arts, especially the struggling learner. FASTT Math software, a product with a proven track record of success for elementary mathematics students, could only be rolled out for a single grade level during FY10. Plans are to roll it out for all appropriate grade levels next year. This cost alone would be approximately \$30,000 plus training costs. In addition, the district needs to move aggressively in other areas of math instruction and assessment aimed at our elementary and middle schools. The District has identified successful technology math programs which they would like and in fact is partnering with Tom Snyder Inc in this area which will furnish the district some licenses at no cost to the district. However such a partnership can only help so much. The major software for supporting English Language Arts instruction at the elementary or middle school levels is Microsoft Word and Kidspiration/Inspiration. This year, using grant funds, we have purchased software licenses for 6 student stations to support reading fluency. We need to expand significantly in technology used to support our ELA program.
4. Additional attention has needs to be provided by the District educators to use subscription services for improving instruction and productivity. This year the District has been able to purchase a limited number of online subscriptions to different curriculum based and communications services We have continued with the purchase of online subscription to Discovery Education's Video Services (supplies 8800 downloaded videos broken into segments for teacher use), introduced online History Online Materials for our different schools, and also purchased 150 subscriptions (at \$32 a subscription) to TeacherWeb a online service that allows teachers to easily develop their own individual web sites. Next year we would like to make TeacherWeb service available to approximately 400 of our teachers.
5. Next year, we will hopefully be upgrading our District and School websites. To accomplish this, we will be transitioning over to a system which involves content management of the web site by an outside service provider. Cost for such a service would be \$17,000 per year plus \$8,000 for the first year for training and transitioning costs. In addition, if this transition is carried out, there would need to be a budget increase under personnel for stipends for editors at each of the building locations.



K-12 Support Services

Substitutes

STAFFING SUMMARY:

LINE NO	Roll Up	DESE FUNC	JOB_DESC	OPERATING	Grand Total
17.1	NURSE SUBS	3200	Nurse - Substitute	\$10,000	\$10,000
17.2	TEACHER SUBSTITUTES	2325	Substitute Teacher - Long Term	\$35,847	\$35,847
			Substitute Teacher - Permanent Substitute	\$23,184	\$23,184
			Teacher Substitute - Daily	\$374,365	\$374,365
18.1	SECRETARY SUBSTITUTES	2210	Secy - Substitute	\$35,000	\$35,000
18.2	PARAPROFESSIONAL SUBSTITUTES	2330	Instructional Asst - Substitute	\$25,000	\$25,000
			Special Class Aide - Substitute	\$25,000	\$25,000
Grand Total				\$528,396	\$528,396

EXPENSE SUMMARY:

In FY10, the amount in this line item reflects the total cost of contracted services for substitute teachers including both wages and management service fees. In FY11, the amount in this line item was reduced to reflect only management service fees. Wages are included in the payroll line item since substitute teachers are now school employees.

State Func Seg 7	FY11 Funct	ACCOUNT DESCRIPTION - new	Data				Sum of FY11 ALLOCATION
			Sum of 2007 ACTUAL	Sum of FY08 YTD EXP	Sum of FY09 YTD EXP/ENC	Sum of FY10 BUDGET	
2325	Substitute Teachers	TEACHER SUBSTITUTES	\$567,424	\$399,030	\$429,227	\$415,973	111,000
Grand Total			\$567,424	\$399,030	\$429,227	\$415,973	111,000

1. FY10 Requested Budget:

In FY10, the district is tracking the cost and/or cost-savings of long-term substitutes placed on a step and lane of the LEA-Unit A contract against the salaries of the teachers on leaves of absence. In FY10, \$124,683 was budgeted to cover the cost of the eight (8) week period of overlap for teachers on maternity leave and their substitutes and \$359,148 was budgeted to fund employee absence, professional development, and curriculum reviews.

2. FY11 Requested Budget:

The amounts budgeted reflect the disaggregated costs for substitutes (contracted services and long-term substitutes on step and lane), and by beginning to track weekly employee absenteeism rates and trends by school and by category. The amount proposed is to fund employee absence, professional development, and curriculum reviews, and funds a modest increase in the substitute teacher rate and necessary clerical support.



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Prior Year Unpaid Bills

Annually, the school department reserves an “open encumbrance” to cover the miscellaneous unpaid invoices that are submitted for goods or services received during the prior fiscal year. Fiscal Year books close on July 15. Encumbrances cannot be made against the prior year’s ledgers after that date. The School Committee has a standing policy that all orders made by program staff must have a purchase order **BEFORE** the order is made. On occasion, companies will take orders on the belief that the staff member has proper authority to financially bind the district or they make an error in their invoicing and do not correctly bill. At the Close of FY07 and FY08 the district began the practice of encumbering \$50,000 for invoices that may fall into the above described category. The School Department does not have any unpaid bills to present for FY09.

State Func - Seg 7	FY11 Funct	ACCOUNT DESCRIPTION - new	Data				
			Sum of 2007 ACTUAL	Sum of FY08 YTD EXP	Sum of FY09 YTD EXP/ENC	Sum of FY10 BUDGET	Sum of FY11 ALLOCATION
1210	Superintendent	OUT OF STATE TRAVEL	\$0	\$0	\$0	\$0	0
1430	Legal Service	LEGAL SERVICES	\$0	\$0	\$0	\$0	0
2250	Building Technology	SUPPLIES & MATERIALS	\$50,594	\$50,200	\$50,000	\$0	0
2320	Medical/ Therapeutic Services	PROFESSIONAL SERVICES	\$0	\$0	\$0	\$0	0
2325	Substitute Teachers	TEACHER SUBSTITUTES	\$0	\$0	\$0	\$0	0
2357	Professional Development Stipends, Providers and Expenses	MEMBERSHIP/DUES/LICENSES & SUB	\$0	\$0	\$0	\$0	0
2420	Instructional Equipment	EQUIPMENT EQUIP-SERVICE & REPAIR	\$3,631 \$0	\$0 \$25,000	\$0 \$0	\$0 \$0	0 0
2440	Other Instructional Services	PROFESSIONAL SERVICES	\$1,955	\$0	\$0	\$0	0
3300	Transportation Services	PUPIL TRANSPORTATION - SPED	\$3,315	\$0	\$0	\$0	0
4130	Utility Services	ELECTRICITY NATURAL GAS TELEPHONE	\$0 \$0 \$0	\$0 \$0 \$0	\$0 \$0 \$0	\$0 \$0 \$0	0 0 0
4220	Maintenance of Buildings	FACILITIES SERVICE AND REPAIR PROFESSIONAL SERVICES SCH FACIL OP SUPP & MATERIALS	\$14,419 \$0 \$0	\$50,000 \$0 \$0	\$0 \$0 \$0	\$0 \$0 \$0	0 0 0
5350	Rental-Lease Buildings	BUILDING RENTAL	\$0	\$0	\$0	\$0	0
9300	Tuition to Non- Public Schools	TUITION O/D PLACEMENTS	\$28,711	\$0	\$0	\$0	0
Grand Total			\$102,626	\$125,200	\$50,000	\$0	0



K-12 STUDENT SERVICES

ORGANIZATION/PROGRAM DESCRIPTION

The system-wide Student Services Department includes four separate, but related areas that support students:

- Special Education -- PK to Age 22
- Guidance – K through Grade 12
- Nursing -- PK through Grade 12
- Related Services --Therapy and Psychological Services

Student Services:

The Student Services Department provides support services for students between ages 2 years and 9 months through 22 years. These services and programs include: nursing, guidance, special education and, what is commonly referred to as “Section 504.” The focus of these programs is to provide each student with the necessary skills, accommodations, specific instruction and/or curricular modifications to experience academic and social success in the Lexington Public Schools. The Nursing department provides valuable services to all students within our schools. They provide direct services to medically compromised students who are then able to attend their neighborhood school. The Student Services department manages Medicaid reimbursement, oversees the needs of homeless students and reviews residency. The Student Services department also provides appropriate and ongoing professional development in curricular areas, related services, and mandated trainings, such as compliance training, restraint training, etc. It is the goal of the Student Services department to promote individual student academic excellence, promote positive interpersonal development and encourage a collaborative and reflective learning environment where all students can actively participate in the daily life of the Lexington Public Schools and community. The following program budgets are the basis for the Student Services Budget.

System-wide Section 504 Services

Students experiencing substantial disabilities impacting one of life’s major activities such as walking, seeing, and communicating, who do not require special education; receive support and accommodations under Section 504 of the Federal Rehabilitation Act of 1973. These services are described in an individual accommodation plan, called a 504 plan.

System-wide Special Education

The Student Services Department provides special education services to those students who are evaluated and identified as having a disability that directly interferes with their ability to make effective progress in the general education curriculum. The regulations followed in this process of identification are the Massachusetts Regulations 603 CMR 28.00 and the Federal Educational Law IDEA.

Eligibility for services is determined through multidisciplinary evaluations completed by building-based teams. This team may include a school psychologist, speech and language therapist, guidance counselors, social worker, special educator, occupational therapist, physical therapist, principal, classroom teachers and parents. The team develops an Individual Educational Program (IEP) based on the evaluations and the team discussion. Eligibility requires the identification of a disability, a determination as to whether the student is making effective progress and the further determination that the student requires specialized instruction or related services. Under the law, parents have the right to seek an outside or Independent Educational Evaluation (IEE) when they disagree with the findings of the special educational team. Special Education services focus on early intervention strategies in the preschool and primary grades, and skill development during the elementary and middle school years. As children enter adolescence, compensatory strategies and self-advocacy skills become a primary focus.



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Special Education services focus on early intervention strategies in the preschool and primary grades, and skill development during the elementary and middle school years. As children enter adolescence, compensatory strategies and self-advocacy skills become a primary focus.

Special education and related services at all levels are comprehensive and include special education, speech/language, occupational therapy, physical therapy, counseling, adaptive physical education and other specialized services. Each service is described below.

Special Education – Special education teachers and instructional assistants provide services that may include instruction in reading, mathematics, written language, and/or organizational strategies. Modified, specialized instruction in content areas may also be provided. Services can be delivered in varied settings, including resource rooms and general education classrooms. Instructional assistants provide support under the direction and guidance of special education teachers. Consultation to general education staff, other service providers, and parents can be provided.

Speech/Language – Speech/language pathologists provide direct services in varied settings to students in areas such as receptive and expressive language and social pragmatics. Consultation services can be provided to general and special education staff and parents to assist students in generalizing skills.

Occupational Therapy – Occupational therapists provide direct services in varied settings to students to develop skills in fine motor, gross motor, visual motor, and visual perceptual development, as well as in sensory processing. Consultation services can be provided to general education and special education staff to assist students in generalizing skills.

Physical Therapy – Physical therapists provide training to students to increase strength, flexibility, and mobility to gain greater independence. Physical therapy provides accessibility to all school areas, facilitating participation in school and school-related activities. Consultation services can be provided to general education and special education staff to assist students in generalizing skills.

Counseling – Guidance counselors, social workers, and psychologists may provide individual and/or group counseling services to students requiring such service to make effective progress in school. Consultation is provided to staff and parents as needed.

Adaptive Physical Education – Adaptive physical education teachers assist students with various disabilities to develop skills that include large-motor development, eye-hand coordination, and upper-body strength. These teachers help students develop skills necessary for participation in physical education. Consultation services can be provided, when necessary, to general education physical education staff for students requiring adaptations with the general education setting.

Other Specialized Services – Other services include: Assistive Technology (provides consultation and determines need for evaluation to determine specific services and software programs to enable students to access the general education curricula), Behavior Specialist (conducts and writes Functional Behavioral Assessments and assists in development and implementation of positive behavior intervention plans, along with providing consultation to staff and parents), and other specialist staff including Hearing Impaired Specialist, Vision Specialist, and Orientation and Mobility Specialist (identify and monitor use of specialized materials and equipment, along with providing consultation and training to students, staff, and parents).

Evaluation Team Leaders – Evaluation Team Leaders are responsible for managing and overseeing special education processes in the schools, scheduling and chairing team meetings.



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Nurses – Nurses oversee all medical issues including first aid; scoliosis, vision, and hearing screenings; dispense medications; maintain health records; and participate in Child Study meetings when appropriate.

Program-Related Special Education Services

Special education regulations mandate that identified special education eligible students receive the appropriate related services to support their Individual Educational Program. Related services include Speech and Language, Occupational Therapy and Physical Therapy, Counseling and Behavior Management services. The team is responsible to identify the needed related services and to reflect these services in measurable goals and objectives. Related services provide access to the curriculum and support student achievement.

Psychologists

Psychology – At the Elementary level, psychologists conduct psychological assessments of students, assessing their cognitive, behavioral, social/emotional and executive functioning. Psychologists also consult with staff regarding student and staff needs.

STAFFING SUMMARY:

Program	LINE NO	Roll Up	DESE FUNCTION	JOB_DESC	OPERATING	GRANT	Grand Total
K-12 Student Services	1	UNIT A -LEA	2120	Summer School Director			
			2305	Summer School Teacher (Extended Year)			
			2320	Vision Specialist	0.27	0.50	0.77
			2800	Psychologist		0.20	0.20
	4	LESA - SECRETARIES	1230	Admin Asst - Dir Student Services	1.00		1.00
				Secy - Student Services	1.00		1.00
			2110	Secy - Coordinator			
	5	NON-UNION DISTRICT SUPPORT/MGRS	1230	Student Services Finance & Operations Manager	1.00		1.00
	7	UNIT C - INSTR ASST.	2330	Instructional Asst - Spec Educ	0.92	1.75	2.66
	7.1	NON-UNION PARAPROFESSIONALS	2330	Home/Hospital Tutor	1.00		1.00
	8	ABA/BCBA INSTRUCTORS	2320	Applied Behavioral Analysis - Coordinator	0.60		0.60
				Applied Behavioral Analysis - Tutor	0.00		0.00
				Brd Certified Behavioral Analyst	2.00	2.00	4.00
	14	CENTRAL ADMINISTRATORS	1230	Asst Director Student Services	0.50		0.50
Director of Student Services				1.00		1.00	
16	ALA - ASST PRINC/SUPERVISORS	2110	Out-of-District Coordinator	1.00		1.00	
K-12 Student Services Total					10.80	4.45	15.25
Grand Total					10.80	4.45	15.25

EXPENSE SUMMARY:

State Func - Seg 7	FY11 Funct	ACCOUNT DESCRIPTION - new	Data				
			Sum of 2007 ACTUAL	Sum of FY08 YTD EXP	Sum of FY09 YTD EXP/ENC	Sum of FY10 BUDGET	Sum of FY11 ALLOCATION
2110	Curriculum Directors (Supervisory)	PROFESSIONAL SERVICES	\$0	\$0	\$0	\$0	0
2320	Medical/ Therapeutic Services	PROFESSIONAL SERVICES	\$0	\$0	\$0	\$0	0
2330	Paraprofessionals/Instructional Assistants	PROFESSIONAL SERVICES	\$15,659	\$11,711	\$67,825	\$7,210	7,210
2357	Professional Development Stipends, Providers and Expenses	PROFESSIONAL SERVICES	\$0	\$0	\$0	\$0	0
		SEMINARS/WORKSHOPS/CONFERENCES	\$5,010	\$1,385	\$3,985	\$5,150	5,150
2410	Textbooks and Related Software/Media/Materials	TEXTBOOKS	(\$2,166)	\$0	\$0	\$0	0
2415	Instructional Materials	PRINTING/FORMS	\$0	\$0	\$0	\$0	0
		SUBSCRIPTIONS	\$0	\$560	\$0	\$0	0
2420	Instructional Equipment	EQUIPMENT	\$31,298	\$13,871	\$37,632	\$31,141	31,141
2430	General Supplies	SUPPLIES	\$4	\$0	\$0	\$0	0
		SUPPLIES & MATERIALS	\$4,104	\$5,732	\$4,462	\$2,034	16,607
2440	Other Instructional Services	FIELD TRIPS	\$175	\$0	\$0	\$0	0
		MEMBERSHIP/DUES/LICENSES & SUB	\$1,691	\$2,151	\$2,252	\$2,060	2,060
		MILEAGE	\$4,766	\$6,477	\$11,422	\$2,060	2,060
		OUT OF STATE TRAVEL	\$0	\$0	\$0	\$0	0
2455	Instructional Software	COMPUTER SOFTWARE	\$0	\$0	\$0	\$0	0
2710	Guidance	MEMBERSHIP/DUES/LICENSES & SUB	\$0	\$0	\$0	\$0	0
		SUBSCRIPTIONS	\$0	\$0	\$427	\$5,804	5,804
2800	Psychological Services	PROFESSIONAL SERVICES	\$70,927	\$68,985	\$126,285	\$61,800	61,800
		PSYCH EVALUATIONS	\$800	\$1,254	\$120	\$5,665	5,665
		SUBSCRIPTIONS	\$0	\$0	\$8,131	\$8,670	8,670
		SUPPLIES & MATERIALS	\$4,088	\$10,077	\$1,236	\$10,300	10,512
Grand Total			\$136,356	\$122,202	\$263,777	\$141,894	156,679



Early Childhood Education

ORGANIZATION/PROGRAM DESCRIPTION

The LPS Early Childhood Program is mandated to help determine which young children in the community have disabilities and provide them with appropriate services to help them access the preschool curriculum and move into LPS Elementary programming when they turn 5. Our department provides evaluation services for young children from the age of 2 years 9 months to 5 years of age. The Department is comprised of a wide range of specialists: Special Educators, Occupational Therapists, Speech and Language Pathologists, Physical Therapists, Behaviorists and a Psychologist. Once special education eligibility is determined Individual Educational Plans are written for each qualifying child. We generally evaluate 80-90 children a year and provide services for 70 - 90 children every year. Since the Federal and State laws dictate that young children with special needs be serviced in the least restrictive, "most typical" educational setting possible, LPS has developed a range of service options for children with special needs.

Discrete Services: Roughly 2/3 of the children we serve attend private nursery school or day care at their parents' expense. LPS provides, via an IEP, discrete OT, Speech and Language or PT services to that child at our new Harrington site. We also send a special educator once or twice a month to each child's school to consult with his/her teacher.

Integrated preschool programming: The State and Federal Laws dictate that children must be served, if at all possible, with their age mates in a school program. LPS has developed an Integrated Program model for the children with special needs who cannot be served in the area nursery (Daycare schools). These children require specialized instruction throughout their school day. They also require more adult support and expertise in the areas of special education than are available in the local private preschool programs.

Lexington Children's Place serves children between the ages of 2 years 9 months and kindergarten entry age. Class size will vary as the year progresses but cannot, by law, be greater than 15 per class. Slightly more than one half of the children (8 children) are "typically developing" and pay tuition to attend, and the other half (7 children) of the children may have some combination of language, motor and/or social delays. The program is staffed by the child development teacher and two assistant teachers. An additional assistant teacher may be added as the group needs dictate. Children receive speech and language, OT and PT services throughout their school day. The program follows the LPS school calendar and begins early in September.

Currently we have 5 class groups that are integrated:

- Two Morning and Two Afternoon 10 hour programs: 4 days week at 2 1/2 hours day
- Morning 15 hour program: 5 days a week at 3 hours day
- Lunch Bunch: 4 days a week at 1 hour per day

Classes are comprised of children with and without special needs. Children without special needs are charged tuition at a rate commensurate with area nursery schools. Tuition for children who enter at various points in the year is prorated. The program wishes to enroll children from a variety of socioeconomic backgrounds so a limited amount of scholarship aid and/or a varied payment schedule for families in need of assistance and/ or modifications are available by completing a scholarship application.

The goal of program is to develop an active partnership with parents in their child's early development and to provide a model, developmental preschool program that is based on an "inclusive" multicultural curriculum in which diversity is celebrated and all children learn to grow together as they explore their world.



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Full Day, Intensive Programming: This classroom is designed for children who require intensive, small group or individual educational programming. Many of these children have disabilities on the Autism Spectrum and need very specific methods and strategies. This program utilizes a developmentally based, spiraling curriculum. Language and communication skills are embedded and taught throughout the day. Additionally, all children receive direct instruction in language development, communication skills, cognitive skill development, motor, social and behavioral skills. Class size is small (5-10 students) and student teacher ratios are high (1:1 or 2:1). When they have the prerequisite skills, some of these students are provided with inclusion opportunities for periods of their school day in the Integrated Preschool.

Extended Year Services: The law also dictates that children will be provided with extended year (summer) services if they have demonstrated that they will substantially regress after a long vacation without services. LCP also runs a Summer Program that provides the children in the Intensive Full Day classroom with 6 weeks of commensurate programming and 2 weeks of home based services. We also provide a 6 week summer program, which is not integrated at this time, for some of the children with substantial special needs who attend our integrated program during the school year. Discrete services are also provided for the few children who require those during the summer.

STAFFING SUMMARY:

Program	LINE NO	Roll Up	DESE FUNCTION	JOB_DESC	OPERATING	REVOLVING	GRANT	Grand Total	
Early Childhood	1	UNIT A -LEA	2305	Preschool Teacher	3.00		1.30	4.30	
				Summer School Teacher (Extended Year)					
			2320	Occupational Therapist	1.50			1.50	
			Speech/Language Specialist		2.00		2.00		
			2800	Psychologist	0.15		0.25	0.40	
	4	LESA - SECRETARIES	2110	Secy - Coordinator		0.45		0.45	
	7	UNIT C - INSTR ASST.	2330	Instructional Asst - Early Childhood		0.11		0.11	
				Instructional Asst - Spec Educ	1.27	1.03	2.16	4.46	
			UNIT C - STUDENT SUPPORT INSTRUCTORS	2330	Student Support Instructor	3.21			3.21
	7.1	NON-UNION PARAPROFESSIONALS	2330	Home/Hospital Tutor		0.27			0.27
8	ABA/BCBA INSTRUCTORS	2320	Applied Behavioral Analysis - Grandfathered	0.05			0.05		
			Applied Behavioral Analysis - Tutor	0.00			0.00		
16	ALA - ASST PRINC/SUPERVISORS	2110	Coordinator	1.00			1.00		
18.2	PARAPROFESSIONAL SUBSTITUTES	2330	Instructional Asst - Substitute						
Early Childhood Total					12.44	1.59	3.71	17.75	
Grand Total					12.44	1.59	3.71	17.75	

Preschool Coordinator/Teacher Overhead Charge: The typical students who attend this program are being assessed a portion of the Coordinator and Teacher time related to the program's operation and teaching services.

EXPENSE SUMMARY:

State Func - Seg 7	FY11 Funct	ACCOUNT DESCRIPTION - new	Data				
			Sum of 2007 ACTUAL	Sum of FY08 YTD EXP	Sum of FY09 YTD EXP/ENC	Sum of FY10 BUDGET	Sum of FY11 ALLOCATION
2320	Medical/Therapeutic Services	BCBA HOME SERVICES	\$13,520	\$31,920	\$52,348	\$52,196	52,196
2357	Professional Development Stipends, Providers and Expenses	SEMINARS/WORKSHOPS/CONFERENCES	\$0	\$0	\$0	\$1,648	1,648
2420	Instructional Equipment	EQUIP-SERVICE & REPAIR	\$0	\$0	\$0	\$721	721
2430	General Supplies	SUPPLIES & MATERIALS	\$0	\$0	\$4,471	\$11,310	11,310
Grand Total			\$13,520	\$31,920	\$56,818	\$65,875	65,875



Summer Program: Lexington Children's Place

ORGANIZATION/PROGRAM DESCRIPTION

The State and Federal laws dictate that children with special needs must have extended year programming during the long summer vacation if they would substantially regress without such services. The young children with special needs in Lexington have little to no appropriate programming within the "private sector". LPS has successfully run summer programming for some of the program children who have substantial needs. While a very few children require comparable service levels during the summer and school year, many attend LCP for only 2-3 mornings a week for the 6 week summer program. Some children only receive therapy for discrete services and do not need classroom services. Historically, our Summer Program consists of our Full Day Program (for children on the Autism Spectrum) which is commensurate with the level of service these children receive during the school year. Additionally, some of these children require home based services during the few weeks of the summer after the LPS program ends and the new school year begins. While these determinations are individually based and made at the child's IEP meeting, they generally involve 6-9 hours week of home based services for 1-2 weeks per child. In the past few years these services were provided for 6-8 children with intensive special education needs.

BUDGET & PROGRAM PRIORITIES

To provide a safe, effective, cost effective program that prevents children from regressing substantially during the 12-week summer break. Hours have been increased from FY10 to accommodate larger group of children (increased class size FY10).

K-8 Student Services

Lexington Elementary District-Wide Programs

At the elementary level, district-wide programs exist to service low incidence disability areas through more intensive services. Each elementary school houses at least one district-wide program. Students in all of the programs receive related services (Speech/Language, Occupational Therapy, etc.), as needed. There are four district-wide programs:

1. **Developmental Learning Program (DLP) – Harrington:** The Developmental Learning Program (DLP) services students with significant developmental delays/intellectual impairments. Modified curricula paralleling Massachusetts Curriculum Frameworks are utilized. Typically, students receive direct instruction in content areas from special educators, while they frequently join general-education classes (art, music, lunch, etc.) for opportunities to develop relationships with typically developing peers. Many students in the program receive related services (speech/language, occupational therapy, physical therapy, etc.) as needed. Instruction may include activities of daily living and development of social skills.
2. **Intensive Learning Programs (ILP):**
 - a. **Substantially Separate Intensive Learning Program (ILP) – Fiske:** The Intensive Learning Program (ILP) at Fiske provides services for students with Autism Spectrum Disorder (ASD) with intensive needs including deficits in language, social communication, play skills, abstract thinking, and behavior. The Intensive Learning Programs provide highly individualized services involving behavioral approaches (typically based on Applied Behavior Analysis principles) to learning. Instruction includes social skill development and daily living skill development. Special educators modify content and methodology to teach to mastery, based on academic and



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behavioral data. Small-group and/or individualized instruction can be provided for the entire school day when necessary and appropriate. Consultation to parents and structured home components are provided as deemed necessary by the TEAM.

School: Fiske School Request: One additional Intensive Learning Program (ILP) teacher for the Fiske Elementary School, 8 additional SSI hours/week

Current Staffing: 3 ILP Special Education Teachers, 15 Student Support Instructors (SSIs) and 16 students, Support from 3 District-wide Board Certified Behavior Analysts (BCBAs).

Rationale: Each Fiske ILP classroom can accommodate up to 6 students. We anticipate that there are 5 students entering kindergarten in the elementary ILP program next year. That would bring the total to 21 students which would require 4 classrooms, and 4 teachers.

These students require primarily 1:1 instruction. So for 21 students we would require 20 SSI positions. We currently have 18 positions funded at the elementary level. Lexington Children's Place ILP currently has 6 SSI positions funded and will be able to transfer 2 positions to the elementary program. Preschool SSI's are contracted for 32 hours/week and elementary SSIs are contracted for 36 hours/week. Therefore this transfer would necessitate an 8 hour/week budget increase to the SSI account.

This proposal does not take into account any student who may move-in to the district or be identified as part of the preschool ILP program.

- b. **Integrated Intensive Learning Program (ILP) – Hastings:** The Integrated Intensive Learning Program (ILP) at Hastings also services students with Autism Spectrum Disorder (ASD). Through this integrated approach students are included, often with support for the majority of their school day, within the general education setting. Special educators provide direct instruction within the general education setting and within special education settings. Special educators use modified content and methodology to teach to mastery, using data collection and behavior analysis. Coordination between special education staff and general educators is essential within this inclusion model. Consultation to parents and related services (such as social pragmatic skill development, occupational therapy, etc.) are provided, as needed.

School: Hastings School Request: Reallocation of existing positions. No net FTE increase. Cost of benefits being reviewed with the Town Manager.

Rationale: The ILP Program at Hastings currently includes 26 children with profiles on the autism spectrum. They are all included in general education classes for a considerable portion of the school day. This year there is a mix of full and part time instructional assistants to work with the students across learning settings. For FY11, the superintendent requested 4 full time assistants to serve the needs of this population. The students are the most vulnerable to changes in staffing. They are the most vulnerable to changes in schedule and expectations, demonstrating significant variability in emotional and social control in the large group setting. This cohort of students needs full time assistants. This request is being made in order to maintain the number of FTE's at Hastings but need to increase the allocation of full time staff to this program, thus incurring additional funding for benefits.

3. **Language Learning Program (LLP) – Bowman:** The Language Learning Program (LLP) services students who have significant, language-based learning disabilities. These students have at least average cognitive abilities, but they are not able to read, write and/or use language at the same pace/level as their



peers. Many of the students in the program require explicit phonetic-alphabetic instruction beyond that offered through general education. Instruction in literacy is a focus, with emphasis on developing reading and written language skills. Frequently, math instruction may also be provided within the Language Learning Program. Support is available within the general education setting for science and social studies. Substantial modifications can be implemented in the general education setting. The goal of the Language Learning Program is to build students' literacy skills in a structured and supportive environment that fosters students' confidence while increasing their skills in becoming active learners. Many students also receive related services (speech/language, occupational therapy, etc.), as needed.

- 4. Social/Emotional Learning Programs - Bridge and Estabrook:** The Social/Emotional Learning Programs at Bridge (PALS) and Estabrook (CARE) service students with significant emotional impairment or other disabilities that result in behavioral issues. These students may or may not have associated learning difficulties. These programs provide instruction in developing social/emotional supports within a structured, caring, and therapeutic classroom environment. Students within these programs access the general-education classrooms for varied amounts of time as specified within their Individual Education Programs. Special education services may also be provided within the general education setting. In addition, content area instruction is available on an individualized and/or small group basis when deemed necessary by the student's TEAM.

Elimination of Speech and Language position: The district believes that it can more efficiency schedule speech and language services to allow for the reduction of 1.0 FTE (21.10 FTE to 20.10)

Lexington Middle-School Specialized Programs/Courses

At the middle-school level, specialized programs exist to service low incidence disability areas through more intensive services. Students in all of the programs receive related services (Speech/Language, Occupational Therapy, etc.), as needed. There are four specialized programs at the middle schools:

- 1. Intensive Learning Programs (ILP):** The Intensive Learning Programs (ILP) at Clarke (grades 6-8) and Diamond (grades 7-8) provide services for students with Autism Spectrum Disorder (ASD). With support and an integrated approach, students are typically included during the majority of their school day within the general education setting. Small group instruction and modified content and direct instruction in social pragmatics are typical program components, with opportunities sought and provided to practice and generalize social skills. Coordination between special education staff and general educators is essential within this inclusion model. Each middle school has, within the ILP Program, included students with other disabilities, including cognitive impairments, when it appeared to be the most appropriate service model for a child.
- 2. Language Learning Programs (LLP):** Language Learning Program (LLP) serves students who have language-based learning disabilities. These students typically have at least average cognitive abilities, but they are not able to read, write and/or use language at the same pace/level as their peers. Students receive specially designed instruction in reading, written language, and executive functioning skills. Math instruction may also be provided within the program. Support is available within the general education setting for science and social studies and additional academic support /reinforcement may be provided within the program.
- 3. Social/Emotional Learning Programs:** The Social/Emotional Learning Programs (SELP) programs service students with significant emotional impairment or other disabilities that result in behavioral issues. These students may or may not have associated learning difficulties. These programs provide instruction in developing social/emotional supports within a structured, caring, and therapeutic classroom



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environment. Students within these programs access the general education classrooms for varied amounts of time, as specified within their Individual Education Programs. Special education services may also be provided within the general education setting. In addition, content area instruction is available on an individualized and/or small group basis when deemed necessary by the student's TEAM.

- 4. Developmental Learning Program (DLP) Clarke:** The Developmental Learning Program (DLP) meets the needs of students with intellectual or neurological disabilities. Small group instruction is offered to the students, based on Massachusetts Curriculum Frameworks. DLP students also have opportunities for integration into school life through clubs and selected classes. DLP students may receive related services (speech/language, occupational therapy, adaptive physical education) as designated by their Individual Educational Program. Social skills groups and reinforcement of age-appropriate living skills are also a part of this program.

School: Clarke Middle School Request: One additional Developmental Learning Program (DLP) teacher for the Clarke Middle School

Current Staffing: 2 DLP Special Education Teachers

Rationale: Next year there will be 6 students moving up from the Harrington Elementary DLP program. There will then be a total of 14 students in the DLP program (6 in 6th grade, 4 in 7th grade and 4 in 8th grade). These students will need small group academic classes taught by a special education teacher in all of the 4 academic areas (Science, Social Studies, English Language Arts, and Mathematics). There will need to be a total of 12 small group academic classes (4 at each grade level). In addition, these students require additional Adaptive Daily Living classes to teach functional daily life skills. In order to accommodate needs of these students, the DLP will require 3 full time teachers.

- 5. Special Education Reading:** Special education reading teachers provide individual and small group instruction to students in need of systematic rules-based approach to reading. Often, but not always, students are already part of the Language Learning Program (LLP).

STAFFING SUMMARY:

Program	LINE NO	Roll Up	DESE FUNCTION	JOB_DESC	OPERATING	GRANT	Grand Total
K-8 Guidance	1	UNIT A -LEA	2710	Guidance Counselor	11.90	1.00	12.90
	2	UNIT A - STIPENDS	2220	Department Chair			
	4	LESA - SECRETARIES	2710	Secy - Guidance	1.67		1.67
K-8 Guidance Total					13.57	1.00	14.57
K-8 Student Serv	1	UNIT A -LEA	2220	Evaluation Team Leader	4.00	1.00	5.00
			2305	PE/Wellness Teacher	0.46		0.46
				Special Needs Teacher	56.00	2.50	58.50
			2310	Reading Specialist	3.50		3.50
			2320	Behavioral Specialist	1.00		1.00
				Occupational Therapist	4.30	1.30	5.60
				PE/Adaptive Teacher	1.55		1.55
				Speech/Language Specialist	15.10		15.10
		2710	Social Worker	1.80		1.80	
		2800	Psychologist	5.10	0.50	5.60	
	2	UNIT A - STIPENDS	2220	Department Chair			
	7	UNIT C - INSTR ASST.	2330	Instructional Asst - Spec Educ	71.35	0.00	71.35
				Instructional Asst - Summer (Extended Year)			
		UNIT C - STUDENT SUPPORT INSTRUCTORS	2330	Student Support Instructor	18.02		18.02
	7.1	NON-UNION PARAPROFESSIONALS	2330	Home/Hospital Tutor	0.61		0.61
				Home/Hospital Tutor (Teacher)	0.28		0.28
8	ABA/BCBA INSTRUCTORS	2320	Applied Behavioral Analysis - Grandfathered	0.29		0.29	
			Applied Behavioral Analysis - Tutor	0.47		0.47	
9	OT ASSISTANTS	2320	Occupational Therapy Asst	3.00		3.00	
10	SCHOOL AIDES	2330	Special Class Aide	10.10	0.53	10.64	
16	ALA - ASST PRINC/SUPERVISORS	2110	Supervisor of Spec Educ K-8	2.00		2.00	
K-8 Student Services Total					198.94	5.83	204.78
Grand Total					212.51	6.83	219.34



EXPENSE SUMMARY: (K-5 Student Services)

State Func - Seg 7	FY11 Funct	ACCOUNT DESCRIPTION - new	Data				
			Sum of 2007 ACTUAL	Sum of FY08 YTD EXP	Sum of FY09 YTD EXP/ENC	Sum of FY10 BUDGET	Sum of FY11 ALLOCATIO N
2357	Professional Development Stipends, Providers and Expenses	SEMINARS/WORKSHOPS/CONFERENCES	\$779	\$940	\$1,049	\$0	
2410	Textbooks and Related Software/Media/Materials	TEXTBOOKS	\$0	\$0	\$0	\$0	0
2415	Instructional Materials	SUBSCRIPTIONS	\$0	\$0	\$0	\$0	0
2430	General Supplies	SUPPLIES & MATERIALS	\$5,665	\$9,093	\$37,450	\$0	26,362
2710	Guidance	SUBSCRIPTIONS	\$0	\$0	\$0	\$0	0
		SUPPLIES & MATERIALS	\$0	\$0	\$0	\$29,500	3,688
2800	Psychological Services	SUPPLIES & MATERIALS	\$9,211	\$0	\$0	\$0	0
Grand Total			\$15,655	\$10,033	\$38,499	\$29,500	30,050

EXPENSE SUMMARY: (6-8 Student Services)

State Func - Seg 7	FY11 Funct	ACCOUNT DESCRIPTION - new	Data				
			Sum of 2007 ACTUAL	Sum of FY08 YTD EXP	Sum of FY09 YTD EXP/ENC	Sum of FY10 BUDGET	Sum of FY11 ALLOCATION
2357	Professional Development Stipends, Providers and Expenses	SEMINARS/WORKSHOPS/CONFERENCES	\$1,100	\$2,147	\$13,651	\$16,695	16,695
2410	Textbooks and Related Software/Media/Materials	INSTRUCTIONAL MEDIA	\$0	\$0	\$0	\$1,000	1,000
		TEXTBOOKS	\$1,610	\$4,711	\$2,569	\$10,000	10,000
2415	Instructional Materials	SUBSCRIPTIONS	\$0	\$0	\$0	\$0	0
2430	General Supplies	SUPPLIES & MATERIALS	\$8,205	\$17,188	\$14,624	\$41,220	40,920
2440	Other Instructional Services	FIELD TRIPS	\$0	\$0	\$0	\$500	500
		MEMBERSHIP/DUES/LICENSES & SUB	\$0	\$0	\$0	\$0	0
2455	Instructional Software	COMPUTER SOFTWARE	\$0	\$6,505	\$4,096	\$5,768	5,768
2710	Guidance	SUBSCRIPTIONS	\$0	\$0	\$0	\$0	0
		SUPPLIES & MATERIALS	\$285	\$0	\$3,796	\$0	0
2800	Psychological Services	SUPPLIES & MATERIALS	\$7,736	\$3,165	\$0	\$0	0
Grand Total			\$18,936	\$33,715	\$38,737	\$75,183	74,883

9 – 12 Student Services

Lexington High School Specialized Programs/Courses

At the high-school level, specialized programs exist to service low incidence disability areas through more intensive services. Students in all of the programs receive related services (Speech/Language, Occupational Therapy, etc.), as delineated in their IEPs, as needed. There are four specialized programs at the high school.

- 1. Language Learning Program (LLP):** The Language Learning Program (LLP) currently serves students who have language-based learning disabilities which impact the areas of reading and writing. Students receive specially designed instruction in reading, written language, and executive functioning skills. The Language Learning Program provides some small group instruction in content areas of English and Social Studies. In addition, intensive supports including review, reinforcement and paralleling of general education curriculum are available. Students transitioning from Grade 8 Language Learning programs may be appropriate for service within this program.
- 2. Intensive Learning Program (ILP):** The Intensive Learning Program (ILP) is designed for students with Autism Spectrum Disorder (ASD) or similar characteristics. Students require specially designed instruction in a variety of academic areas. It is designed to provide direct instruction in social pragmatics, sensory integration, and community based education. The ILP also utilizes professionals for consultation and direct services for behavior, educational support and teacher training. Students are included in mainstream classes and are often supported in that environment with an instructional assistant.

Staffing Request for High School ILP:

Request: One additional full time 12-month Board Certified Behavior Analyst (BCBA)



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Current Staffing: High School Staffing: 2 Intensive Learning Program (ILP) Special Education Teachers, 4.5 instructional assistants; Clarke Middle School Staffing for current 8th graders: 3 Intensive Learning Program (ILP) Special Education Teachers, 4.5 instructional assistants

Transfers/Changes: One full time Intensive Learning Program (ILP) teaching position will be transferred from the Clarke Middle School ILP program to the High School ILP program. 4.5 (3.96 FTE) instructional assistants will be transferred from the Diamond and Clarke Middle School ILP Programs (1 (.88 FTE) from Diamond and 3.5 (3.08 FTE) from Clarke) to the High School ILP program.

Rationale for Changes/Transfers: A large number of students (13-15) are moving up to the high school ILP program from the Diamond and Clarke Middle School ILP programs. There are 5 students graduating from the High School ILP program this year. There are only 3 incoming students anticipated to attend Clarke ILP program next year and no students entering Diamond ILP program. Therefore we are transferring staff positions from the middle school to the high school.

Rationale for Budget Request: This request is based on the recommendations from a preliminary report by the New England Center for Children (NECC) who have been contracted to review both the middle school and high school ILP programs. This BCBA would provide programmatic support to ensure ongoing clinical and educational supervision, comprehensive programming and effective team and parent communication for the High School ILP program and Clarke Middle School program. This BCBA will also provide a limited amount of home services for students in elementary/preschool programs.

3. **Multidisciplinary Support Team (MST):** The Lexington High School Multidisciplinary Support Team (MST) provides a continuum of integrated academic and social/emotional support for students. This program offers the opportunity for some small group academic classes, supportive experiences in regular education classrooms, as well as therapeutic supports during the school day.
4. **The Transition Program:** The Transition Program works with identified special education students who need additional supports during the post-graduation planning process. This program is an adjunct to the Guidance Department and offers interests/aptitude surveys, exploration of vocational area, and identification of appropriate post-graduation matches. There are opportunities for skill development in the following areas: job readiness; job/college application; the interview process and the preparation process towards meeting identified goals. This program helps with the 688 process and can facilitate connections with adult support networks and agencies.

STAFFING SUMMARY:

Program	LINE NO	Roll Up	DESE FUNCTION	JOB_DESC	OPERATING	GRANT	Grand Total
9-12 Student Ser	1	UNIT A -LEA	2220	Evaluation Team Leader	1.00	1.00	2.00
				MST Lead Teacher	1.00		1.00
				MST Lead Teacher C	1.00		1.00
			2305	Special Needs Teacher	21.75	3.00	24.75
			2320	Occupational Therapist	0.20		0.20
				Speech/Language Specialist	3.00		3.00
			2710	Social Worker	5.40	3.00	8.40
		2800	Psychologist	2.10		2.10	
	2	UNIT A - STIPENDS	2315	SSD COORD			
	4	LESA - SECRETARIES	2220	Secy - Department Head - MST	0.53	0.48	1.00
				Secy - Evaluation Team	1.00		1.00
	7	UNIT C - INSTR ASST.	2330	Instructional Asst - Spec Educ	13.80	0.84	14.64
	7.1	NON-UNION PARAPROFESSIONALS	2330	Home/Hospital Tutor (Teacher)	1.47		1.47
10	SCHOOL AIDES	2330	Special Class Aide	0.91		0.91	
16	ALA - ASST PRINC/SUPERVISORS	2110	Supervisor of Spec Educ 9-12	1.00		1.00	
9-12 Student Services Total					54.16	8.31	62.47
Grand Total					54.16	8.31	62.47



EXPENSE SUMMARY:

State Func - Seg 7	FY11 Funct	ACCOUNT DESCRIPTION - new	Data				
			Sum of 2007 ACTUAL	Sum of FY08 YTD EXP	Sum of FY09 YTD EXP/ENC	Sum of FY10 BUDGET	Sum of FY11 ALLOCA TION
2330	Paraprofessionals/Instructional Assistants	PROFESSIONAL SERVICES	\$0	\$0	\$0	\$0	0
2410	Textbooks and Related Software/Media/Materials	TEXTBOOKS	\$4,023	\$5,763	\$10,417	\$12,695	12,695
2415	Instructional Materials	SUBSCRIPTIONS	\$0	\$395	\$0	\$0	0
2420	Instructional Equipment	EQUIP-SERVICE & REPAIR	\$0	\$0	\$0	\$0	0
2430	General Supplies	SUPPLIES & MATERIALS	\$3,709	\$17,230	\$8,245	\$16,077	16,037
2440	Other Instructional Services	FIELD TRIPS	\$125	\$350	\$175	\$500	500
2800	Psychological Services	SUPPLIES & MATERIALS	\$0	\$0	\$0	\$0	0
Grand Total			\$7,857	\$23,738	\$18,836	\$29,272	29,232

K-12 Student Services: Summer Programs

Extended year services are required for students with disabilities who experience substantial regression over the extended summer vacation. Eligibility for these services are determined by the Team and written into the student's IEP.

The K-12 program will be coordinated by the Summer School Director and held at the Harrington School. Support staff will include a full-time nurse when students are on site, and occupational, physical and speech/language therapists. The budget includes \$1,200 for the consumable educational supplies necessary to support this program. The program will run for six weeks, four hours per day for four days per week. Programming for students in the Intensive Learning Program will be provided under a twelve-month model that is described on a separate narrative.

Two additional summer programs will be coordinated by their directors at their respective sites: the high school level MST program; and the Lexington Children's Place preschool program. The MST program will run for six weeks, five hours per day for four days per week, while the preschool model is described on a separate narrative.



3000 Other School Services

3000 OTHER SCHOOL SERVICES: Services other than instructional provided for students.

3100 Attendance and Parent Liaison Services Salaries and expenses for truancy officer and student/parent information centers. Salaries, attendance officers and assistants, Salaries or the prorated share of salaries, clerical and support staff, Supplies and materials, Census Costs, Dues and subscriptions, Investigatory services, Travel expenses for staff.

Transportation

3300 Student Transportation Services (To and from school) Salaries, student transportation supervisors, dispatchers, school bus drivers, and school bus maintenance personnel, Salaries or the prorated share of salaries, clerical and support staff, Fuel, lubrication, tires, and school bus maintenance, Contracted services, Insurance premiums for student transportation services, School bus monitors.

Special Education Transportation

Special education transportation is a required related service for students in order to provide access to the educational program. The vast majority of special education students do not require transportation in order to receive services.

Out-of-district transportation is budgeted based on known student placements. As in the case of tuition, the transportation budget can be affected by a number of different factors, including change in placement, the need for 1:1 monitor/aide for a student, or a student moving in or out of district. During the FY09 year, special education transportation services were transitioned to the Transportation Coordinator in the Business Office as 50% of the position. Prior to that time transportation was a sub function of two individuals in the student services office. This consolidation allows the Transportation Coordinator to manage and coordinate services with LABBB/EDCO, parents and the four Special Education Supervisors.

<i>Transportation</i>	<i>FY09 Students</i>	<i>FY09 Actual</i>	<i>FY10 Students</i>	<i>FY10 Budget</i>	<i>FY10 Students</i>	<i>FY10 Projected Actual</i>	<i>FY11 Projected Students</i>	<i>FY11 Budget Request</i>
In-district K-12	62	\$256,421	66	\$394,812.09	53	\$292,460	53	\$292,460
In-district Pre-K	11	\$30,423			12	\$27,540	12	\$27,540
Out of district	85	\$810,653	59	\$714,085.95	65	\$520,000	65	\$520,000
Potential Placements			15	\$183,254.75	15	\$130,000	11	\$130,000
Total	158	\$849,070	140	\$1,292,153.00	140	\$970,000	141	\$970,000

FY11 projected cost as of November 13, 2009

Decreases in transportation costs: Our actual known transportation costs are expected to decrease by \$297,000 (\$322,000 vehicle cost less \$25,000 transferred to salaries and wages for coordinator) from FY10 budget appropriation for all special education transportation costs. However, changes in student placement can impact both tuition and transportation costs. While the tuition for a day placement is usually significantly less than a residential tuition, transportation costs will increase if that student must be transported each day instead of only on weekends. While tuitions would increase, transportation costs would be reduced by approximately \$25,000. In some cases, parents choose to drive their children which may end up reducing In-district costs. Parents are reimbursed at the state mileage reimbursement rate of .40 per mile. The district verifies mileage reimbursement requests for accuracy intermittently to ensure that we are only paying actual mileage from home to school and a return. However as long as the child remains eligible, a parent can change their mind at any point and ask LPS to provide the transportation.



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In the spring of FY08, Lexington Public Schools began discussing collaboration with Arlington, Burlington, Waltham, and Watertown to combine routes so that students who attend the same school could share one vehicle. In FY09 the five districts combined 20 routes with approximately 100 students sharing rides and saved the town \$186,000. During FY09 business managers, student services directors, and transportation coordinators met monthly to discuss expansion of the pilot program. For FY10, the LABBB/EDCO Transportation Network has expanded with the addition of Belmont Public Schools. The two year (possible three year) multi-town bid for transportation went out in May 2009. At that time it included 96 programs and 375 students. Lexington and Belmont included all in-district students in the bidding process for more competitive prices. Given the expansion and success of the program, we expect FY10 costs to be similar to last year. The collaboration of member districts and the administrative support from LABBB/EDCO is essential to keep this efficiency effort going. It is delicately balanced and as long as all parties remain consistent and motivated, we should be able to maintain some level of cost containment for this program. However, may need to access the SPED stabilization fund for route reconfiguration as a result of student shifts for the FY11 school year among member communities/375 students.

▪ Old model	FY08 Actual	\$1,035,236
▪ Pilot	FY09 Actual	<u>\$ 849,070</u>
▪ Savings returned to town		\$ 186,166

Regular Education Transportation

The Transportation Program is in the third year of its modified financial structure as well as its service delivery structure. The program has added a routing software tool; moved the transportation coordinator position from part-time to full time; and improved the information available via the school website. Our ridership has not increased even though the fee has remained flat for the last three years. We continue to be concerned students are riding without a pass and are implementing various methods of identifying students without passes. The declining readership warrants the reduction of a bus to the program. However, this may or may not be feasible based on the ridership at the elementary level and the ability for buses to navigate across town at high traffic times in the morning. For FY11, the transportation coordinator will be analyzing this going forward using our routing software, along with the bus company personnel.



Table 1: Projected Riders

FY11 TRANSPORTATION RIDER ESTIMATES								
Riders	FY07 ACTUAL	FY08 ACTUAL	FY09 ACTUAL	FY10 Projected Riders	Actual Rider Count 11/13/ 09	Variance	FY11 Projected Riders	Budget to Budget Variance
Fee Rider	1,749	1,436	1,168	1,400	1,249	(151)	1,325	(75.00)
Family Cap	121	5	3		7	7		-
Hayden Day Care/2nd Households	80	46	47		56	56		-
Financial Waivers (free, \$25, 50% Reduced)	?	115	150	150	174	24	170	20.00
Subsidized Fee Based Riders			148					
Eligible for Town Paid	728	304	380	300	396	96	375	75.00
Total Public School Riders	2,678	1,906	1,896	1,850	1,882	32	1,870	20.00
Private School Riders	20	21	18	0	-	-	-	-
Total Transportation Program Participants	2,698	1,927	1,914	1,850	1,882	32	1,870	20.00
Number of Buses to Budget with 150:1 ratio	18	13	13	12	13	1	12	-
Riders to Bus with 150:1 Ratio	150	148	147	154	145	32	156	1.67
Actual Number of Buses	18	18	18	17	17	0	17	-
Actual Riders to Bus Ratio (Prior Year)	150	107	106	109	111	2	110	1.18

Our goal for FY11 is to keep the fee flat (\$600 per rider with a family cap of \$1,650/\$550 early bird with a family cap of \$1,600) for a fourth year in a row. In order to achieve this we are doing the following:

- We will be going out to bid in January for a five year contract hoping to keep our per bus cost level or below what we currently are paying (\$369/day).
- Eliminating the reserve bus from the FY11 budget
- This year for the first year we are contemplating advertising our routes at the time of registration to reduce the need for bus stop change requests. Since the families will know where the stops will be, routes should be more efficient with fewer stops. Seats will be available on a first come first serve basis and will enable us to control the number of buses.
- We are not going to budget for a reserve bus due to the desire to level fund the fee and not having the ridership to warrant such a reserve. This year the cost for each bus is approximately \$67,000.

There are three significant revenue adjustments for FY10 and FY11. The first adjustment is the reallocation of the FTE charged to the various portions of Transportation. The 1.0 FTE of the coordinator has been able to absorb Special Education, METCO (partial), Regular Education, and fee based transportation services. The coordinator does not handle field trip or other specialty transportation. The FTE apportionment across the different services is 0.50 special education, 0.25 Regular Education including METCO, and 0.25 Fee based transportation.

The second revenue correction for FY10 that does continue to FY11 is \$39,300 in a revenue shortfall. This is due to the decline in paid fee passes from what was projected. The final revenue correction covers an error that occurred in FY09. The operating budget needs to make up for a revenue correction to the fee riders that took place in FY09. During the course of the transition, we inadvertently charged the Private school bus to the revolving fund instead of the appropriate operating budget account. While we thought we had fixed this problem in FY10, our audit review showed, we had not. Therefore, the operating budget must make up cost of the correction and not the fee riders. The fee riders can only be charged up to the cost of the service and should receive credit for any residual balances in the revolving fund at the close of the fiscal year.



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Table 2: Total Program Costs split by funding source.

FY11 TRANSPORTATION BUDGET REQUEST												
TRANSPORTATION PROGRAM COSTS	FY07 Actual	FY08 ACTUAL	FY09 ACTUAL	FY10 Budget	Actual Budget/Revenue to 11/13/09	Proj Budget variance	Average Per Seat Cost	FY11 Budget Request	Budget Variance	Average Per Seat Cost		
Operating Budget												
Transportation Coordinator					0.25	12,500		0.25	12,500	12,500		
Additional Staffing Support					0.25	12,500	(12,500)	0.25	12,500	12,500		
Subtotal Staffing	-	-	-	-	0.25	12,500	(12,500)	0.25	12,500	12,500		
Public School Bus		386,200	425,876	5 335,790	6	410,980		3.00	212,394	(123,396)		
Avalon Bay Bus				1 67,158				0.50	35,399	(31,759)		
Financial Assistance				41,486				2.00	141,596	100,110		
Subtotal Regular Education Buses	-	386,200	425,876	6 444,434	6	410,980	33,454	6	389,389	(55,045)		
Private School Bus			61,030									
Supplies and Routing/Software Support						2,000						
Essex Agricultural School (4 years)					1	4,000		1.00	4,000	4,000		
Kindergarten Bus (3 buses @ reduced cost per day)					1	8,280		2.00	16,560	16,560		
Subtotal Regular Education Buses - Specialty Services	-	-	61,030	-	2	14,280	11,102	3	20,560	20,560		
Operating Budget Total	\$ -	\$ 386,200	\$ 486,906	6 \$ 444,434	8 \$	437,760	\$ 6,674	\$ -	9 \$ 422,449	\$ (21,985)		
Revolving Fund (Fee-Based) Budget												
Transportation Coordinator	1,300	29,431	55,714	1.00	54,080	0.25	12,500	0.25	12,500	(41,580)		
Additional Staffing Support		621	388		3,000				3,000			
Subtotal Staffing	1,300	30,052	56,102	1	57,080	0.25	12,500	0.25	15,500	(41,580)		
Fee Supported School Bus		796,117	657,119	10	671,580	11	738,738	11.00	778,778			
Kindergarten Buses (3 buses @ reduced cost per day)												
Reserve Bus (If not used Applied to next year's Fuel Escalation)				1	67,158					10,000		
Subtotal Regular Education Buses	-	796,117	657,119	11	738,738	11	738,738	11	788,778	-		
Supplies and Routing/Software Support	128	14,763	9,138		15,000		6,590		8,000			
Subtotal Regular Education Buses - Specialty Services	128	14,763	9,138		15,000		6,590	8,410	8,000	-		
Fee-Based Program Costs	1,428	840,932	722,359	11	810,818	11	757,828	52,990	11.00	812,278	(41,580)	
Total Program Costs	\$ 1,428	\$ 1,227,132	\$ 1,209,265	17	\$ 1,255,252	19	\$ 1,195,589	\$ 59,663	\$ -	20	\$ 1,234,727	\$ (63,565)
Calculated Fee		\$ 590	\$ 620		\$ 580		\$ 530		\$ 620			
(Ratio - Students: Bus)		110	109		109 :1		109 :1		112 :1			
Total Per Seat Cost		\$ 637	\$ 632		\$ 679		\$ 635		\$ 660			

Table 3: Income and Expense for the Total Program Costs

FY11 TRANSPORTATION BUDGET REQUEST												
TRANSPORTATION PROGRAM FINANCIAL SUMMARY	FY07 Actual	FY08 ACTUAL	FY09 ACTUAL	FY10 Budget	FY10 Projected Actual	Proj Budget Variance	Average Per Seat Cost	FY11 Budget Request	Budget Variance	Average Per Seat Cost		
INCOME												
Operating Budget Funded (Statutory & Financial Assistance)		\$ 386,200	\$ 425,876	470	\$ 444,434	396	\$ 437,760	\$ (6,674)	\$ 422,449	\$ (21,985)		
Carry Forward /Revenue Correction						\$ 112,373	\$ 112,373		\$ 119,966	\$ 119,966		
Private School Bus			\$ 61,030			td			\$ -	\$ -		
Sub-total	\$ -	\$ 386,200	\$ 486,906	\$ 444,434	\$ 550,134	\$ 105,700	\$ 965	\$ 542,415	\$ 97,981	\$ 775		
Spring Revenue Collections- Prior Year Fees		\$ 621,242	\$ 471,254			\$ 429,274		\$ (0)	\$ (0)			
Spring Revenue Collections - Next Program Year	\$ 622,670	\$ 531,828	\$ 473,990	\$ 770,000	\$ 216,078			1,259 95%	\$ 692,313	\$ (77,688)		
Carry Forward Purchase Orders			\$ 3,350			\$ 103						
Sub-total	\$ 622,670	\$ 1,312,186	\$ 1,151,633	1,400	\$ 770,000	1,249	\$ 645,455	\$ (124,545)	\$ 692,312	\$ (77,688)		
Total Program Income	\$ 622,670	\$ 1,698,386	\$ 1,638,539	\$ 1,214,434	\$ 1,195,588	\$ (18,846)	\$ 635	\$ 1,234,727	\$ 20,293	660		
Expenses												
Subtotal Staffing	\$ 1,300	\$ 30,052	\$ 56,102	1.00	\$ 57,080	0.50	\$ 25,000	\$ 32,080	0.50	\$ 28,000	\$ (29,080)	
Subtotal Regular Education Buses	-	1,182,317	1,082,995	17	1,183,172	17	1,149,718	\$ 33,454	16.50	1,178,167	\$ (5,005)	
Subtotal Regular Education Buses - Specialty Services	128	14,763	70,168		15,000		20,870	\$ (5,870)		28,560	\$ 13,560	
Total Program Expense	\$ 1,428	\$ 1,227,132	\$ 1,209,265	17.00	\$ 1,255,252	17.00	\$ 1,195,589	\$ 59,663	\$ 635	16.50	\$ 1,234,727	\$ (20,525)
Balance	\$ 621,242	\$ 471,254	\$ 429,274	\$ (40,818)	\$ (0)			\$ 0				
Calculated Fee		\$ 550	\$ 550		\$ 550		\$ 550		\$ 550			
Operating Fee Subsidy		\$ 87	\$ 82		\$ 129		\$ 85		\$ 110			
Total Per Seat Cost		\$ 637	\$ 632		\$ 679		\$ 635		\$ 660			



5000 Fixed Charges

Currently all Employee Benefits and Insurance costs are covered by the Town with the exception of the following: Athletic Insurance rider (this will be moved to this section); Foreign Travel Insurance rider (this will be moved to this section). In addition, Photocopier leases and other applicable leases will also be moved to this section as accounts are set up to carry these budgets and expense lines.

5000 FIXED CHARGES: Retirement and insurance programs, rental of land and buildings, debt service for current loans, and other recurring items, which are not generally provided for under another function.
Employee Benefits & Insurance(5100,5200) Employer Retirement Contributions (5100) Insurance for Active Employees (5200) Insurance for Retired School Employees (5250) Other Non Employee Insurance (5260) Insurance premiums for property , fire, liability, fidelity bonds, Judgments against the school district resulting from self-insurance
Rental Lease, Interest & Other Fixed Charges(5300,5400,5500) Rental-Lease Equipment(5300) Annual operating lease/rental costs, Annual capital lease/rental costs (For a three year period, starting in FY'98) Rental-Lease Buildings(5350) Other Fixed Charges(5500) Costs of public safety inspections, Bank Charges Other Fixed Charges(5550) Salaries of crossing guards,

Future budgets will show accounts in this section. Typical expenditures that will appear here are employee assistance program, insurance expenses, photocopier leases, or rental of facilities.

On January 19, 2010, the School Committee received a projection of benefit eligible positions included in the FY 2011 budget. Below is a hand count of the benefit eligibility status of positions within the Lexington Public Schools budget.

Projected FY2011 Benefit Eligible Positions

Roll Up	FY11 FTE Request	Head Count		
		Full-Time Positions	Part-Time Eligible Positions	Part-Time Not Eligible Positions
UNIT A	648.45	562	117	41
LESA - SECRETARIES	49.74	36	13	11
LESA - School Support Personnel	25.74	6	17	17
NON-UNION DISTRICT SUPPORT/MGRS	17.75	18		2
UNIT C - INSTR ASST.	102.89		93	65
UNIT C - STUDENT SUPPORT INSTRUCTORS	21.23		24	
NON-UNION PARAPROFESSIONALS	14.15		1	35
NON-UNION - Adult/Community Education Progra	29.00			29
ABA/BCBA INSTRUCTORS	12.60	5	5	8
OT ASSISTANTS	3.33	3		1
SCHOOL AIDES	13.55		17	2
TECHNOLOGY UNIT	5.00	5		
CENTRAL ADMINISTRATORS	6.50	6		2
PRINCIPALS	9.00	9		
ASST PRINC/SUPERVISORS	19.00	16	6	
NURSE SUBSTITUTES				11
TEACHER SUBSTITUTES		1		121
SECRETARY SUBSTITUTES				26
PARAPROFESSIONAL SUBSTITUTES				2
Grand Total	977.94	667	293	373



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The column headings are defined as follows:

Full-Time Equivalent Positions for FY 2011

- **FY11 FTE Request:** These are the positions included in the Level Service Budget request presented to the School Committee on January 5, 2010. The FTE count is for all funds (operating and special revenue).

Head Count of Positions for FY 2011

- **Full-Time Positions** (All Benefits Eligible): This group of individuals includes 1.0 FTE positions within the same job title even if they are split over locations.
- **Part-Time Eligible Positions:** This group of individuals includes less than a 1.0 FTE but more than 0.50 FTE for teachers or .6 for all other bargaining units. MGL Chapter 32B defines who is eligible to receive health insurance. Section 2(d) defines an eligible employee as anyone who works no less than 20 hours. It further states that Teachers shall be deemed employees during the months of July & August. Chapter 90 of the Acts of 2006 amended Section 2 to include after the word teacher "and all other public school employees."
- **Part-Time Not Eligible Positions:** These are all positions that are less than .50 FTE for teachers and .60 FTE for all other employees that are not benefit eligible.

Additional review shows that there are 29 positions that are combined and held by a single employee. In 26 cases, the employee was already benefits eligible. 3 of the 29 positions resulted in the employee becoming benefits eligible.

Roll Up	Head Count		Primary Position Eligible	Combined Positions to Be Eligible
	Part-Time Eligible Positions	Not Eligible Positions		
UNIT A	117	41	15	
LESA - SECRETARIES	13	11	1	1
LESA - School Support Personnel	17	17		
NON-UNION DISTRICT SUPPORT/MGRS		2		
UNIT C - INSTR ASST.	93	65	5	1
UNIT C - STUDENT SUPPORT INSTRUCTORS	24			
NON-UNION PARAPROFESSIONALS	1	35	1	1
NON-UNION - Adult/Community Education Program		29		
ABA/BCBA INSTRUCTORS	5	8	1	
OT ASSISTANTS		1		
SCHOOL AIDES	17	2		
TECHNOLOGY UNIT				
CENTRAL ADMINISTRATORS		2		
PRINCIPALS				
ASST PRINC/SUPERVISORS	6		2	
NURSE SUBSTITUTES		11	1	
TEACHER SUBSTITUTES		121		
SECRETARY SUBSTITUTES		26		
PARAPROFESSIONAL SUBSTITUTES		2		
Grand Total	293	373	26	3

The consolidation of part-time into full-time positions cannot be considered based on an arithmetic formula alone as there are a number of factors (statutory, contractual, and programmatic) that limit the district's ability to combine positions.

First and foremost, state law requires that all school districts employ teachers who are licensed and currently qualified in the subject areas and grade-levels to which they are assigned. On this basis, there are limited instances in which part-time teaching positions can be combined where the individual teachers who



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fill these positions possess the licenses required to teach in multiple subject areas and across multiple grade levels.

Secondly, the consolidation of part-time teaching positions is limited because of scheduling considerations both within and between schools. The consolidation of part-time teaching positions often results in scheduling conflicts that cannot be avoided or resolved such as the need for one teacher to be assigned in two schools simultaneously. This limitation is further complicated by the need for built-in travel time between schools, our contractual requirement to compensate teachers for their travel time between schools, and again, the mandate to provide all students with licensed and qualified teachers as described above.

In the case of instructional assistants, in addition to the scheduling and building location considerations mentioned above, the delivery of support services for students on Individual Education Plans (IEPs) requires that instructional assistants be assigned at different times of the school day, and for different subjects throughout the school day. Given the complex schedules for certain students IEPs, many instructional assistant positions can not be combined.

Finally, the consolidation of positions other than those employed at the 0.7 or 0.5 FTE levels would not result in savings in the area of health care benefits. As a practical matter, all other combinations of part-time personnel result in either no savings (e.g., 0.8 and 0.8 = 1.0 and 0.6) or a position that can not be filled ($0.6 + 0.6 = 1.0 + 0.2$). A 0.2 FTE position is nearly impossible to fill.

The district, on an ongoing basis, reviews and considers the consolidation of positions in terms of achieving efficiencies in cost and services based on the its statutory, contractual, and programmatic obligations and needs.

Employee Benefits: additional information on the cost of benefits as a shared expense is located at <http://www.lexingtonma.gov/2000%20Shared%20Expenses.pdf>



9000 PROGRAMS WITH OTHER SCHOOL DISTRICTS

9000 PROGRAMS WITH OTHER SCHOOL DISTRICTS: Transfers of payments to other school districts or to non-public schools for services provided to students residing in the sending city or town.

9100 Tuition to Mass. Schools Tuition or transfer payments to other public school districts in Massachusetts for resident students, Tuition to non member Collaboratives, Tuition to non member Regional School Districts.

9110 School Choice Tuition Transfers made by the state from the sending school district's State Aid to the receiving school district or municipality.

9120 Tuition to Commonwealth Charter Schools Transfers made by the state from the sending school district's State Aid to the Charter School.

9200 Tuition to Out-of-State Schools Tuition or transfer payments to school districts in other states for resident students

9300 Tuition to Non-Public Schools Tuition or transfer payments to non-public schools for resident students

9400 Tuition to Collaboratives Payments of assessments to member Collaboratives for administrative and instructional services in accordance with collaborative agreements.

Special Education Out-of-District Budget

Students with disabilities ages 2 years and 9 months to 22 who are unable to be educated within the public schools are entitled to an education at public expense. When a student cannot receive appropriate services within LPS, services are provided in other settings including Collaboratives and private schools. There are associated transportation costs and specialized care for some of our most needy students. The Department of Education has developed a form of reimbursement, Circuit-breaker, which provides some fiscal support for high cost students.

Tuition is monitored by the Out-of-district Coordinator who reports to the Director of Student Services. As a student's intensive needs become identified and services within the district can not provide for that student then the Out-of-district Coordinator is called to meet with the team and parents to plan for the student's placement in the least restrictive placement/environment.

The Out-of-district Coordinator is the liaison for the student's IEP and provides case management of all aspects of the student's program. Costs are monitored through the Director of Student Services.

The out-of-district budget is based on the placement information contained in the table on the next page.

- Tuition rates for private day and residential schools are set by the Operational Services Division (OSD) of the Commonwealth of Massachusetts Executive Office of Administration and Finance. These rates can increase anytime along with an across the board increase annually.
- Many private schools request additional increase after the school year begins. Last year, the State did not permit rate increases, except for schools that reconstructed their programs. In such cases, a single school in any given year, at any time, can receive an increase of as much as 25%-40%.
- Collaborative tuition increases are recommended to the Collaborative Board of Directors based on program costs and budget presentations. The Collaborative Board of Directors is made up of member district Superintendents.
- Collaborative programs also tuition-in students from non-member districts. Non-member districts pay a higher tuition than member districts. Lexington has tuitioned-in students to three area collaboratives as a non-member community.



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- The FY11 budget is based on a 0.75% increase in tuitions.
- Exact Placement TBD are students identified in two categories: 1) Students whose placement is in the process of being finalized; 2) Students who are at high risk for placement. In both cases exact placements are not determined to date.
- Settlements are cases currently in or anticipated litigation. Litigation that results in a financial settlement occurs typically when there is a dispute between parents and the school district regarding a proposed placement. Students are placed in an out of district placement unilaterally by parents. Parents request that the district fund the placement. The district believes that its proposed placement is appropriate. Mediation, Pre-hearing, Hearing or Settlement Conference are legal proceedings that may ensue as a result of the dispute. The dispute is often resolved through a financial settlement, placement or a binding decision from the Bureau of Special Education Appeals.
- The circuit breaker decrease in number of students is due to some students graduating and turning 22 prior to the end of the school year. Their tuition rates reflect only the time actually spent in the program and thus do not always meet the circuit breaker threshold resulting in ineligibility for reimbursement.

DOE Function Code	DOE Function Title	Status	Sum of FY10 Budget Head Count	Sum of FY 10 ATM Budget	Sum of FY10 Budget Current Count	Sum of FY10 Projected Tuition Costs	Sum of FY11 Nov Proj Head Count	Sum of FY11 Nov proj
9100	Tuition to Mass. Schools	Tuition	1	\$82,026	4	\$231,278	4	\$258,096
9100 Total			1	\$82,026	4	\$231,278	4	\$258,096
9200	Tuition to Out-of-State Schools	Personnel Settlement Agreements Tuition		\$31,536	1	\$36,203	1	\$37,289
			1	\$238,663	1	\$15,000	1	\$15,000
					1	\$236,592	1	\$244,578
9200 Total			1	\$270,199	2	\$287,795	2	\$296,867
9300	Tuition to Non-Public Schools	45 stabilization High Risk Placement Personnel Settlement Agreements Summer Program Tuition Unilateral Placement		\$119,376	4	\$49,500		\$50,985
			11	\$1,146,007	12	\$379,637	11	\$630,907
						\$2,700		
			1	\$115,762	14	\$370,171	6	\$208,096
				\$59,091	1	\$20,053	1	\$14,946
			49	\$3,944,946	50	\$3,920,334	42	\$4,257,588
			4	\$149,723	1	\$47,092	1	\$47,445
	New Program Offset	(blank)		(\$172,532)				
	Circuit Breaker FY Est Offset	Tuition		(\$1,720,001)		(\$1,117,880)		(\$1,251,591)
	ARRA Offset	Tuition				(\$409,045)		
9300 Total			65	\$3,642,372	82	\$3,262,561	61	\$3,958,377
9400	Tuition to Collaboratives	45 stabilization extended services High Risk Placement Tuition		\$24,570		\$4,475		
				\$79,950		\$32,177	1	\$36,871
			2	\$78,144	2	\$32,177		
			24	\$1,059,818	27	\$1,184,903	30	\$1,541,000
9400 Total			26	\$1,242,482	29	\$1,221,555	31	\$1,577,870
Services	Undesignated	Additional Contracted Services				\$0		\$3,451
Services Total						\$0		\$3,451
Grand Total			93	\$5,237,079	117	\$5,003,190	98	\$6,094,661



Three- Year Budget Forecast

The purpose of the table below is to present the school department's financial projection for FY12 to FY14 expenses. This projection does not include future revenue estimates, which will be provide by the Town at a future date.

0% COLA FY12 to FY14

TYPE	FY10 REVISED BUDGET	FY11 ATM Request	FY12 EST	FY13 EST	FY14 EST
SALARIES & WAGES Total	\$ 56,290,945	\$ 58,089,697	\$ 59,015,697	\$ 60,441,697	\$ 61,867,697
EXPENSES Total	\$ 10,667,348	\$ 11,607,588	\$ 12,044,551	\$ 12,499,105	\$ 12,972,999
Grand Total	\$ 66,958,293	\$ 69,697,285	\$ 71,060,248	\$ 72,940,802	\$ 74,840,696
% Increase over Prior Year ATM Appropriation Requested		4.09%	1.96%	2.65%	2.60%
ARRA Funds (tuition already has the offset included)		\$ 818,090			
Avalon Bay Trust Fund			\$ 250,000	\$ 250,000	\$ 250,000
Projected New Funds		\$ 818,090	\$ 250,000	\$ 250,000	\$ 250,000
Estimated ATM Budget Request	\$ 66,958,293	\$ 68,879,195	\$ 70,810,248	\$ 72,690,802	\$ 74,590,696
		2.87%	2.80%	2.66%	2.61%

The projection has the following assumptions:

Salaries and Wages:

- Step Raise Calculation Methodology: A scattergram was developed using all the individuals at their FY11 step. Their incremental increases (step raises) for each year were then calculated and the amount averaged for the projection.
- Lane Changes and Contract Adjustments: Periodically, the district must adjust pay levels for contract employees, employees with annual agreements, and teachers who earn lane changes for master degrees or additional graduate credits. The amount included is \$140,000 for this projection.
- Cost of Living Adjustment: Each 1% COLA averages approximately \$630,000 for each projected year, which would add 0.90% to the bottom line increase.

Expenses:

- Expense Budgets: 2% COLA was added to adjust for inflation and changes in enrollment
- Special Education Tuition Account: 5% COLA was added to adjust for inflation and enrollment
- Special Education Consultant: 3% COLA was added to adjust for inflation and enrollment
- Special Education Transportation: 3% COLA was added to adjust for inflation and enrollment
- Regular Education Transportation: 3% COLA was added to adjust for inflation and enrollment

Revenue Offsets:

- Federal ARRA funding is eliminated after FY11 (\$818,090)
- The Avalon Bay Education Trust Fund will be used between FY12 and FY14 {\$250,000 per year, based on projected enrollment numbers }
- Annual budgets have been reduced by salary differential between new employees and the people who they replace (\$500,000).



School Capital Plan

School Department Capital Requests

Location	Program	Description	Code	2011 Recommended Spending	2012 Recommended Spending	2013 Recommended Spending	2014 Recommended Spending	2015 Recommended Spending
Systemwide	Furniture	School buildings that have not been renovated - Third year request - Classroom Furnishings need to be replaced	M	\$ 58,571	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
	Bowman	Classroom Furniture Replacement - all Classrooms	SS	\$ 4,650	TBD	TBD		
	Clarke	Classroom Furniture Replacement - all Classrooms	M	\$ 7,883	TBD	TBD		
	Diamond	Classroom & Guidance Furniture Replacement, Cafeteria Tables	SS	\$ 35,968	TBD	TBD		
	Estabrook	Classroom Furniture Replacement & Cafeteria Tables	M	\$ 7,300	TBD	TBD		
	Hastings	Classroom Furniture Replacement - 5th Grade Only	M	\$ 2,770	TBD	TBD		
	LHS	Redesign of Library (3 Phases)	M		\$ 34,740	\$ 39,733	\$ 17,049	
	LHS	Improvement Plan for Room 245 & 217	M		\$ 43,510			
Systemwide	Kitchen Equipment	Replacement of Kitchen Equipment over five years (\$400,000)	SS	\$ 99,500	\$ 40,300	\$ 30,500	\$ 100,000	\$ 100,000
	Bowman	Replace Walk In Refrigerator & Freezer	SS	\$ 41,500				
	LHS	Walk In Freezer	SS	\$ 58,000				
	Miscellaneous	Kitchen Equipment - Installation	SS		\$ 40,300	\$ 30,500		
Systemwide	Technology Plan	Technology Equipment to support the District's Strategic Goal for enhancing the District's capacity to utilize technology as an instructional and administrative tool. This technology equipment includes desktop and laptop computers, printers/peripherals, projection systems, network head-end equipment, and wireless network delivery systems	PS	\$ 696,000	\$ 700,000	\$ 700,000	\$ 600,000	\$ 600,000
Systemwide	Special Projects	Time Clocks for all Building	CC	\$ 97,000				
TOTAL:				\$ 951,071	\$ 840,300	\$ 830,500	\$ 800,000	\$ 800,000

School Technology - \$696,000: This is annual request to support the School District's Strategic Goal for enhancing technology use as an instructional and administrative tool. FY 2011 funds would augment or replace desktop and laptop computers, printers/peripherals, projection systems, network head-end equipment, and wireless network delivery systems. This article would provide the funding to:

- Replace the 460 oldest computers (6+ years);
- Increase the number of student workstations at the High School and certain areas of our elementary schools;
- Replace worn out printers and peripherals;
- Maintain and update the school's LAN network with replacement servers;
- Provide additional classroom projectors; and
- Install a managed wireless network throughout the High School. The FY 2011 request of \$91,000 is the first phase of providing managed wireless networks in each of the District's schools. The high school wireless network, as proposed, will augment the school's current wired network and provide wireless access points throughout the LHS campus. It will include a District Wide controller to manage and control the wireless access across all the schools. The second and third stages for FY12 and FY13 will also cost approximately \$90,000 each to provide wireless technology to the middle schools (phase 2) and the five elementary schools without building wireless (phase 3).

Food Service Equipment - \$99,500: Currently, some school kitchens are functioning with household grade equipment, which is unsafe and inappropriate for kitchens that are serving hundreds of meals a day. In addition, some of the commercial grade equipment has survived well beyond its useful life and needs to be replaced. During FY07, two kitchens failed and satellite operations needed to be put in place. This project will replace the



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walk-in refrigerator & freezer at the Bowman School and purchase a walk-in freezer for the High School. Eventually, the Food Service program will have a \$30,000 equipment budget built into the lunch fee.
 FY 2011 Recommended Budget & Financing Plan XI-9 March 1, 2010

Time Clock/Time Reporting System - \$97,000: The School District will partner with municipal departments to implement the KRONOS Time Keeper System. KRONOS is a business partner with the Town’s accounting software vendor MUNIS, and provides an integrated technology system that would more precisely record and report time worked, overtime, and absences for the approximately 500 hourly school employees. This will meet the requirements of the Fair Labor Standards Act and provide a more respectful work environment. A side benefit is to replace a currently cumbersome paper process with an automated attendance and request-for-time system for approximately 1,000 school department faculty and staff. Goals for this project are: improved accuracy and decreasing payroll error rates; better control over labor costs through improved overtime management and consistent application of pay and work policies; and increased productivity of employees. The School Department’s preliminary estimate of cost avoidance resulting from the implementation of this system is approximately \$50,000 per year.

Classroom Furniture - \$58,571: This is the third annual request for funds to replace classroom furnishings in school buildings that have not been renovated. FY 2011 funding will be used for the following:

- Bowman - Classroom Furniture Replacement - all Classrooms;
- Clarke - Classroom Furniture Replacement - all Classrooms;
- Diamond - Classroom & Guidance Furniture Replacement, Cafeteria Tables, Speaker System;
- Estabrook - Classroom Furniture Replacement & Cafeteria Tables; and
- Hastings - Classroom 5th Grade Furniture Replacement

Public Facilities Projects for Schools

Public Facilities Projects	
School Building Roofing Program	\$ 147,400
Clarke Auditorium Lighting and Technology Upgrade	\$ 174,000
Bridge and Bowman Renovation, Design Development and Engineering	\$ 750,000
School Improvement Projects	
School Accessibility Improvements	\$ 30,000
Remove of Modularity from Central Administration Building	\$ 30,000
Hastings School Modular Classroom Upgrade	\$ 75,000
Hastings School Cabinetry Replacement	\$ 38,000
School Building Flooring Program	\$ 100,000
Diamond Boiler Controls	\$ 40,000
LHS ILP Program	\$ 75,000
School Building Envelope Program	\$ 125,000
School Grounds Improvement Projects	
Hastings School Parking Area Improvements	\$ 50,000
Estabrook Playground PS \$125,000	\$ 125,000
	\$1,759,400



School Building Roofing Program - \$147,400: Lexington's 10 public school buildings have 806,000 square feet of roof at an estimated value of \$12,000,000. A comprehensive roofing assessment in May of 2008 inventoried roof type and condition, and catalogued the many leaks that were impacting the educational environment. Water infiltration causes classrooms to be closed and students relocated into other spaces, damages furnishings, property, and building components, and creates indoor air quality issues due to mold growth. Annual roof replacement needs are expected to exceed \$400,000. FY 2011 funds are intended for the replacement of the Lexington High School Auditorium roof and for design of prospective FY2012 projects. Other required roof replacements are included in projects at Lexington High School and the Bowman Elementary School.

Clarke Auditorium Safety and Technology Upgrade - \$174,000: This multi-year project will increase the size of the stage at the Clarke Middle School auditorium and add the appropriate technology and lighting to fully utilize the space as designed. The auditorium is utilized by students, staff and parents throughout the school year. Town and community groups also reserve the auditorium for large-scale meetings and performances. FY 2011 funds are requested to install a new stage lighting system to provide adequate lighting for performing groups. Currently, basic work lights illuminate the Clarke stage, as the previous stage lights FY 2011 Recommended Budget & Financing Plan XI-8 March 1, 2010 have become inoperable. The drama teacher provides her own personal lighting system for productions. The new system will be operable by digital (DMX) connection from the back of the auditorium, the stage left wing, or the front of the auditorium. Future phases will include installing a Stage Sound System (Year 2), increasing the Stage Depth (Year 3), creating Backstage Storage Cages (Year 4), and installing a new Stage Curtains & Pulley System (Year 4).

Bridge & Bowman Renovation Design Development and Engineering - \$750,000: Funds are requested for the costs of design, engineering and generation of construction documents for the renovation of the Bridge and the Bowman Elementary Schools to extend their useful lives. Both schools (constructed in the mid 1960's) still retain most of their original systems and suffer from significant deferred maintenance. The 2009 Lexington Public Schools pre-K to 12 Master Plan identified specific work to be done at each school, valued in 2009 dollars as \$6,490,573 (Bowman) and \$5,135,152 (Bridge). A Master Planning committee of volunteers appointed by the Board of Selectmen, the School Committee, and the Permanent Building Committee reviewed the plan and recommended renovations proceed as soon as funding can be made available. The renovations will include fire alarm replacement, heating and ventilation system replacement, building envelope upgrades, and architectural and accessibility improvements. This project is a likely candidate for financing as exempt debt, which would require a town wide referendum to exclude project financing from the limits of Proposition 2 ½.

School Improvement Projects

School Accessibility Improvements - \$30,000 (free cash): This project will complete accessibility improvements at primary entrances to school buildings. Students with physical challenges have experienced difficulty in entering even the newly constructed elementary schools, which are in compliance with accessibility codes. In August of 2009 door openers were installed at Lexington High School, the Diamond Middle School, and the Harrington, Fiske, and Bowman Elementary Schools. This FY 2011 project will install automatic door openers at the remaining five school buildings plus the entrance to Lexington Children's Place.

Removal of Modular Classrooms from Central Administration Building - \$30,000 (free cash): This request is for funds to remove the modular classrooms behind the School Administration Building. The modulators are an attractive nuisance and should be removed for safety and security reasons. Removing the modulators will also improve access to the ground level entrances for LABBB and print shop deliveries. The structures currently do not have electric power or smoke detectors but there are no current plans to utilize the modulators, so investing in electrical and fire alarms service is not justified at this time. Efforts will be made to recycle the modulators, perhaps at the DPW Hartwell Avenue site.



Hastings School Modular Classroom Upgrade - \$75,000 (free cash): The modular classrooms at Hastings are in need of repair. The roofing system drainage needs to be improved to prevent ponding, and selective demolition and repair will be required to extend the useful life of these classrooms. Ponding on the roof has allowed some water migration into the walls and flooring resulting in weakening of these components. Currently classrooms 41-44 are housed in modular additions that have been at Hastings for eight years. They were installed at Clarke Middle School prior to their use at Hastings. Classrooms 31-34 are twelve years old. Modulares of this design typically have an expected useful life of 10 years.

Hastings School Cabinetry Replacement - \$38,000 (free cash): This project would replace countertops, wooden cabinetry, sinks and faucets in all classrooms at Hastings School. The existing equipment is original to the school and is beyond repair. Water damage has occurred in the cabinets, causing the wood to split and create openings for additional water damage, and leading to environmental hazards such as rot and insect infestation.

School Building Flooring Program - \$100,000 (free cash): This project would replace flooring systems (carpet, vinyl tile, ceramic tile) that have failed, are broken and/or are beyond their useful life. The Department of Public Facilities maintains approximately 1.25 million square feet of space in the school buildings, with flooring systems in various conditions. While the operating budget funds repairs of components in flooring systems, this program will replace entire systems when the work will exceed \$25,000. Flooring systems must be replaced periodically to insure the surfaces are safe and cleanable.

Diamond Middle School Boiler Controls - \$30,000 (free cash): This project requests funds to install sequencing controls for the boilers and pumps at Diamond Middle School. These sequencing controls will automatically monitor boiler and pump operation and shift operation to maintain even run hours on the equipment, which will prolong the useful life of the equipment. In the absence of automatic controls, the head custodian of the building currently does his best to manually sequence the equipment.

High School Independent Learning Program (ILP) - \$75,000 (free cash): This project would create a new ILP classroom at Lexington High School. This new space will be required due to students graduating from Middle School to the High School. The specific requirements are not known at this time.

School Building Envelope Program - \$125,000 (free cash): This is an annual project request for prioritized school building envelope repairs. FY 2011 work may include making repairs to the Hastings School building envelope. In addition, recent EPA communications have indicated that building caulk used before 1978 contain PCBs, so funds will be used to mitigate potential safety and health issues from caulk if the risks are confirmed. Ongoing investment in the building envelope will include repair of damaged panels and siding, recaulking and weatherproofing windows and doors, and repainting the wood exterior. Without continual maintenance the exterior of the buildings will deteriorate, allowing moisture to become entrapped and propagate cracks through the freeze thaw cycle.

School Grounds Improvement Projects

Hastings School Parking Area Improvements - \$50,000 (free cash): The Hastings School is in need of grounds maintenance for the parking area that extends behind the school. The edges of the paved area are all broken, leaving rutted areas and ponding water and ice. This project will improve the parking area and create a safer environment.

Estabrook Playground Replacement - \$125,000 (free cash): Funding is requested to install a new playground at the Estabrook School. The existing playground is made from pressure treated wood, is splintering, and has reached the end of its useful life. When the new playground is installed, the layout of the structures within the green space will be modified to make better use of the space for health programs.



Other Municipal/School Projects by Public Facilities of interest to the School Department:

Park Improvements - Athletic Fields - \$50,000 (free cash): This is an ongoing capital program to address safety and playability concerns in order to provide adequate, safe field space for youth, adult, recreation, and school programs. The Town of Lexington's athletic fields are in constant use and many, even with regular maintenance, are in need of major repairs. FY 2011 funding is requested to address the ball field area at the Hastings School. This site has not been significantly upgraded in the last 20 years and is now a safety concern. The renovations will include turf, drainage, irrigation (where applicable), and site amenities (benches, backstops, etc.). Future renovation projects are anticipated for the Estabrook School Ball field, Adams Playfields, Franklin Ball field, the Football Field and Center Track Area, and all three Fields at Lincoln Park.